

LINCOLN PARISH SCHOOL DISTRICT
English Language Arts
6-12 Curriculum, Instruction, and Assessment (CIA) Guidelines

Lincoln Parish Curriculum Guidelines (Tier I – LDOE)

- **ELA**
- **Teachers are expected to**
 - ✓ use LDOE ELA Guidebook units/Lincoln Parish ELA Moodle Course Planners found on Moodle
 - ✓ teach at least 4 units per year
 - ✓ use LA Student Standards
- **General Guidelines**
 - ✓ Standards must be written on all lesson plans (can be found in guidebook & course planners)
 - ✓ Tier I resources are recommended

Lincoln Parish Instructional Guidelines

- **ELA:** Students will **read, understand, and express understanding** or complex, grade-level texts.
 - Use **language and vocabulary** to comprehend what texts say
 - Close readings and annotations of grade-appropriate literary and informational complex texts
 - Use **topics, themes, and ideas** to comprehend what texts mean
 - Build opinions about texts through **discussions** using evidence
 - Purposeful talk
 - Socratic discussions (9-12)
 - **Write about texts** using evidence, grade-level conventions, and correct spelling
 - LDOE Grammar Guide, which provides explicit writing and instruction in context of students' writing
 - Mentor sentences and sentence frames (NMSI model lessons, LearnZillion)
 - Cold Read Tasks (6-12)
 - Multiple modes of writing, including informative, narrative, research simulation/synthesis, and argumentative writing that is evidence based
- **General Guidelines for All Courses**
 - ✓ Reading, including informational texts and writing has to occur in all classes
 - ✓ Use rigorous learning tasks (use tasks provided by LDOE in teacher toolbox)
 - ✓ Differentiated instruction should be included in lesson plans
 - ✓ Objectives are expected to be written and shared with student in student- friendly terms
 - ✓ Purposeful Talk and Talk Moves (student-teacher, student-student) are utilized to facilitate discussions
 - ✓ RTI plan should be in place and implemented daily (specific to individual student's needs)
 - ✓ Edgenuity and A+ used for credit recovery and Edgenuity may be used to offer initial credit for courses that schools cannot offer face-to-face on campus
 - ✓ High school students are instructed to earn IBC in applicable classes
 - ✓ Special Ed. inclusion students receive core instruction in regular classroom

Lincoln Parish Assessment Guidelines

- **ELA**
 - ✓ LDOE ELA Guidebook /Lincoln Parish ELA Assessments found on Moodle
 - ✓ Cold Read Tasks for each unit
 - ✓ Informational Texts
 - ✓ Research Simulations
 - ✓ Quarterly cumulative benchmark tests should reflect the item-type and structure of state assessments
 - ✓ Refer to PARCC Evidence Tables to guide development of assessments

- **General Guidelines**
 - ✓ Standards must be written beside all items on major assessments
 - ✓ Assessments must be rigorous and aligned to the standards
 - ✓ Assessments are to reflect state assessments (LEAP, PARCC, EOC, ACT) or other assessments specific to a course (AP, IBC assessment, proficiency test)
 - ✓ Use new comprehensive assessment-delivery platform (formally EAGLE) to develop assessments
 - ✓ Culminating writing activities are required at the end of each unit in ELA, science, and social studies
 - ✓ Use rubrics for grading tasks and writing activities
 - ✓ Quarterly cumulative benchmark assessments should project student performance on state assessments

- **Benchmark Assessments**

Benchmark assessments should...

 - ✓ Be updated by horizontal teams and administered by all teachers across parish
 - ✓ Be assessments that project student performance on state assessments
 - ✓ Reflect the item-type and structure of state assessments
 - ✓ *See all other requirements listed under assessment for each subject area*

- **Assessment to Guide Instruction**
 - ✓ LDOE ELA Guidebook/Lincoln Parish Moodle Cold Read Tasks, Culminating Writing Tasks, and Extension Tasks

- **Assessments Used to Assign Student Grades**
 - ✓ Assessments are aligned to Lincoln Parish Tier 1 curriculum
 - ✓ LDOE ELA Guidebook/Lincoln Parish Course Planners Lessons and Assessments
 - ✓ Use a variety of assessment techniques
 - ✓ Formative and summative assessments, informal observations, checklists, rubrics, and conferencing

- **Student Grades**
 - ✓ Grades 6 - 12 instruction and assessment should align with the assessment guides for ELA
 - ✓ Grades are based solely on grade-level standards and should reflect individual student achievement
 - ✓ Grades should not be inflated with bonus or extra credit work
 - ✓ Avoid use of zeroes when at all possible by use of RTI time
 - ✓ Students should have the opportunity to make up missed work and retest areas of deficiency
 - ✓ Standards not mastered should be retaught and retested as needed
 - ✓ Academic and behavior interventions are necessary to ensure success for all students

