PURPOSE
This document is designed to assist Louisiana educators in understanding the LEAP ELA Guidebooks Innovative Assessments for grades 5, 6, 7, and 8, which are part of the Innovative Assessment Program (IAP).

Why introduce a new type of assessment?
For many years, the English Language Arts (ELA) assessments taken by students in grades 3-12 across the United States have been of a similar design: they provide excerpts of texts drawn from a wide variety of sources, which students are then required to analyze.

ELA teachers work extremely hard to dive deeply into unit texts with their students, but many also devote valuable instructional time to teaching skills in isolation—believing that by doing so they will better prepare their students for statewide assessments and help their students become better readers. However, there is no strong research to suggest that focusing on such skills exclusively makes students better prepared, either as readers or test takers.

Rather, the more knowledge about the world through history, geography, literature, the sciences, and the arts that students possess, the better they tend to do when analyzing texts they have not seen before. Why? Because every text is about something in particular, and thus requires background knowledge to be better understood. This is one reason why students who have been exposed to many cultural experiences and a variety of texts and multi-media often perform better on skills-based ELA assessments; it is not because they may be better at “finding the main idea,” but because they are far more likely to know the subject matter assumed in any given text. In short, the achievement gap is actually a knowledge gap: students who know more are stronger readers.
The goal of English Language Arts is for all students to 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 high-quality instructional materials, which for the LEAP ELA Guidebooks Innovative Assessment is the ELA Guidebooks curriculum.

ASSESSMENT DESIGN

The LEAP ELA Guidebooks Innovative Assessment includes features that make it different from existing LEAP 2025 ELA assessments:

- The End-of-Unit assessments ask students to interpret texts and topics they have studied with their teachers as part of the ELA Guidebooks curriculum.
- End-of-Unit assessments are administered throughout the school year in three testing windows (Fall, Winter, and Spring), which provides teachers and schools with the opportunity to administer the assessment soon after a unit of study and to receive information about their students’ performance throughout the year.

End-of-Unit Test Design

- **The first section** draws upon the unit texts students have read and encourages teachers to ensure that students master the language and essential ideas of the texts they study in each unit. Additionally, students are introduced to a new text or pair of texts that are topically or thematically related to the unit. The new text(s) may be either fiction (e.g., short stories, novel and drama excerpts, poems) and/or nonfiction (e.g., informational texts from across the disciplines of science, history, and the arts). The questions in this section include questions based on previously studied ELA Guidebooks unit texts and the new unit-related texts. The grades 6, 7, 8 assessments also include a constructed-response question that allows students to show their understanding of the new text(s) and the connection to the knowledge of the unit.

- **The second section** consists of a single writing prompt that requires students to use the knowledge they have built from texts in the ELA Guidebooks unit and the new text(s) in Section 1 of the assessment in order to analyze and synthesize concepts across texts. Knowing that the writing prompt assumes knowledge of the materials in each unit strongly encourages teachers and students to view
the unit texts as providing cumulative knowledge. In order to demonstrate synthesis and expression of knowledge across texts, students are asked to include relevant information from two (grade 5) or three texts (grades 6, 7, 8) in their written responses, including specific evidence from the new text (provided in Section 2) and details from one unit text (grade 5) or two unit texts (grades 6, 7, 8).

- **The third section** consists of an ELA passage set that requires students to read and answer questions about a text or pair of texts unrelated to the unit content to demonstrate grade-level reading comprehension skills.

The tables that follow outline the test designs for grade 5 and for grades 6, 7, and 8. The number of items for sections 1 and 2 in the tables reflects the operational test. There will be additional questions in section 1 that are being field tested, but those questions do **not** count towards a student’s score and will not be included in the reports. They are used to help develop future test forms.
# END-OF-UNIT ASSESSMENT DESIGN: GRADE 5

<table>
<thead>
<tr>
<th>Test Section</th>
<th>Focus of Section</th>
<th>Number and Type of Items*</th>
<th>Assessable ELA Student Standards</th>
<th>Testing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading comprehension of the unit text(s) and new text(s) related to the unit</td>
<td>11 SR</td>
<td>RL/RI standards; vocabulary standards RI/RL.4, L.4, L.5</td>
<td>45 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Reading comprehension and/or written expression to show understanding and synthesis of key knowledge built in the unit using information from the unit-related text and a unit text</td>
<td>1 Writing Task Expository (Fall) Expository Narrative (Winter) Opinion (Spring)</td>
<td>RL/RI standards (Fall and Spring only); Writing standards W.1, 2, 3 (based on the task type), W.4, and W.9; and Language standards L.1 and L.2, plus conventions skills from previous grades</td>
<td>60 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Reading comprehension of a text or pair of texts not related to the unit content</td>
<td>6-8 SR</td>
<td>RL/RI standards; vocabulary standards R.4, L.4, L.5</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

SR: Selected-Response—includes multiple-choice, evidence-based selected-response (two-part items), multiple-select, and technology-enhanced items  
RL: Reading Literature; RI: Reading Informational Text; L: Language; W: Writing

*The number of items for sections 1 and 2 in the table reflects the operational test. There will be additional questions in section 1 that are being field tested, but those questions do not count towards a student’s score and will not be included in the reports. They are used to help develop future test forms.
## END-OF-UNIT ASSESSMENT DESIGN: GRADE 6, 7, 8

<table>
<thead>
<tr>
<th>Test Section</th>
<th>Focus of Section</th>
<th>Number and Type of Items</th>
<th>Assessable ELA Student Standards</th>
<th>Testing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading comprehension of unit text(s) and new text(s) related to the unit</td>
<td>10 SR 1 CR</td>
<td>RL/RI standards; vocabulary standards RL/RI.4, L.4, L.5</td>
<td>60 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Reading comprehension and written expression to show understanding and synthesis of key knowledge built in the unit using information from three texts, including the new text and two unit texts</td>
<td>1 Writing Prompt</td>
<td>RL/RI standards; Writing standards W.1, 2, 4, and 9; and Language standards L.1 and L.2, plus conventions skills from previous grades</td>
<td>60 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Reading comprehension of a text or pair of texts not related to the unit content</td>
<td>6-8 SR</td>
<td>RL/RI standards; vocabulary standards R.4, L.4, L.5</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

SR: Selected-Response—includes multiple-choice, evidence-based selected-response (two-part items), multiple-select, and technology-enhanced items

CR: Constructed Response—requires a shorter written response

*The number of items for sections 1 and 2 in the table reflects the operational test. There will be additional questions in section 1 that are being field tested, but those questions do not count towards a student’s score and will not be included in the reports. They are used to help develop future test forms.*
REPORTING CATEGORIES

The intent of the LEAP ELA Guidebooks Innovative Assessment is to provide information on student performance after each unit assessment and at the end of the year. Student-level reporting will include (1) performance information on the end-of-unit assessment, provided after each testing window, and (2) a summative achievement level classification that accounts for student performance on all of the unit assessments. The summative report will be provided after the end of the school year. For more information about the end-of-unit reports, see the IAP Guidance for Score Reports and the Parent Guide for the IAP Student Reports.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CATEGORY DESCRIPTION</th>
<th>REPORTING INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Unit Texts</td>
<td>Students answer questions about the anchor texts they read in class to show their understanding of key knowledge and skills taught in the unit.</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>Application of Unit Knowledge</td>
<td>Students read a new text(s) related to the unit content and respond to questions and a short writing prompt (grades 6, 7, 8 only) that measure their ability to apply the key knowledge and skills taught in the unit.</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>Synthesis and Expression of Knowledge Across Texts</td>
<td>Students write an extended response or narrative (grade 5 only) that demonstrates their ability to express their overall understanding of the key knowledge they gained in the unit by developing their ideas with information from the unit text(s) and the new text(s).</td>
<td>Reading Comprehension and/or Written Expression, Written Knowledge and Use of Language Conventions</td>
</tr>
</tbody>
</table>
Achievement-Level Definitions

The LEAP ELA Guidebooks Innovative Assessment uses the same achievement-level definitions as the LEAP 2025 assessments, which briefly describe the expectations for student performance at each of Louisiana’s five achievement levels:

- **Advanced**: Students performing at this level have exceeded college and career readiness expectations and are well prepared for the next level of study in this content area.
- **Mastery**: Students performing at this level have met college and career readiness expectations and are prepared for the next level of study in this content area.
- **Basic**: Students performing at this level have nearly met college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.
- **Approaching Basic**: Students performing at this level have partially met college and career readiness expectations and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory**: Students performing at this level have not yet met the college and career readiness expectations and will need extensive support to be prepared for the next level of study in this content area.

TEST ADMINISTRATION

Administration Schedule and Unit Progression

<table>
<thead>
<tr>
<th>Testing Windows</th>
<th>Grade 5 Units</th>
<th>Grade 6 Units</th>
<th>Grade 7 Units</th>
<th>Grade 8 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall: October 23-November 3</td>
<td>The Birchbark House</td>
<td>Hatchet</td>
<td>The Giver</td>
<td>Flowers for Algernon</td>
</tr>
<tr>
<td>Winter: January 29-February 9</td>
<td>The Lion, the Witch, and the Wardrobe</td>
<td>Jobs or Out of the Dust</td>
<td>A Christmas Carol or Written in Bone</td>
<td>Tell-Tale Heart or The Call of the Wild</td>
</tr>
<tr>
<td>Spring: April 15-May 17</td>
<td>Shutting Out the Sky</td>
<td>If Stones Could Speak</td>
<td>Behind the Scenes</td>
<td>Sugar</td>
</tr>
</tbody>
</table>

The school or district test coordinator will communicate the testing schedule. All LEAP ELA Guidebooks Innovative Assessments are timed. No
additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

**Scheduling Requirements for Computer-Based Testing**

Computer-based testing allows school systems some flexibility in scheduling. However, to reduce incidences of testing irregularities, school systems must adhere to the following scheduling and administration practices:

- Test students across the school at or very close to the same time.
- Complete makeup testing for students immediately upon their return.
- Limit student interaction during breaks between test sections.
- Isolate students who have not completed testing for the day (e.g., students with extended time accommodation).
- Prevent interaction between groups of students taking the same tests at different times within a testing day.
- Require the completion of a section once it is opened (i.e., limiting the reopening of test sections).
- Administer test sections 1, 2, and 3 in the correct order.
- Administer test sections 1 and 2 on the same day.

**Online Tools Training**

All students should work through the Online Tools Training (OTT) to practice using the online tools so that they are well prepared to navigate the online testing system. The OTT can be accessed at [https://adamexam.com/tester](https://adamexam.com/tester) by using one of the two codes: OTTELA, for students without a Text-to-Speech (TTS) accommodation, or OTTELATTS, for students with a TTS accommodation.

**Permitted Testing Materials**

Students will only be permitted to have school-issued scratch paper and pencils. No other materials are allowed. Students will not be permitted to use copies of unit texts, dictionaries, or thesauruses during the assessment.

**Item Types**

Descriptions of the various item types on the LEAP ELA Guidebooks Innovative Assessment follow:
● **Multiple Choice (MC):** Students select the correct response from among four answer choices. The MC items are worth one point.

● **Multiple Select (MS):** This item type is a one-part item that asks students to choose two answer options. The MS items are worth two points.

● **Evidence-Based Selected Response (EBSR):** This item type consists of two parts; part A asks students to show their understanding of a text, and part B asks students to identify evidence to support that understanding. The EBSR items are worth two points, and students can earn partial credit (1 point) if they answer only part A correctly. Students do not receive any credit if they answer only part B correctly.

● **Technology Enhanced (TE):** This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). For a summary of the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#). To have students practice responding to a TE item, refer to the [Online Tools Training](#).

● **Writing Task (grade 5):** This item type appears in Section 2 and asks students to create an extended and complete written response showing their understanding and synthesis of the key knowledge of the unit and the new text(s) in section 1. See the Writing Task rubrics on the next few pages for information on the different types of writing and the dimensions assessed.

● **Constructed Response (grades 6-8):** This item appears at the end of Section 1 and asks students to respond in writing. Since the response is shorter than the prompt in section 2, it is scored for reading comprehension only and not for written expression or use of language conventions. This item type is worth up to four points. An item-specific version of the [General Rubric for Constructed-Response Items](#) is used to score these responses.

● **Writing Prompt (Grades 6, 7, 8):** This item type appears in Section 2 of the assessment and asks students to create an extended and complete written response showing their understanding and synthesis of the key knowledge of the unit and unit texts. Students support their response with information they recall from the unit texts and evidence from the new text that appears in Section 1 and Section 2. See the [Grades 6-8 Writing Prompt Rubric](#) for more information about the dimensions assessed.

### Scoring Rubrics

#### Grade 5 Writing Task Rubric (Expository and Opinion Tasks)
## Reading Comprehension and Written Expression

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
</tr>
<tr>
<td>- demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis;</td>
<td>- demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis;</td>
<td>- demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;</td>
<td>- demonstrates limited comprehension of ideas by providing a minimally accurate analysis;</td>
<td>- demonstrates no comprehension of ideas by providing an inaccurate or no analysis;</td>
<td>- is undeveloped and/or inappropriate to the task, purpose, and audience;</td>
</tr>
<tr>
<td>- addresses the prompt and provides effective development of the topic that is consistently appropriate to the task, purpose, and audience;</td>
<td>- addresses the prompt and provides mostly effective development of the topic that is appropriate to the task, purpose, and audience;</td>
<td>- addresses the prompt and provides some development of the topic that is somewhat appropriate to the task, purpose, and audience;</td>
<td>- addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task, purpose, and audience;</td>
<td>- includes little to no references to ideas and information from the unit and a new text;</td>
<td>- lacks organization and coherence;</td>
</tr>
<tr>
<td>- uses clear reasoning supported by relevant references to ideas and information from the unit and a new text to develop the claim or topic;</td>
<td>- uses mostly clear reasoning supported by references to ideas and information from the unit and a new text to develop the claim or topic;</td>
<td>- uses some reasoning and references to ideas and information from the unit and a new text to develop the claim or topic;</td>
<td>- uses limited reasoning and references to ideas and information from the unit and a new text to develop the claim or topic;</td>
<td>- demonstrates limited organization and coherence;</td>
<td>- does not use language to express ideas with clarity;</td>
</tr>
<tr>
<td>- is effectively organized with clear and coherent writing;</td>
<td>- is organized with mostly clear and coherent writing;</td>
<td>- demonstrates some organization with somewhat coherent writing;</td>
<td>- demonstrates limited organization and coherence;</td>
<td>- uses language to express ideas with limited clarity.</td>
<td>- uses language to express ideas with clarity.</td>
</tr>
<tr>
<td>- uses language effectively to clarify ideas.</td>
<td>- uses language that is mostly effective to clarify ideas.</td>
<td>- uses language to express ideas with some clarity.</td>
<td>- uses language to express ideas with limited clarity.</td>
<td>- uses language to express ideas with clarity.</td>
<td></td>
</tr>
</tbody>
</table>

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| Knowledge of Language and Conventions | ● demonstrates full command of the conventions of standard English at an appropriate level of complexity. 
● There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear. | ● demonstrates some command of the conventions of standard English at an appropriate level of complexity. 
● There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. | ● demonstrates limited command of the conventions of standard English at an appropriate level of complexity. 
● There may be errors in mechanics, grammar, and usage that often impede understanding. | ● does not demonstrate command of the conventions of standard English at the appropriate level of complexity. 
● Frequent and varied errors in mechanics, grammar, and usage impede understanding. |

The literary analysis and opinion writing tasks for Grade 5 are worth 11 points total. The holistic score on the Reading Comprehension and Written Expression (RCWE) dimension is doubled and then added to the Knowledge of Language and Conventions score.
Grade 5 Writing Task Rubric (Narrative Writing)

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Expression</strong></td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
</tr>
<tr>
<td></td>
<td>• is <strong>effectively</strong> developed with narrative elements and is <strong>consistently appropriate</strong> to the task;</td>
<td>• is developed with <strong>some</strong> narrative elements and is <strong>generally appropriate</strong> to the task;</td>
<td>• is <strong>minimally</strong> developed with <strong>few</strong> narrative elements and is <strong>limited in its appropriateness</strong> to the task;</td>
<td>• is <strong>undeveloped and/or inappropriate</strong> to the task;</td>
</tr>
<tr>
<td></td>
<td>• is <strong>effectively</strong> organized with <strong>clear and coherent</strong> writing;</td>
<td>• is organized with <strong>mostly coherent</strong> writing;</td>
<td>• demonstrates <strong>limited</strong> organization and coherence;</td>
<td>• lacks organization and coherence;</td>
</tr>
<tr>
<td></td>
<td>• uses language <strong>effectively</strong> to clarify ideas.</td>
<td>• uses language that is <strong>mostly effective</strong> to clarify ideas.</td>
<td>• uses language to express ideas with <strong>limited</strong> clarity.</td>
<td>• does not use language to express ideas with clarity.</td>
</tr>
<tr>
<td><strong>Knowledge of Language and Conventions</strong></td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
</tr>
<tr>
<td></td>
<td>• demonstrates <strong>full command</strong> of the conventions of standard English at an appropriate level of complexity.</td>
<td>• demonstrates <strong>some command</strong> of the conventions of standard English at an appropriate level of complexity.</td>
<td>• demonstrates <strong>limited command</strong> of the conventions of standard English at an appropriate level of complexity.</td>
<td>• does not demonstrate command of the conventions of standard English at the appropriate level of complexity.</td>
</tr>
<tr>
<td></td>
<td>• There <strong>may</strong> be a few minor errors in mechanics, grammar, and usage, but <strong>meaning is clear.</strong></td>
<td>• There <strong>may</strong> be errors in mechanics, grammar, and usage that <strong>occasionally impede understanding</strong>, but the meaning is generally clear.</td>
<td>• There <strong>may</strong> be errors in mechanics, grammar, and usage that <strong>often impede understanding.</strong></td>
<td>• <strong>Frequent and varied errors</strong> in mechanics, grammar, and usage <strong>impede understanding.</strong></td>
</tr>
</tbody>
</table>

The narrative writing task for Grade 5 is worth 9 points total. The holistic score on the Written Expression dimension is doubled and then added to the Knowledge of Language and Conventions score.
**General Rubric for Constructed-Response Items (Grades 6, 7, 8 only)**

<table>
<thead>
<tr>
<th>SCORE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response includes a <strong>thorough and accurate</strong> explanation or analysis, supported by <strong>relevant and specific</strong> evidence from the text(s).</td>
</tr>
<tr>
<td>3</td>
<td>The response includes an <strong>accurate</strong> and mostly <strong>complete</strong> explanation or analysis, supported by relevant but often <strong>general</strong> evidence from the text(s).</td>
</tr>
<tr>
<td>2</td>
<td>The response is a <strong>partial</strong> explanation or analysis, includes <strong>limited</strong> evidence from the text(s) and may include misinterpretations.</td>
</tr>
<tr>
<td>1</td>
<td>The response is <strong>minimal</strong>, with little or no evidence from the text(s), and may include misinterpretations; or the response relates minimally to the task.</td>
</tr>
<tr>
<td>0</td>
<td>The response is blank, incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.</td>
</tr>
</tbody>
</table>
## Grades 6, 7, 8 Rubric for Writing Prompt

<table>
<thead>
<tr>
<th>CONSTRUCT</th>
<th>SCORE POINT 4</th>
<th>SCORE POINT 3</th>
<th>SCORE POINT 2</th>
<th>SCORE POINT 1</th>
<th>SCORE POINT 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING COMPREHENSION AND WRITTEN EXPRESSION</strong></td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
</tr>
<tr>
<td></td>
<td>● demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis;</td>
<td>● demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis;</td>
<td>● demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;</td>
<td>● demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis;</td>
<td>● demonstrates no comprehension of ideas by providing an inaccurate or no analysis;</td>
</tr>
<tr>
<td></td>
<td>● addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience;</td>
<td>● addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, purpose, and audience;</td>
<td>● addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience;</td>
<td>● minimally addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task, purpose, and audience;</td>
<td>● is undeveloped and/or inappropriate to the task, purpose, and audience;</td>
</tr>
<tr>
<td></td>
<td>● uses clear reasoning supported with relevant references to ideas and information from the unit texts and a new text to develop claim or topic;</td>
<td>● uses mostly clear reasoning supported with relevant references to ideas and information from the unit texts and a new text to develop claim or topic;</td>
<td>● uses some reasoning and references to ideas and information from the unit texts and a new text to develop claim or topic;</td>
<td>● uses limited reasoning and reference to ideas and information from the unit texts and a new text;</td>
<td>● includes little or no reasoning or reference to ideas and information from the unit texts and a new text;</td>
</tr>
<tr>
<td></td>
<td>● is effectively organized with clear and coherent writing;</td>
<td>● is organized with mostly clear and coherent writing;</td>
<td>● demonstrates some organization with somewhat coherent writing;</td>
<td>● demonstrates limited organization and coherence;</td>
<td>● lacks organization and coherence;</td>
</tr>
<tr>
<td></td>
<td>● establishes and maintains an effective style.</td>
<td>● establishes and maintains a mostly effective style.</td>
<td>● style is somewhat effective.</td>
<td>● style is minimally effective.</td>
<td>● has an inappropriate style.</td>
</tr>
<tr>
<td>KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● demonstrates full command of the conventions of standard English at an appropriate level of complexity; may include a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td>● demonstrates some command of the conventions of standard English at an appropriate level of complexity; may include errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
<td>● demonstrates limited command of the conventions of standard English at an appropriate level of complexity; may include errors in mechanics, grammar, and usage that often impede understanding.</td>
<td>● does not demonstrate command of the conventions of standard English at the appropriate level of complexity; includes frequent and varied errors in mechanics, grammar, and usage that impede understanding.</td>
<td></td>
</tr>
</tbody>
</table>

The writing prompt on each unit assessment at grades 6, 7, and 8 is worth 11 points total. The holistic score on the Reading Comprehension and Written Expression (RCWE) dimension is doubled and then added to the Knowledge of Language and Conventions score.
SAMPLE TEST ITEMS

Sample Multiple-Choice Item

Read the excerpt from *The Witch of Blackbird Pond*.

"'No danger,' Kit shuddered. 'I wouldn't go near your freezing river again for the world.' She had made them both laugh, but underneath her nonchalance, Kit felt uneasy."

What is the meaning of the word *nonchalance* as it is used in the excerpt?

. growing fear
A. welcome relief
B. failed attempt at humor
C. absence of visible concern

Sample Technology-Enhanced Item:

Jonas and Jonas’s father each view release differently. Match each adjective to the character’s view it best describes. Drag and drop two responses into each box. Each response can be used only once.

<table>
<thead>
<tr>
<th>How Jonas Views Release</th>
<th>How Jonas’s Father Views Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>normal</td>
<td>violent</td>
</tr>
<tr>
<td>pleasant</td>
<td>cruel</td>
</tr>
</tbody>
</table>
Sample Evidence-Based Selected-Response (EBSR) Item:

PART A
What does paragraph 2 of Excerpt 1 reveal about Sarah's point of view?

A. Sarah no longer feels she is part of the Puritan community.
B. Sarah still does not understand the events of her childhood.
C. Sarah wishes to relieve herself of the guilt and unhappy memories of her past.
D. Sarah does not agree with the actions of the councilmen who wish to change the name of Salem.

PART B
Which sentence from paragraph 2 of Excerpt 1 best supports the correct answer in PART A?

A. "As God in heaven knows, changing a name cannot change the history of a place."
B. "The history has for so long lived like a spider in my breast."
C. "With this letter I hope to sweep away the terror and the sadness and to have my heart made pure again by God's grace."
D. "That is truly the meaning of the word 'Puritan.'"
Directions and Sample Writing Tasks for Grade 5

You will now respond to a writing prompt based on what you learned during the unit and from the new text(s) you read in Section 1 of the assessment.

When responding to the prompt, be sure to do the following:

- Organize and fully develop your ideas with thoughtful analysis.
- Include relevant information from the texts.
- Identify the texts you are referencing.
- Use correct grammar, punctuation, and spelling.

Expository Task

The texts in the Making of a Scientist unit and in the excerpt from the unit-related text show how scientists can benefit from other people. Write a well-developed essay explaining how scientists benefit from other people in their lives and careers.

Support your explanation with ideas and information from the unit-related excerpt and from one of the unit texts listed below:

- “The Making of a Scientist” by Richard Feynman
- The Templeton Twins Have An Idea: Book 1 by Ellis Weiner
- “Galileo Galilei: Biography, Inventions & Other Facts” by Nola Taylor Redd from SPACE.com
- Giants of Science: Isaac Newton Chapter 8 by Kathleen Krull

Opinion Task

The texts in the Making of a Scientist unit and in the excerpt from the unit-related text show how scientists can benefit from other people. Write a well-developed, multi-paragraph opinion essay about the most important benefit that scientists gain from family and/or other scientists.

Support your opinion with ideas and information from the unit-related excerpt and from one of the unit texts listed below:

- “The Making of a Scientist” by Richard Feynman
- The Templeton Twins Have An Idea: Book 1 by Ellis Weiner
- “Galileo Galilei: Biography, Inventions & Other Facts” by Nola Taylor Redd from SPACE.com
- Giants of Science: Isaac Newton Chapter 8 by Kathleen Krull
Sample Constructed-Response (CR) Item (Grades 6, 7, 8 only):

Based on Excerpt 2 from *The Heretic's Daughter* by Kathleen Kent, respond to the following prompt in the space provided.

Write a paragraph explaining why in Excerpt 2 Martha reacts to the accusation of being a witch in the way that she does. Support your explanation with evidence from Excerpt 2 of *The Heretic's Daughter*.

Essay Directions and Sample Writing Prompt (Grades 6, 7, 8):

You will now respond to a writing prompt based on what you learned during the unit and from the new text(s) you read in the assessment. When responding to the prompt, be sure to do the following:

- Organize and fully develop your ideas with thoughtful analysis.
- Support your essay with information from THREE texts, including:
  - specific evidence from the NEW text(s) and
  - relevant information from TWO unit texts.
- Identify the texts you are referencing.
- Use correct grammar, punctuation, and spelling.

The texts in The Witch of Blackbird Pond unit and the excerpts from *The Heretic's Daughter* describe the people who lived in Puritan New England and what shaped their identities.

Write a well-developed essay explaining how people's values, beliefs, and actions impact their identities.

Support your explanation with relevant ideas and information from one of the excerpts from *The Heretic's Daughter* and from any two unit texts listed below:

- The Witch of Blackbird Pond by Elizabeth George Speare
- "Choices" by Nikki Giovanni
- "Identity" by Julio Noboa Polanco
- "The Road Not Taken" by Robert Frost
RESOURCES

**K-12 ELA Resources Library**
- [Louisiana Student Standards in ELA](#): offers comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): guides for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [ELA Guidebooks](#): a whole-class curriculum made by teachers for teachers that ensures all students can read, understand, and express their understanding of complex, grade-level texts
- [English Learners Library](#): contains a collection of resources for supporting English Learners

**Teacher Leader Library**
- [IAP Writing Guidance](#): a presentation from the [2022 Teacher Leader Summit](#) that includes information about IAP rubrics, scoring observations, and samples associated with the grade 7 IAP test administered in 2021-2022
- [The Importance of Being Earnest: Courageous Conversations in Feedback for Writers](#): a presentation from the 2023 Teacher Leader Summit that includes information about rubrics, scoring observations, and samples for all state-wide ELA assessments

**IAP Resources**
- [IAP Guidance for Score Reports](#): offers guidance on next steps for teachers after they receive end-of-unit score reports
- [Innovative Assessment Program Key Initiatives](#): provides an overview of the program goals and timeline
- [Parent Guide to Student Reports](#): gives guidance for parents after receiving end-of-unit score reports
- [Parent Guide to End-of-Year Reports](#): offers guidance for parents after receiving end-of-year score reports

**ADAM (Online Testing System)**
- [Online Tools Training](#): students practice using the online tools so that they are well prepared to navigate the online testing system
- [Accessibility Tools](#): provide descriptions of accessibility features in the online testing platform

**Contact Us**
- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions