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For further information, contact:
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Preface

*Louisiana Believes* embraces the principle that all children can achieve at high levels, as evidenced in Louisiana’s recent adoption of the Common Core State Standards (CCSS). *Louisiana Believes* also promotes the idea that Louisiana’s educators should be empowered to make decisions to support the success of their students. In keeping with these values, the Department has created transitional assessment guides to help prepare teachers and students as they transition to the new CCSS over the next two years. These guides reflect the State’s commitment to consistent and rigorous assessments and provide educators and families with clear information about expectations for student performance.

What Is End-of-Course Testing?
End-of-Course (EOC) testing, a recommendation of the Louisiana High School Redesign Commission, is an increasingly common practice nationwide. EOC tests are based on state standards and help ensure consistent and rigorous instruction and expectations throughout the state. Beginning with first-time 9th graders in the 2010–2011 school year, EOC tests replaced GEE for the graduation requirements. For further information, see chapter 23 of *Bulletin 741*.

What Is the Purpose of the Assessment Guide?
The Assessment Guide provides an overview of the Algebra I EOC test. In addition to providing teachers with a description of the overall design of the test, this guide presents sample test items and suggested informational resources. Teachers should use this guide to

- become familiar with the Algebra I EOC test format,
- include similar item formats in classroom instruction and assessments,
- align instruction and assessment with the *Louisiana Comprehensive Curriculum* and Grade-Level Expectations (GLEs), and
- provide appropriate test accommodations.

What Does the Assessment Guide Include?
This guide includes information about

- test design (format and blueprint),
- test content (GLEs covered),
- test scoring,
- sample test items, and
- test accommodations.

How Have the EOC Assessments Been Affected by the Transition to the Common Core State Standards (CCSS)?
In 2010, the Board of Elementary and Secondary Education (BESE) approved the CCSS (www.doe.state.la.us/topics/common_core.html), which will eventually replace Louisiana’s English language arts (ELA) and mathematics standards and GLEs. After adopting the CCSS, Louisiana became a governing member of a 24-state consortium—the Partnership for Assessment of Readiness for College and Careers (PARCC)—working to develop next-generation assessments that measure the full range of the CCSS.
In preparation for the PARCC assessments, which are to be administered starting in the 2014–2015 school year, the Department has created transitional assessments in ELA and mathematics. This revised guide provides information about the changes to the EOC assessments during the transition to the CCSS.

**How Will Students and Teachers Transition to the CCSS and PARCC?**
The state has developed an implementation plan to ease the transition to the more rigorous new standards and assessments. This plan, outlined below, includes two years of implementation of transitional curriculum and assessments. Full implementation of the CCSS and PARCC assessments will occur in the 2014–2015 school year. Table 1 provides an overview of the assessment plan for high school.

<table>
<thead>
<tr>
<th>Table 1: High School Assessment Implementation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional</td>
</tr>
</tbody>
</table>

**2012–2014: Transition**
The transitional EOC assessments will be administered during the 2012–2013 and 2013–2014 school years. These assessments are not designed to be more difficult than the current EOC assessments, but teachers will need to shift their instruction for their students to be fully prepared. The Algebra I EOC transitional test will change to only include items that measure content common to the grade 9 GLEs and the CCSS ([www.louisianaschools.net/topics/gle.html](http://www.louisianaschools.net/topics/gle.html)).

**2014–2015: Full Implementation**
The new PARCC assessments for the EOC courses will be administered starting in the spring of 2015. The CCSS will replace the GLEs in Algebra I and Geometry.

**When Is the Algebra I EOC Test Administered?**
The Algebra I EOC test is administered each May to students on traditional schedules, each December and May to students on block schedules, and in June to students who need to retest. Exact dates for administration are published in the *EOC Test Administration Manual* as well as on the homepage for EOC testing, [www.louisianaeoc.org](http://www.louisianaeoc.org).

**Who Takes the Algebra I EOC Test?**
The Algebra I EOC test is an online assessment that is administered to all public school students upon their completion of one of the following courses, which provide content equivalent to Algebra I.

- Algebra I—course code 160321
- Algebra I Part 2—course code 160338
- Integrated Mathematics I—course code 160339
- Algebra I Middle School—course code 160380
- Applied Algebra I—course code 160331
What Is Applied Algebra I?
Applied Algebra I is an Algebra I course that includes problems and activities that show how algebra can be used in a variety of careers. The Applied Algebra I course covers the same GLEs as Algebra I. In addition, the Louisiana Comprehensive Curriculum and an approved Applied Algebra I textbook were originally used as resources to determine the appropriate content for the course.

The Applied Algebra I EOC test is a form of the Algebra I EOC test in which most of the test items are based on real-life and career-based applications that more closely resemble some of the application problems in an Applied Algebra I class.

How Is the Algebra I EOC Test Related to the Louisiana Comprehensive Curriculum?
The Louisiana Comprehensive Curriculum was originally used as a resource to determine the appropriate content and coverage for the test. However, other curricula developed by local districts and approved by the state that address the GLEs at the appropriate level of rigor will also suitably prepare students for the test. A chart of GLEs eligible for testing is shown on pages 2 and 3.

Where May I Find Additional Information about the Algebra I EOC Test?
Information about the Algebra I EOC test can be found on the EOC Tests homepage, www.louisianaeoc.org. Questions or requests for more information should be addressed to the Louisiana Department of Education (LDOE), Division of Assessments and Accountability, by calling toll-free 877-453-2721.

Additional Resources
The LDOE has developed several resources to assist educators as they prepare students for the Algebra I EOC test. The following materials are available on the LDOE website, www.louisianaschools.net, or on the EOC Tests homepage, www.louisianaeoc.org:

- Louisiana Comprehensive Curriculum
  www.doe.state.la.us/topics/comprehensive_curriculum.html
- EOC online demonstration site and tutorials
  www.louisianaeoc.org (demo site under Login drop-down menu; tutorials under Technology Resources drop-down menu)
- PASS (Practice Assessment/Strengthen Skills)
  www.louisianapass.org
- Released test items from other Louisiana assessments that cover similar content
  www.louisianaeoc.org/released_test_items.php
- Assessment guides from other Louisiana assessments that cover similar content
  www.louisianaeoc.org/Documents/Geometry_Assessment_Guide.pdf
- Focused Learning Lessons
  www.doe.state.la.us/topics/focused_learning_lessons.html
- Enhanced Assessment of Grade-Level Expectations (EAGLE)—Grade 9 Mathematics
  www.louisianaegle.org/pma/orca2/diag.htm
- EOC Tests: Frequently Asked Questions (FAQs)
  www.louisianaeoc.org (under Welcome drop-down menu)
The Algebra I EOC Test

Test Design
The Algebra I EOC test includes three sessions:

- 25-item multiple-choice session that does not allow the use of calculators
- 3-item constructed-response session that allows the use of calculators
- 25-item multiple-choice session that allows the use of calculators

Forty-six multiple-choice and two constructed-response items are operational. The remaining five items are embedded field test items, which are used to develop new forms.

The suggested testing times for the Algebra I test listed in Table 2 are only estimates. There are no strict time limits for the EOC tests.

Table 2: Suggested Testing Times

<table>
<thead>
<tr>
<th>Session</th>
<th>Description</th>
<th>Number of Items</th>
<th>Testing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple Choice, No Calculator</td>
<td>25</td>
<td>60 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Constructed Response, Calculator</td>
<td>3</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Multiple Choice, Calculator</td>
<td>25</td>
<td>60 minutes</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>53</td>
<td>150 minutes</td>
</tr>
</tbody>
</table>

Information about additional time needed to read test directions to students, assist students with the log-in process, and accomplish other activities related to test administration is included in the EOC Test Administration Manual.

Characteristics of Test Items
Multiple-choice items assess knowledge, conceptual understanding, and application of skills. The items consist of an interrogatory stem followed by four response options (A, B, C, D) and are scored as correct or incorrect.

Constructed-response items require students to compose an answer; these items generally require higher-order thinking. A typical constructed-response item may require students to develop an idea, demonstrate a problem-solving strategy, or justify an answer based on reasoning or evidence. The Algebra I EOC test constructed-response items are scored on a 0–2 point scale.

Eligible GLEs for the Algebra I EOC Test
As Louisiana students and teachers transition to the Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, the math tests will include only items measuring GLEs aligned to the CCSS. Table 3 provides a list of GLEs eligible for assessment during the transition. The table identifies the GLEs and the corresponding CCSS alignment. Some grade 9 GLEs align to the CCSS at other grade levels but will continue to be taught and tested in grade 9 to decrease the possibility of curricular gaps resulting from the transition.
<table>
<thead>
<tr>
<th>GLE</th>
<th>Text of GLE</th>
<th>Aligned CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify and describe differences among natural numbers, whole numbers, integers, rational numbers, and irrational numbers</td>
<td>Retained¹</td>
</tr>
<tr>
<td>2</td>
<td>Evaluate and write numerical expressions involving integer exponents</td>
<td>Retained¹</td>
</tr>
<tr>
<td>4</td>
<td>Distinguish between an exact and an approximate answer, and recognize errors introduced by the use of approximate numbers with technology</td>
<td>N-Q.3</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate computational fluency with all rational numbers (e.g., estimation, mental math, technology, paper/pencil)</td>
<td>Retained¹</td>
</tr>
<tr>
<td>8</td>
<td>Use order of operations to simplify or rewrite variable expressions</td>
<td>A-SSE.3, A-APR.1</td>
</tr>
<tr>
<td>9</td>
<td>Model real-life situations using linear expressions, equations, and inequalities</td>
<td>A-CED.1, A-CED.2, A-CED.3</td>
</tr>
<tr>
<td>11</td>
<td>Use equivalent forms of equations and inequalities to solve real-life problems</td>
<td>A-CED.1</td>
</tr>
<tr>
<td>13</td>
<td>Translate between the characteristics defining a line (i.e., slope, intercepts, points) and both its equation and graph</td>
<td>A-REI.10</td>
</tr>
<tr>
<td>14</td>
<td>Graph and interpret linear inequalities in one or two variables and systems of linear inequalities</td>
<td>A-REI.12, A-CED.3</td>
</tr>
<tr>
<td>15</td>
<td>Translate among tabular, graphical, and algebraic representations of functions and real-life situations</td>
<td>F-LE.2, A-CED.2, F-IF.7</td>
</tr>
<tr>
<td>16</td>
<td>Interpret and solve systems of linear equations using graphing, substitution, elimination, with and without technology, and matrices using technology</td>
<td>A-REI.6, A-REI.8, A-REI.9, A-CED.3</td>
</tr>
<tr>
<td>19</td>
<td>Use significant digits in computational problems</td>
<td>N-Q.3</td>
</tr>
<tr>
<td>20</td>
<td>Demonstrate and explain how relative measurement error is compounded when determining absolute error</td>
<td>N-Q.3</td>
</tr>
<tr>
<td>21</td>
<td>Determine appropriate units and scales to use when solving measurement problems</td>
<td>N-Q.1</td>
</tr>
<tr>
<td>24</td>
<td>Graph a line when the slope and a point or when two points are known</td>
<td>Retained¹</td>
</tr>
<tr>
<td>25</td>
<td>Explain slope as a representation of “rate of change”</td>
<td>Retained¹</td>
</tr>
</tbody>
</table>

¹This GLE was moved to another grade but will be taught and tested in this grade to decrease the possibility of curricular gaps resulting from the transition.
## GLEs and Aligned CCSS

<table>
<thead>
<tr>
<th>GLE</th>
<th>Text of GLE</th>
<th>Aligned CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Identify trends in data and support conclusions by using distribution characteristics such as patterns, clusters, and outliers</td>
<td>S-ID.3</td>
</tr>
<tr>
<td>29</td>
<td>Create a scatter plot from a set of data and determine if the relationship is linear or nonlinear</td>
<td>S-ID.6</td>
</tr>
<tr>
<td>30</td>
<td>Use simulations to estimate probabilities</td>
<td>S-IC.2</td>
</tr>
<tr>
<td>31</td>
<td>Define probability in terms of sample spaces, outcomes, and events</td>
<td>S-CP.1</td>
</tr>
<tr>
<td>32</td>
<td>Compute probabilities using geometric models and basic counting techniques such as combinations and permutations</td>
<td>Retained(^1)</td>
</tr>
<tr>
<td>35</td>
<td>Determine if a relation is a function and use appropriate function notation</td>
<td>F-IF.1</td>
</tr>
<tr>
<td>36</td>
<td>Identify the domain and range of functions</td>
<td>F-IF.1</td>
</tr>
<tr>
<td>37</td>
<td>Analyze real-life relationships that can be modeled by linear functions</td>
<td>F-LE.1</td>
</tr>
<tr>
<td>38</td>
<td>Identify and describe the characteristics of families of linear functions, with and without technology</td>
<td>Retained(^1)</td>
</tr>
<tr>
<td>39</td>
<td>Compare and contrast linear functions algebraically in terms of their rates of change and intercepts</td>
<td>Retained(^1)</td>
</tr>
</tbody>
</table>

\(^1\)This GLE was moved to another grade but will be taught and tested in this grade to decrease the possibility of curricular gaps resulting from the transition.

### Reporting Categories

In order to better reflect the focus areas of the CCSS at each grade, the GLEs available for assessment have been grouped into the Reporting Categories shown in Table 4. During the transition, the Reporting Categories replace the mathematics strands (e.g., Number and Number Relations, Algebra, etc.) for assessment purposes.

**Table 4: Algebra I EOC GLEs by Reporting Category**

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>GLEs Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions and Equations</td>
<td>8, 9, 11, 16</td>
</tr>
<tr>
<td>Linear Relationships</td>
<td>13, 14, 24, 25</td>
</tr>
<tr>
<td>Functions</td>
<td>15, 35, 36, 37, 38, 39</td>
</tr>
<tr>
<td>Number System, Measurement, and Data</td>
<td>1, 2, 4, 5, 19, 20, 21, 28, 29, 30, 31, 32</td>
</tr>
</tbody>
</table>
Math Test Specifications
Table 5 provides test specifications for the Algebra I EOC test.

### Table 5: Algebra I EOC Coverage by Reporting Category

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Approximate Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions and Equations</td>
<td>20%</td>
</tr>
<tr>
<td>Linear Relationships</td>
<td>26%</td>
</tr>
<tr>
<td>Functions</td>
<td>34%</td>
</tr>
<tr>
<td>Number System, Measurement, and Data</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Calculator Information
The Algebra I EOC test includes three sessions, two of which allow the use of calculators. In the sessions that allow calculator use, students may use the hand-held calculators (graphing or scientific) normally used during instruction. Students may not use calculators with Computer Algebra Systems (CAS) or other symbolic manipulation capabilities. An online scientific calculator is also provided. Students may practice using this online calculator by going to the EOC Tests homepage ([www.louisianaeoc.org](http://www.louisianaeoc.org)) and selecting Test Coordinator Materials, Testing Materials, and EOC Tests Online Calculator.

Algebra I EOC Test Tools
An online inch ruler, a centimeter ruler, and a protractor are available to students during the EOC Algebra I test. Students may practice using similar tools by visiting Louisiana PASS at [www.louisianapass.org](http://www.louisianapass.org) and taking mathematics practice tests at the High School level, or by going to the EOC Online Demonstration Site at [https://eocdemo.louisianaeoc.org/](https://eocdemo.louisianaeoc.org/).

Though no reference sheet is available for the Algebra I EOC test, items that require a formula not typical of an Algebra I course will include the formula in the item. Graph paper and scratch paper are provided to students during testing.

Algebra I Typing Help Information
To assist students in typing mathematical symbols and other elements in the constructed responses in Session 2, the Algebra I EOC test includes a Typing Help pop-up window. See the appendix for a hard copy, which may be provided to students.
Sample Items for the Algebra I EOC Test

Sample Multiple-Choice Items
Four sample multiple-choice items follow. The content and format of these items are similar to actual items that will be included on the Algebra I EOC test. Correct responses are indicated by an asterisk (*).

GLE 8—Use order of operations to simplify or rewrite variable expressions.

Which expression is equivalent to $(3x)^2$?

A  $6x$
B  $6x^2$
C  $9x$
*D  $9x^2$

GLE 9—Model real-life situations using linear expressions, equations, and inequalities.

Sue designs computer labs for a community college. The college has 120 computers and receives 36 additional computers each year. Which expression can Sue use to determine the number of computers the college will have in $n$ years?

A  $120n + 6$
*B  $36n + 120$
C  $120n - 36$
D  $36n - 120$

GLE 19—Use significant digits in computational problems.

A chemist measures the mass of an object as 21.4 grams. She measures the mass of a second object as 13.96 grams. Which of these shows the combined mass of the two objects, with the correct number of significant digits?

A  35 grams
B  35.3 grams
C  35.36 grams
*D  35.4 grams
GLE 14—Graph and interpret linear inequalities in one or two variables and systems of linear inequalities.

A high school choir is hosting a dinner to raise at least $1,000 for a competition. The choir spends $250 on supplies for the dinner. Adult tickets cost $10 and youth tickets cost $5. This inequality can be used to represent the number of adult tickets, \( x \), and youth tickets, \( y \), the choir needs to sell.

\[ 10x + 5y - 250 \geq 1000 \]

Which graph shows the solution to this inequality?
Sample Constructed-Response Item and Scoring Rubric
A sample constructed-response (CR) item follows, along with its scoring rubric. A maximum score of 2 is possible for CR items on the Algebra I EOC test. The content and format of this item are similar to actual CR items that will be included on the Algebra I EOC test.

**GLE 39—**Compare and contrast linear functions algebraically in terms of their rates of change and intercepts.

In 2003, two scientists began studying the number of black bears in a forest. To model the number of black bears, Dr. Becker uses the equation \( N = 8t + 114 \), and Dr. Yang uses the equation \( N = 9t + 110 \), where \( N \) is the number of black bears, and \( t \) is the number of years after 2003.

Based on the equations, which scientist expects the number of black bears to increase the fastest? Explain your reasoning.

**Points Assigned**
- 2 points for correct response with valid, clear reasoning (e.g., “Dr. Yang because the rate of increase is given by the slope. Dr. Yang’s slope is greater than Dr. Becker’s.”) OR
- 1 point for correct response with partially correct reasoning (e.g., “Dr. Yang because of slope”)

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2 points</td>
</tr>
<tr>
<td>1</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>The student’s response demonstrates minimal understanding of slope as rate of change.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</td>
</tr>
</tbody>
</table>
Appendix

Item Development Process
Test items for the Algebra I EOC test are developed by professional test developers under contract with the state.

Items are reviewed and approved by Louisiana educators through state-level item review workshops. All EOC test items are developed to align with the GLEs for grade 9 mathematics.

Test Accommodations
Accommodations are available to qualifying students who are classified as IDEA Special Education, Section 504, and Limited English Proficient (LEP). Test accommodations should not be different from or in addition to the accommodations provided in the classroom during instruction and as indicated on the student’s Individualized Education Program (IEP), Section 504 Individual Accommodation Plan (IAP), or LEP accommodation plan. Testing and instructional accommodations must be based on each student’s needs as documented in the student’s IEP, IAP, or LEP plan.

For students with disabilities, test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. An accommodation is a change in the setting of the test administration, the timing, scheduling, presentation format, and/or method of response to the assessment. Not all students with disabilities will need test accommodations, but many will need them to provide a valid and accurate measure of their abilities. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. The accommodation should allow the test score to reflect a student’s proficiency in the area tested, without the interference of his or her disability.

Students classified as Limited English Proficient (LEP) may receive LEP accommodations if they are used regularly in the student’s classroom instruction and assessment. LEP accommodations are provided for these students to aid them in accessing the content.

Special online test forms are available to students who are assigned Large Print or Tests Read Aloud accommodations. Braille test forms also are available. Other allowed accommodations for students with IEPs or Section 504 IAPs are Assistive Technology, Communication Assistance, Individual/Small Group Administration, and Extended Time. Use of the following LEP accommodations will be determined by the classroom teacher and ESL teacher or other individual providing language services: Extended Time, Individual/Small Group Administration, Provision of English/Native Language Word-to-Word Dictionary (No Definitions), Test Administered by ESL Teacher or by Individual Providing Language Services, and Tests Read Aloud.
Since accommodations used during state assessments must be an ongoing part of classroom instruction and assessment, it is crucial that general educators be knowledgeable about accommodations, use them routinely in the classroom, and be prepared to implement the use of approved accommodations during state assessments.

For a list of approved test accommodations that may be used for students with disabilities or LEP students and suggestions for implementing accommodations during assessment, refer to the *EOC Test Administration Manual*, which will be available approximately two weeks prior to testing and the *Guidelines for Test Accommodations* posted on the LDOE website, [www.louisianaschools.net](http://www.louisianaschools.net).

**Technology Requirements**
The Algebra I test is administered online only, with the exception of the braille test; therefore, schools will need to ensure that appropriate technology requirements are met. The *EOC Test Administration Manual* provides general information on how to prepare for online testing. For more specific technology information, refer to the *EOC Tests Technology Guidelines*, which are posted on the EOC Tests homepage.

**Algebra I EOC Glossary**
This brief glossary includes definitions of specialized vocabulary associated with the EOC assessments.

- **accommodation**: a change in the setting of the test administration, the timing, scheduling, presentation format, and/or method of response to the assessment
- **assessment**: a test designed to measure knowledge, skills, or abilities
- **constructed-response (CR) item**: any open-ended item in which students write their own responses
- **graphing calculator**: a calculator that includes the capability to graph functions
- **item**: a question or prompt that is designed to measure particular knowledge, skills, or abilities
- **multiple-choice (MC) item**: an item in which students select a correct answer from among more than one response option
- **response option**: one of the answer choices that comprise a multiple-choice test item
- **rubric**: a set of rules or criteria for scoring student responses to constructed-response items
- **scientific calculator**: a calculator that includes advanced functions such as square root and trigonometric functions but does not include the capability to graph functions (see graphing calculator)
**Algebra I Typing Help**

For Session 2, the constructed-response portion of the Algebra I EOC test, students may need to use the following keystrokes to enter special symbols within their responses.

<table>
<thead>
<tr>
<th>1. If the Response Includes:</th>
<th>2. Type This Instead:</th>
<th>3. Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>× multiplication symbol</td>
<td>x letter x OR * asterisk (SHIFT + 8)</td>
<td>3 x 4 = 12 3 * 4 = 12</td>
</tr>
<tr>
<td>+ division symbol</td>
<td>/ forward slash</td>
<td>12 / 3 = 4</td>
</tr>
<tr>
<td>( \frac{12 - 7}{3 - 1} ) fraction or ratio</td>
<td>/ forward slash</td>
<td>( \frac{12 - 7}{3 - 1} ) Note: Parentheses are required.</td>
</tr>
<tr>
<td>2 ( \frac{3}{4} ) mixed number</td>
<td>space between whole number and fraction; forward slash to separate numerator and denominator of fraction</td>
<td>2 3/4</td>
</tr>
<tr>
<td>3² exponent</td>
<td>^ &quot;caret&quot; (SHIFT + 6)</td>
<td>3^2 = 9</td>
</tr>
<tr>
<td>( \pi ) pi symbol</td>
<td>(pi)</td>
<td>Area = 9(pi) square inches</td>
</tr>
<tr>
<td>≥ “greater than or equal to”</td>
<td>&gt;= greater than sign, followed by equals sign</td>
<td>y &gt;= 13</td>
</tr>
<tr>
<td>≤ “less than or equal to”</td>
<td>&lt;= less than sign, followed by equals sign</td>
<td>y &lt;= 13</td>
</tr>
<tr>
<td>( \sqrt{4} ) square root</td>
<td>sqrt() the letters sqrt, with the radicand in parentheses</td>
<td>sqrt(4) = 2</td>
</tr>
<tr>
<td>≈ about equal to</td>
<td>=* equals sign, followed by asterisk (SHIFT + 8)</td>
<td>(pi) =* 3.14</td>
</tr>
</tbody>
</table>