



# Innovative Assessment Professional Development Series

Session 4: Understanding Item Types:  
Synthesis



November 2023



# Professional Learning Series

Understanding the IAP	The IAP Items	Using IAP Data
<ol style="list-style-type: none"><li>1. Introduction to the Innovative Assessment</li><li>2. Understanding Grade-Level Standards</li></ol>	<ol style="list-style-type: none"><li>3. Selected -Response and Constructed Response</li><li>4. Synthesis Essay</li></ol>	<ol style="list-style-type: none"><li>5. Understanding The Score Reports</li><li>6. Using The Classroom Questions Guide</li><li>7. Using CSV Files for In Depth Analysis</li></ol>

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# Objectives

Participants will

- use pp. 11-12, 20-32 of the IAP Score Report Guidance document to engage in a scoring activity for the synthesis essay.

*We will use the Participant Guide as a note catcher along the way.*





# Agenda

Agenda Items
1. Let's Set the Context
2. Writing Prompt
3. Scoring Rubric
4. Let's Set the Context
5. Scoring Activity



# Louisiana's ELA Goal

Louisiana's ELA goal is for all students to read, understand, and express their understanding of complex, grade-level texts.



**READ**

+



**UNDERSTAND**

+



**EXPRESS**





# Let's Set the Context

By the end of this unit, we will have read texts about the Puritans in America to understand how a person's identity is influenced by family, religion, race, class, and society and how this can affect the choices a person makes.



### The Witch of Blackbird Pond

To access the texts for this unit:

- Purchase bundles of the purchased texts through the [Text Portal](#);
- Purchase [The Witch of Blackbird Pond Unit Reader](#) for each student to access the additional texts for the unit, and
- Download and print The Witch of Blackbird Pond Student Materials for each student.

Text Title	Excerpt	Author/Source	Use in Unit	Access Type
<i>The Witch of Blackbird Pond</i>		Elizabeth George Speare	Student copy (Anchor Text)	<a href="#">Text Portal</a>
“Choices”		Nikki Giovanni	Student copy	<a href="#">The Witch of Blackbird Pond Unit Reader</a>
“Identity”		Julio Noboa Polanco	Assessment (Student copy)	<a href="#">The Witch of Blackbird Pond Unit Reader</a>
“Puritans”		Michael Kaufman (The New Book of Knowledge, Grolier Online)	Student copy	<a href="#">The Witch of Blackbird Pond Unit Reader</a>
“The Road Not Taken”		Robert Frost	Student copy	The Witch of Blackbird Pond Student Materials
<i>History of the United States of America</i>	“Puritan Laws and Character”	Henry William Elson (transcribed by Kathy Leigh)	Student copy	The Witch of Blackbird Pond Student Materials
Strange Phenomena of New England in the 17th Century including the “Salem Witchcraft,	Title and last page of Confession of Salem Jurors	The Library of Congress	Student copy	The Witch of Blackbird Pond Student Materials

Grade 6: The Witch of Blackbird Pond



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### Essay Directions and Sample Writing Prompt (Grades 6, 7, 8):

You will now respond to a writing prompt based on what you learned during the unit and from the new text(s) you read in the assessment.

When responding to the prompt, be sure to do the following:

- Organize and fully develop your ideas with thoughtful analysis.
- Support your essay with information from THREE texts, including:
  - Specific evidence from the NEW text(s) and
  - Relevant information from TWO unit texts.
- Identify the texts you are referencing.
- Use correct grammar, punctuation, and spelling.

The texts in The Witch of Blackbird Pond unit and the excerpts from *The Heretic's Daughter* describe the people who lived in Puritan New England and what shaped their identities.

Write a well-developed essay explaining how people's values, beliefs, and actions impact their identities.

Support your explanation with relevant ideas and information from one of the excerpts from *The Heretic's Daughter* and from any **two** unit texts listed below:

- The Witch of Blackbird Pond by Elizabeth George Speare
- "Choices" by Nikki Giovanni
- "Identity" by Julio Noboa Polanco
- "The Road Not Taken" by Robert Frost

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Please contact [name@la.gov](mailto:name@la.gov)

<sup>1</sup>Author's Last name, First Initial. (Year). Book title [format of book]. Publisher. URL



CONSTRUCT	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
<b>READING COMPREHENSION AND WRITTEN EXPRESSION</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an accurate analysis;</li> <li>addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported with <b>relevant</b> references to ideas and information from the unit texts and a new text to develop claim or topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of the claim or topic that is <b>mostly appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported with <b>relevant</b> references to ideas and information from the unit texts and a new text to develop claim or topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;</li> <li>addresses the prompt and provides <b>some</b> development of the claim or topic that is <b>somewhat appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and references to ideas and information from the unit texts and a new text to develop claim or topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat clear and coherent</b> writing;</li> <li>style is <b>somewhat effective</b>.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b> of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis;</li> <li><b>minimally</b> addresses the prompt and provides <b>minimal</b> development of the claim or topic that is <b>limited in its appropriateness</b> to the task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and reference to ideas and information from the unit texts and a new text;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>style is <b>minimally effective</b>.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no comprehension</b> of ideas by providing an <b>inaccurate</b> or no analysis;</li> <li>is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>includes <b>little to no</b> reasoning or reference to ideas and information from the unit texts and a new text;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</li> </ul>

# Scoring Rubric



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Text Title	Author/Source
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"The Road Not Taken"	Robert Frost
<i>History of the United States of America</i> from "Puritan Laws and Character"	Henry William Elson (transcribed by Kathy Leigh)
Strange Phenomena of New England in the 17th Century including the "Salem Witchcraft, 1692," from the writing of Cotton Mather, New York, 1846 from Title and last page of Confession of Salem Jurors	The Library of Congress
<i>Salem Witch Trials</i> from "The Story of the Witch Hunt" (Video)	Discovery Education



# Let's Set the Context

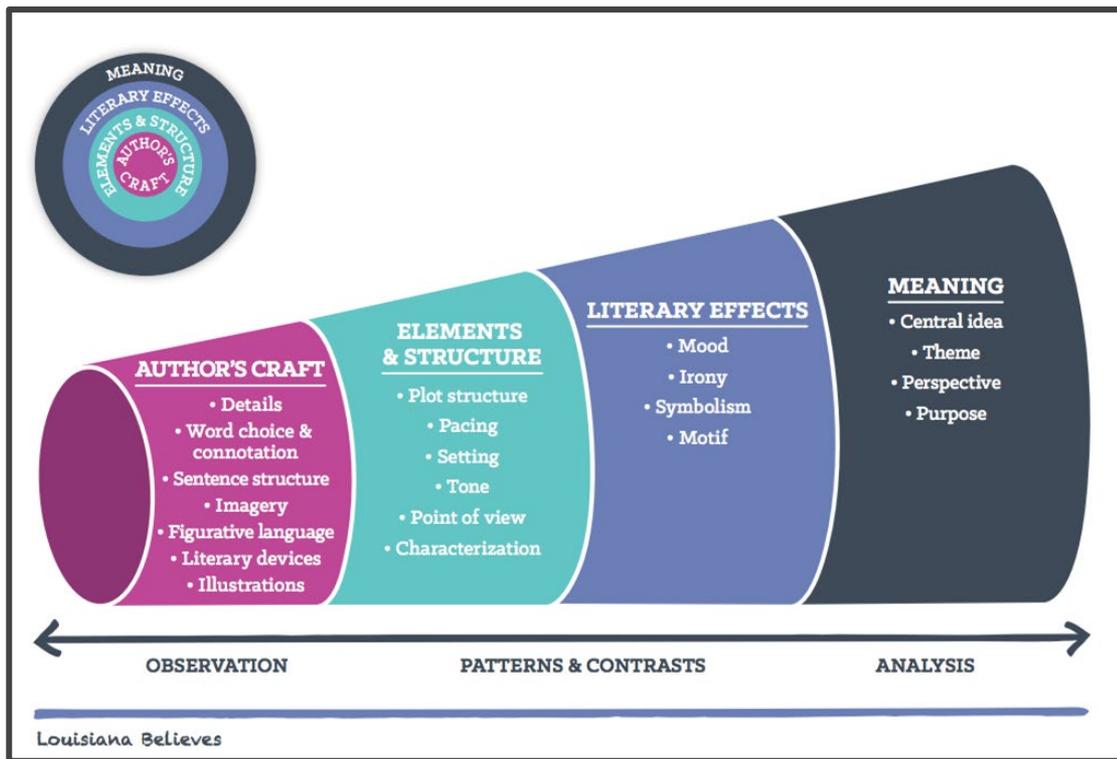
*Participant  
Guide  
p. 2*

*IAP Score  
Report  
Guidance  
pp. 22-25*

At this time,

- use your device to find digital access to the texts listed in the writing prompt, and read each text;
- take notes on your page 2 Participant Guide as you look for the big ideas that we identified in the beginning of the session.





# Reader's Circles for Literary Texts



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# Scoring Notes

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS	The student response	The student response	The student response	The student response
	<ul style="list-style-type: none"> <li>demonstrates full command of the conventions of standard English at an appropriate level of complexity;</li> <li>may include a few minor errors in mechanics, grammar, and usage, but meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some command of the conventions of standard English at an appropriate level of complexity;</li> <li>may include errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited command of the conventions of standard English at an appropriate level of complexity;</li> <li>may include errors in mechanics, grammar, and usage that often impede understanding.</li> </ul>	<ul style="list-style-type: none"> <li>does not demonstrate command of the conventions of standard English at the appropriate level of complexity;</li> <li>includes frequent and varied errors in mechanics, grammar, and usage that impede understanding.</li> </ul>

## Scoring Notes

Detailed scoring notes are provided when training readers to score the student responses on the tests. The notes that follow include some possible ideas and relevant evidence from the unit-related text as well as relevant information and details from the unit texts listed in the prompt.

### Notes for the Excerpts from *The Heretic's Daughter*

Although the constructed-response prompt mentions both excerpts from *The Heretic's Daughter*, a student may use evidence from one or both texts. To get a higher score, the student should reference specific and relevant evidence, especially since the excerpts are available to the students during the test. They appear on the left side of the screen, which allows students the opportunity to show their understanding of a new text by using well-chosen evidence.

- In the letter to her granddaughter, Sarah expresses anger toward the Puritans of her childhood. She says that the Puritans turned every event ("a falling tree, a sickness, a wart") into a judgment from God. She claims that the Puritan leaders themselves broke many commandments that they taught and turned people against each other with false accusations ("It was a terrible time, when charity and mercy and plain good sense were all thrown into the fire of zealotry, covering everyone left living with the bitter ash of regret and blame.") Even though she lived in the Puritan community, Sarah rejects their unjust beliefs.

and what was modeled in her home. Martha, her husband when she says, "Nothing of the woman, and in this way are we freed from

members as witches. Martha warns Sarah that themselves. However, Martha will stand up

ter, she speaks these truths to her

ples of how their identities were impacted or not have access to the novel, they should be s that follow.

f the novel. She had been raised by her spirited and independent identity.

ucated her by reading history, plays, and ly those who judge her, as some passengers on ld water to retrieve a child's doll. Kit values

when she helps Hannah Tupper, who had been brightens the widow's life, for example, by ce to read. Eventually, Kit helps Hannah escape

els the same peace she felt in Barbados; she

and William value different things, she says no

by their beliefs and values about living simply

ousehold. superstitious as other people in the town are. belief in living simply, without frills. of the town charter when he proves to be a

reputation and because she worries about pes not always follow the strict Puritan rules. to her. For the most part, she follows the the household. .

meadow. a cart's tail, flogged) in Massachusetts,

ere she won't be bothered. Perhaps because

nspeople come after her.

itans. t beliefs, like Hannah, are witches.

h as when her daughter Prudence nah has cast over her. However, her husband

relationship between identity and beliefs,

pes their values and beliefs. The speaker ant, or even express their true feelings), but ation so they can get along in the world.

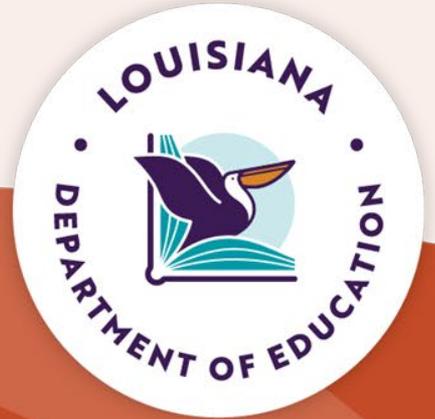
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# Scoring Rubric



# Reflection and Closing

What did you learn from the scoring activity?



For questions about the IAP, please contact  
Ruth Caillouet, the Innovative Assessment Coordinator  
[Ruth.caillouet@la.gov](mailto:Ruth.caillouet@la.gov)

Send general assessment questions to  
[assessment@la.gov](mailto:assessment@la.gov)

