Innovative Assessment Program Professional Learning Series

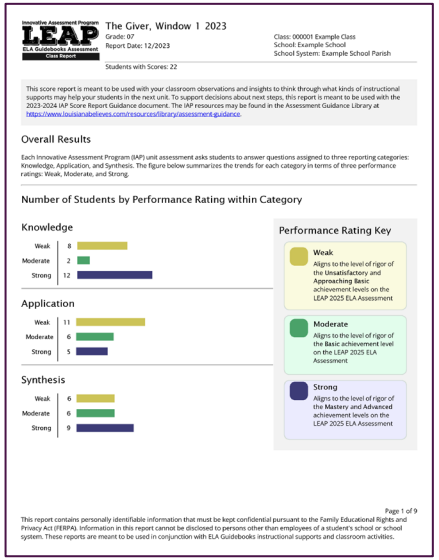
Short Videos

For Teachers : Understanding the Grades 6-8, 2023-24 Classroom Score Report and Score Report Reflections Guide

December 2023

Curriculum

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



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

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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
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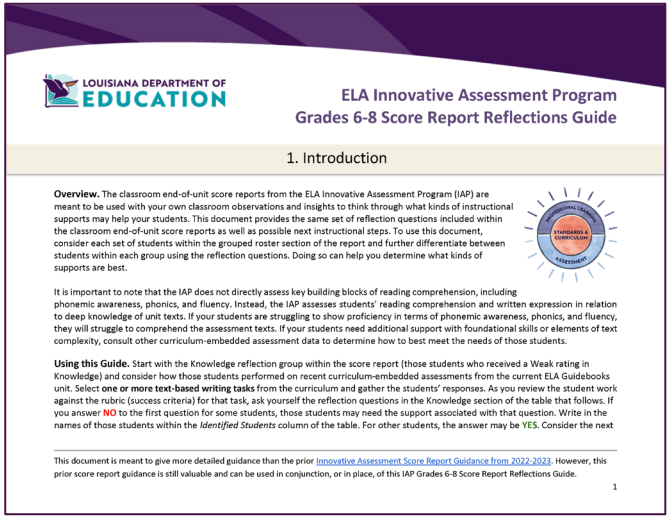
Classroom Score Report



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

Score Report Reflections Guide

Curriculum

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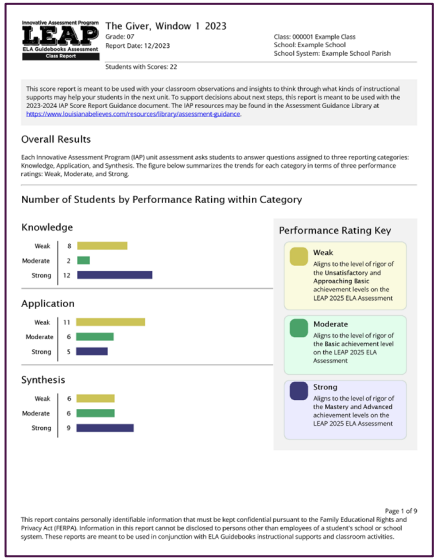

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Weak	8
Moderate	2
Strong	12

Application

Weak	11
Moderate	6
Strong	5

Synthesis

Weak	6
Moderate	6
Strong	9

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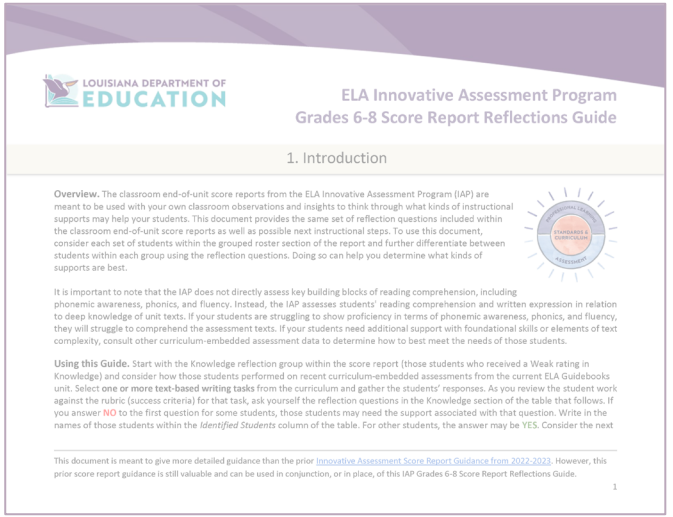

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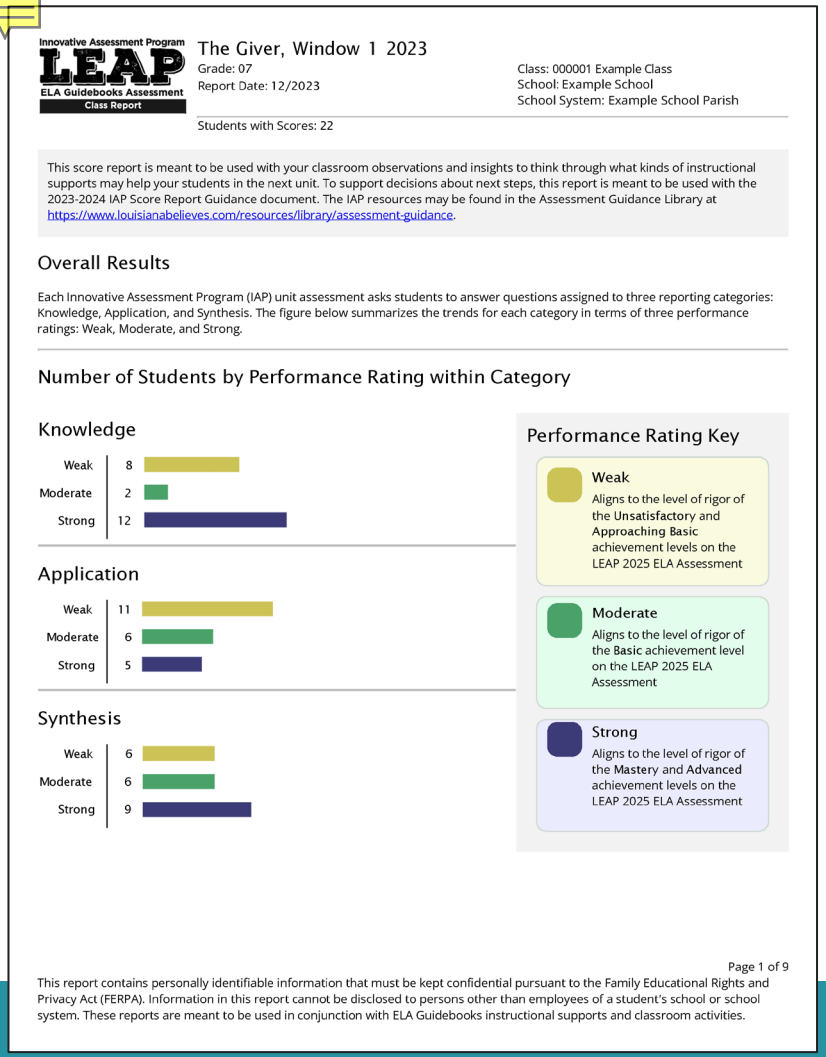
Score Report Reflections Guide



Innovative Assessment Program
LEAP
ELA Guidebooks Assessment
Class Report

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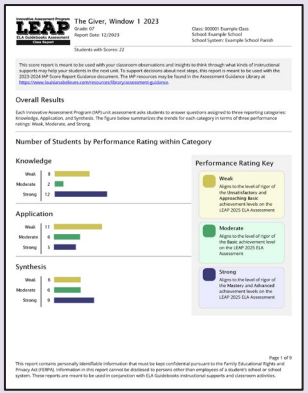
What's New?

1. The classroom report is now made of **multiple sections**, each with one with a specific purpose.
2. The report better connects to the end-of-year reports by using the **LEAP 2025 Performance Ratings** of Strong, Moderate, Weak.
3. Recommended **instructional groupings** based on the Knowledge, Application and Synthesis Reporting Categories, with supporting **reflection questions.**

The Classroom Score Report

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



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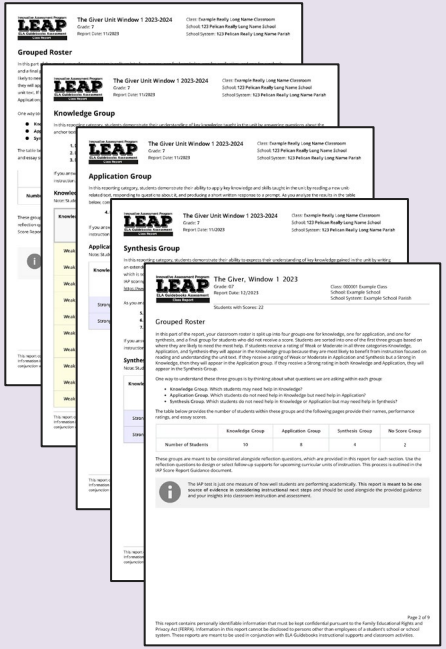
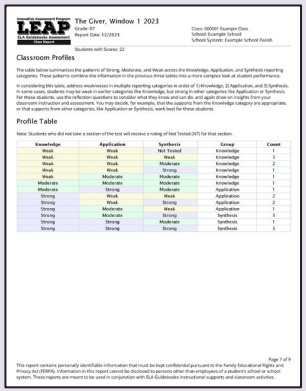
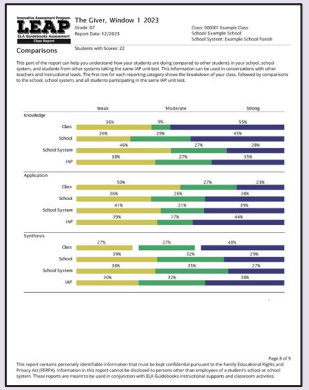


Grouped Roster



Classroom Profiles



Comparisons

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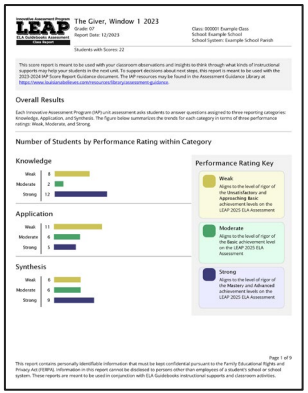
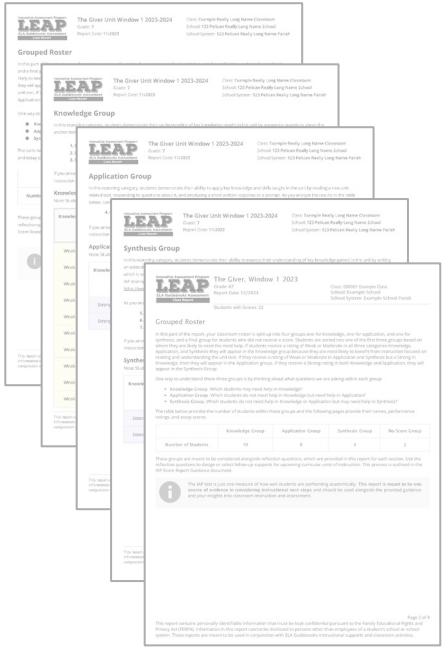
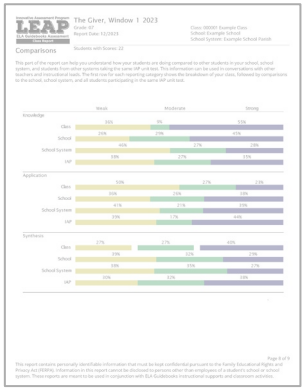
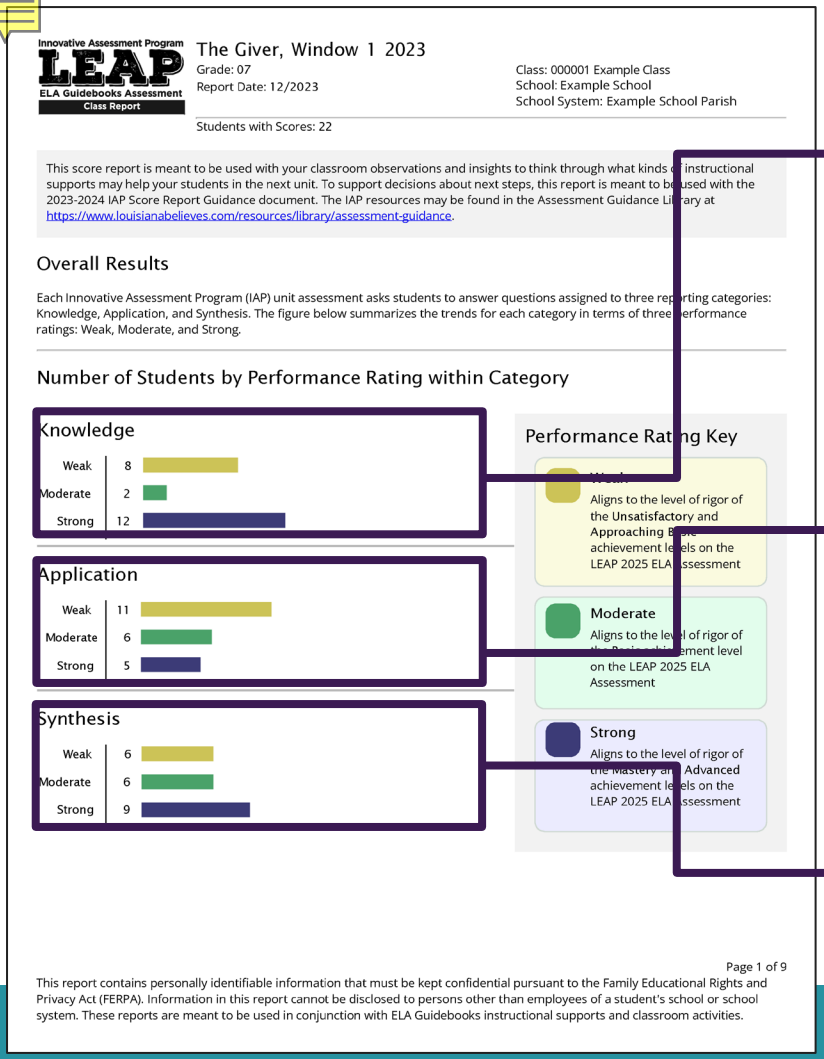






Overall Results | Grouped Roster | Classroom Profiles | Comparisons



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Knowledge: how well your students **understood the texts studied in class**

Application: how well your students **understood a new text** or texts related to the ideas studied in class

Synthesis: how well your students **write** about the texts studied in class and the new text

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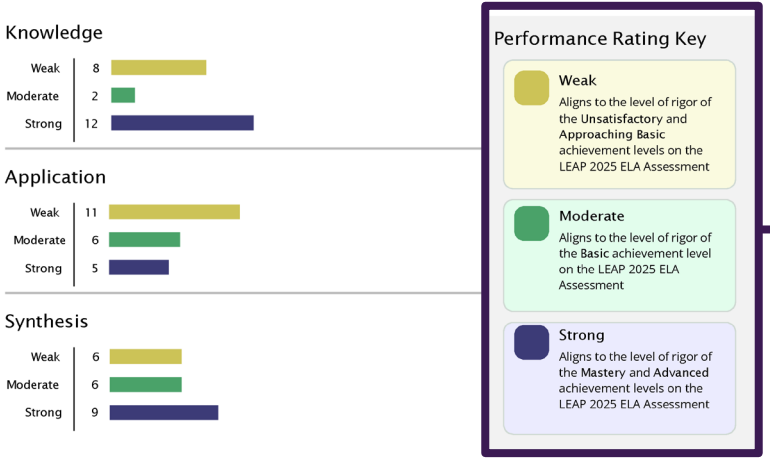

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Each of these categories has three **performance ratings** that correspond to LEAP 2025:

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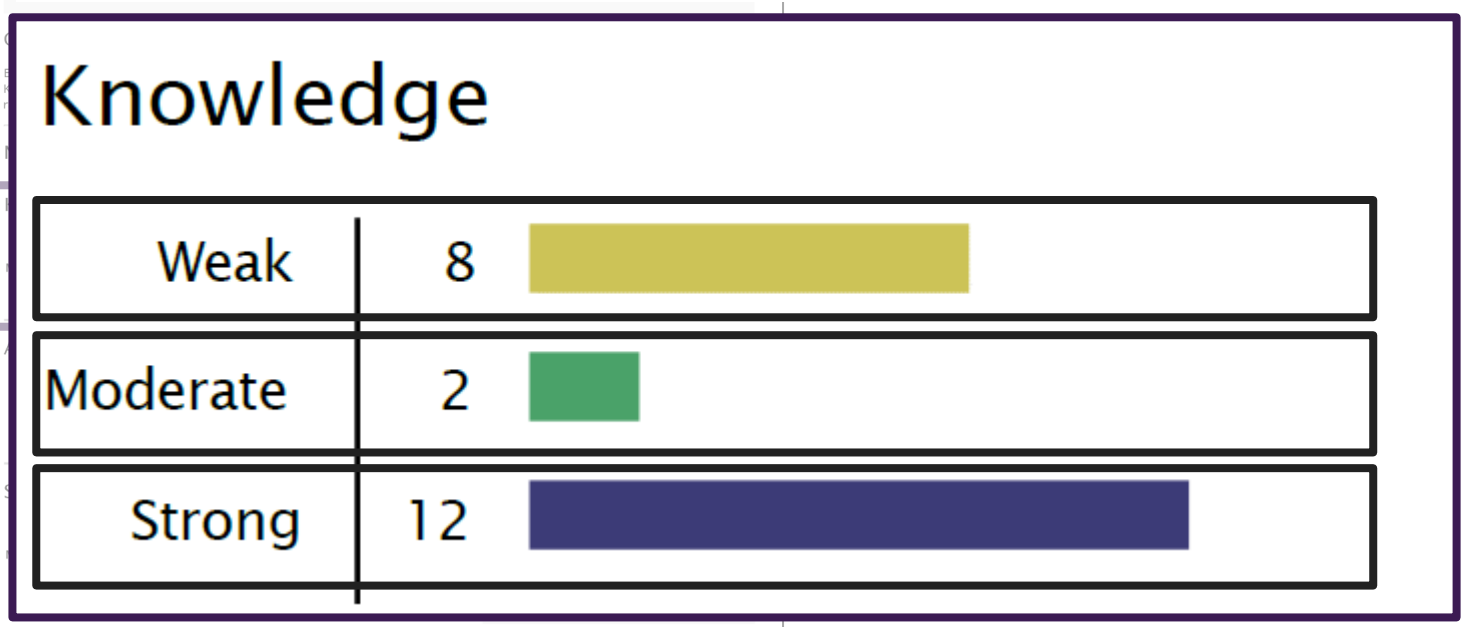

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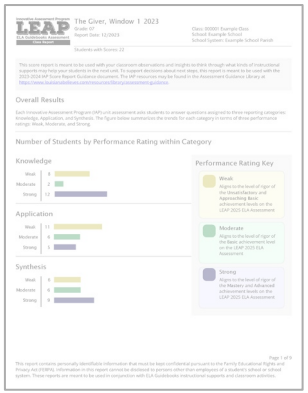

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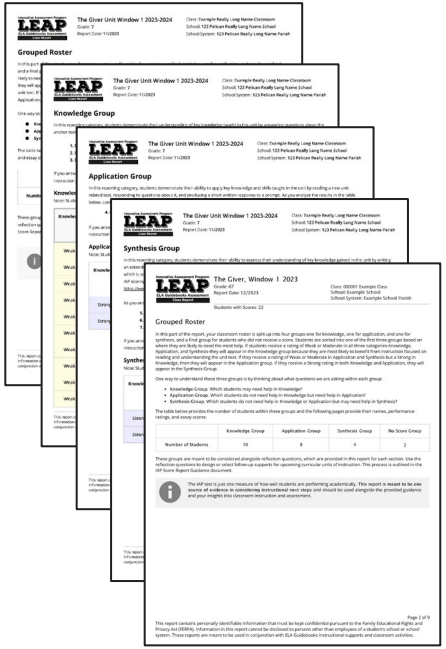
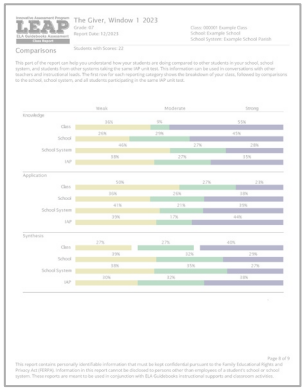


Grouped Roster

Classroom Profiles



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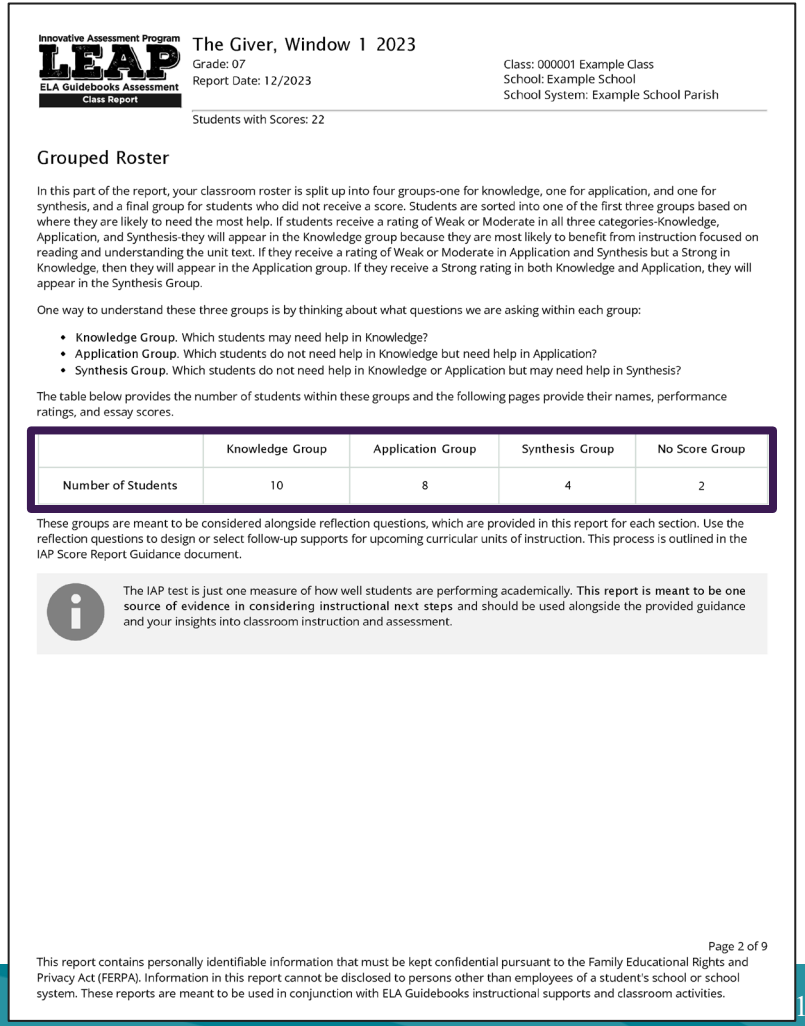
The Grouped Roster

- Students are placed into groups.
- Within each group, students needs are likely similar, which can help teachers plan future instruction.



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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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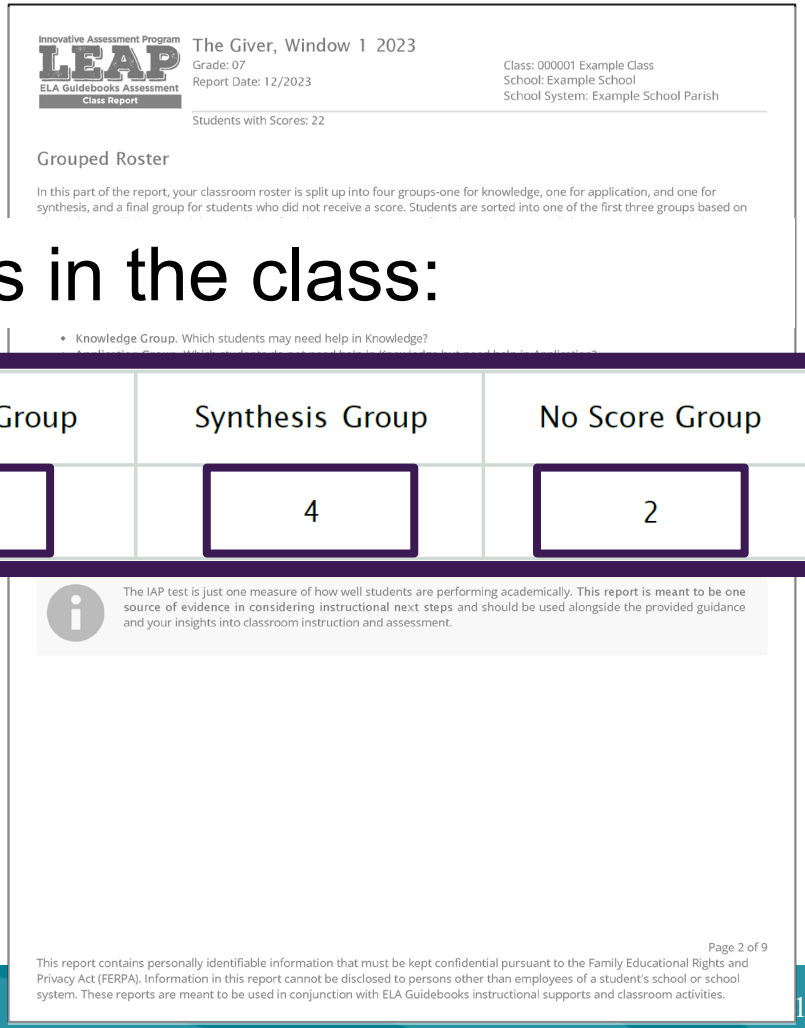

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- **Knowledge Group.** Which students may need help in Knowledge?

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Weak	Weak	Not Tested				
Weak	Weak	Weak				
Weak	Weak	Weak				
Weak	Weak	Weak				
Weak	Weak	Moderate				
Weak	Weak	Moderate				
Weak	Weak	Strong				
Weak	Moderate	Moderate				
Moderate	Moderate	Moderate				
Moderate	Strong	Moderate				
Strong	Weak	Weak				
Strong	Weak	Weak				
Strong	Weak	Strong				
Strong	Weak	Strong				
Strong	Moderate	Weak				
Strong	Moderate	Strong				
Strong	Moderate	Strong				
Strong	Moderate	Strong				
Strong	Strong	Moderate				
Strong	Strong	Strong				
Strong	Strong	Strong				
Strong	Strong	Strong				
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10 Students Are Placed Into the **Knowledge Group**

8 Students Are Placed Into the **Application Group**

4 Students Are Placed Into the **Synthesis Group**

2 students in the **No Score Group**

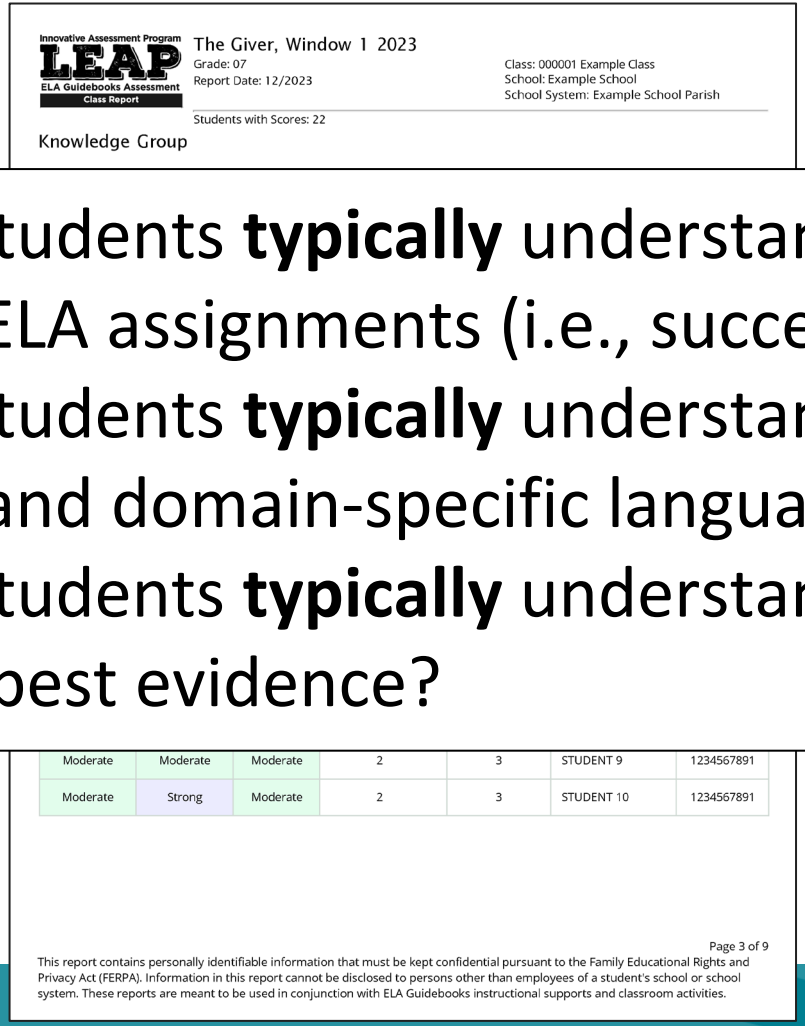
Knowledge	Application	Synthesis	Reading Comp. and Written Expression	Knowledge and Use of Conventions	Student Name	LASID
Weak	Weak	Not Tested	-	-	STUDENT 1	1234567891
Weak	Weak	Weak	0	1	STUDENT 2	1234567891
Weak	Weak	Weak	0	1	STUDENT 3	1234567891
Weak	Weak	Weak	0	1	STUDENT 4	1234567891
Weak	Weak	Moderate	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
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
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
-	-	-	-	-	STUDENT 23	1234567891
-	-	-	-	-	STUDENT 24	1234567891

10 Students Are Placed Into the **Knowledge Group**

8 Students Are Placed Into the **Application Group**

4 Students Are Placed Into the **Synthesis Group**

2 students in the **No Score Group**



Innovative Assessment Program
LEAP
ELA Guidebooks Assessment
Class Report

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

Knowledge Group

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?

Moderate	Moderate	Moderate	2	3	STUDENT 9	1234567891
Moderate	Strong	Moderate	2	3	STUDENT 10	1234567891

Page 3 of 9

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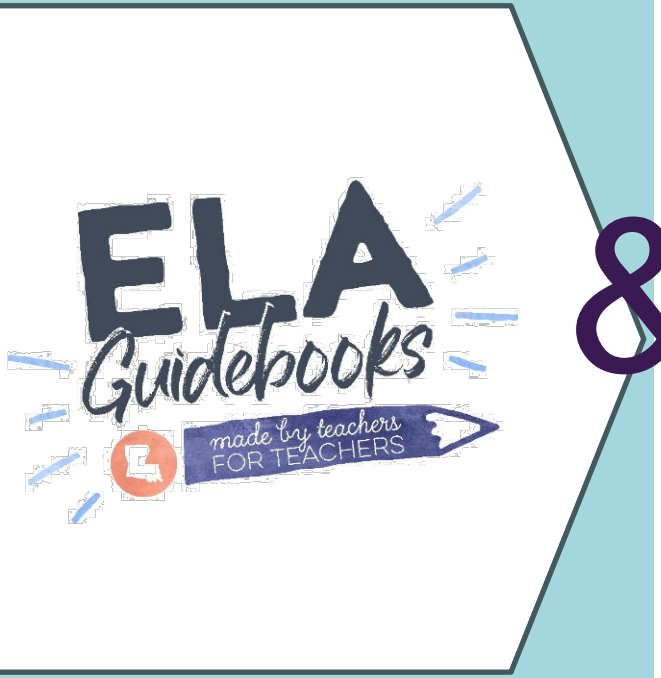
Curriculum

IAP Reports & Supports



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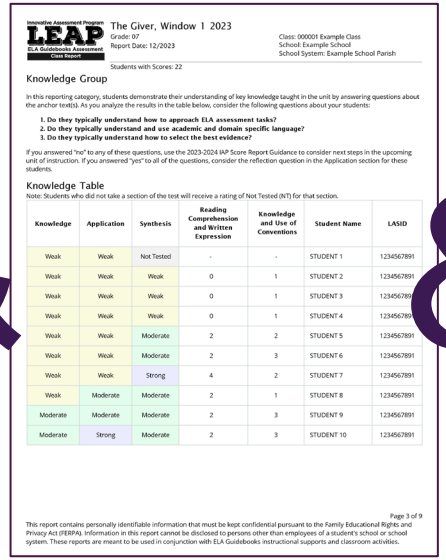

Innovative Assessment Program
LEAP
ELA Guidebooks Assessment
Class Report

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

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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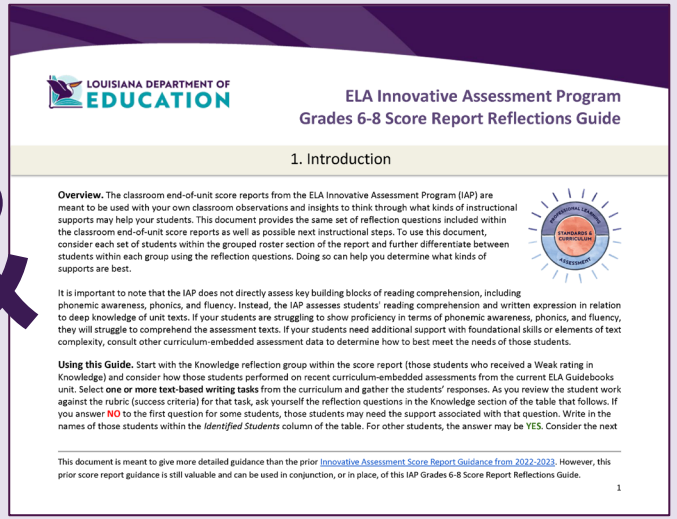
Classroom Score Report

&



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

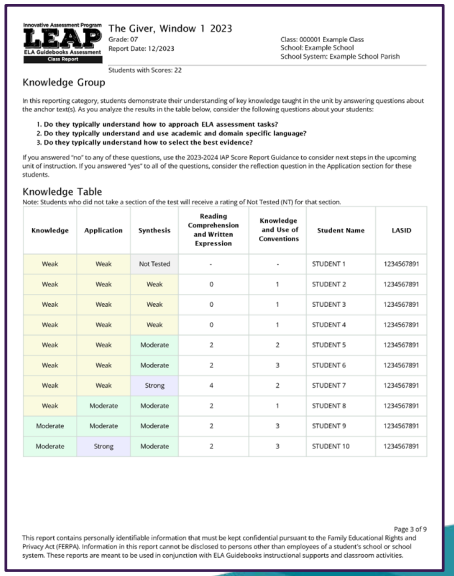
Score Report Reflections Guide

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.



Innovative Assessment Program

LEAP ELA Guidebooks Assessment Core Report

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

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
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Weak	Weak	Weak	0	1	STUDENT 4	1234567891
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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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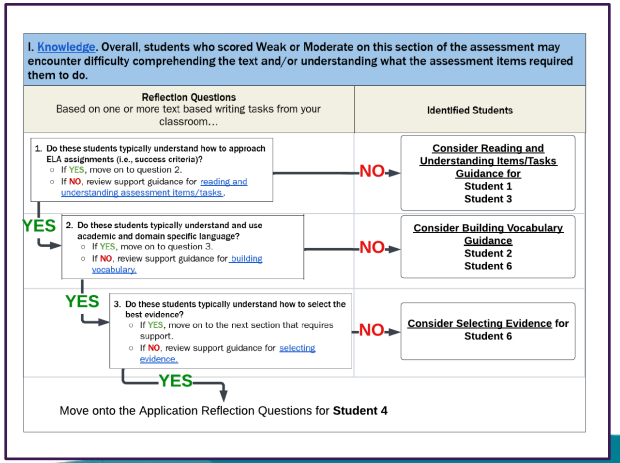
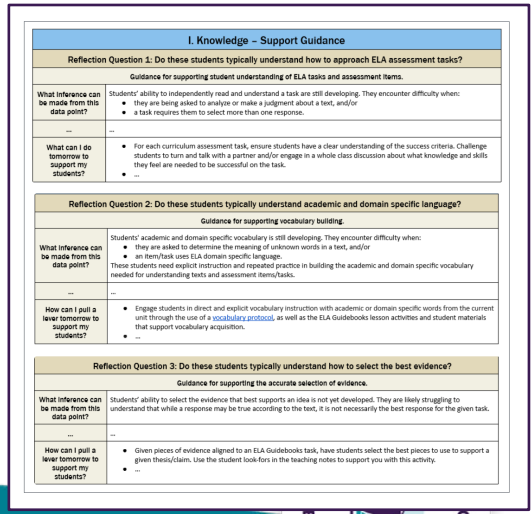


I. Knowledge. Overall, students who scored Weak or Moderate on this section of the assessment may encounter difficulty comprehending the text and/or understanding what the assessment items required them to do.

Reflection Questions Based on one or more text based writing tasks from your classroom…	Identified Students
1. **Do these students typically understand how to approach ELA assignments (i.e., success criteria)?** ○ If YES, move on to question 2. ○ If NO, review support guidance for reading and understanding assessment items/tasks.	NO → **Consider Reading and Understanding Items/Tasks Guidance for Student 1 Student 3**
YES → 2. **Do these students typically understand and use academic and domain specific language?** ○ If YES, move on to question 3. ○ If NO, review support guidance for building vocabulary.	NO → **Consider Building Vocabulary Guidance Student 2 Student 6**
YES → 3. **Do these students typically understand how to select the best evidence?** ○ If YES, move on to the next section that requires support. ○ If NO, review support guidance for selecting evidence.	NO → **Consider Selecting Evidence for Student 6**
YES → Move onto the Application Reflection Questions for **Student 4**	



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.
…	…
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. • …

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?	Students' 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. These students need explicit instruction and repeated practice in building the academic and domain specific vocabulary needed for understanding texts and assessment items/tasks.
…	…
How can I pull a lever tomorrow to support my students?	• 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. • …

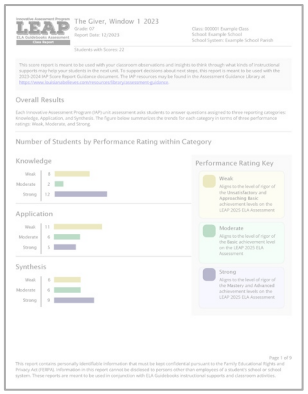
Reflection Question 3: Do these students typically understand how to select the best evidence?

Guidance for supporting the accurate selection of evidence.

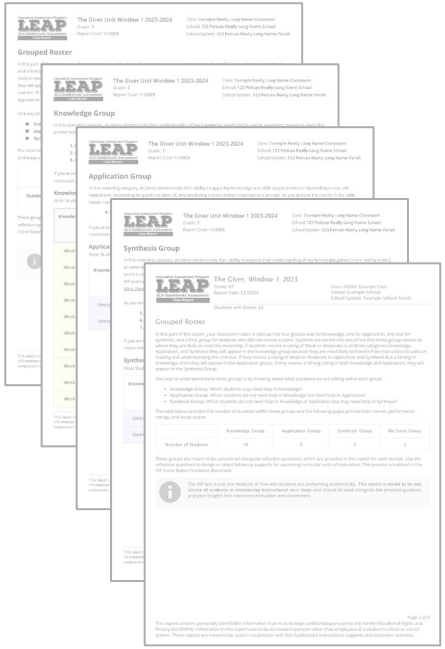
What inference can be made from this data point?	Students' ability to select the evidence that best supports an idea is not yet developed. They are likely struggling to understand that while a response may be true according to the text, it is not necessarily the best response for the given task.
…	…
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. • …

The Classroom Score Report

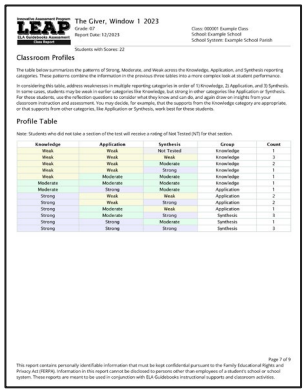
The new 2023-24 classroom score report is made up of four sections.



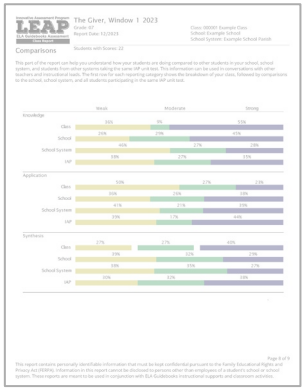
Overall Results



Grouped Roster



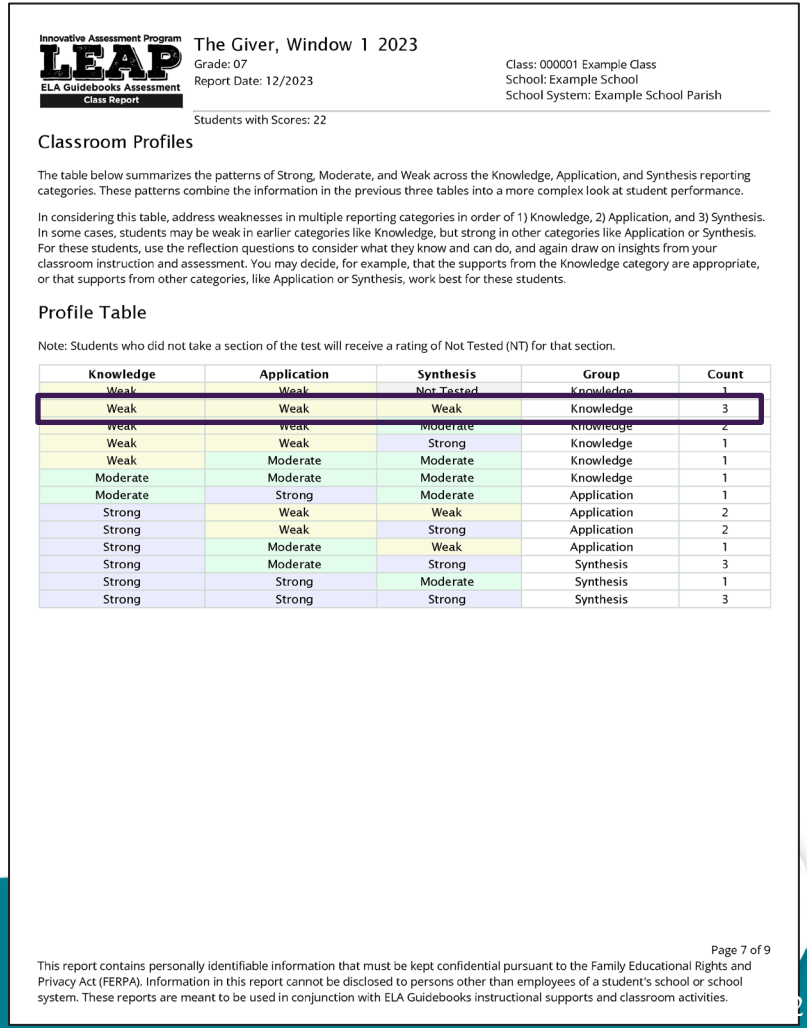
Classroom Profiles



Comparisons

Classroom Profiles

This section is meant to provide a more detailed summary of your classroom, while also connecting to the prior sections of the report.



Innovative Assessment Program
LEAP
ELA Guidebooks Assessment
Class Report

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

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

Page 7 of 9

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Knowledge Table

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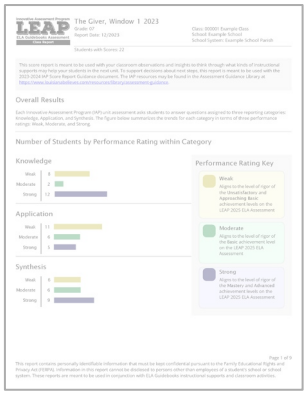
Weak	Weak	Weak	0	1	STUDENT 3	1234567891
Weak	Weak	Weak	0	1	STUDENT 4	1234567891

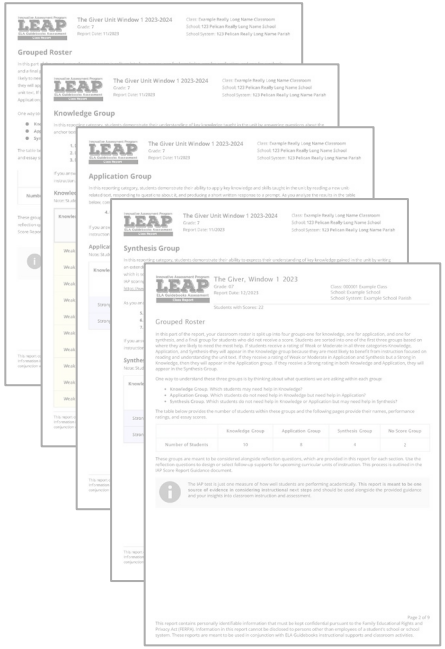
Classroom Profiles

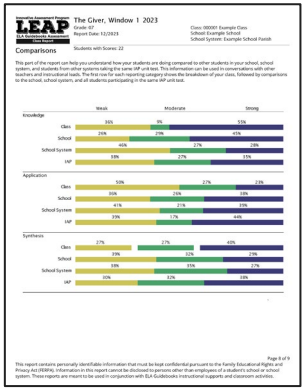
Knowledge	Application	Synthesis	Group	Count
Weak	Weak	Weak	Knowledge	3

The Classroom Score Report

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







Overall Results

Grouped Roster

Classroom Profiles

Comparisons

Comparisons

Innovative Assessment Program
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Class Report

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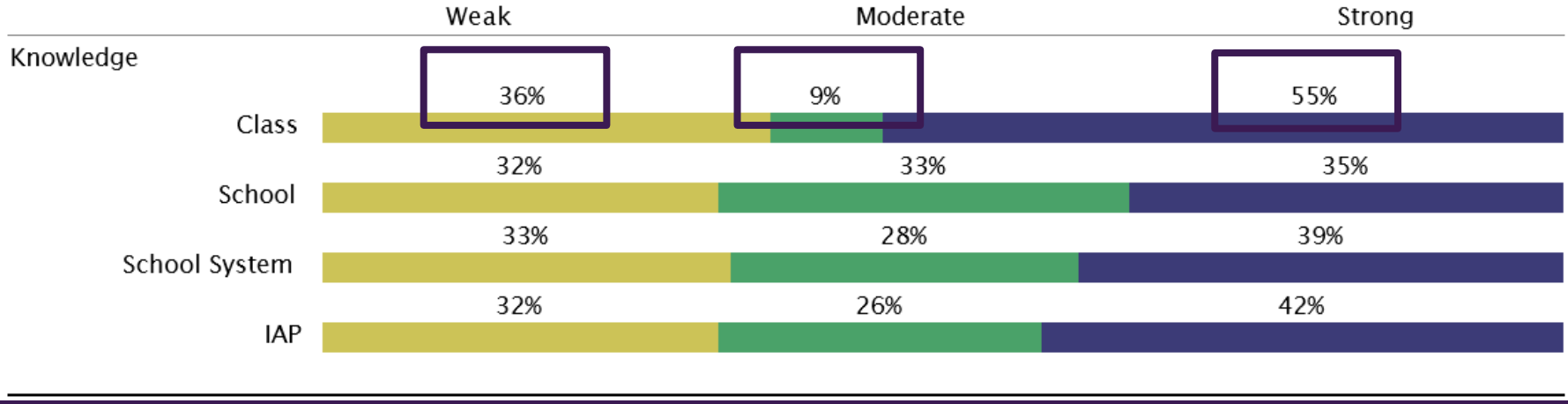
Comparisons

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.



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For questions about the IAP, please contact
Ruth Caillouet, the Innovative Assessment Program Coordinator
Ruth.caillouet@la.gov

Send general assessment questions to
assessment@la.gov