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### Purpose of Assessment Guide

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

### Introduction

The design and administration of the EOC English III test remains the same as it has been in previous administrations. The EOC English III test will continue to be administered to students who began high school before the 2017–2018 school year, although it will become a district-administered test starting in the 2019–2020 school year. For additional information about the high school assessment program, see the [High School Assessment Frequently Asked Questions](#).

### Test Structure

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

| Session Description             | Number of Points | Suggested Testing Times |
|---------------------------------|------------------|-------------------------|
| Session 1: Writing              | 12               | 75 minutes              |
| Session 2: Reading and Language | 20               | 40 minutes              |
| Session 3: Reading and Research | 26               | 40 minutes              |
| <b>Totals</b>                   | <b>58*</b>       | <b>155 minutes</b>      |

\*50 points count toward a student’s final score. Additional points are 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 EOC English III assessment and explain how each part incorporates the [grades 11-12 ELA student standards](#).

### Writing

The writing section of the test requires students to read two informational sources on a topic and write an essay that takes a position on the topic and uses evidence from **both** sources to develop the response.

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.11-12.1, W.11-12.4, and W.11-12.9
- [Language Standards](#) L.11-12.1, L.11-12.2. 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 measure reading comprehension through a series of passage-based multiple-choice questions that focus on analysis and evaluation. The grade 11 standards call for students to

- determine two or more themes or central ideas of a text and analyze their development;
- analyze the author's choices (structure, point of view, purpose, vocabulary, etc.), how they interact, and how they relate to the meaning of the text;
- analyze and evaluate the effectiveness of the author's arguments; and
- provide strong and thorough textual evidence to support analysis of a text.

Four reading passages (literary and informational), representing a range of American, will appear in these two sessions. The reading sections emphasize a student's ability to show understanding of text, not what a student knows about American literary periods, which means that answering the items does not require prior knowledge. This allows teachers some flexibility in planning their instruction.

Reading items will address the following ELA standards:

- All of the [Reading Standards for Literature](#), except RL.11-12.7 and RL.11-12.9
- All of the [Reading Standards for Informational Text](#), except RI.11-12.7 and RI.11-12.9
- [Language Standards](#) L.11-12.4 and L.11-12.5 (Vocabulary Acquisition and Use)

## Research to Build Knowledge

This section of the EOC English III 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 solve a problem or answer a question (including a self-generated question)
- 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.11-12.7 and W.11-12.8.

## 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.11-12.1 and L.11-12.2
- [Writing Standard](#) W.11-12.5

## Standards Not Assessed

Most of the [grades 11-12 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.11-12.7 and RI.11-12.7 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 EOC English III assessment, and therefore, should be part of classroom instruction.

## Computer-Based Testing

### Administration Schedule

The EOC English III test is administered during three testing windows. The school or district test coordinator will communicate the testing schedule. For more information about scheduling and administration policies, refer to the [Computer-based Test Scheduling Guidance](#) document, found in the LDOE [Assessment library](#). Students taking the EOC English III test will receive results in the same time frame as in the past, 4 to 6 days. The table below shows the testing window and the release of student-level results by administration.

| Administration | Testing Window                        |
|----------------|---------------------------------------|
| Fall           | November 28, 2018 – December 14, 2018 |
| Spring         | April 15, 2019 – May 17, 2019         |
| Summer         | June 17, 2019 – June 21, 2019         |

### Online Tools

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 III Writer’s Checklist](#) or [Model Parenthetical Citations](#). A help tool is also featured to assist students as they use the online system.

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

**Note:** All students should work through the EOC English III Online Tools Training (available Fall 2017 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 EOC English III 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        |
| <a href="#">English III Writer's Checklist</a> | 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 EOC English III 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 Coordinator \(DTC\) Resources](#).

For the research section of some of the English III test forms, students **may** be asked to refer to [Model Parenthetical Citations](#), available online, to answer questions about citing information from research sources. 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 EOC English III 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 English III Online Tools Training](#): 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
- [EOC English III 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
- [English III Achievement Level Descriptors](#): descriptions of what students know and can do at each English III achievement level
- [PARCC Grade 11 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