

Innovative Assessment Student Score Report Guidance Grade 7 Operational Assessment 2021-2022

The purpose of this document is to help teachers better understand the information in the Innovative Assessment Program End-of-Unit Reports in order to support instructional decisions. We will update this document as we continue to work through each assessment window and consult with participating educators. Send any suggestions or feedback to assessment@la.gov or elaguidebooks@la.gov.

Goal of English Language Arts

The goal of English Language Arts is that all students—including those who struggle—can read, understand, and express understanding of complex, grade-level texts. Through reading and understanding a variety of fiction and nonfiction texts, students will gain insights into many aspects of our world and have an opportunity to explore human nature and identity. To ensure that all students are able to reach this goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers and support students throughout the instructional process by using quality instructional materials.

Purpose of the Innovative Assessment Program

The Innovative Assessment Program is designed as a through-year assessment that is directly aligned with curriculum. The Grade 7 Operational assessment will take the place of the Grade 7 LEAP 2025 ELA summative assessment for the 2021-2022 academic year. The purpose of the program is to provide the following:

- Integration: Several brief assessments are administered throughout the year to measure students' deep knowledge of books or passages that they have studied in class with a true integration of instruction and assessment.
- Focus: Teachers can focus instruction on background knowledge and making meaning of full texts.
- Equity: All students have the opportunity to develop background knowledge together so that no student is at a disadvantage due to a lack of life experiences.
- Preserves local control: School systems continue to decide which ELA curriculum is used during instruction and which assessments students take.

ELA Guidebooks Innovative Assessment Design

The two components of the ELA Guidebooks Assessment include:

- **End-of-Unit Assessments** — administered in three windows during the year (fall, early winter, and spring)
- **End-of-Year Writing Task** — administered during the third window

End-of-Unit Assessments

End-of-Unit assessments are designed to measure students' ability to read, understand, and express understanding of complex, grade-level texts and to integrate new sources that relate to the unit content. Each unit assessment centers around the texts and topics of a particular ELA Guidebooks unit and introduces topically related text(s) that allow students to apply their knowledge of the unit.

Students will take three End-of-Unit assessments throughout the school year, providing teachers and schools with the opportunity to administer the assessment soon after a unit of study. Two of the End-of-Unit assessments will be chosen from a pair of units while the third unit assessment is required.

Each End-of-Unit assessment has three sections.

- **The first section** draws upon the unit's texts that students have read and encourages teachers to ensure that students master the language and essential ideas of the texts they study in each unit. These are selected-response questions based on a previously studied Guidebooks unit. Additionally, students are introduced to new text(s) that are topically or thematically related to the unit. The text(s) may be either fiction (e.g., short stories, novel and drama excerpts, poems) or nonfiction (e.g., informational texts from across the disciplines of science, history, and the arts), depending on the unit to which the section is linked. Students answer selected-response questions and a constructed-response question that allows them to reflect on the new texts and their connection to the unit topic or theme.
- **The second section** consists of a single End-of-Unit essay question that requires students to use the knowledge they have built from the Guidebooks unit and/or the unit-related text(s) in Section 1 of the assessment in order to analyze and synthesize concepts presented in those texts. Knowing that the essay question assumes knowledge of the materials in each unit strongly encourages teachers and students to view the unit texts as providing cumulative knowledge. Even though students **do not** have access to the texts in this section, it is imperative that students use the texts instructionally so that they have a thorough knowledge of the unit texts.
- **The third section** consists of an ELA passage set with selected-response questions. Performance on the third section will be used for summative assessment calculation but will not be directly reported on the end-of-unit assessments.

Review the [LEAP ELA Guidebooks Assessment Guide for Grade 7](#) for more information about the test design, as well as sample items.

Guidance on the Innovative Assessment Results

Careful analysis of the student score report can support instruction in the upcoming units of study. Determining where a student’s performance falls within the tables below will help provide tools for support and acceleration in the next units. We do not encourage the use of raw scores from the score reports to be converted to grades. These reports are meant to be used in conjunction with Guidebooks instructional supports and classroom activities and projects.

The Innovative Assessment Program end-of-unit score reports are divided into three reporting categories:

- Knowledge of Unit Texts
- Application of Unit Knowledge
- Synthesis and Expression of Knowledge across Texts.

The tables that follow describe each reporting category and provide general guidance about how teachers might support students in the next units based on their performance on the end-of-unit test in Window 1. The final column has been left blank so that teachers, schools, and districts can identify more specific supports based on the next unit they are teaching and the overall performance of their students.

Instructional Supports Guidance Table—Knowledge of Unit Texts

The questions in the Knowledge of Unit Texts ask students about the texts they studied deeply during a unit of instruction. The score report shows how many points students earned answering questions about these specific texts as well as how many points were possible. The class average, school average, school system average, and IAP average are also provided so that educators can compare each student’s performance to other students. The IAP average is the average score for all students in the state who took this particular unit assessment in this window this year.

Reporting Category	General Observations	General Instructional Supports for Subsequent ELA Guidebooks Units	School/Class Level Instructional Supports
Knowledge of Unit Texts In this section, students answer questions about the anchor texts they read in class to show their understanding of	If students struggle to answer the questions based on the unit texts, . . .	<ul style="list-style-type: none"> ● Use the Culminating Writing Task to guide students in analyzing the unit texts and understanding the central ideas of the unit. ● Engage students with the Additional Supports for Diverse Learners for sections and lessons on the anchor text for the unit. ● Examine the Text Analysis document to better understand the complexity demands of the anchor text to support students through additional learning opportunities. ● Use the Reader's Circles for Literary Text, the Reader's Circles for Informational Text, or the Reader's Circles for Literary Nonfiction 	

key knowledge and skills taught in the unit.		to support individual students or a small group of students with language, structure, and/or meaning of complex, grade-level texts.	
	If students show success on the items based on the unit texts, . . .	<ul style="list-style-type: none"> ● Use the Independent Reading Protocols to encourage additional reading. ● Review the students' Culminating Writing Task and identify areas of strengths to build on in the next unit, especially use of the anchor text. 	

Instructional Supports Guidance Table—Application of Unit Knowledge

The Application of Unit Knowledge section of the assessment requires students to read a new text related to the unit. Students answer questions as well as respond to a writing prompt in this section of the assessment. The score report shows how many points students earned responding to questions that measure their ability to apply key knowledge and skills taught in the unit of instruction. The class average, school average, school system average, and IAP average are also provided on the report.

Reporting Category	General Observations	General Instructional Supports	School-Level Instructional Supports
Application of Unit Knowledge In this section, students read a new text(s) related to the unit content and respond to questions and a writing prompt that measures their ability to apply the key knowledge and	If students struggle to answer questions about the unit-related texts, . . .	<ul style="list-style-type: none"> ● Support students in making meaning of unit-related texts in the upcoming ELA Guidebooks unit. ● Use ELA Guidebooks formative assessments (Let's Express Our Understanding slides) to gauge student understanding of related texts through short writing activities, and provide necessary ongoing support. ● Use the Culminating Writing Task to guide students in analyzing the unit texts and understanding the central ideas of the unit. ● Provide support in understanding the relevant information surrounding the texts (timeframe, place, culture, etc.) ● Build the knowledge needed to understand the texts. ● Use the ELA Guidebooks Cold-Read Task to provide practice in the application of unit knowledge. 	

skills taught in the unit.		<ul style="list-style-type: none"> ● Look to determine if reading foundational skills are necessary and provide support in decoding or fluency as needed. ● Use the Reader's Circles for Literary Text, the Reader's Circles for Informational Text, or the Reader's Circles for Literary Nonfiction to support individual students or a small group of students with language, structure, and/or meaning of complex, grade-level texts. 	
	If students show success on the selected-response items for the unit-related texts, . . .	<ul style="list-style-type: none"> ● Use the Independent Reading Protocols to encourage additional reading. ● Use the ELA Guidebooks Extension Task to provide guidance for further learning. ● Review the students' Cold-Read and Extension Tasks and identify areas of strengths to build on in the next unit. 	

Instructional Supports Guidance Table—Synthesis and Expression of Knowledge across Texts

The written response is the most complex piece of the assessment since it asks students to apply their understanding and reasoning in a new situation or at a new level to convey ideas through writing. If a student is successful on the writing task in window 1 or window 2, then continued classroom level support and instruction can proceed with enrichments. However, if a student struggles to convey ideas on the written task, the following tables can help determine which instructional supports might be useful.

Strategies and acceleration ideas found in this guide can be implemented throughout the unit of study. Selected supports can be used either with the anchor text or with other unit texts in class. Teachers should use the specific strategies and supports individual students need rather than general support for all students within a classroom. See the [scoring activity](#) for information about collaborative scoring that might be used as part of a professional learning community.

Reporting Category	General observations	General Instructional Supports	School-Level Instructional Supports
--------------------	----------------------	--------------------------------	-------------------------------------

Reading Comprehension & Written Expression		
<p>Synthesis and Expression of Knowledge Across Texts</p> <p>In this section, students write an extended response that demonstrates their ability to express their overall understanding of the key knowledge they gained in the unit.</p>	<p>If students struggle with reading comprehension and written expression, . . .</p>	<ul style="list-style-type: none"> ● Use additional supports for meaning in Diverse Learners supports. ● Focus on getting control of ideas and examples: practice marking prompts or identifying tasks and coming up with a thesis/focus. ● Practice revising thesis/claims for clarity and precision. ● Given pieces of evidence, have students select the best pieces to use to support a given thesis/claim. ● Given a topic sentence, have students create the conclusion sentence to focus on the important idea. ● Given a thesis statement, have students complete a single paragraph outline. ● Provide students with supports and opportunities to practice finding appropriate quotations when providing direct evidence from the text in their writing throughout the unit. ● Provide students with a thesis and evidence, and support students in making connections. ● Have students highlight in-class essay responses with different colors for (1) claim/thesis (2) supporting evidence, (3) analysis, and (4) irrelevant information or copied/paraphrased text with no analysis or connection. Students work on strengthening claim or evidence, one area of focus per activity.

		<p>Once students demonstrate understanding of the texts, consider the following:</p> <ul style="list-style-type: none"> ● Review transition phrases with the students. ● Review evidence sentence starters with the students. ● Use related supports from the Supports Flow Chart <ul style="list-style-type: none"> ● writing ● speaking and listening ● If the student seems to have text-based evidence appropriate to the task, provide support with organization. <ul style="list-style-type: none"> ○ The Painted Essay© ● For students needing more support in structure and organization, provide students with an Organizational Frame that follows the patterns that is used in the unit, such as a SPO (single paragraph outline) from The Writing Revolution©. 	
Knowledge and Use of Language Conventions			
	<p>If students struggle with knowledge and use of language conventions, . . .</p>	<p>Once students demonstrate understanding of the texts and proficiency with organization and style, consider the following:</p> <ul style="list-style-type: none"> ● Use the Grammar Guide to identify language skill deficits in student writing to focus on during small-group instruction. ● Diagnose student gaps and provide students with targeted practice using an application such as Quill. 	

		<ul style="list-style-type: none">● Use the The Writing Revolution© and/or mentor sentence approach during small-group instruction to:<ul style="list-style-type: none">○ Explain how the parts of a sentence (e.g., conjunctions, phrases, clauses, parts of speech) function in particular sentences.○ Target specific grade-level or below grade-level writing conventions with which students need support. Have students look at a sentence that uses the convention properly and discuss how that convention is used to create meaning in the sentence. Then have students write or revise a sentence in their own writing to use the targeted convention correctly.● Provide students with sentence fragments and complete sentences. Prompt students to identify the fragments and rewrite as complete sentences.● Provide students with sentence frames that use a subordinating conjunction and direct students to complete the sentences to demonstrate understanding of the text they are reading.● Provide students with a kernel sentence and prompt them to expand the sentence through a series of questions.● Help students use appositives to provide additional detail and clarity to their sentences. Provide students with appositive practice based on the text they are reading.● Focus students' attention on how grammatical structures contribute to the	
--	--	--	--

		<p>meaning of a phrase, clause, and/or sentence. Ask students to compare the structure of a phrase, clause, or sentence in English to the structure of a phrase, clause, or sentence with similar meaning in the students' home language. Focus on the difference in order/structure and how each contributes to the meaning.</p>	
--	--	---	--

Scoring Activity: Scoring Student Writing Using Rubrics

This activity, when done with a group of teachers who teach the same grade level/course, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of grade-level writing expectations, but they discover students' strengths and weaknesses and how they might be addressed within their own classroom or within their schools or districts.

This same activity can be used with students as well. By having students work through the scoring process, they learn so much about what is expected, and they see the rubric in action as they score and discuss other students' papers. Often the discussion turns out to be the most valuable part of the activity and takes hold in a way that looking at sample responses from another source could never achieve. We also encourage school and district leaders to incorporate the scoring activity into their professional development or to at least set aside time for teachers to engage in the kind of discussion about student work that is at the heart of the scoring activity.

PURPOSE:

- To establish common expectations for student writing

OUTCOMES:

- Learn to use a writing rubric and identify qualities of writing that meet standards
- Reveal grade-specific expectations in a school
- Learn about and discuss different approaches that can improve instruction

PROCESS--After students respond to a task from [ELA Guidebooks](#) (e.g., Culminating Writing Task, Extension Task , Cold-Read Task):

1. Collect students' written responses to the common prompt.
2. Work collaboratively to understand the rubric.

- a. Review the scoring criteria on the chosen rubric. Read through each row. Highlight the keywords on the rubric that show the differences between each score.
 - b. Create anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., a 4 in Reading Comprehension/Written Expression, a 2 in Conventions, etc.). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.
3. Score the responses collaboratively.
 - a. Individually score the responses using the rubric and anchor set. (See the anchor sets of [sample student responses](#) for their 2016 and 2017 released items.)
 - b. Then come together as a group. Read each response aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
 - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
4. After the responses are scored, discuss the responses in general—strengths, weaknesses, different approaches to the task, etc. Determine any patterns that exist in the responses as a whole (e.g., difficulty with a particular construct, such as relevance of the evidence or the organization of the ideas). Individual teachers should also consider their own students’ responses to determine any patterns.
5. Finally, discuss the instructional implications: “How will we address the general learning opportunities? How will I address my own students’ learning opportunities, etc.?” Develop a plan.