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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 assessment.

Introduction

Beginning in fall 2019, the EOC English III test, now a paper-based assessment, will be administered by school systems to students who began high school before the 2017–2018 school year and haven't passed the LEAP 2025 English II or EOC English III test. For additional information about eligibility and English III testing procedures, see the [EOC English III Frequently Asked Questions document](#).

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	18	40 minutes
Totals	50	155 minutes

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 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 assessment 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
- identify strong and thorough textual evidence to support analysis of a text.

Three reading passages (literary and informational), representing a range of American literature, 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.

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
- [Language Standards](#) L.11-12.4 and L.11-12.5 (Vocabulary Acquisition and Use)

Language

This part of the assessment measures 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

Research to Build Knowledge

This section of the EOC English III assessment measures research skills, which will be assessed through a set of 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.

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 EOC English III test. 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 EOC English III 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.

Test Administration

The EOC English III tests are paper-based tests. School systems are responsible for providing three testing opportunities annually to eligible students. It is recommended that school systems administer the EOC English III assessment in fall, spring, and summer. To help provide students with a different form for each administration, three forms of the English III assessment (Forms 1, 2, and 3) are available. For more information about test administration, refer to the *EOC English III Test Administration Manual*.

Testing Materials

During the administration of the EOC English III test, test administrators should provide students with the materials and tools as shown in the table below.

Materials/Tools	Session 1	Session 2	Session 3
scratch paper and pencils	YES	YES	YES
dictionary and thesaurus	YES	NO	NO
English III Writer's Checklist	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; a copy of the checklist is included in the test administration manual and in the student's test booklet. 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 English III Test Administration Manual* and the accommodations information in the [District Test Coordinator \(DTC\) Resources](#).

Resources

- [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
- [ELA Guidebooks](#): presents 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