



Innovative Assessment Program Professional Learning Series

Session 6: Using The Score Report Reflections Guide



December 2023



Professional Learning Series

Understanding the IAP	The IAP Items	Using IAP Data
<ol style="list-style-type: none">1. Introduction to the Innovative Assessment2. Understanding Grade-Level Standards	<ol style="list-style-type: none">3. Selected -Response and Constructed Response4. Synthesis Essay	<ol style="list-style-type: none">5. Understanding The Score Reports6. Using the Score Report Reflections Guide7. Using CSV Files for In Depth Analysis

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Objectives

Participants will

- Use the Score Report Reflections Guide in conjunction with the Classroom Score Report to analyze results together with student work from a recent ELA Guidebooks unit to support students in their current instructional unit.



Materials For Today's Session



Materials for today's session, including this slide deck, an example score report, and Score Report Reflections Guide are available online at: <https://ldoe.zendesk.com/hc/en-us/sections/19671802015127-Professional-Learning>

Innovative Assessment Program Professional Learning Series

Session 6: Using The Score Report Reflections Guide

LEAP The Giver, Window 1 2023
Grade 07
Report Date: 12/2023
Class: 00001 Example Class
School: Example School
School System: Example School Parish
Students with Scores: 22

This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at <https://www.louisiana.gov/assessments>.

Questions assigned to three reporting categories in each category in terms of three performance levels.

LOUISIANA DEPARTMENT OF EDUCATION

ELA Innovative Assessment Program Grades 6-8 Score Report Reflections Guide

1. Introduction

Overview. The classroom end-of-unit score reports from the ELA Innovative Assessment Program (IAP) are meant to be used with your own classroom observations and insights to think through what kinds of instructional supports may help your students. This document provides the same set of reflection questions included within the classroom end-of-unit score reports as well as possible next instructional steps. To use this document, consider each set of students within the grouped roster section of the report and further differentiate between students within each group using the reflection questions. Doing so can help you determine what kinds of supports are best.

It is important to note that the IAP does not directly assess key building blocks of reading comprehension, including phonemic awareness, phonics, and fluency. Instead, the IAP assesses students' reading comprehension and written expression in relation to deep knowledge of unit texts. If your students are struggling to show proficiency in terms of phonemic awareness, phonics, and fluency, they will struggle to comprehend the assessment texts. If your students need additional support with foundational skills or elements of text complexity, consult other curriculum-embedded assessment data to determine how to best meet the needs of those students.

Using this Guide. Start with the Knowledge reflection group within the score report (those students who received a Weak rating in Knowledge) and consider how those students performed on recent curriculum-embedded assessments from the current ELA Guidebooks unit. Select one or more text-based writing tasks from the curriculum and gather the students' responses. As you review the student work against the rubric success criteria for that task, ask yourself the reflection questions in the Knowledge section of the table that follows. If you answer **NO** to the first question for some students, those students may need the support associated with that question. Write in the names of those students within the Identified Students column of the table. For other students, the answer may be YES. Consider the next

Page 1 of 9

This document is meant to give more detailed guidance than the prior [Innovative Assessment Score Report Guidance from 2017-2023](#). However, this prior score report guidance is still valuable and can be used in conjunction, or in place, of this IAP Grades 6-8 Score Report Reflections Guide.



Agenda

Agenda Items
1. Let's Set the Context
2. Overview of the Score Report Reflections Guide
3. Additional Materials You Will Need
4. Score Report Reflections Guide: Reflection Questions
5. Score Report Reflections Guide: Support Guidance
6. Reflection



Overarching ELA IAP Goal

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



READ

+



UNDERSTAND

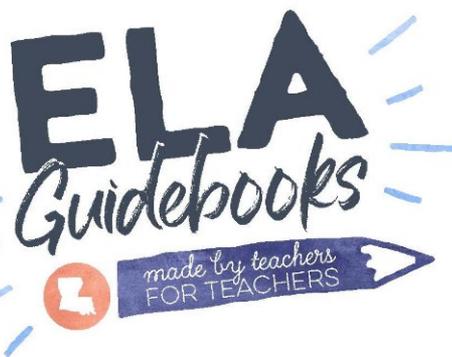
+



EXPRESS



Curriculum



Updated Score Reporting for Grades 6-8 in 2023-24

LEAP Louisiana Assessment Program
Classroom Assessment

The Civer, Window 1 2023
Grade: 07
Report Date: 12/2023

Class: 00001 Example Class
School: Example School
School System: Example School Parish

Students with Scores: 22

This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at <https://www.louisianabelieves.com/resources/for-aj/assessment-guidance>.

Overall Results

Each Innovative Assessment Program (IAP) unit assessment asks students to answer questions assigned to three reporting categories: Knowledge, Application, and Synthesis. The figure below summarizes the trends for each category in terms of three performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category

Category	Weak	Moderate	Strong
Knowledge	8	2	12
Application	11	6	5
Synthesis	6	6	9

Performance Rating Key

- Weak**
Aligns to the level of rigor of the Unsatisfactory and Approaching Basic achievement levels on the LEAP 2025 ELA Assessment
- Moderate**
Aligns to the level of rigor of the Basic achievement level on the LEAP 2025 ELA Assessment
- Strong**
Aligns to the level of rigor of the Mastery and Advanced achievement levels on the LEAP 2025 ELA Assessment

Page 1 of 9
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LOUISIANA DEPARTMENT OF EDUCATION

ELA Innovative Assessment Program
Grades 6-8 Score Report Reflections Guide

1. Introduction

Overview. The classroom end-of-unit score reports from the ELA Innovative Assessment Program (IAP) are meant to be used with your own classroom observations and insights to think through what kinds of instructional supports may help your students. This document provides the same set of reflection questions included within the classroom end-of-unit score reports as well as possible next instructional steps. To use this document, consider each set of students within the grouped roster section of the report and further differentiate between students within each group using the reflection questions. Doing so can help you determine what kinds of supports are best.

It is important to note that the IAP does not directly assess key building blocks of reading comprehension, including phonemic awareness, phonics, and fluency. Instead, the IAP assesses students' reading comprehension and written expression in relation to deep knowledge of unit texts. If your students are struggling to show proficiency in terms of phonemic awareness, phonics, and fluency, they will struggle to comprehend the assessment texts. If your students need additional support with foundational skills or elements of text complexity, consult other curriculum-embedded assessment data to determine how to best meet the needs of those students.

Using this Guide. Start with the Knowledge reflection group within the score report (those students who received a Weak rating in Knowledge) and consider how those students performed on recent curriculum-embedded assessments from the current ELA Guidebooks unit. Select one or more text-based writing tasks from the curriculum and gather the students' responses. As you review the student work against the rubric (success criteria) for that task, ask yourself the reflection questions in the Knowledge section of the table that follows. If you answer **NO** to the first question for some students, those students may need the support associated with that question. Write in the names of those students within the *Identified Students* column of the table. For other students, the answer may be **YES**. Consider the next

This document is meant to give more detailed guidance than the prior [Innovative Assessment Score Report Guidance from 2022-2023](#). However, this prior score report guidance is still valuable and can be used in conjunction, or in place, of this IAP Grades 6-8 Score Report Reflections Guide.

1

Classroom Score Report

Score Report Reflections Guide



Agenda Items

1. Let's Set the Context
2. Overview of the Score Report Reflections Guide
3. Additional Materials You Will Need
4. Score Report Reflections Guide: Reflection Questions
5. Score Report Reflections Guide: Support Guidance
6. Reflection



Overview of the Score Report Reflections Guide

- Introduction
- Reflection Questions with Question Tables
- Support Guidance



LOUISIANA DEPARTMENT OF
EDUCATION

ELA Innovative Assessment Program
Grades 6-8 Score Report Reflections Guide

1. Introduction

Overview. The classroom end-of-unit score reports from the ELA Innovative Assessment Program (IAP) are meant to be used with your own classroom observations and insights to think through what kinds of instructional supports may help your students. This document provides the same set of reflection questions included within the classroom end-of-unit score reports as well as possible next instructional steps. To use this document, consider each set of students within the grouped roster section of the report and further differentiate between students within each group using the reflection questions. Doing so can help you determine what kinds of



I. Knowledge. Overall, students who scored Weak or Moderate on this section of the assessment may encounter difficulty comprehending the text and/or understanding what the assessment items required them to do.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
1. Do these students typically understand how to approach ELA	



Pause the video:
Take a moment to familiarize yourself with the contents of the Guide.

I. Knowledge – Support Guidance	
Reflection Question 1: Do these students typically understand how to approach ELA assessment tasks?	
Guidance for supporting student understanding of ELA tasks and assessment items.	
What inference can be made from this data point?	Students' ability to independently read and understand a task are still developing. They encounter difficulty when: <ul style="list-style-type: none"> • they are being asked to analyze or make a judgment about a text, and/or • a task requires them to select more than one response.
Why does this data point matter?	It is impossible to accurately measure a student's comprehension of a text or understanding of a topic if they misunderstand the task or item itself. As a classroom teacher, getting data about how students are interpreting the task is equally important to getting data on how they are responding to the task. We must ensure all students are equipped to comprehend ELA tasks, both formative and summative.
How does my curriculum's design address this need?	<ul style="list-style-type: none"> • There are multiple opportunities for formative assessment embedded within the ELA Guidebook's daily lesson structure. Lesson activities allow the chance to observe and gather more informal data about students' comprehension throughout the lesson, and each lesson culminates in a more formal expression of understanding through the "Let's Express Our Understanding" slides. These formative assessments can provide important feedback to teachers on how well students are interpreting the assigned tasks. • The ELA Guidebooks curriculum provides students with extensive opportunities to unpack text-based writing and discussion tasks. Many lessons encourage students to turn and talk with partners and/or participate in whole class discussions to ensure students have clarity on what the task is asking and how to approach their response. • Many of the ELA Guidebooks 6-8 (2018) units include practice cold read tasks that teachers can utilize to ensure students understand the selected response structure of those ELA assessment items. • Additionally, the ELA Guidebooks offer supports for teachers in helping students understand the curriculum tasks. Scaffolded questions and other suggestions for how to support students can be found in the teaching notes within lessons, as well as student look-fors to ensure teachers can clarify the success criteria of each task.
What can I do tomorrow to support my students?	<ul style="list-style-type: none"> • For each curriculum assessment task, ensure students have a clear understanding of the success criteria. Challenge students to turn and talk with a partner and/or engage in a whole class discussion about what knowledge and skills they feel are needed to be successful on the task. • Use anchor charts or other methods to display key academic vocabulary terms based on the grade-level standards. Ensure students understand their meaning. • Utilize the "Let's Express Our Understanding" slides at the end of each lesson to allow students to discuss or write

Using the Score Report Reflections Guide

1. Start with the Knowledge, Application and Synthesis Tables in the Classroom Report.

2. Think through the reflection questions in the Reflections Guide.

3. Identify “levers” that are most useful and then implement.

LEAP Written in Bone, Window 1 2023
 Grade: 07 Report Date: 12/2023
 Class: 0000 Example Class School: Example School School System: Example School Parish
 Students with Scores: 22

Knowledge Group

In this reporting category, students demonstrate their understanding of key knowledge taught in the unit by answering questions about the anchor texts. To analyze the results in the table below, consider the following questions about your students:

1. Do they typically understand how to approach ELA assessment tasks?
2. Do they typically understand and use academic and domain specific language?
3. Do they typically understand how to select the best evidence?

If you answered “no” to any of these questions, use the 2023-2024 AP Score Report Guidance to consider next steps in the upcoming unit of instruction. If you answered “yes” to all of the questions, consider the reflection question in the Application section for these students.

Knowledge Table
 Note: Students who did not take a section of the test will receive a rating of Not Tested (NT) for that section.

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID
Weak	Weak	Not Tested	-	-	STUDENT 1	1234567891
Weak	Weak	Weak	0	1	STUDENT 2	1234567891
Weak	Weak	Weak	0	1	STUDENT 3	1234567891
Weak	Weak	Weak	1	1	STUDENT 4	1234567891
Weak	Weak	Moderate	2	2	STUDENT 5	1234567891
Weak	Weak	Moderate	2	3	STUDENT 6	1234567891
Weak	Weak	Strong	4	2	STUDENT 7	1234567891
Weak	Moderate	Moderate	2	1	STUDENT 8	1234567891
Moderate	Moderate	Moderate	2	3	STUDENT 9	1234567891
Moderate	Strong	Moderate	2	3	STUDENT 10	1234567891

Page 3 of 9
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I. Knowledge. Overall, students who scored Weak or Moderate on this section of the assessment may encounter difficulty comprehending the text and/or understanding what the assessment items required them to do.

Reflection Questions	Identified Students
Based on one or more text based writing tasks from your classroom...	
<p>1. Do these students typically understand how to approach ELA assignments (i.e., success criteria)?</p> <ul style="list-style-type: none"> o If YES, move on to question 2. o If NO, review support guidance for reading and understanding assessment items/tasks. 	<p>NO</p> <p>Consider Reading and Understanding Items/Tasks Guidance for Student 2</p>
<p>2. Do these students typically understand and use academic and domain specific language?</p> <ul style="list-style-type: none"> o If YES, move on to question 3. o If NO, review support guidance for building vocabulary. 	<p>NO</p> <p>Consider Building Vocabulary Guidance Student 3, Student 6, Student 7, and Student 10</p>
<p>3. Do these students typically understand how to select the best evidence?</p> <ul style="list-style-type: none"> o If YES, move on to the next section that requires support. o If NO, review support guidance for selecting evidence. 	<p>NO</p> <p>Consider Selecting Evidence for Student 4, Student 5, Student 8, Student 9</p>

Move onto the Application Reflection Questions for Student 1

I. Knowledge – Support Guidance

Reflection Question 1: Do these students typically understand how to approach ELA assessment tasks?

Guidance for supporting student understanding of ELA tasks and assessment items.

What inference can be made from this data point?

- Student’s ability to independently read and understand a task are still developing. They encounter difficulty when:
 - they are being asked to analyze or make a judgment about a text, and/or
 - a task requires them to select more than one response.

What can I do tomorrow to support my students?

- For each curriculum assessment task, ensure students have a clear understanding of the success criteria. Challenge students to brainstorm and talk with a partner and/or engage in a whole class discussion about what knowledge and skills they feel are needed to be successful on the task.
- ...

Reflection Question 2: Do these students typically understand academic and domain specific language?

Guidance for supporting vocabulary building.

What inference can be made from this data point?

- Student’s academic and domain specific vocabulary is still developing. They encounter difficulty when:
 - they are asked to determine the meaning of unknown words in a text, and/or
 - an item/task uses ELA domain specific language.

How can I pull a lever tomorrow to support my students?

- These students need explicit instruction and repeated practice in building the academic and domain specific vocabulary needed for understanding texts and assessment items/tasks.
- Engage students in direct and explicit vocabulary instruction with academic or domain specific words from the current unit through the use of a [vocabulary protocol](#), as well as the ELA Guidebooks lesson activities and student materials that support vocabulary acquisition.
- ...

Reflection Question 3: Do these students typically understand how to select the best evidence?

Guidance for supporting the accurate selection of evidence.

What inference can be made from this data point?

- Student’s ability to select the evidence that best supports an idea is not yet developed. They are likely struggling to understand that while a response may be true according to the text, it is not necessarily the best response for the given task.

How can I pull a lever tomorrow to support my students?

- Given pieces of evidence aligned to an ELA Guidebooks task, have students select the best pieces to use to support a given thesis/claim. Use the student look-fors in the teaching notes to support you with this activity.
- ...



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2. Overview of the Score Report Reflections Guide
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The Classroom Score Report

The new 2023-24 classroom score report is made up of four sections.

Overall Results

Number of Students by Performance Rating within Category

Category	Weak	Moderate	Strong
Knowledge	1	1	1
Application	1	1	1
Synthesis	1	1	1

Performance Rating Key

- Weak:** Major concern; need support of the School Faculty and Administration. (LEAP 2023 GA Assessment)
- Moderate:** Adequate level of support of the School Faculty and Administration. (LEAP 2023 GA Assessment)
- Strong:** Adequate level of support of the School Faculty and Administration. (LEAP 2023 GA Assessment)

Grouped Roster

Knowledge Group

Application Group

Synthesis Group

Grouped Roster

This page lists students grouped by their performance in Knowledge, Application, and Synthesis. It includes a table with columns for Student Name, Knowledge Group, Application Group, and Synthesis Group.

Classroom Profile

The table below contains the number of students who met or exceeded the Knowledge, Application, and Synthesis reporting category. These numbers are used to calculate the percentage of students who met or exceeded the reporting category.

Category	Met or Exceeded	Total	Percentage
Knowledge	1	3	33%
Application	1	3	33%
Synthesis	1	3	33%

Comparisons

The table below compares the number of students who met or exceeded the reporting category to the number of students who met or exceeded the reporting category in other schools.

Category	Class	School System	LEAP
Knowledge	Class	33%	33%
	School System	40%	33%
	LEAP	33%	33%
Application	Class	33%	33%
	School System	33%	33%
	LEAP	33%	33%
Synthesis	Class	33%	33%
	School System	33%	33%
	LEAP	33%	33%

Overall Results

Grouped Roster

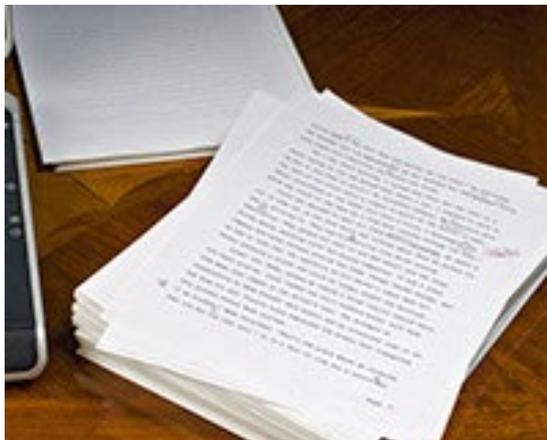
Classroom Profiles

Comparisons



Student Work Samples

Recent curriculum-embedded writing task



Why look at additional student work samples?

→ Looking at both IAP results and a classroom writing task provides a **richer picture** of student performance, and therefore learning.





Agenda Items

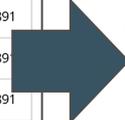
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Using Reflection Questions: Knowledge

Knowledge Table
Note: Students who did not take a section of the test will receive a rating of Not Tested (NT) for that section.

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID
Weak	Weak	Not Tested	-	-	STUDENT 1	1234567891
Weak	Weak	Weak	0	1	STUDENT 2	1234567891
Weak	Weak	Weak	0	1	STUDENT 3	1234567891
Weak	Weak	Weak	1	1	STUDENT 4	123456789
Weak	Weak	Moderate	2	2	STUDENT 5	1234567891
Weak	Weak	Moderate	2	3	STUDENT 6	1234567891
Weak	Weak	Strong	4	2	STUDENT 7	1234567891
Weak	Moderate	Moderate	2	1	STUDENT 8	1234567891
Moderate	Moderate	Moderate	2	3	STUDENT 9	1234567891
Moderate	Strong	Moderate	2	3	STUDENT 10	1234567891



I. Knowledge. Overall, students who scored Weak or Moderate on this section of the assessment may encounter difficulty comprehending the text and/or understanding what the assessment items required them to do.

Reflection Questions Based on one or more text based writing tasks from your	Identified Students
<ol style="list-style-type: none">1. Do these students typically understand how to approach ELA assignments (i.e., success criteria)?2. Do these students typically understand and use academic and domain-specific language?3. Do these students typically understand how to select the best evidence?	

Modeling the Process

LEAP Literacy Evidence Assessment Program
 Written in Bone, Window 1 2023
 Grade 07
 Report Date: 12/20/23
 Case 00001 Example Oms
 01000 Example School
 School System: Example School District
 Students with Scores: 22

Knowledge Group

In this reporting category, students demonstrate their understanding of key knowledge taught in the unit by answering questions about the author's needs. As you analyze the results in the table below, consider the following questions about your students:

1. Do they **specifically understand how to approach LIA assessment tasks**?
2. Do they **specifically understand and use academic and domain-specific language**?
3. Do they **typically understand how to select the best evidence**?

If you answered "no" to any of these questions, use the 2023-2024 IAP Score Report Guidance to consider next steps in the upcoming unit of instruction. If you answered "yes" to all of the questions, consider the reflection questions in the Application section for these students.

Knowledge Table

Note: Students who did not take a section of the test will receive a rating of "Not Tested (NT)" for that section.

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LRSD
Weak	Weak	Not Tested	-	-	STUDENT 1	123456789
Weak	Weak	Weak	0	1	STUDENT 2	123456789
Weak	Weak	Weak	0	1	STUDENT 3	123456789
Weak	Weak	Weak	1	1	STUDENT 4	123456789
Weak	Weak	Moderate	2	2	STUDENT 5	123456789
Weak	Weak	Moderate	2	3	STUDENT 6	123456789
Weak	Weak	Strong	4	2	STUDENT 7	123456789
Weak	Moderate	Moderate	3	1	STUDENT 8	123456789
Moderate	Moderate	Moderate	2	3	STUDENT 9	123456789
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 Written in Bone, Window 1 2023
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Application Group

In this reporting category, students demonstrate their ability to apply knowledge and skills taught in the unit for reading a new text independent, responding to questions about it, and producing a short written response to a prompt. As you analyze the results in the table below, consider the following question about your students:

1. Do they typically demonstrate accurate comprehension when tackling a new text independently?

If you answered "no" to this question, use the 2023-2024 IAP Score Report Guidance to consider next steps in the upcoming unit of instruction. If you answered "yes" to this question, consider the reflection questions in the Synthesis section for these students.

Application Table

Note: Students who did not take a section of the test will receive a rating of "Not Tested (NT)" for that section.

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LRSD
Strong	Weak	Weak	0	1	STUDENT 11	123456789
Strong	Weak	Weak	0	0	STUDENT 12	123456789
Strong	Weak	Strong	4	3	STUDENT 13	123456789
Strong	Weak	Strong	2	3	STUDENT 14	123456789
Strong	Moderate	Weak	0	1	STUDENT 15	123456789
Strong	Moderate	Strong	3	2	STUDENT 16	123456789
Strong	Moderate	Strong	4	2	STUDENT 17	123456789
Strong	Moderate	Strong	4	2	STUDENT 18	123456789

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Synthesis Group

In this reporting category, students demonstrate their ability to express their understanding of key knowledge gained in the unit by writing an extended response to a prompt. Students are asked to write their own analysis of the text and to provide evidence from the text to support their analysis. As you analyze the results in the table below, consider the following questions about your students:

1. Do they typically demonstrate independence when engaging a writing task?
4. Do they typically understand how to select, organize, and clearly present relevant evidence and ideas?
7. Do they typically understand and follow the rules of Standard English grammar, mechanics, and usage?

If you answered "no" to any of these questions, use the 2023-2024 IAP Score Report Guidance to consider next steps in the upcoming unit of instruction.

Synthesis Table

Note: Students who did not take a section of the test will receive a rating of "Not Tested (NT)" for that section.

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LRSD
Strong	Strong	Moderate	4	1	STUDENT 19	123456789
Strong	Strong	Strong	4	2	STUDENT 20	123456789
Strong	Strong	Strong	4	2	STUDENT 21	123456789
Strong	Strong	Strong	4	2	STUDENT 22	123456789

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 Grade 07
 Report Date: 12/20/23
 Case 00001 Example Oms
 01000 Example School
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No Score Group

Some students may not receive scores on the unit assessment. This may be because students did not take the assessment, did not complete enough of the test to receive scores, or had their score voided.

No Score Table

Note: Students who did not take a section of the test will receive a rating of "Not Tested (NT)" for that section.

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LRSD
-	-	-	-	-	STUDENT 23	123456789
-	-	-	-	-	STUDENT 24	123456789

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The Knowledge Group

The Application Group

The Synthesis Group

The No Score Group



Modeling the Process

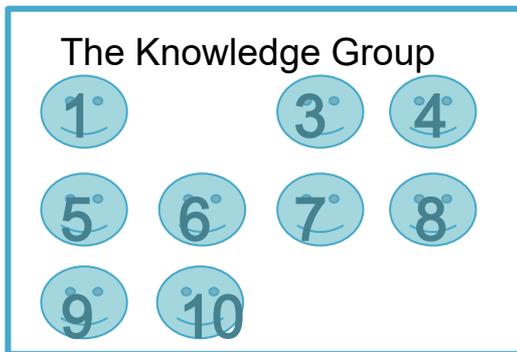
The Knowledge Group

1 2 3 4
5 6 7 8
9 10

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students	
<p>1. Do these students typically understand how to approach ELA assignments (i.e., success criteria)?</p> <ul style="list-style-type: none">○ If YES, move on to question 2.○ If NO, review support guidance for reading and understanding assessment items/tasks.	<p>Student 2</p>	
<p>2. Do these students typically understand and use academic and domain specific language?</p> <ul style="list-style-type: none">○ If YES, move on to question 3.○ If NO, review support guidance for building vocabulary.		
<p>3. Do these students typically understand how to select the best evidence?</p> <ul style="list-style-type: none">○ If YES, move on to the next section that requires support.○ If NO, review support guidance for selecting evidence.		



Modeling the Process



Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
<p>1. Do these students typically understand how to approach ELA assignments (i.e., success criteria)?</p> <ul style="list-style-type: none">○ If YES, move on to question 2.○ If NO, review support guidance for reading and understanding assessment items/tasks.	Student 2
<p>2. Do these students typically understand and use academic and domain specific language?</p> <ul style="list-style-type: none">○ If YES, move on to question 3.○ If NO, review support guidance for building vocabulary.	Student 3, Student 6, Student 7 Student 10
<p>3. Do these students typically understand how to select the best evidence?</p> <ul style="list-style-type: none">○ If YES, move on to the next section that requires support.○ If NO, review support guidance for selecting evidence.	



Modeling the Process

The Knowledge Group

A box with a blue border containing the text "The Knowledge Group" and five circular icons. Each icon has a number inside: 1, 4, 5, 8, and 9. The icons are arranged in two columns: 1 and 4 on the top row, 5 and 8 on the middle row, and 9 on the bottom row.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
<p>1. Do these students typically understand how to approach ELA assignments (i.e., success criteria)?</p> <ul style="list-style-type: none">○ If YES, move on to question 2.○ If NO, review support guidance for reading and understanding assessment items/tasks.	Student 2
<p>2. Do these students typically understand and use academic and domain specific language?</p> <ul style="list-style-type: none">○ If YES, move on to question 3.○ If NO, review support guidance for building vocabulary.	Student 3, Student 6, Student 7 Student 10
<p>3. Do these students typically understand how to select the best evidence?</p> <ul style="list-style-type: none">○ If YES, move on to the next section that requires support.○ If NO, review support guidance for selecting evidence.	Student 4, Student 5, Student 8 Student 9



Modeling the Process

The Knowledge Group



Knowledge	Application	Synthesis
Weak	Weak	Not Tested



Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
<p>1. Do these students typically understand how to approach ELA assignments (i.e., success criteria)?</p> <ul style="list-style-type: none"> ○ If YES, move on to question 2. ○ If NO, review support guidance for reading and understanding assessment items/tasks. 	Student 2
<p>2. Do these students typically understand and use academic and domain specific language?</p> <ul style="list-style-type: none"> ○ If YES, move on to question 3. ○ If NO, review support guidance for building vocabulary. 	Student 3, Student 6, Student 7 Student 10
<p>3. Do these students typically understand how to select the best evidence?</p> <ul style="list-style-type: none"> ○ If YES, move on to the next section that requires support. ○ If NO, review support guidance for selecting evidence. 	Student 4, Student 5, Student 8 Student 9



Using the Reflection Questions: Application

II. Application. Overall, students who scored Weak or Moderate on this section of the assessment may be struggling to transfer the appropriate knowledge and skills to ELA tasks independently.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
<p>4. Do these students typically demonstrate accurate comprehension when tackling a new text independently?</p> <ul style="list-style-type: none">○ If YES, move on to the next section that requires support.○ If NO, review support guidance for independent reading strategies.	





Using the Reflection Questions: Synthesis

III. Synthesis. Overall, students who scored Weak or Moderate on this section of the assessment may be struggling with:

- unpacking the demands of a writing task, and/or
- the skills required for written expression, and/or
- knowledge of language and conventions.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
5. Do these students typically demonstrate independence when unpacking a writing task? <ul style="list-style-type: none">○ If YES, move on to question 6.○ If NO, review support guidance for unpacking the demands of a writing task.	
6. Do these students typically understand how to select, organize, and clearly connect relevant evidence and ideas? <ul style="list-style-type: none">○ If YES, move on to question 7.○ If NO, review support guidance for using transitions and varying syntax.	
7. Do these students typically understand and follow the rules of Standard English (grammar, mechanics, and usage)? <ul style="list-style-type: none">○ If YES, students are likely ready to be given a challenge to help them exceed expectations.○ If NO, review support guidance for conventions.	



Knowledge: Overall, students who scored Weak or Moderate on this section of the assessment may encounter difficulty comprehending the text and/or understanding what the assessment items required them to do.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
1. Do these students typically understand how to approach ELA assignments (i.e., success criteria)? <ul style="list-style-type: none"> If YES, move on to question 2. If NO, review support guidance for reading and understanding assessment items/tasks. 	Student 2
2. Do these students typically understand and use academic and domain specific language? <ul style="list-style-type: none"> If YES, move on to question 3. If NO, review support guidance for building vocabulary. 	Student 3, Student 6, Student 7 Student 10
3. Do these students typically understand how to select the best evidence? <ul style="list-style-type: none"> If YES, move on to the next section that requires support. If NO, review support guidance for selecting evidence. 	Student 4, Student 5, Student 8 Student 9

II. Application: Overall, students who scored Weak or Moderate on this section of the assessment may be struggling to transfer the appropriate knowledge and skills to ELA tasks independently.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
4. Do these students typically demonstrate accurate comprehension when reading a new text independently? <ul style="list-style-type: none"> If YES, move on to the next section that requires support. If NO, review support guidance for independent reading strategies. 	Student 11, Student 12, Student 13, Student 16, Student 17

III. Synthesis: Overall, students who scored Weak or Moderate on this section of the assessment may be struggling with:

- unpacking the demands of a writing task, and/or
- the skills required for written expression, and/or
- knowledge of language and conventions.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
5. Do these students typically demonstrate independence when unpacking a writing task? <ul style="list-style-type: none"> If YES, move on to question 6. If NO, review support guidance for unpacking the demands of a writing task. 	Student 1, Student 14, Student 15, Student 17
6. Do these students typically understand how to select, organize, and clearly connect relevant evidence and ideas? <ul style="list-style-type: none"> If YES, move on to question 7. If NO, review support guidance for using transitions and varying syntax. 	Student 19, Student 20, Student 22
7. Do these students typically understand and follow the rules of Standard English (grammar, mechanics, and usage)? <ul style="list-style-type: none"> If YES, students are likely ready to be given a challenge to help them exceed expectations. If NO, review support guidance for conventions. 	Student 22



Agenda Items

1. Let's Set the Context
2. Overview of the Score Report Reflections Guide
3. Additional Materials You Will Need
4. Score Report Reflections Guide: Reflection Questions
5. Score Report Reflections Guide: Support Guidance
6. Reflection



I. Knowledge – Support Guidance

Reflection Question 1: Do these students typically understand how to approach ELA assessment tasks?

Guidance for supporting student understanding of ELA tasks and assessment items.

What inference can be made from this data point?

Students' ability to independently read and understand a task are still developing. They encounter difficulty when:

- they are being asked to analyze or make a judgment about a text, and/or
- a task requires them to select more than one response.

Why does this data point matter?

It is impossible to accurately measure a student's comprehension of a text or understanding of a topic if they misunderstand the task or item itself. As a classroom teacher, getting data about how students are interpreting the task is equally important to getting data on how they are responding to the task. We must ensure all students are equipped to comprehend ELA tasks, both formative and summative.

How does my curriculum's design address this need?

- There are multiple opportunities for formative assessment embedded within the ELA Guidebook's daily lesson structure. Lesson activities allow the chance to observe and gather more informal data about students' comprehension throughout the lesson, and each lesson culminates in a more formal expression of understanding through the "Let's Express Our Understanding" slides. These formative assessments can provide important feedback to teachers on how well students are interpreting the assigned tasks.
- The ELA Guidebooks curriculum provides students with extensive opportunities to unpack text-based writing and discussion tasks. Many lessons encourage students to turn and talk with partners and/or participate in whole class discussions to ensure students have clarity on what the task is asking and how to approach their response.
- Many of the ELA Guidebooks 6-8 (2018) units include practice cold read tasks that teachers can utilize to ensure students understand the selected response structure of those ELA assessment items.
- Additionally, the ELA Guidebooks offer supports for teachers in helping students understand the curriculum tasks. Scaffolded questions and other suggestions for how to support students can be found in the teaching notes within lessons, as well as student look-fors to ensure teachers can clarify the success criteria of each task.

What can I do tomorrow to support my students?

- For each curriculum assessment task, ensure students have a clear understanding of the success criteria. Challenge students to turn and talk with a partner and/or engage in a whole class discussion about what knowledge and skills they feel are needed to be successful on the task.
- Use anchor charts or other methods to display key academic vocabulary terms based on the grade-level standards. Ensure students understand their meaning.
- Utilize the "Let's Express Our Understanding" slides at the end of each lesson to allow students to discuss or write

Support Guidance



Connect the Guidance with the Current Unit

What can I do tomorrow to support my students?

- For each curriculum assessment task, ensure students have a clear understanding of the success criteria. Challenge students to turn and talk with a partner and/or engage in a whole class discussion about what knowledge and skills they feel are needed to be successful on the task.
- Use anchor charts or other methods to display key academic vocabulary terms based on the grade-level standards. Ensure students understand their meaning.
- Utilize the “Let’s Express Our Understanding” slides at the end of each lesson to allow students to discuss or write

- Start with the students who need the most help.

OR

- Start with the largest group of students.
- Connect guidance that you want to implement with your curriculum materials.
- Repeat for each student group.





Agenda Items

1. Let's Set the Context
2. Overview of the Score Report Reflections Guide
3. Additional Materials You Will Need
4. Using the Reflection Questions
5. Using the Support Guidance
6. Reflection

What did you learn from examining your score reports along with the Reflections Guide?



For questions about the IAP, please contact
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Send general assessment questions to
assessment@la.gov

