

# November Collaboration Handouts

## ELA Assessment Structure (Test Design)

Traditional Assessment	Updated Assessment
<b>Phase I</b> <b>Writing session</b> <ul style="list-style-type: none"> <li>1 writing prompt</li> <li>Scored for writing and language (grammar)</li> </ul>	<b>Performance Based Assessment</b> <b>Literary Analysis Task</b> <ul style="list-style-type: none"> <li>2 passages</li> <li>6 questions (evidence-based selected response and technology-enhanced constructed response)</li> <li>1 literary analysis task essay question</li> <li>Scored for reading, language (vocabulary), writing, and language (grammar)</li> </ul>
<b>Phase II</b> <b>Reading session</b> <ul style="list-style-type: none"> <li>4-6 passages (literary, poetry, nonfiction)</li> <li>20 multiple-choice questions</li> <li>8 constructed-response questions</li> <li>1 extended-response question</li> <li>Scored only for reading</li> </ul> <b>Using Informational Resources</b> <ul style="list-style-type: none"> <li>Packet of resources for skimming/scanning</li> <li>5 multiple-choice questions</li> <li>2 constructed-response questions</li> <li>Scored only for research skills</li> </ul> <b>Language session</b> <ul style="list-style-type: none"> <li>Passage with errors</li> <li>8 multiple-choice questions</li> <li>Scored only for language (grammar)</li> </ul>	<b>Research Simulation Task</b> <ul style="list-style-type: none"> <li>2-3 passages</li> <li>9 questions (evidence-based selected response and technology-enhanced constructed response)</li> <li>1 research simulation task essay question</li> <li>Scored for reading, language (vocabulary), writing, and language (grammar)</li> </ul> <b>Narrative Task</b> <ul style="list-style-type: none"> <li>1 short passage</li> <li>5 questions (evidence-based selected response and technology-enhanced constructed response)</li> <li>1 narrative task essay question</li> <li>Scored for reading, language (vocabulary), writing, and language (grammar)</li> </ul>
	<b>End-of-Year Assessment</b> <ul style="list-style-type: none"> <li>2-5 passages</li> <li>13-22 questions (evidence-based selected response and technology-enhanced constructed response)</li> <li>Scored for reading and language (vocabulary)</li> </ul>

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## ELA Assessment Structure (Question Order)

Traditional Assessment	Updated Assessment
<ol style="list-style-type: none"> <li>1. What is the setting of "The Christmas Goblins"?</li> <li>2. What does Gabriel Grubb do for a living?</li> <li>3. Why does Gabriel Grubb hit the young boy?</li> <li>4. What do the goblins show Gabriel Grubb?</li> <li>5. What is the theme of "The Christmas Goblins"?</li> <li>6. Use the words "sexton" and "scanty" in a sentence.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the meaning of the word <i>modulate</i>?</li> <li>2. Which statement <b>best</b> describes how the author characterizes Gabriel Grubb?</li> <li>3. What does this sentence reveal about Gabriel Grubb?</li> <li>4. What is the purpose of the description of the setting in this sentence?</li> <li>5. How does the author develop the contrasting points of view of Gabriel Grubb and the goblins in the story?</li> <li>6. How does paragraph 40 contribute to the overall development of the theme in the passage?</li> <li>7. How will Gabriel Grubb's Christmas Day differ from his Christmas Eve? Write a narrative that picks up where the story ends. Maintain the same point of view, mood/tone, and pacing of "The Christmas Goblins." Refer to details from the story in your narrative. Be sure to observe the conventions of standard English.</li> </ol>
(Grade 7 items based "The Christmas Goblins" by Charles Dickens )	

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## LEAP 360 Student Results Activity

- Fill in the chart at the bottom with the reports provided in the packet.
- Review the student assessment results below.
- Then use the questions provided on the next page to analyze results by sub-claim and identify trends about students' progress toward the ELA Goal.

<b>STUDENT 1</b>	<b>Reading Literary Texts</b>	<b>Reading Informational Texts</b>	<b>Vocabulary Interpretation and Use</b>
Test 1			
Test 2			
Test 3			
<b>STUDENT 2</b>	<b>Reading Literary Texts</b>	<b>Reading Informational Texts</b>	<b>Vocabulary Interpretation and Use</b>
Test 1			
Test 2			
Test 3			

**Observations:**

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## **Claims:**

### **Student 1**

What do the assessment results for Student 1 indicate about progress toward sub-claims Reading Literary Texts and Vocabulary Interpretation and Use?

How can these results inform instruction for Student 1?

### **Student 2**

What do the assessment results for Student 2 indicate about progress toward sub-claims Reading Literary Texts and Vocabulary Interpretation and Use?

How can these results inform instruction for Student 2?

## **Trends:**

### **Student 1**

What trends in learning are indicated by the assessment results for Student 1?

How can these results inform instruction for Student 1?

### **Student 2**

What trends in learning are indicated by the assessment results for Student 2?

How can these results inform instruction for Student 2?

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**Reflection:**

How would you support your teachers as they use the data to guide instruction?