

## Louisiana Guide to End-of-Course Assessment for English II

This guide includes:

- [Purpose of Assessment Guide](#)
- [Test Structure](#)
- [Test Design](#)
- [Testing Materials](#)
- [Resources](#)

### I. Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the English II End-of-Course (EOC) online assessment.

### II. Test Structure

The following table outlines the test structure and suggested testing times for the English II EOC test.

Subtest Description	Number of Points	Suggested Testing Times
Session 1: Writing	12	75 minutes
Session 2: Reading and Research	24	40 minutes
Session 3: Reading and Language	22	40 minutes
<b>Totals</b>	<b>58*</b>	<b>155 minutes</b>

\*50 points count toward a student's final score. Any additional points come from embedded field test items that **do not count** toward the student's final score.

The test is **untimed**. Although suggested testing times are provided for each session, it is very important that students be given sufficient time to complete the test. Once students have started a test session, they **should** continue uninterrupted until they have completed the session.

### III. Test Design

Louisiana statewide assessments measure the [Louisiana English Language Arts \(ELA\)/Literacy Standards](#). The following subheadings describe the parts of the English II EOC assessment and explain how each part incorporates the [grade 10 ELA/Literacy Standards](#).

#### Writing

The writing section of the test requires students to read one passage, either fiction or nonfiction, and write an expository essay developed with supporting evidence from the passage.

Student essays will be scored on three dimensions: Content, Style, and Conventions (i.e., sentence formation, usage, mechanics, and spelling). Each dimension has its own [scoring rubric](#).

The writing session addresses the following ELA standards:

- [Writing Standards](#) W.9-10.2, W.9-10.4, and W.9-10.9
- [Language Standards](#) L.9-10.1, L.9-10.2, plus applicable skills on the [Language Progressive Skills Chart](#)

#### Reading

The Reading portions of Sessions 2 and 3 are designed to measure reading comprehension with a focus on analysis. The passage-based questions on the test help determine the student's ability to:

- analyze the development of a theme or central idea,
- analyze the author's choices concerning characterization, word choice, structure, and purpose, and
- provide strong and thorough textual evidence to support analysis of a text.

Four reading passages or passage sets will appear in these two sessions. The passages will represent a diverse range of literary and informational texts:

- a short story excerpt
- a novel excerpt
- a drama excerpt
- a pair of poems
- a nonfiction excerpt

Reading items will address the following ELA standards:

- All of the [Reading Standards for Literature](#), except RL.9-10.7 and RL.9-10.9
- All of the [Reading Standards for Informational Text](#), except RI.9-10.7 and RI.9-10.9
- [Language Standards](#) L.9-10.4 and L.9-10.5 (Vocabulary Acquisition and Use)

### **Research to Build Knowledge**

This section of the English II EOC test measures research skills, which will be assessed through a set of discrete multiple-choice questions. The items in this section focus on the following:

- researching to answer a question or solve a problem
- narrowing or broadening a topic of inquiry
- synthesizing multiple sources on a subject
- gathering relevant information
- assessing the usefulness of a source
- integrating information from sources
- following a standard citation format

The Research section addresses the ELA [Writing Standards](#) W.9-10.7 and W.9-10.8.

### **Language**

This part of the assessment will measure the application of grammar and usage skills through multiple-choice questions that ask students to revise sentences with possible errors or to identify the errors in short passages.

The Language section addresses the following ELA standards:

- [Language Standards](#) L.9-10.1 and L.9-10.2, which list the grade-level skills, plus applicable skills found on the [Language Progressive Skills Chart](#)
- [Writing Standard](#) W.9-10.5

### **Standards Not Assessed**

Most of the [grade 10 ELA/Literacy Standards](#) are eligible for assessment. Some, however, are not assessed because of the format and implementation of the current EOC tests. For example, the standards that measure [Speaking and Listening](#) have not been addressed in the test design because most of them would require one-on-one testing of all students. In addition, reading standards RL.9-10.7 and RI.9-10.7 require

multimedia resources that are not available on the current tests. Although test items do not measure these standards, the standards are essential to instruction and provide important building blocks and practice for what is measured on the English II EOC assessment, and therefore, should be part of classroom instruction.

#### IV. Testing Materials

During the administration of the English II EOC test, students should be provided with the following materials and tools as shown in the table below.

Materials/Tools	Provided	Session 1	Session 2	Session 3
scratch paper and two pencils	by Test Administrator	YES	YES	YES
dictionary and thesaurus	by Test Administrator	YES	NO	NO
<a href="#">English II Writer's Checklist</a>	online and by Test Administrator	YES	NO	NO
<a href="#">Model Parenthetical Citations page</a>	online	NO	YES	NO

Test administrators will be instructed to read aloud the Writer's Checklist for the writing session of the English II test. However, the passage on the writing test must **not** be read aloud or signed to students, except for those students with the accommodation *Tests Read Aloud* or *Communication Assistance*, who will receive their accommodation(s) as part of the EOC Tests System. Students are expected to type the final draft of their response in the online testing environment.

For the research section of the test, students may be asked to refer to a Model Parenthetical Citations page to answer questions about citing information from research sources. The Model Parenthetical Citations page is the same for English II and English III. Teachers are encouraged to use different models when teaching citation skills so students will learn not only the general citation rules, but also how to follow a given model, which is often the most useful and lasting skill associated with this kind of work. In the past, a bibliographic model page was included among the resources, but because the use of bibliographic models is introduced in the standards at lower grade levels, the English II EOC test will not assess the formatting of bibliographies. However, we expect teachers to continue to teach bibliography skills, especially since researching is such an important component of high school English courses.

## V. Resources

### Assessment Resources

- [English II Sample Test Items and Student Work](#): provides sample items for all parts of the assessment, annotations explaining each item, and authentic student responses representing different score points for the Writing session
- [PARCC Grade 10 Practice Tests](#): provide sample tests, such as a grade 10 Performance-Based Assessment, which consist of a literary analysis task, a research simulation task, and a narrative task
- [PARCC Grade 10 Sample Items](#): include sample passage sets with annotations that explain each item (Also available is a PowerPoint presentation that explains the sample materials.)
- [English II Achievement Level Descriptors](#): provide descriptions of what students know and can do at each English II achievement level

### Instructional Resources

- [High School English Guidebook](#): offers comprehensive information to support teachers in creating yearly, unit, and daily instructional plans for students
- [EAGLE Sample Test Items](#): houses a bank of passage sets/items that can be used for instructional or assessment purposes
- [Grades 9-12 ELA Teacher Library](#): provides teachers links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans

### General EOC Information

- [EOC Website](#): includes information on all aspects of the administration of the EOC tests, which can be accessed through the tabs at the top of the homepage (Some of the materials include announcements about current administrations, such as score report availability, registration dates, etc.; plus test coordinator and technology resources, such as the *Test Administration Manual* and technology guidelines.)
- [EOC Interpretive Guide](#): includes an overview of the EOC tests, explanations of the processes for scoring the tests and establishing performance standards, and guidance on how to interpret the various EOC reports
- [Louisiana Statewide Assessment Calendar](#): provides information on testing windows for Louisiana assessments