

Louisiana Believes

Assessment Resources:
Understanding Assessment Guide Updates, and
Accessing and Using Annotated Student
Responses

Supervisor/Principal Collaboration
November 2017

Objectives

1. Participants will understand and be able to communicate
 - a. the changes to ELA, social studies, and mathematics assessment guides, and
 - b. how to use annotated student samples to improve student writing performance across content areas.
2. Each participant will build a teacher development plan to help teachers understand how to use annotated student responses to improve student written responses.

Agenda

1. LDOE Assessment Vision
2. Assessment Guide Changes
 - a. Big Picture
 - b. ELA
 - c. Social Studies
 - d. Mathematics
3. Annotated Student Responses
 - a. Big Picture
 - b. Finding, using, and creating annotated responses
4. Creating a Teacher Development Plan
5. Next Steps

Assessment Resources

Resources are available in the [Assessment Guidance](#) library and the [Practice Test](#) library.

[LEAP 2025 Assessment Guides](#)

[LEAP 2025 Math Practice Test Guidance](#)

[LEAP 2025 Social Studies Assessment Framework](#)

[LEAP 2025 ELA and Social Studies Practice Test Answer Keys](#)

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top, surrounded by various shades of blue and teal. The colors are blended and textured, giving it a soft, artistic appearance. The overall composition is centered and balanced.

Assessment Vision

LDOE Assessment Vision Supports Instruction

Raising Expectations: Louisiana is raising expectations to ensure each and every student graduates from high school, on-time, with the **knowledge and skills to succeed in college and/or a professional career.**

Educator Support: The Department is committed to supporting each level of the system—teachers, principals, and school system leaders—by providing high-quality, standards aligned curriculum, **assessments**, and professional development **to help them continue to raise the bar** for students.



LDOE Assessment Vision: We believe that all students can achieve, and we must measure their progress to ensure they **remain on track** for the next grade level and, **ultimately for college and professional careers.**

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Assessment Guide Changes

Big Picture

Test designs for social studies and ELA tests have changed since the assessment guides were posted in June. The updated guides include the following changes

- from spring 2017 test administration
 - ELA grades 3-8 (posted in August)
 - Social studies grades 3-8 (posted in September)
- from June 2017 posting of assessment guides for new LEAP 2025 high school tests
 - English I and English II (posted in August)
 - US History (posted in September)

Changing the test designs provides:

- Lower reading demand
- Reduced operational testing
- Better cognitive balance across sessions

Changes in ELA Test Design

- Sessions 1 and 2 Tasks: Literary Analysis Task (LAT), Research Simulation Task (RST), and Narrative Writing Task (NWT)
 - LAT and RST: One item has been added to help better scaffold the writing task
 - NWT: No design changes
- Session 3: Reading Literary and Informational Texts:
 - Reduced number of items and/or passage sets by replacing a long/paired set with short set OR removing a short set

Changes in Social Studies Test Design

| | |
|----------------------------------|--|
| Grades 3-8 and US History | Removed all embedded field test items from session 1 |
| Grades 3-5 | Reduced embedded field test items from 15 to 5 |
| Grades 6-8 | Reduced embedded field test items from 15 to 6 |
| US History | Reduced by 1 operational item set |
| | Moved 1 item set from session 3 to session 2 |
| | Reduced embedded field test items from 20 to 7 |

Changes in US History Test Design

| Session | Original | New | Session Time |
|-----------|---|---|--------------|
| Session 1 | 4 item sets 5 discrete items <u>Embedded Field Test:</u> 1 item set and 3 discrete items | 4 item sets 5 discrete items | 80 minutes |
| Session 2 | 1 task set | 1 item set 1 task set | 65 minutes |
| Session 3 | 4 item sets 5 discrete items <u>Embedded Field Test:</u> 1 item set and 3 discrete items | 2 item sets 5 discrete items <u>Embedded Field Test:</u> 1 item set and 3 discrete items | 80 minutes |

Mathematics Grades 3-8, Algebra I, and Geometry

The major difference in the assessment guides from June 2017 to August has been the addition of session times. From spring 2017 test administration session times changed to account for embedded field test items in grades 3-8.

For Algebra I and Geometry:

| Session | Operational Time Allowed |
|--|--------------------------|
| Session 1a/1b: No Calculator/Calculator | 25/55* minutes |
| Session 2: Calculator | 80 minutes |
| Session 3: Calculator | 80 minutes |

Test design has not changed for grades 3-8, Algebra I, and Geometry since the June 2017 posting of the assessment guides.

Note: There is a change in test design for the high school courses from 4-level to 5-level that has been included in the assessment guides since the June 2017 posting.

The background features a light blue and white watercolor-style splash pattern. Overlaid on this are horizontal lines in a slightly darker shade of blue, creating a notebook-like appearance.

Annotated Student Responses

Big Picture

Annotated student responses

- Help teachers and students better understand the expectations for written responses
- Provide authentic student responses, beyond exemplars, at each score point
- Are developed by educator committees

As we go through this session, consider ways to **help teachers understand how to use** annotated student responses to improve student written responses.

Finding ELA Annotated Responses

ELA Answer Keys provide links to annotated student responses for some writing tasks.

| | | | | |
|-----------------------------|----|------|---|----------------------------|
| 3 Narrative Writing Task | 19 | EBSR | PART A: A PART B: C | RL.5.3, RL.5.1 |
| | 20 | EBSR | PART A: A PART B: C | RL.5.2, RL.5.1 |
| | 21 | EBSR | PART A: D PART B: B | RL.5.6, RL.5.1 |
| | 22 | MS | PART A: A, C PART B: A | RL.5.3, RL.5.1 |
| | 23 | PCR | See Scoring Table and Rubric Sample Student Responses | W.5.3, W.5.4; L.5.1, L.5.2 |



Finding Social Studies Annotated Responses

Annotated student responses embedded in updated answer keys.

Response 2

The Lewis and Clark expedition influenced growth of the United States economy in many ways. First, the land farming that was there influenced the growth of agriculture. The N.A. trade relations influenced commerce and trade. The mineral deposits influenced the mining for these minerals. Second, the routes along the rivers were recorded which would influence travel. The geographical recordings influenced routes people would take. N.A. losing land influenced settlers moving into that land. That is how the Lewis and Clark expedition influenced the United States economy.

Score: 2

The response earns a score of 2. It correctly explains two ways that the Lewis and Clark expedition influenced the economic growth and the diversity of the United States during the 1800s, “the land farming that was there influenced the growth of agriculture” and “The routes along the rivers were recorded which would influence travel.” Although this response relies on Source 4, the student incorporates his or her own words into the response, demonstrating understanding of the topic.

Finding Math Annotated Responses

The [LEAP 2025 Math Practice Test Guidance](#) provides links to annotated student responses for some writing tasks.

| Grade 3 Type II and Type III Practice Test Tasks | |
|--|--|
| Location and Task Name | LEAP 2025 Evidence Statement and LSSM Alignment ⁵ |
| Session 1 #12 Total Number of Buttons | LEAP.II.3.5: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 2.NBT.B.6 and 2.NBT.B.7. |
| Session 1 #14 Packages of Pictures | LEAP.III.3.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table . Tasks may have scaffolding. Content for this task is aligned to 3.OA.D.8 and 3.OA.A.3. |
| Session 2 #29 Library Visit | LEAP.III.3.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table . Tasks may have scaffolding. Content for this task is aligned to 3.MD.A.1 and 3.OA.D.8. |

Using Annotated Responses

- Review annotated responses to develop understanding of parameters not explicit in the rubric
- Discuss annotated responses with colleagues to develop understanding of expectations of student written responses
 - Extend this discussion to include students
- Have students score the sample responses with the rubric and then compare the scores they assigned with the scores assigned in the samples
 - Facilitate discussion around scores that sync and scores that differ
 - What key characteristics stand out in high scores

Using Annotated Responses

Take **3-5** minutes to work this 3rd grade math CR item.

Mr. Haley bought a total of 36 pictures. The pictures are only sold in packages. Each package came with 4 small pictures, 3 medium pictures, and 2 large pictures. Mr. Haley bought 36 pictures in all.

How many pictures were in each package? Show your work.
How many packages did he buy? Show your work.

Score Your Response

- (1) Did your response receive a perfect score? Why or why not?
- (2) Is your response similar to or different from the sample response? In what ways?

Student response includes the following 3 elements.

- Modeling component = 2 points
 - Valid method to find the number of pictures in one package and gives the correct number of pictures; 9
 - Valid method showing how the number of pictures in a package is used to find the number of packages
- Computation component = 1 point
 - Correct number of packages, 4

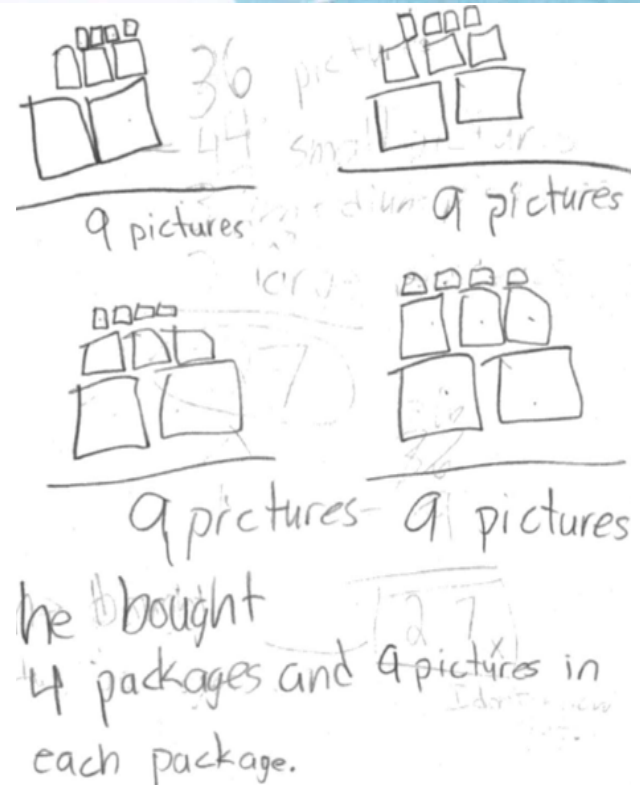
Sample Student Response:

Number of pictures in 1 package: pictures $4 + 3 + 2 = 9$ pictures

Number of packages: $36 \div 9 = 4$ Mr. Haley bought 4 packages.

Understanding Rubric Parameters Not Explicit in the Rubric

- Valid work provided to find the number of pictures in one package is identified with work shown by the student drawing a line of 4 small pictures, a line of 3 medium pictures, and a line of two large pictures and adding the three lines up to find the sum (*9 pictures*).
- Correct work is shown to find the number of packages needed by drawing the number of pictures in one package and repeating that package until 36 pictures were found.
- The correct number of packages is identified (*he bought 4 packages*).



Discuss to Develop Understanding of Expectations

- Valid work is provided to find the number of pictures in one package ($4 + 3 + 2 = 9$).
- The correct number of packages is identified (*He bought 4 packages*).
- No work is shown to find the number of packages.

$4 + 3 + 2 = 9$
He bought 4 packages with 9 in each package.

- (1) What specific work is missing from this response?
- (2) What are some ways this work can be shown, besides what is shown in the rubric?

Discuss to Develop Understanding of Expectations

- Valid work is shown to find the number of packages (36). 36 divided by 9 represents the total number of pictures divided by the number of pictures in one package.

$$36 \div 9 = 4$$

- No work is shown to find the number of pictures in each package.
- The number of packages is not identified. Although the number 4 is provided, it is not identified as the

$$36 \div 9 = 4$$

What is the expectation for a complete student response?

Score Samples and Compare

Using the rubric and your experience with other annotated responses, take **7-10** minutes to score these four responses.

4 because $36 \div 9 = 4$. so the answer is 4.

1

$4 + 3 + 2 = 9$. He bought 6 packages

2

9 pictures in each package
 $4 + 3 + 2 = 9$
Mr. Haley bought 4 packages
 $9 + 9 + 9 + 9 = 36$

3

9 in each package
Mr. Haley has to buy 4 packages

4

Compare the scores you assigned with the annotated scores shown.

(1) Where do your scores sync and where do your scores differ?

(2) What new information about scoring student responses do you have now that you didn't have before the exercise?

Score Samples and Compare

| | |
|--|--|
| <p>1</p> <ul style="list-style-type: none">Valid work is shown to find the number of packages.The correct number of packages is identified.No work is shown to find the number of pictures in one package. | <p>2</p> <ul style="list-style-type: none">Valid work is provided to find the number of pictures in one package.No work is shown using the numbers of pictures in one package to find the number of packages. <p>An incorrect number of packages (6) is identified.</p> |
| <p>3</p> <ul style="list-style-type: none">Valid work is provided to find the number of pictures in one package.Valid work is shown to find the number of packages.The correct number of packages is identified. | <p>4</p> <ul style="list-style-type: none">The correct number of packages is identified.No work is shown to find the number of pictures in one package.No work is shown using the numbers of pictures in one package to find the number of packages. |

To establish common expectations for student written responses

Teachers will:

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

Teacher Scoring Activity

General Steps

1. Have students respond in writing to a common CR, ER, or prompt.
2. Collect students' written responses.
3. Work collaboratively to understand the rubric.
4. Score the responses collaboratively.
5. 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.
6. Finally, discuss the instructional implications: “How will we address the general weaknesses? How will I address my own students' weaknesses, etc.?” Develop a plan.

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Creating A Teacher Development Plan

Teacher Development Plan

Consider the following topics in your plan

- (1) What actions do you want teachers to take after the development?
- (2) How will success of the professional development or PLC be measured?

As a small group, pair, or individually, **choose one method** for teacher development and **build a plan** to help teachers understand and use annotated student responses **to improve student written responses.**

- Build a PLC outline based on the scoring activity
- Build a schedule and agenda for large-scale professional development session, include outline for practical application within the session and actionable next steps

Be prepared to share out.

Resources

Resources are available in the [Assessment Guidance](#) library and the [Practice Test](#) library.

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Resources for creating professional development:

[*Implementing Effective Professional Learning Communities*](#) - SEDL

[*Effective Professional Development in an Era of High Stakes Accountability*](#) -CPE

Resources for Writing Instruction

[Writing Guide](#) - explains the guidebook approach to writing instruction.

[Supports Flow Chart](#) - includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction.

[Grammar Guide](#) - shows what students' written language should look like at each grade level.

Instructional Strategies section of the [K-12 ELA Planning Resources](#) library includes a variety of resources, such as Mentor Sentences and Organizational Frames.

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Next Steps

Next Steps

- Access the assessment resources shared in this session.
- Use the draft teacher development plan you've built to help teachers use annotated student responses.
- Email assessment@la.gov if you have additional questions.