



Los Angeles Unified School District
Secondary/Literacy English Language Arts

Interim Assessment Overview: Grade 8

The Interim Assessments for grades 6 through 8 are designed as extended constructed response tasks that have been embedded in units of instruction. These units and tasks address the four strands of the Common Core State Standards (CCSS), and focus on Argument writing. Units have been designed using the CCSS and the Expository Reading and Writing Course (ERWC) materials for middle school, designed by California State University faculty and secondary school teachers. The decision to provide units attached to the assessments was made in response to teacher feedback from the first periodic assessment this year, requesting more instructional support and more time. Existing ERWC middle school units were modified to provide more options for scaffolding, address vocabulary more directly, and in some cases, provide more authenticity and variety in texts. The units have been heavily scaffolded to address the needs of all learners. Teachers are encouraged to use the instructional tools provided, as well as any other tools at their disposal to differentiate instruction to best suit the needs of their students.

A key process in the delivery of these units and assessments is the *Plan-Deliver-Reflect-Refine/Revise* cycle. Prior to beginning the unit, teachers should meet during professional development banked time or grade-level meeting time to analyze the units/assessments in grade-level teams in order to *plan* for instruction. Planning should include conversations about whether to incorporate part or all of these Argument units into existing instructional units on Persuasion, or simply to replace the Persuasion units; which activities should be included, omitted or modified; pacing of the unit and its activities; and so on. It is important that teachers download the teacher directions in order to become familiar with the entire unit. It is also recommended that teachers read and annotate their copies of the texts before teaching the unit in order to anticipate difficult sections, plan instruction, and bolster student discussion. When considering pacing, remember that **the assessment window will close February 13, 2015**. Students should have completed the assessment by this date. After delivery of instruction and assessment, teachers should meet again to *reflect* on the student work produced, and also on the instruction and assessment processes, and to determine next steps for *refining/revising* instruction. Although the assessment must be completed by May 2, if further instruction is necessary, and/or if teachers wish to have students continue developing their essays into more polished pieces after the assessment, the units may be extended beyond the **February 13th assessment window**. Post-assessment activities are included in the units to help with further drafting and revision.

Every effort has been made to limit the amount of copying needed by schools. Unit documents are divided into three groups: "Teacher Directions," "Student Packet," and "Activities and Templates." The student packet, which should be reproduced for students, includes the texts, writing prompt, and scoring rubrics. Other useful materials that teachers may or may not wish to copy for students may be found under "Activities and Templates."

The Smarter Balanced rubrics have been adapted for each grade by the LAUSD Secondary Literacy team. The Smarter Balanced Assessment Consortium (SBAC) has not released revised rubrics for each secondary grade; however, we believe that teachers and students need a rubric that is more specific to the expectations at each grade level.

Lexile levels for the texts included in the unit have been provided. However, it is important to remember that lexile, a quantitative measure of text difficulty, is not the only determiner of text complexity. The CCSS approach to text complexity involves a three part model that incorporates: qualitative dimensions (levels of meaning or purpose, structure, language conventionality and clarity, knowledge demands); quantitative demands (word length or frequency, sentence length, and text cohesion); and, reader and task considerations (motivation, knowledge, experiences, complexity of task or questions posed). For further information on text complexity, please see Appendix A of the ELA/Literacy Common Core State Standards. You may also find helpful information, including the stretch bands for lexiles under the CCSS, on lexile.com. The middle school lexile range under the CCSS is 925L–1185L.

Interim Assessment Unit Grade 8 Answers

Ian Pickup



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