The Giver, Window 1 2023

Grade: 07
Report Date: 12/2023

Class: 000001 Example Class
School: Example School
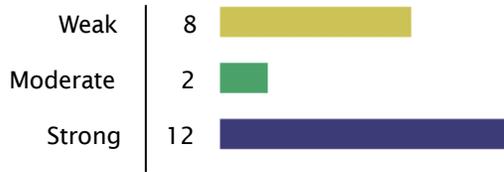School System: Example School Parish

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/library/assessment-guidance.
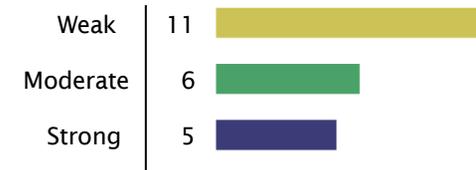
Overall Results

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.

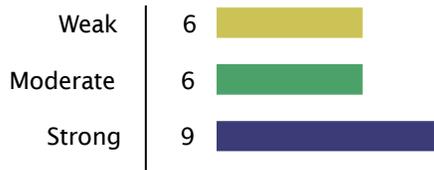## Number of Students by Performance Rating within Category

Knowledge

Weak	8
Moderate	2
Strong	12

Application

Weak	11
Moderate	6
Strong	5

Synthesis

Weak	6
Moderate	6
Strong	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

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Grouped Roster

In this part of the report, your classroom roster is split up into four groups-one for knowledge, one for application, and one for synthesis, and a final group for students who did not receive a score. Students are sorted into one of the first three groups based on where they are likely to need the most help. If students receive a rating of Weak or Moderate in all three categories-Knowledge, Application, and Synthesis-they will appear in the Knowledge group because they are most likely to benefit from instruction focused on reading and understanding the unit text. If they receive a rating of Weak or Moderate in Application and Synthesis but a Strong in Knowledge, then they will appear in the Application group. If they receive a Strong rating in both Knowledge and Application, they will appear in the Synthesis Group.

One way to understand these three groups is by thinking about what questions we are asking within each group:

- **Knowledge Group.** Which students may need help in Knowledge?
- **Application Group.** Which students do not need help in Knowledge but need help in Application?
- **Synthesis Group.** Which students do not need help in Knowledge or Application but may need help in Synthesis?

The table below provides the number of students within these groups and the following pages provide their names, performance ratings, and essay scores.

	Knowledge Group	Application Group	Synthesis Group	No Score Group
Number of Students	10	8	4	2

These groups are meant to be considered alongside reflection questions, which are provided in this report for each section. Use the reflection questions to design or select follow-up supports for upcoming curricular units of instruction. This process is outlined in the IAP Score Report Guidance document.

The IAP test is just one measure of how well students are performing academically. **This report is meant to be one source of evidence in considering instructional next steps** and should be used alongside the provided guidance and your insights into classroom instruction and assessment.

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Knowledge Group

In this reporting category, students demonstrate their understanding of key knowledge taught in the unit by answering questions about the anchor text(s). As you 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 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 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	0	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

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Application Group

In this reporting category, students demonstrate their ability to apply key knowledge and skills taught in the unit by reading a new unit-related text, 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:

4. 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	LASID
Strong	Weak	Weak	0	1	STUDENT 11	1234567891
Strong	Weak	Weak	0	0	STUDENT 12	1234567891
Strong	Weak	Strong	4	3	STUDENT 13	1234567891
Strong	Weak	Strong	2	3	STUDENT 14	1234567891
Strong	Moderate	Weak	0	1	STUDENT 15	1234567891
Strong	Moderate	Strong	4	2	STUDENT 16	1234567891
Strong	Moderate	Strong	4	2	STUDENT 17	1234567891
Strong	Moderate	Strong	6	2	STUDENT 18	1234567891

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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 scored on two rubric dimensions: the Comprehension and Written Expression dimension, which is scored from 0 to 4 points, and the Knowledge and Use of Language Conventions dimension, which is scored from 0 to 3 points. The IAP scoring rubric can be found in the IAP operational assessment guide in the Assessment Guidance Library at https://www.louisianabelieves.com/resources/library/assessment-guidance.

As you analyze the results in the table below, consider the following questions about your students:

5. Do they typically demonstrate independence when unpacking a writing task?
6. Do they typically understand how to select, organize, and clearly connect 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	LASID
Strong	Strong	Moderate	4	1	STUDENT 19	1234567891
Strong	Strong	Strong	4	2	STUDENT 20	1234567891
Strong	Strong	Strong	4	2	STUDENT 21	1234567891
Strong	Strong	Strong	6	2	STUDENT 22	1234567891

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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	LASID
-	-	-	-	-	STUDENT 23	1234567891
-	-	-	-	-	STUDENT 24	1234567891

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Classroom Profiles

The table below summarizes the patterns of Strong, Moderate, and Weak across the Knowledge, Application, and Synthesis reporting categories. These patterns combine the information in the previous three tables into a more complex look at student performance.

In considering this table, address weaknesses in multiple reporting categories in order of 1) Knowledge, 2) Application, and 3) Synthesis. In some cases, students may be weak in earlier categories like Knowledge, but strong in other categories like Application or Synthesis. For these students, use the reflection questions to consider what they know and can do, and again draw on insights from your classroom instruction and assessment. You may decide, for example, that the supports from the Knowledge category are appropriate, or that supports from other categories, like Application or Synthesis, work best for these students.

Profile 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	Group	Count
Weak	Weak	Not Tested	Knowledge	1
Weak	Weak	Weak	Knowledge	3
Weak	Weak	Moderate	Knowledge	2
Weak	Weak	Strong	Knowledge	1
Weak	Moderate	Moderate	Knowledge	1
Moderate	Moderate	Moderate	Knowledge	1
Moderate	Strong	Moderate	Application	1
Strong	Weak	Weak	Application	2
Strong	Weak	Strong	Application	2
Strong	Moderate	Weak	Application	1
Strong	Moderate	Strong	Synthesis	3
Strong	Strong	Moderate	Synthesis	1
Strong	Strong	Strong	Synthesis	3

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Comparisons

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This part of the report can help you understand how your students are doing compared to other students in your school, school system, and students from other systems taking the same IAP unit test. This information can be used in conversations with other teachers and instructional leads. The first row for each reporting category shows the breakdown of your class, followed by comparisons to the school, school system, and all students participating in the same IAP unit test.

	Weak	Moderate	Strong
Knowledge			
Class	36%	9%	55%
School	26%	29%	45%
School System	46%	27%	28%
IAP	38%	27%	35%
Application			
Class	50%	27%	23%
School	36%	26%	38%
School System	41%	21%	39%
IAP	39%	17%	44%
Synthesis			
Class	27%	27%	40%
School	39%	32%	29%
School System	38%	35%	27%
IAP	30%	32%	38%

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