

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 ELA Guidebook from the Louisiana Department of Education and LearnZillion
 - ✓ teach at least 4 units per year
 - ✓ use LA Student Standards
- General Guidelines
 - ✓ Standards must be written on all lesson plans (standards can be found in Guidebook 2.0 units)
 - ✓ Tier I resources are strongly recommended

Lincoln Parish Instructional Guidelines

- **ELA:** Students will **read, understand, and express understanding** of complex, grade-level texts. Please use the resources indicated below for instruction. The approach guides (in italics) can be found in the “Get Started” folder of any Guidebook 2.0 unit. The resources indicated with an asterisk can be found in the instructional strategies section of the Teacher Toolbox on louisianabelieves.com.
 - Use **language and vocabulary** to comprehend what texts say
 - Use **topics, themes, and ideas** to comprehend what texts mean
 - Reading Guide
 - Reading Fluency Guide
 - Vocabulary Guide
 - Diverse Learners Guide
 - Annotating Text*
 - Build opinions about texts through **discussions** using evidence
 - Conversations Guide
 - Accountable Talk*
 - **Write about texts** using evidence, grade-level conventions, and correct spelling
 - Grammar Guide
 - Writing guide
 - Mentor sentences*
 - Cold Read Tasks (6-12)
 - Multiple modes of writing, including informative, narrative, research simulation/synthesis, and argumentative writing that is evidence based. (Teachers are encouraged to use LEAP 2025 scoring rubric in grades 6-8.)
- **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 or LEAP 360 Interim Assessments based on district requests.
- ✓ Quarterly cumulative benchmark tests should reflect the item-type and structure of state assessments or LEAP 360 Interim Assessments should be used.
- ✓ Refer to PARCC Evidence Tables to guide development of assessments

➤ General Guidelines

- ✓ Assessments must be rigorous and aligned to the standards
- ✓ Standards must be written beside all items on major assessments
- ✓ 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; LEAP 360 Interim Assessments should be used for ELA.
- ✓ Use rubrics for grading tasks and writing activities
- ✓ Quarterly cumulative benchmark assessments should project student performance on state assessments

➤ Benchmark Assessments

Benchmark assessments should...

- ✓ LEAP 360 Diagnostic Assessments and Interim Assessments should be incorporated into assessments when possible; they should be used for instruction purposes.
- ✓ Be 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
- ✓ LEAP 360 Diagnostic Assessments & Interim Assessments
- ✓ Vocabulary and language instruction should be integrated with guidebook texts.

➤ 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
- ✓ Weighted grades are encouraged based on content and level of importance.

➤ 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

