

Explanation of Common Assessment Maps Secondary Language Arts

Section of Assessment Plan	Explanation of Section	Additional Notes
<i>Unit</i>	The quarter of the school year in which a specific common assessment is scheduled to be taught. For example, “Unit 3” would be taught during 3rd quarter.	<ul style="list-style-type: none"> Pacing for each <i>unit</i> varies for common assessments at each grade level. Check your course’s Google Classroom for suggestions on pacing.
<i>Common Assessment</i>	<p>The district common assessments that are required to be administered for each level of LA courses.</p> <p>Each common assessment will appear in your Infinite Campus gradebook with the same title listed on the Common Assessment Plan. Each will have the abbreviation “<i>ASMT</i>” with the number of the <i>assessment</i>. The Diagnostic Literacy Assessment will have the abbreviation DLA. The End of the Year assessment will have the abbreviation EOY.</p> <p>This section of the assessment plan also includes the LA standard(s) that is/are being assessed for an individual common assessment.</p> <p>Common Assessments were designed and published by U-46 teacher groups.</p>	<ul style="list-style-type: none"> Assessments may involve multiple steps in order for you to assess each standard. For example, students may have to analyse a text, write an essay, and present their information. Please give the assessments in the order they appear on the assessment plan. Please do not change the names of the district common assessments in your Infinite Campus Gradebook. The names of the assessments are to remain as they have been entered at a district level. Data will be pulled at a district level and shared with individual buildings to inform each site of the proficiency of student performance of LA standards embedded in the curriculum frameworks and assessed via the district common assessments.
<i>Prompt</i>	The required common assessment prompt that was created by teacher teams for our U-46 students. Each prompt was carefully crafted to ensure that the required grade level standards are being assessed.	<ul style="list-style-type: none"> In many cases there is a blank (____) embedded within a prompt which indicates that a teacher may use the text of their choice to teach the skills necessary for a student to successfully demonstrate mastery of a specific standard(s). This allows the teacher to remain true to the required district

		<p>common assessment, while selecting a text that is most appropriate for their specific students.</p> <ul style="list-style-type: none"> ● Prompts <i>may be</i> adjusted by the teacher but not changed completely to accommodate special populations. Special populations are identified as SPED, 504 Plans, ELs or Honors students. Adjustments may include, but are not limited to: <ul style="list-style-type: none"> ○ Rewording a prompt in simpler language ○ Allowing outlining instead of writing an essay ○ Use of graphic organizers ○ Modifying the length of task ○ Pre-teaching vocabulary specific to the prompt ○ Increasing complexity ○ Providing time and formative practice to extend and demonstrate knowledge of a topic. <p><i>Please note that teachers of identified SPED students need to make accommodations and modifications in accordance with the student's IEP (Individualized Education Plan). In addition, academic accommodations and modifications listed in students' 504 plans would also be warranted.</i></p>
<p><i>Mini-Lesson/Formatives</i></p>	<p>A list of topics that were generated by teacher groups that can be used to teach mini-lessons to support and scaffold the skills needed to formatively assess students on the specific standards related to individual units/assessments. The topics</p>	<ul style="list-style-type: none"> ● Some LA grade levels have shared formative assessments used to support specific district common assessments via the official LA Google Classrooms by grade level. ● If you have a mini-lesson or another formative assessment you would like to share

	<p>listed under this heading are not meant to be a checklist, rather a list of possible ways to scaffold the learning a student may need to demonstrate proficiency.</p>	<p>with your grade level peers, please reach out to the specific LA teacher maintaining your respective Google Classroom. Moderators of the specific classrooms are responsible for posting items shared by staff in an organized manner. If you are unsure of your specific Google Classroom moderator, please contact the Literacy office at extension X7193 or veronicaryan@u-46.org</p>
<p><i>Suggested Resources</i></p>	<p>District approved resources to support the instruction of the curriculum frameworks and the district common assessment plans by grade level.</p>	<ul style="list-style-type: none"> ● Suggested resources were identified by teacher groups for each unit/assessment in an effort to save teachers time by suggesting materials that easily correspond with the assessment and standards for specific units/assessments. ● Some resources listed are app based. If you are not able to access a specific resource that is computer based or have a technical difficulty with an app, please email www.curriculumapps@u-46.org and explain, in detail, your specific issue. The literacy office has staff that maintains this email address and will respond to you with a solution or escalate you issue to the appropriate individual(s).