

Integrating LDOE Formative Assessment Items into Science HQIM

Purpose

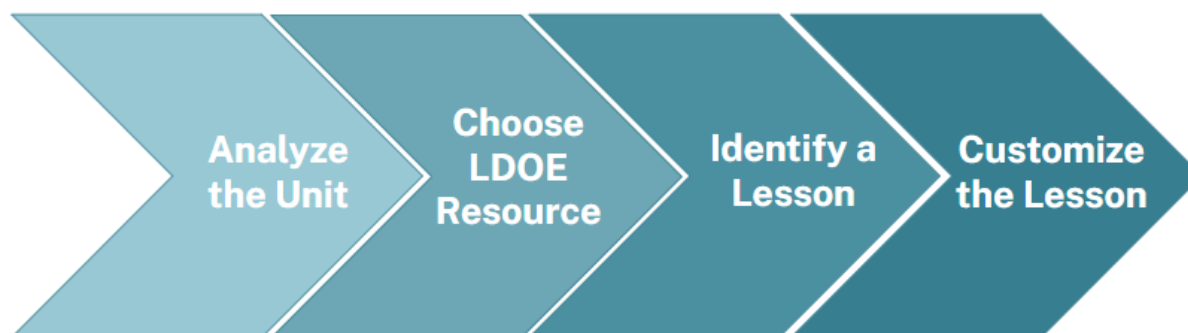
This document is designed for use by educators who are in at least their third year or more of implementing [high-quality instructional materials](#) (HQIM) in their science programs. Customization of HQIM should be approached with careful consideration and works best when done in collaboration with other educators.

Integrating formative assessment items into HQIM can have many benefits for both teachers and students. The following table lists just a few of those benefits.

Benefits for Students	Benefits for Teachers
<ul style="list-style-type: none">• Provides low-risk opportunities to engage with authentic assessment items• Exposes students to novel phenomena in bite-sized ways• Allows students to reflect on their understanding of science ideas in new ways	<ul style="list-style-type: none">• Provides opportunities to provide strategic instruction on LEAP-like questions• Allows for additional opportunities to analyze student work• Informs instructional decisions related to the unit

Process

The following process can be used during teacher collaboration (TC) time to customize science HQIM by integrating LDOE formative assessment items. The [Integrating Formative Assessment webinar](#) provides more detailed information on how to incorporate this process into teacher collaboration time.



Analyze the Unit

- Complete a unit internalization process during TC.
- Identify the standard(s) addressed within the unit.
- Determine how students build knowledge of the three dimensions of the standard(s) within the unit.

Step 1 of the [Planning Guide for Science Instruction](#) provides additional guidance for this step of lesson preparation.

Choose LDOE Resource

- Locate the LDOE formative assessment items available for the unit by using the appropriate [Louisiana Guide to Implementing](#) your curriculum.
- Find a formative assessment resource that aligns with the standard(s) within the unit.

Identify a Lesson

- Use the curriculum assessment guidance to identify a lesson within the unit to be customized.
- Analyze the standard(s) assessed by the lesson.
- Determine how students build knowledge of the three dimensions within the unit up to that point.

Customize the Lesson

- Analyze the lesson components leading up to the piece of the chosen lesson where the item will be integrated.
- Determine how the LDOE formative assessment item will be integrated into the lesson.

Note: It is imperative not to replace critical discussions or assessment moments that support student sensemaking, decrease rigor, or remove student opportunities for sensemaking.

Examples of Customization

- [Biology Example](#)
- Other examples coming soon!

Contact STEM@la.gov with questions.