

The English II EOC test assesses the [Louisiana Student Standards for ELA](#), which were revised by committees of Louisiana educators during the 2015-2016 school year and approved by the State Board of Elementary and Secondary Education (BESE) in June 2016. The test design remains the same as it was in previous administrations.

This guide includes the following information:

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Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the English II End-of-Course (EOC) online assessment.

Test Structure

The following table outlines the test structure and suggested testing times for the English II EOC test.

| Session Description | Number of Points | Suggested Testing Times |
|---------------------------------|------------------|-------------------------|
| Session 1: Writing | 12 | 75 minutes |
| Session 2: Reading and Research | 24 | 40 minutes |
| Session 3: Reading and Language | 22 | 40 minutes |
| Totals | 58* | 155 minutes |

*50 points count toward a student's final score. Any additional points come from embedded field test items that **do not count** toward the student's final score.

The test is **untimed**. Although suggested testing times are provided for each session, it is very important that students be given sufficient time to complete the test. Once students have started a test session, they **should** continue uninterrupted until they have completed the session.

Test Design

Louisiana statewide assessments measure the [Louisiana Student Standards for English Language Arts](#). The following subheadings describe the parts of the English II EOC assessment and explain how each part incorporates the [grades 9-10 ELA student standards](#).

Writing

The writing section of the test requires students to read one passage, either fiction or nonfiction, and write an expository essay developed with supporting evidence from the passage.

Student essays will be scored on three dimensions: Content, Style, and Conventions (i.e., sentence formation, usage, mechanics, and spelling). Each dimension has its own [scoring rubric](#).

The writing session addresses the following ELA standards:

- [Writing Standards](#) W.9-10.2, W.9-10.4, and W.9-10.9
- [Language Standards](#) L.9-10.1, L.9-10.2 Although these standards are grade-level standards, students are expected to correctly apply language skills mastered in preceding grades.

Reading

The Reading portions of Sessions 2 and 3 are designed to measure reading comprehension with a focus on analysis. The passage-based questions on the test help determine the student's ability to

- analyze the development of a theme or central idea,
- analyze the author's choices concerning characterization, word choice, structure, and purpose, and
- provide relevant and thorough textual evidence to support analysis of a text.

Four reading passages or passage sets will appear in these two sessions. The passages will represent a diverse range of literary and informational texts:

- short story excerpt
- novel excerpt
- drama excerpt
- pair of poems
- nonfiction excerpt

Reading items will address the following ELA standards:

- All of the [Reading Standards for Literature](#), except RL.9-10.7 and RL.9-10.9
- All of the [Reading Standards for Informational Text](#), except RI.9-10.7 and RI.9-10.9
- [Language Standards](#) L.9-10.4 and L.9-10.5 (Vocabulary Acquisition and Use)

Research to Build Knowledge

This section of the English II EOC test measures research skills, which will be assessed through a set of discrete multiple-choice questions.

The items in this section focus on the following:

- researching to answer a question or solve a problem
- narrowing or broadening a topic of inquiry
- synthesizing multiple sources on a subject
- gathering relevant information
- assessing the strengths and limitations of a source
- integrating information from sources
- following a standard citation format

The Research section addresses the ELA [Writing Standards](#) W.9-10.7 and W.9-10.8.

Language

This part of the assessment will measure the application of grammar and usage skills through multiple-choice questions that ask students to revise sentences with possible errors or to identify the errors in short passages. Students advancing through the grades are expected to meet grade-specific standards as well as retain or further develop skills and understandings mastered in preceding grades.

The Language section addresses the following ELA standards:

- [Language Standards](#) L.9-10.1 and L.9-10.2
- [Writing Standard](#) W.9-10.5

Standards Not Assessed

Most of the [grades 9-10 ELA student standards](#) are eligible for assessment. Some, however, are not assessed because of the format and implementation of the current EOC tests. For example, the standards that measure [Speaking and Listening](#) have not been addressed in the test design because most of them would require one-on-one testing of all students. In addition, reading standards RL.9-10.7 and RI.9-10.7 require multimedia resources that are not available on the current tests. Although test items do not measure these standards, the standards are essential to instruction and provide important building blocks and practice for what is measured on the English II EOC assessment, and therefore, should be part of classroom instruction.

Computer-Based Testing

The 2016-2017 EOC tests will be administered on the same online system that was used to deliver the Spring 2016 computer-based tests for grades 4 through 8 in English language arts and mathematics and the social studies computer-based field tests. Students will enter their answers into the online testing system by clicking on the circle next to the correct answer for the multiple-choice questions and typing their responses to the writing prompt in a box using the typing tools provided.

The computer-based tests include the following online tools, which allow a student to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, guide the reading of a text or an item line by line, and access the [English II Writer’s Checklist](#) or [Model Parenthetical Citations](#). A help tool is also featured to assist students as they use the online system.

- Pointer tool 
- Sticky Note tool 
- Writer’s Checklist
Model Parenthetical Citations 
- Highlighter tool 
- Magnifying tool 
- Help tool 
- Cross-Off tool 
- Line Guide 

Note: All students should work through the Online Tools Training (available in INSIGHT or [here](#) using the Chrome browser) to practice using the online tools so they are well prepared to navigate the online testing system.

Testing Materials

During the administration of the English II EOC test, students should be provided with the materials and tools as shown in the table below.

| Materials/Tools | Provided | Session 1 | Session 2 | Session 3 |
|---|----------------------------------|-----------|-----------|-----------|
| scratch paper and two pencils | by Test Administrator | YES | YES | YES |
| dictionary and thesaurus | by Test Administrator | YES | NO | NO |
| English II Writer’s Checklist | online and by Test Administrator | YES | NO | NO |

Test administrators will be instructed to read aloud the Writer’s Checklist for the writing session of the English II EOC test. However, the passage on the writing test must **not** be read aloud or signed to students, except for those students with the accommodation *Tests Read Aloud* or *Communication Assistance*. For more information, refer to the EOC test administration manual and the accommodations information in the [District Test Coordinators’ Resources](#).

For the research section of some of the English II test forms, students **may** be asked to refer to model parenthetical citations, available online, to answer questions about citing information from research sources. The [Model Parenthetical Citations page](#) is the same for English II and English III. Teachers are encouraged to use different models when teaching citation skills so students will learn not only the general citation rules, but also how to follow a given model, which is often the most useful and lasting skill associated with this kind of work. In the past, a bibliographic model page was included among the resources, but because the use of bibliographic models is introduced in the standards at lower grade levels, the English II EOC test does not assess the formatting of bibliographies. However, we expect teachers to continue to teach bibliography skills, especially since researching is such an important component of high school English courses.

Resources

- [EOC Online Tools Training \(OTT\)](#): provides educators and students opportunities to practice using the tools available in the online testing platform; available in INSIGHT or [here](#) using the Chrome browser
- [English II Sample Test Items and Student Work](#): includes sample items for all parts of the assessment, annotations explaining each item, and authentic student responses representing different score points for the Writing session (updated to reflect [Louisiana Student Standards in ELA](#))
- [English II Achievement Level Descriptors](#): descriptions of what students know and can do at each English II achievement level
- [PARCC Grade 10 Practice Tests](#): provide opportunities to work with complex tasks and grade-level tests
- [ELA Guidebooks 2.0](#): a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- [Grades 9-12 ELA Teacher Library](#): provides teachers links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [EAGLE Sample Test Items](#): a bank of passage sets/items that can be used for instructional or assessment purposes
- [Louisiana Statewide Assessment Calendar](#): includes information on testing windows for EOC administrations