

PARENT GUIDE FOR THE IAP → END-OF-UNIT STUDENT REPORTS ← FOR GRADES 6-8



WHAT MAKES THE ELA GUIDEBOOKS ASSESSMENTS INNOVATIVE?

What is unique about the ELA Guidebooks assessment, which is part of the Innovative Assessment Program (IAP), is that it focuses on the books and topics your student studied in class. It measures what students learned in their English language arts curriculum and provides information throughout the year. This means the results can be used alongside student performance on instructional activities completed during the unit to better understand student progress.

For students who participate in all three windows of the assessment, the Grades 6-8 ELA Guidebooks Assessments will take the place of a student's participation in the spring end-of-year LEAP 2025 ELA testing.

Since the test measures student performance throughout the year, the cumulative results will not be available until this summer when students will receive an end-of-year report. The final, end-of-year results will reflect the data from all three windows and will include an achievement level identifying your student's overall ELA performance. The achievement levels—*Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*—are similar to the achievement levels used to describe student performance on the LEAP 2025 ELA test.

In the meantime, the end-of-unit reports not only provide information about student performance on the unit test but also include details about support students may need as they encounter future ELA Guidebooks units.



HOW DID MY STUDENT PERFORM ON THIS END-OF-UNIT ASSESSMENT?

To help you understand your student's performance, the report includes general information about the test, but it also describes your student's performance on each part of the test.

Your student's performance is reported in three categories:

- Knowledge of Unit Texts: how well your student understood the texts studied in class
- Application of Unit Knowledge: how well your student understood a new text related to the ideas studied in class
- Synthesis and Expression of Knowledge Across Texts: how well your student can write about the texts studied in class and the new text

For each of the three categories, the following is included to help you understand how your student is doing:

- One to three stars and a rating of Strong, Moderate, or Weak, which are related to the end-of-year achievement levels as described below:
 - A Strong rating in a reporting category means performance on those items is comparable to *Mastery* or *Advanced* level performance.
 - A Moderate rating in a reporting category means performance on those items is comparable to *Basic* level performance
 - A Weak rating in a reporting category means performance on those items is comparable to *Approaching Basic* or *Unsatisfactory* level performance.
- A description of what students at each rating can do as well as areas where students may need help moving forward
- Comparisons to other students who took the same unit assessment—in your student's class, school, school system, and in all school systems participating in the IAP

The image on the next page shows part of a sample report that provides information about the second reporting category, Application of Unit Knowledge.

Application of Unit Knowledge

In this section, your student read a new text or texts related to the unit content and responded to questions and a writing prompt that measures their ability to apply the key knowledge and skills taught in the unit

★ ★ MODERATE

Your student is **generally able to make connections between new texts and what was studied in class.**

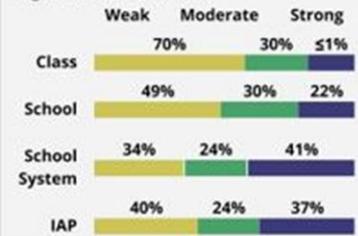
Your student **may be able to:**

- Identify main ideas within the text
- Determine the meanings of key words and phrases in the new text

Your student **may need help:**

- Analyzing complex text elements in new texts (e.g., author's claims, development of ideas, and word choice)
- Providing supporting evidence when writing about a new text

Comparison to Others Taking the Flowers for Algernon Unit Assessment



HOW SHOULD THESE RESULTS BE USED?

The information may be used to help teachers understand their students' performance on the unit they just studied and to determine support for students as they work through the next unit. As a parent, you can use the results to guide a discussion with your student's teacher.

HERE ARE SOME SUGGESTED QUESTIONS TO ASK WHEN DISCUSSING THE RESULTS WITH YOUR STUDENT'S TEACHER:

- How do my student's test results compare to their performance in class on this unit?
- What might be done in subsequent units to address any areas where my student might need more support or to challenge my student in areas where they excelled?
- How can I help support my student's learning at home?
- How do we ensure that my child continues to progress?



USEFUL LINKS

- **ELA Guidebooks Parent Guides (include overviews of the grade-level units):**
 - **Grade 6:** <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/grade-6---ela-guidebook-parent-guide.pdf>
 - **Grade 7:** <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/grade-7---ela-guidebook-parent-guide.pdf>
 - **Grade 8:** <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/grade-8---ela-guidebook-parent-guide.pdf>
- **Louisiana's Key Initiatives—Innovative Assessment Program (provides a brief history of the IAP):** <https://www.louisianabelieves.com/docs/default-source/key-initiatives/louisiana's-key-initiatives---innovative-assessment-program.pdf>
- **The ACCELERATE webpage (provides information about supports available to students):** <https://www.louisianabelieves.com/academics/accelerate>



FOR ADDITIONAL TOOLS AND RESOURCES TO HELP YOU SUPPORT STUDENT LEARNING AT HOME, visit the Family Support Toolbox at <https://www.louisianabelieves.com/resources/family-support-toolbox>