

English Language Arts: Assesslet Action Plan During Assesslet Administration



Monitoring Assesslet Administration



Live Response Dashboard

Use the **Live Response Dashboard** to monitor student progress in real time during Assesslet administration.



Status Column Overview:

STATUS	MEANING
Ready	The Assesslet has been assigned, but the student has not started answering any questions.
In Progress	The student has begun answering questions but has not clicked Finish. They may still be working or may have selected Save for Later .
Pending	The student has clicked Finish , and the Assesslet is in the 24-hour hold window before being submitted for scoring. Teachers should preview the Assesslet to check for completeness.
Waiting	The 24-hour hold has expired. The Assesslet is now waiting to be scored by Lennections raters.
Scored	The student's Assesslet has been scored. Use this column to review scored work and feedback.



Monitor and Preview Student Writing During the 24-Hour Hold

Teachers can **click the paper icon** next to a student's name in the Live Response Dashboard to view written responses during testing.

This helps ensure that:

- Students remain on task
- Writing reflects the student's typical writing style

Notes:

- Lennconnections raters **do not screen for plagiarism**. Teachers should not be coaching or assisting students during their Assesslet.
 - Teachers are encouraged to **collect student planning papers** to help verify that students' work is authentic.
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Administration Analysis Report

This report provides a quick snapshot of each student's progress.

- Click on the **underlined number** in each status category to see the **list of student names** in that group.
- This feature helps teachers quickly identify which students:
 - Have not started
 - Are still working
 - Are in the 24-hour hold
 - Have scored Assesslets



For help locating and using this report, see the: [Guide to the Administration Analysis Report](#).



Continuing Assesslets During the 24-Hour Hold

If a student accidentally clicks **Finish** before completing the Assesslet:

- Teachers may click **Continue** to allow the student back into the Assesslet as long as it is still within the 24-hour hold window.
- If needed, teachers can **Reset** the Assesslet, which will **delete all student responses** and allow them to start fresh.

Guide: [Continuing and Resetting Assesslets for Teachers](#)

Reminder: After 24 hours, the Assesslet is locked and sent for scoring. Students will no longer be able to make edits.



Scoring Process

All **Assesslet written response items** are hand-scored by a **Georgia ELA expert evaluator**, while **selected-response and technology-enhanced items (TEIs)** are scored automatically by the platform.



Scoring Procedures

- Evaluators are specifically trained to score **each grade-level Assesslet** using the **GaDOE-provided 3-Trait Scoring Rubric**.
 - GaDOE Guide which includes Rubrics: [Georgia Milestones Educator Resources](#)
 - **Scoring supervisors** regularly review a **sample of scored responses** to ensure **quality control** and **inter-rater reliability**.
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Scoring Timeline

- Selected Response and Technology Enhanced Items are scored immediately.
 - All written response items are scored **within 6 business days** after the administration window closes.
 - **Individual student results** are released as soon as scoring is complete.
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Using the Scoring Rubrics

The **3-Trait Rubric** is not only a scoring tool but also a **valuable resource for teachers**. It helps educators interpret:

- Strengths and areas for improvement in student writing
 - The level of alignment between student responses and grade-level expectations
 - Common writing patterns across the class or grade level
 - Students's writing will be assessed using the same rubrics on both Lennections ELA Assesslets and Georgia's EOY/EOC State Assessments.
 - Preview rubrics and exemplars for ELA Assesslets during administration, making it easier to understand scoring expectations in real time. **Guide:** [Accessing Rubrics & Exemplars During Administration](#)
 - Dive deeper than the rubric score by viewing students' feedback comments on the Response Analysis Report. **Guide:** [Assesslet Response Analysis Reports For Teachers](#)
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Interpreting Results Based on Test Conditions

- If the Assesslet was administered in a **small group or classroom setting with teacher guidance**, individual scores should be **interpreted with caution**.
 - Teacher assistance may have helped students better understand the items.
 - These results may not reflect the student's **independent performance**.
 - If the Assesslet was completed **independently**, the scores and feedback can reliably inform instructional next steps.
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How Assesslet Scores Can Inform Instruction

Scores and feedback from independently completed Assesslets provide valuable insights that can help guide next steps in teaching and learning. Use the results to support instructional planning in the following ways:

Note: Recommended Report for Data Analysis

Guide: [Assesslet Response Analysis Reports For Teachers](#)



Revise and Reflect

- Identify what students could revise in their written responses.
- *Providing revision opportunities is highly recommended to support growth.*



Performance-Based Grouping

- Analyze how individual students performed.
- Group students with similar Rubric scores and feedback comments for **targeted small group instruction**.



Standards Mastery

- Evaluate students' understanding of **grade-level standards and concepts** assessed in the task.



Structure and Strategy

- Determine whether students understood **the structure and expectations** of the Assesslet format.
- Review if students are applying **test-taking strategies and responder tools** effectively (e.g., notepad, highlighter, elimination tool).

 Challenging Item Types or Traits

- Identify which **item types, responses** and **writing components** were most difficult for students.

 Instructional Focus Areas

- Pinpoint specific **skills or content** that need reteaching prior to the summative assessment.
- Assess the **effectiveness of the current writing curriculum**, including **use of graphic organizers**.

 Time Management and Endurance

- Evaluate whether students are able to **manage their time wisely** and demonstrate the **stamina** needed to complete the Assesslet within the recommended **90-minute time frame**.

 Instructional Adjustments

- Use item-level and standards-level data to decide **which questions, skills, and concepts** need more focused instruction.
- Sort students efficiently for **differentiated instruction, intervention, or enrichment** based on their performance data.