LOUISIANA DEPARTMENT OF EDUCATION

Office of Assessments, Analytics, and Accountability

LEAP Assessment Guide for English Language Arts, Grades 3-8

Purpose

This document is designed to help Louisiana educators understand the LEAP English Language Arts (ELA) assessments in grades 3-8.

Introduction

Students in grades 3-8 will take the LEAP ELA assessments, which provide questions that have been reviewed by Louisiana educators to ensure their alignment to the Louisiana Student Standards for English Language Arts and appropriateness for Louisiana students, measurement of the full range of student performance, and information for educators and parents about student readiness in ELA and whether students are "on track" for college and careers.

Goal of English Language Arts

The goal of ELA is for all students to read, understand, and express understanding of complex, grade-level texts. To ensure that all students are able to reach the ELA goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers, and support students throughout the instructional process by using a high-quality curriculum that does the following:

- Provides opportunities for all students to meet the grade-level standards through appropriate scaffolds and supports (e.g., Diverse Learners Guide and Supports Flow Chart)
- Provides a coherent set of plans that has students engage with texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas

- Is organized around high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, science, and the arts) and help students make connections
- Includes lessons and sections that build on each other to help develop students' knowledge and skills
- Integrates reading, writing, and language instruction that focuses on building an understanding of texts so that students can express that understanding in a variety of ways
- Includes lessons that are organized so the writing process begins with development of understanding to ensure students have something meaningful to write about
- Includes a variety of instructional strategies, many of them focused on the importance of discussion in helping students make meaning of a text before they express their understanding in writing
- Offers assessment opportunities that allow teachers to check understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

Assessment Design

The LEAP ELA assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom and measures students' understanding of what they read through the following:
- Careful, close reading of complex grade-level literary and informational texts
- A full range of texts from across the disciplines, including science, social studies, and the arts
- Tasks that integrate key ELA skills by asking students to read texts, answer reading and vocabulary questions about the texts, and then write using evidence from what they have read
- Questions worth answering, ordered in a way that builds meaning
- A focus on students citing evidence from texts when answering questions about a specific passage or when writing about a set of related passages
- A focus on words that matter most in texts, are essential to understanding a particular text, and include context that allows a student to determine literal and figurative meanings

Item Types

The LEAP ELA assessments include several types of items, as described below. For more information about how to score the different item types, see the LEAP ELA Practice Test Guidance.
- Evidence-Based Selected Response (EBSR): This item type consists of two parts; one part asks students to show their understanding of a text and the other part asks students to identify evidence to support that understanding. The EBSR items are worth two points, and students can earn partial credit (1 point).

- [Multiple Select (MS)](): This item type asks students to choose more than one correct answer and may appear as a one-part question or as part of an EBSR item. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point).
- [Technology Enhanced (TE)](): This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). The Online Tools Training, available in INSIGHT or through this [link]() using the Chrome browser, will allow students to practice answering TE questions to prepare for the test. For a summary of the different kinds of TE items and where to find examples of each type, refer to [LEAP Technology-Enhanced Item Types]().
- [Prose Constructed Response (PCR)](): This item type appears in Session 1 and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and written knowledge and use of language conventions.

LEAP ELA Test Design

The LEAP ELA tests consist of a task and passage sets. The different tasks that students might take are the Research Simulation Task, the Literary Analysis Task, and the Narrative Writing Task. The tasks are described below.

- **Research Simulation Task (RST):** mirrors the research process by presenting two (grade 3) or three (grades 4-8) texts on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts based on grade-level standards (e.g., comparison/contrast of key details; how author uses reasons and evidence to support ideas; how each text presents the topic, point of view or purpose of the texts; analysis of argument/claim).
- **Literary Analysis Task (LAT):** provides students an opportunity to show their understanding of literature. Students read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that compares and/or explains key ideas or elements in the texts based on grade-level standards (e.g., central idea/message; characterization; structure; contribution of a section to theme, setting, plot; comparison of themes).
- **Narrative Writing Task (NWT):** asks students to read a literary text, answer a set of selected-response questions about the text, and then create a narrative related to the text (e.g., finish the story, retell the story in another narrative form or from a different point of view). Students should make sure that they create narrative, not expository, responses.

To reduce the time spent on statewide testing for students in grades 3-8, the LDOE developed shortened LEAP test designs for last spring's administration. These shortened designs, in which students take **only one** of the three types of writing tasks, will continue to be used for the spring 2026 administration. **Session 1** consists of a writing task, **either** a Research Simulation Task **or** a Literary Analysis Task **or** a Narrative Writing Task. Some sessions may include an additional passage. **Sessions 2 and 3,** Reading Literary/Informational Texts, consist of passage sets only. The reading selections may include fiction (e.g., short stories, novel and drama excerpts, poems) and nonfiction (e.g., informational texts from across the disciplines of science, history, and the arts). Students will answer only selected-response questions about each text. **No writing is included in these sessions.** The tables that follow outline the three designs of the LEAP Grades 3-8 ELA assessments.

Grade 3 Test Design

Session	Focus of Session	Time	Passages	Items (Points)	Assessable ELA Student Standards
1	**Research Simulation Task**	75 min.	2	6 SR; 1 PCR (27 pts)	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards W.1–2, 4, 7–8, 10; conventions standards L.1–2, plus language skills from previous grades
2	Reading Literary and Informational Texts	45 min. each	1 (+FT)	4 SR (8 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3			2-3	10 SR (20 pts)	
OR					
1	**Literary Analysis Task**	75 min.	2	6 SR; 1 PCR (27 pts)	RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.1-2, 4; conventions standards L.1-2, plus language skills from previous grades
2	Reading Literary and Informational Texts	45 min. each	1 (+FT)	4 SR (8 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3			2-3	10 SR (20 pts)	
OR					
1	**Narrative Writing Task**	75 min.	1	4 SR; 1 PCR (20 pts)	NWT: RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades
	Reading Passage Set		1	4 SR (8 pts)	RL **or** RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
2	Reading Literary and Informational Texts	45 min. each	1 (+FT)	4 SR (8 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3			2-3	10 SR (20 pts)	

SR: Selected-Response — includes two-part items (EBSR), multiple-select items, and technology-enhanced items (on computer-based test only)
RL: Reading Literature; L: Language; W: Writing; RI: Reading Informational Text

Grades 4-5 Test Design

Session	Focus of Session	Time	Passages	Items (Points)	Assessable ELA Student Standards
1	**Research Simulation Task**	90 min.	3	8 SR; 1 PCR (35 pts)	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards W.1–2, 4, 7–8, 10; conventions standards L.1–2, plus language skills from previous grades
2	Reading Literary and Informational Texts	55 min.	1 (+FT)	4 SR (8 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3		45 min.	2-3	10 SR (20 pts)	
OR					
1	**Literary Analysis Task**	90 min.	2	6 SR; 1 PCR (31 pts)	RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.1-2, 4; conventions standards L.1-2, plus language skills from previous grades
2	Reading Literary and Informational Texts	55 min.	1-2 (+FT)	6 SR (12 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3		45 min.	2-3	10 SR (20 pts)	
OR					
1	**Narrative Writing Task**	90 min.	1	4 SR; 1 PCR (20 pts)	NWT: RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades
	Reading Passage Set		1	4 SR (8 pts)	RL **or** RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
2	Reading Literary and Informational Texts	55 min.	1-2 (+FT)	6 SR (12 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3		45 min.	2-3	10 SR (20 pts)	

SR: Selected-Response—includes two-part items (EBSR), multiple-select items, and technology-enhanced items (on computer-based test only)
RL: Reading Literature; L: Language; W: Writing; RI: Reading Informational Text

Grades 6-8

Session	Focus of Session	Time	Passages	Items (Points)	Assessable ELA Student Standards
1	**Research Simulation Task**	90 min.	3	8 SR; 1 PCR (35 pts)	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards W.1–2, 4, 7–8, 10; conventions standards L.1–2, plus language skills from previous grades
2	Reading Literary and Informational Texts	55 min.	1 -2 (+FT)	6 SR (12 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3		45 min.	2-3	10 SR (20 pts)	
OR					
1	**Literary Analysis Task**	90 min.	2	6 SR; 1 PCR (31 pts)	LAT: RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.1-2, 4; conventions standards L.1-2, plus language skills from previous grades
	Reading Passage Set		1	4 SR (8 pts)	RL **or** RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
2	Reading Literary and Informational Texts	55 min.	1-2 (+FT)	6 SR (12 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3		45 min.	2-3	10 SR (20 pts)	
OR					
1	**Narrative Writing Task**	90 min.	1	4 SR; 1 PCR (23 pts)	NWT: RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades
	Reading Passage Set		1	6 SR (12 pts)	RL **or** RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
2	Reading Literary and Informational Texts	55 min.	1 -2 (+FT)	6 SR (12 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3		45 min.	2-3	10 SR (20 pts)	

SR: Selected-Response — includes two-part items (EBSR), multiple-select items, and technology-enhanced items (on computer-based test only)
RL: Reading Literature; L: Language; W: Writing; RI: Reading Informational Text

For all grades 3-8, **Session 2** will include an operational passage set **and** one additional passage set that is being field tested. Each passage set includes one or two texts and four or six questions about the text(s). Only a student's performance on the operational passages will count towards a student's final score. The field-test questions do **not** count towards a student's final score on the assessment but are used to help develop future test forms.

Scoring Rubrics

There are two [rubrics](#) used to score the PCRs — one to score student responses to the Literary Analysis Task (LAT) and the Research Simulation Task (RST) and one to score student responses to the Narrative Writing Task (NWT). When scoring the combined Reading Comprehension and Written Expression dimension in the LAT or RST, a holistic score is determined, based on which score point best describes that response. That holistic score is multiplied by four. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT. The NWT differs in that the holistic score for Written Expression is multiplied by three and then combined with the Conventions score to calculate the total score. The following table summarizes the grades 3-8 ELA task scoring.

Grade	Task	Scoring Dimensions	Points	Weight	Score	Total Score	Rubric
Grade 3	Literary Analysis	Reading Comprehension and Written Expression	3	4	12	15	LAT/RST
		Conventions	3	1	3		
	Research Simulation	Reading Comprehension and Written Expression	3	4	12	15	LAT/RST
		Conventions	3	1	3		
	Narrative Writing	Written Expression	3	3	9	12	NWT
		Conventions	3	1	3		
Grades 4-5	Literary Analysis	Reading Comprehension and Written Expression	4	4	16	19	LAT/RST
		Conventions	3	1	3		
	Research Simulation	Reading Comprehension and Written Expression	4	4	16	19	LAT/RST
		Conventions	3	1	3		
	Narrative Writing	Written Expression	3	3	9	12	NWT
		Conventions	3	1	3		
Grades 6-8	Literary Analysis	Reading Comprehension and Written Expression	4	4	16	19	LAT/RST
		Conventions	3	1	3		
	Research Simulation	Reading Comprehension and Written Expression	4	4	16	19	LAT/RST
		Conventions	3	1	3		
	Narrative Writing	Written Expression	4	3	12	15	NWT
		Conventions	3	1	3		

Reporting Categories

Student performance on the LEAP ELA assessments will be reported by category as outlined in the following table.

Category	Category /Subcategory Descriptions
Reading Performance	**Reading Literary Text:** Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text: Students read and demonstrate comprehension of grade-level nonfiction, including texts about history, science, and the arts.
	Reading Vocabulary: Students use context to determine the meaning of words and phrases in grade-level texts.
Writing Performance	Students use details from provided texts to compose well-developed, organized, clear writing and incorporate the rules of Standard English (grammar, mechanics, and usage).

These reporting categories provide parents and educators valuable information about
- overall student performance, including readiness to continue further study in English language arts;
- student performance, which may help identify when students need additional support or more challenging work in reading and writing; and
- how well schools and school systems are helping students achieve expectations.

Note: Writing performance will no longer be reported by subcategory for ELA grades 3-8 due to the reduction in writing items.

Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana's five achievement levels:
- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations and are well prepared for the next level of study in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations and are prepared for the next level of study in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations and will need extensive support to be prepared for the next level of study in this content area.

Achievement Level Descriptors

Achievement Level Descriptors (ALDs) indicate what typical students at each level should be able to demonstrate based on their command of grade-level standards. The ELA ALDs are written for the two assessment categories of Reading and Writing.

Test Administration

The **computer-based testing window opens April 1, 2026, and runs through May 15, 2026**. The window for **ELA paper-based testing is April 15, 2026-April 22, 2026.** The school or district test coordinator will communicate each school's testing schedule. For updates to the testing schedule, refer to the 2025-2026 Louisiana Assessment Calendar. All LEAP assessments are **timed.** No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP). In an effort to reduce the time spent on statewide testing for students in grades 3-8, the LDOE has been developing new shortened LEAP test designs for the spring 2026 administration.

LEAP ELA Assessment Session Times			
Session	**Components**	**Grade 3**	**Grades 4-8**
Session 1	Research Simulation Task (RST) **or** Reading Analysis Task (LAT) **or** Narrative Writing Task (NWT); possible additional passage set	75 minutes	90 minutes
Session 2	Reading Literary/Informational Texts + Field Test Passage Set	45 minutes	55 minutes
Session 3	Reading Literary/Informational Texts	45 minutes	45 minutes

Scheduling Requirements for Computer-Based Testing

Computer-based testing allows school systems some flexibility in scheduling. However, to reduce incidences of testing irregularities, school systems must adhere to the following scheduling and administration practices:
● Testing students in the same grade level across the school at or very close to the same time
● Completing makeup testing for students immediately upon their return
● Limiting student interaction during breaks between test sessions
● Isolating students who have not completed testing for the day (e.g., students with extended time accommodation)
● Preventing interaction between groups of students taking the same assessments at different times within a testing day
● Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)
● Taking the sessions within a content area in the correct order (e.g., ELA Session 1 taken before ELA Session 2)

We also recommend the following:
● Limiting sessions to no more than three in one day for a student

Computer-Based Tests

Students taking the computer-based tests will enter their answers into the online testing system. The way each answer is entered depends on the item type. For example, for an EBSR item with one correct answer in each part, a student will click on the circle next to the correct answer in Part A and in Part B. When responding to a PCR, students will type their essays into a response box, like the one shown on the right.

The toolbar at the top of the response box allows students to undo or redo an action; add boldface, italics, or underlining to their response; and check the spelling of words in their response. There is a limit to the number of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the LEAP writing expectations and time limits. The character count is not included on the response box so students focus on the quality of their written response rather than the amount of writing.
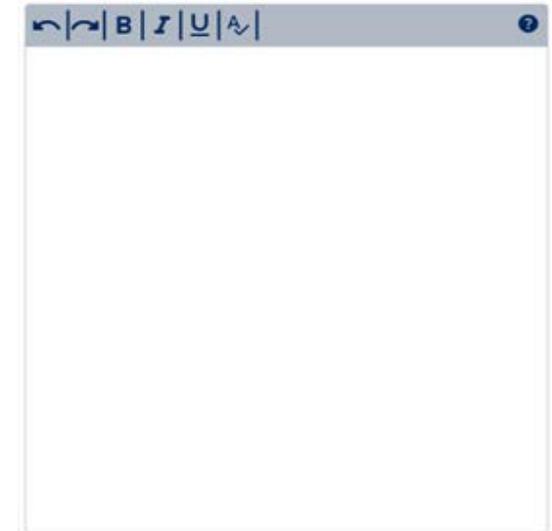
The computer-based tests include the following online tools, which allow a student to select answer choices, "mark" items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line. A help tool is also featured to assist students as they use the online system.

- Pointer
- Highlighter
- Sticky note
- Masking
- Cross-off
- Magnifier
- Line guide
- Help

All students taking the computer-based tests should work through the Online Tools Training (OTT), available in INSIGHT or through this link using the Chrome browser, to practice using the online tools so they are well prepared to navigate the online testing system.

Administration Schedule for Paper-Based Testing

The paper-based testing (PBT) window is April 15, 2026, through April 22, 2026. The table below shows the PBT schedule for grade 3.

PBT Testing Window: April 15, 2026 — April 22, 2026		Session Times
Wednesday, April 15, 2026	English Language Arts Session 1	75 minutes
	Mathematics, Session 1	65 minutes
Thursday, April 16, 2026	English Language Arts Session 2	45 minutes
	Mathematics, Session 2	65 minutes
Friday, April 17, 2026	English Language Arts Session 3	45 minutes
	Mathematics, Session 3	65 minutes
Monday, April 20, 2026	Science, Session 1	70 minutes
	Science, Session 2	70 minutes
Tuesday, April 21, 2026	Social Studies, Session 1	80 minutes
	Social Studies, Session 2	80 minutes

Paper-Based Tests

Students taking the paper-based tests, except those using braille test materials, will enter all answers in their test booklets. There will be no separate answer documents. Instructions for how to manage the test booklets will be outlined in the Test Administration Manual.

Students will fill in the circle next to the correct answer(s) for the selected-response questions, which include evidence-based selected-response and multiple-select questions. When students are answering the prose constructed-response question in session 1, which requires a written response, they should make sure to write their response in the space provided. Any information written outside the space or which has been scratched out in the test booklet will not be scored. The following information presents guidelines for marking/writing in the LEAP English language arts consumable test booklet.

- Students are encouraged to mark the reading passages and questions in the test booklet (e.g., highlight or underline evidence, annotate the passage, circle key words in the questions), especially as part of their preparation to respond to the writing task.
- Students may use yellow highlighters to highlight text in the test booklet.
- Highlighting text in options and placing an X to the right of the text in an option are recommended ways for students to eliminate options. However, crossing out options could create scoring issues if students mark through answer circles.
- When students are answering items requiring written responses, they should make sure to write their responses in the space provided. Any information written outside the space or which has been scratched out in the printed test booklet will not be scored.

Testing Materials

For the computer- and paper-based tests, students must receive scratch paper and two pencils from their test administrator for each test session. Students will **not** be allowed to use dictionaries and thesauruses on any part of the assessment. Because the ELA assessments integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student's understanding of a text. Definitions for words that are important to understanding the text but do not have sufficient context will be provided as footnotes. The scoring of the student responses takes into account the absence of such resources and the time constraints of each task.

Sample Test Items

This section includes samples of each item type: Evidence-Based Selected Response (EBSR), Technology Enhanced (TE), Multiple Select (MS), and Prose Constructed Response (PCR). The sample items, and the passages associated with them, are also included in the Online Tools Training, available in INSIGHT or through this link using the Chrome browser.

The LEAP ELA practice tests allow teachers to better understand the expectations of the LEAP ELA tests. The practice test for grade 3 is available as a PDF in the LDOE Assessment Guidance Webpage and in the DRC INSIGHT Portal (eDIRECT). The practice tests for grades 4–8 are available as PDFs in the DRC INSIGHT Portal (eDIRECT) and online through the teacher access link. Information about how to incorporate the practice test content into instruction can be found in the ELA Practice Test Guidance.

Evidence-Based Selected-Response Item (Grade 3)

More Text Above

Today you will read two stories titled "Johnny Chuck Finds the Best Thing in the World" and "Me First." As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled "Johnny Chuck Finds the Best Thing in the World." Then answer the question.

Johnny Chuck Finds the Best Thing in the World

by Thornton W. Burgess

1   Old Mother West Wind had stopped to talk with the Slender Fir Tree.

2   "I've just come across the Green Meadows," said Old Mother West Wind, "and there I saw the Best Thing in the World."

3   Striped Chipmunk was sitting under the Slender Fir Tree and he couldn't help hearing what Old Mother West Wind said. "The Best Thing in the World—now what can that be?" thought Striped Chipmunk. "Why, it must be heaps and heaps of nuts and acorns! I'll go and find it."

4   So Striped Chipmunk started down the Lone Little Path through the wood as fast as he could run. Pretty soon he met Peter Rabbit.

5   "Where are you going in such a hurry, Striped Chipmunk?" asked Peter Rabbit.

6   "Down in the Green Meadows to find the Best Thing in the World," replied Striped Chipmunk, and ran faster.

7   "The Best Thing in the World," said Peter Rabbit, "why, that must be a great pile of carrots and cabbage! I think I'll go and find it."

More Text Below

Part A

What does **cross** mean as it is used in paragraph 28 of "Johnny Chuck Finds the Best Thing in the World"?

(a) excited

(b) lost

(c) upset

(d) scared

Part B

Which statement **best** supports the answer to Part A?

(a) ". . . ran this way and ran that way . . ."

(b) ". . . hadn't found the Best Thing in the World."

(c) ". . . they started up the Lone Little Path . . . ."

(d) "They didn't hurry now . . . ."

Technology-Enhanced Item (Grade 6)

Read the article "Father of All Forecasters." Then answer the questions.

Father of All Forecasters

by Charlene Brusso

1   Did you know that the National Weather Service gathers data from across the country to help create local weather reports every day? In fact, its on-line national map (www.weather.gov/view/largemap.php) refreshes itself every five minutes to offer updated watches, warnings, and advisories. Cleveland Abbe would be so proud!

2   Abbe was born in New York City on December 3, 1838. In the summers, he worked on his grandfather's farm outside Windham, Connecticut. Fascinated by nature, he learned how important the weather could be on the farm. Heavy rains might delay planting or drown plants before they could be harvested. Storms could knock crops flat.

3   After studying science and mathematics, Abbe became a teacher. While teaching at the University of Michigan in Ann Arbor, he also studied astronomy. In 1868, he was hired as director of Ohio's Cincinnati Observatory. Abbe knew that atmospheric conditions such as clouds, haze, fog, and rain could affect astronomical observations. He became fascinated with the idea of studying weather in other places to predict what the local weather would be like.

↓ More ↓

4   But how would he get the data he needed? Abbe proposed setting up a

---

Select the options from the drop-down menus that **best** complete the sentences.

Abbe's studies led him to enter the field of

[▾] , which is the study of

- mathematics
- astronomy
- meteorology

[▾] , such as clouds, rain, [se]arch allowed him to create forecasts based on his [▾] and provide

[▾] to areas that were going to have bad weather.

Multiple-Select Item (Grade 5)

Today you will read a passage from "The Growin' of Paul Bunyan." As you read, pay close attention to the characters' thoughts. This will help you answer questions and prepare you to write a narrative story.

Read the passage from the story "The Growin' of Paul Bunyan." Then answer the questions.

from "The Growin' of Paul Bunyan"

by William J. Brooke

1   *Paul Bunyan finds Johnny Appleseed after Paul chops down all the trees Johnny has planted for six days.*

2   Starin' out at the orange sun, Johnny asks, "Are they all gone?" Paul looks back over his shoulder an' allows as how they are. Paul waits for Johnny to say somethin' else, but he just keeps starin', so Paul says, "It took you six days to plant 'em an' it took me only three days to chop 'em down. Pretty good, huh?"

3   Johnny looks up an' smiles sadly. "It's always easier to chop somethin' down than to make it grow." Then he goes back to starin'.

4   Now that rankles Paul. When he beats somebody fair an' square, he expects that someone to admit it like a man. "What's so hard about growin' a tree anyway?" he grumps. "You just stick it in the ground an' the seed does all the work."

5   Johnny reaches way down in the bottom o' his bag an' holds out a seed. "It's the last one," he says. "All the rest o' my dreams is so much kindlin' wood, so why don't you take this an' see if it's so easy to make it grow."

More Text Below

Part B

Choose **two** details, one for Johnny and one for Paul, that support the answer to part A.

(a) "'It took you six days to plant 'em an' it took me only three days to chop 'em down.'"

(b) "'It's always easier to chop somethin' down than to make it grow.'"

(c) "Johnny reaches way down in the bottom o' his bag an' holds out a seed."

(d) "So he takes the little bitty seed an' pushes it down in the ground with the tip o' one fingernail."

(e) "He pats the soil around it real nice, like he seen Johnny do."

(f) "'Don't matter,' says Johnny's voice, 'if the rabbits get the seed.'"

Prose Constructed-Response Item (Grade 8)

Today you will analyze a passage from *Oliver Twist* and a passage from *A Portrait of the Artist as a Young Man*. As you read these texts, you will gather information and answer questions about the effect of dialogue or events so you can write an essay.

Refer to the passages from *Oliver Twist* and *A Portrait of the Artist as a Young Man*. Then answer the question.

from *Oliver Twist*

by Charles Dickens

1   The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at meal-times. Of this festive composition each boy had one porringer, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides. The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed, employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cookshop), hinted darkly to his companions, that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next to him, who happened to be a weakly youth of

⬇ More ⬇

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.

Resources

ELA Resources
- [Louisiana Student Standards in ELA](#): provides comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): provides guidance for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [English Learner Resources Webpage](#): contains a collection of resources for supporting ELs
- [ELA Guidebooks](#): presents a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts

LEAP 360
- [Diagnostic](#) and [Interim](#) Quick Start Guides: provide information about administration and scoring of the diagnostic and interim tests
- [Diagnostic](#) and [Interim](#) guidance documents: explain how to incorporate the interim and diagnostic content into instruction

Assessment Guidance Webpage
- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committees, includes information on applying for participation

Practice Test
- [LEAP ELA Practice Test Guidance](#): provides guidance on how teachers might better use the ELA practice tests to support their instructional goals
- [Practice Test Quick Start Guide](#): provides information regarding administration/scoring of the online practice tests

- [LEAP Practice Test Answer Keys:](#) helps prepare students for the spring assessments and provides scoring information for teachers

Assessment Resources Webpage
- [2025-2026 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [LEAP Technology-Enhanced Item Types](#): provides a summary of the different kinds of technology-enhanced items students may encounter in any CBT across courses and grade-levels
- [LEAP Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations

INSIGHT™
- Online Tools Training: helps students become familiar with the online testing platform; access the [link](#) using the Chrome browser
- LEAP ELA Practice Tests: provide sample items and tasks to incorporate into instruction

Contact Us
- [assessment@la.gov](#) for assessment questions
- [classroomsupporttoolbox@la.gov](#) for curriculum and instruction questions
- [ldoecommunications@la.gov](#) to subscribe to newsletters; include the newsletter(s) you want to subscribe to in your email

[Newsroom:](#) offers archived copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

Updates Log

The table below lists any updates made to this document after the original post date.

Available	Description of Updates
July 2025	2025-2026 Assessment Guide original posting

Email assessment@la.gov with any questions or comments about this assessment guide.