

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

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### I. Purpose of Assessment Guide

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

### II. Test Structure

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

Subtest Description	Number of Points	Suggested Testing Times
Session 1: Writing	12	75 minutes
Session 2: Reading and Language	20	40 minutes
Session 3: Reading and Research	26	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 III EOC assessment and explain how each part incorporates the [grade 11 ELA/Literacy Standards](#).

#### Writing

The writing section of the test requires students to read two informational sources on a topic and write an essay that takes a position on the topic and uses evidence from **both** sources to develop the response.

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.11-12.2, W.11-12.4, and W.11-12.9
- [Language Standards](#) L.11-12.1, L.11-12.2, plus applicable skills on the [Language Progressive Skills Chart](#)

#### Reading

The Reading portions of Sessions 2 and 3 measure reading comprehension through a series of passage-based multiple-choice questions that focus on analysis and evaluation. The grade 11 standards call for students to:

- determine two or more themes or central ideas of a text and analyze their development;
- analyze the author’s choices (structure, point of view, purpose, vocabulary, etc.), how they interact, and how they relate to the meaning of the text;
- analyze and evaluate the effectiveness of the author’s arguments; and
- provide strong and thorough textual evidence to support analysis of a text.

Four reading passages (literary and informational), representing a range of American literature from the Colonial period through the early twentieth century, will appear in these two sessions. The reading sections emphasize a student’s ability to show understanding of text, not what a student knows about American literary periods, which means that answering the items does not require prior knowledge. This allows teachers some flexibility in planning their instruction.

Reading items will address the following ELA standards:

- All of the [Reading Standards for Literature](#), except RL.11-12.7 and RL.11-12.9
- All of the [Reading Standards for Informational Text](#), except RI.11-12.7 and RI.11-12.9
- [Language Standards](#) L.11-12.4 and L.11-12.5 (Vocabulary Acquisition and Use)

### **Research to Build Knowledge**

This section of the English III 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 solve a problem or answer a question (including a self-generated question)
- narrowing or broadening a topic of inquiry
- synthesizing multiple sources on a subject
- gathering relevant information
- assessing the strengths and limitations of sources
- integrating information from sources
- following a standard citation format

The Research section addresses the ELA [Writing Standards](#) W.11-12.7 and W.11-12.8.

### **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.11-12.1 and L.11-12.2, which list the grade-level skills, and applicable skills found on the [Language Progressive Skills Chart](#)
- [Writing Standard](#) W.11-12.5, the portion that mentions editing and revising

### **Standards Not Assessed**

Most of the [grade 11 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.11-12.7 and RI.11-12.7 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 III EOC assessment, and therefore, should be part of classroom instruction.

#### IV. Testing Materials

During the administration of the English III 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 III Writer's Checklist</a>	online and by Test Administrator	YES	NO	NO
<a href="#">Model Parenthetical Citations page</a>	online	NO	NO	YES

Test administrators will be instructed to read aloud the Writer's Checklist for the writing session of the English III test. However, the sources 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 III 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 III Sample Test Items and Student Work](#): will provide 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 11 Practice Tests](#): provide sample tests, such as a sample grade 11 Performance-Based Assessment, which consist of a literary analysis task, a research simulation task, and a narrative task
- [PARCC Grade 11 Sample Items](#): include sample passage sets with annotations that explain each item (Also available is a PowerPoint presentation that explains the sample materials.)
- [English III Achievement Level Descriptors](#): provides descriptions of what students know and can do at each English III achievement level

### Instructional Resources

- [High School 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 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