

This guide includes the following sections:

- **Purpose**
- **Assessment Design**
- **Test Administration**
- **Scoring Rubrics**
- **Sample Test Items**
- **Resources**

Updates—April, 2024

- Sample pre-writing items added, pp. 14-15
- Revision to writing prompt, p. 15

PURPOSE

This document is designed to assist Louisiana educators in understanding the Innovative Assessment Program (IAP) field tests for Grades 3 and 4. These field tests are designed to align with the LEAP ELA Guidebooks 2022 units.

Introduction: Why introduce a new type of assessment?

For many years, the English Language Arts (ELA) assessments taken by students in grades 3-12 across the United States have been of a similar design: they provide excerpts of texts drawn from a wide variety of sources, which students are then required to analyze.

ELA teachers work extremely hard to dive deeply into unit texts with their students, but many also devote valuable instructional time to teaching skills in isolation—believing that by doing so they will better prepare their students for statewide assessments and help their students become better readers. However, there is no strong research to suggest that focusing on such skills exclusively makes students better prepared, either as readers or test takers.

Rather, the more knowledge about the world through history, geography, literature, the sciences, and the arts that students possess, the better they tend to do when analyzing texts they haven't seen before. Why? Because every text is about *something in particular*, and thus requires background knowledge to be better understood. This is one reason why students who have been exposed to many cultural experiences and a variety of texts and multi-media often perform better on skills-based ELA assessments; it is not because they may be better at “finding the main idea,” but because they are far more likely to know the subject matter assumed in any given text. In short, the achievement gap is actually a knowledge gap: students who know more are stronger readers.

The goal of English Language Arts is for all students to read, understand, and express understanding of complex, grade-level texts. Through reading and understanding a variety of fiction and nonfiction texts, students will gain insights into many aspects of our world and have an opportunity to explore human nature and identity. To ensure that all students are able to reach this 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 high-quality instructional materials.

ASSESSMENT DESIGN

The Grades 3 and 4 Innovative Assessment Program Field Tests include end-of-unit assessments administered in three windows during the year (Fall, Winter, Spring).

Each assessment is focused on the texts and topics of a particular ELA Guidebooks unit and introduces related text(s) allowing students to apply their knowledge. For the Grades 3-4 ELA Guidebooks assessments, two Guidebooks units will be assessed in Window 1 and Window 2, with participating schools choosing one unit for each window; for Window 3, the same unit will be assessed.

Each end-of-unit assessment has two sections.

- **The first section** draws upon the unit texts students have read and encourages teachers to ensure that students master the language and essential ideas of the texts they study in each unit. Additionally, students are introduced to new text(s) that are topically or thematically related to the unit. The new text(s) may be either fiction (e.g., short stories, novel and drama excerpts, poems) or nonfiction (e.g., informational texts from across the disciplines of science, history, and the arts), depending on the unit to which the section is linked. Students answer selected-response questions that ask them to reflect on excerpts of the unit texts as well as the new readings and their connection to the unit topic or theme.
- **The second section** consists of a writing task that requires students to use the knowledge they have built from their readings in the ELA Guidebooks unit and the new text(s) in Section 1 of the assessment in order to analyze and synthesize concepts presented in those readings. Knowing that the writing task assumes knowledge of the materials in each unit strongly encourages teachers and students to view the unit readings as providing cumulative knowledge.

Design of Grades 3-4 Field Tests				
Test Section	Focus of Section	Number/Type of Items	Assessable <u>ELA Student Standards</u>	Testing Time
1	Reading comprehension of excerpts from the unit texts and a new text(s) related to the content of the unit to show understanding and application of key knowledge and skills taught in the unit	13 SR	RL/RI standards; vocabulary standards R.4, L.4, L.5	45 minutes
2	Reading comprehension and written expression to show understanding and synthesis of key knowledge they have built in the unit using information from new text(s)	1 Prewriting Task (SR) 1 Writing Task	RL/RI standards, Writing standards 1, 2, 3, 4, and 9, and Language standards 1, 2, and 3	45 minutes

SR: Selected-Response—include two-part items (EBSR), as well as multiple-choice, multiple-select, and technology-enhanced items

TEST ADMINISTRATION

Administration Schedule

The testing windows and the units administered during each window are in the table below. The school or district test coordinator will communicate the testing schedule. All LEAP ELA Guidebooks Assessments are timed. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

Assessment	Window 1 Units (October 23 - November 3, 2023)	Window 2 Units (January 29 - February 9, 2024)	Window 3 Units (April 15 - May 17, 2024)
Grade 3 IAP Field Test	The Stories Julian Tells <i>or</i> Cajun Folktales	Because of Winn Dixie <i>or</i> Treasure Island	The Louisiana Purchase
Grade 4 IAP Field Test	The Whipping Boy <i>or</i> Hurricanes	The Lightning Thief <i>or</i> Pushing Up the Sky	The American Revolution

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 do the following:

- Test students across the school at or very close to the same time.
- Complete makeup testing for students immediately upon their return.
- Limit student interaction during breaks between test sections.
- Isolate students who have not completed testing for the day (e.g., students with extended time accommodation).
- Prevent interaction between groups of students taking the same tests at different times within a testing day.
- Require the completion of a section once it is opened (i.e., limiting the reopening of test sections).
- Administer test sections in the correct order (i.e., Section 1 followed by Section 2).
- Administer test sections 1 and 2 on the same day.

Online Tools Training

All students should work through the [Online Tools Training](#) (OTT) to practice using the tools so that they are well prepared to navigate the online testing system. The OTT can be accessed at <https://adamexam.com/tester> by using one of the two codes: **OTTELA**, for students without a Text-to-Speech (TTS) accommodation, or **OTTELATTS**, for students with a TTS accommodation.

Permitted Testing Materials

Students will only be permitted to have school-issued scratch paper and pencils. No other materials are allowed. Students will **not** be permitted to use copies of unit texts, dictionaries, or thesauruses during the assessment.

Item Types

Descriptions of the various item types on the assessments follow:

- **Global Item:** Each assessment will begin with a Global Item intended to refocus students on the main concepts of the ELA Guidebooks unit they have studied. This may be either an MS, TE, or EBSR item.
- **Multiple Choice (MC):** Students select the correct response from among four answer choices. The MC items are worth one point and students cannot earn partial credit.
- **Multiple Select (MS):** This item type is a one-part item that asks students to choose two correct answers. The MS items are worth two points.
- **Evidence-Based Selected Response (EBSR):** This item type consists of two parts; part A asks students to show their understanding of a text, and part B asks students to identify evidence to support that understanding. The EBSR items are worth two points, and students can earn partial credit (1 point) if they answer only part A correctly. Students do not receive any credit if they answer only part B correctly.
- **Technology Enhanced (TE):** This item type uses technology to capture student comprehension of texts. Each TE item is worth either one or two points depending on its complexity; students can earn partial credit (1 point) on a two-point TE item. For a summary of the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#). To practice responding to a TE item, see the [Online Tools Training](#).
- **Prewriting Task:** Section 2 will begin with a Prewriting Task item intended to help students prepare for their writing. It may be either an MS or TE item.
- **Writing Task:** This item type appears in Section 2 and asks students to create a written response showing their understanding and synthesis of the key knowledge of the unit and the new text(s) in section 1. See the Writing Task rubrics on the next few pages for information on the different types of writing and the dimensions assessed. These items will align with grade-level writing progressions.

SCORING RUBRICS

Grade 3 Writing Task Rubric (Expository and Opinion)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension by providing an accurate explanation/description/comparison; addresses the prompt and provides effective development of the topic that is consistently appropriate to the task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension by providing a mostly accurate explanation/description/comparison; addresses the prompt and provides some development of the topic that is generally appropriate to the task, purpose, and audience; uses reasoning and relevant text-based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> does not demonstrate comprehension; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Grade 4 Writing Task Rubric (Expository and Opinion)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective development of the topic that is consistently appropriate to the task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence to develop the claim or topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is appropriate to the task, purpose, and audience; uses mostly clear reasoning supported by text-based evidence to develop the claim or topic is organized with mostly clear and coherent writing; uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to the task, purpose, and audience; uses some reasoning and text-based evidence to develop the claim or topic; demonstrates some organization with somewhat coherent writing; uses language to express ideas with some clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task, purpose, and audience; uses limited reasoning and text-based evidence to develop the claim or topic; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence lacks organization and coherence; does not use language to express ideas with clarity.

<p>Knowledge of Language and Conventions</p>		<p>The student response</p> <ul style="list-style-type: none"> demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding. 	<p>The student response</p> <ul style="list-style-type: none"> does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.
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Grades 3-4 Writing Task Rubric (Narrative Writing)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding. 	<p>The student response</p> <ul style="list-style-type: none"> does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

NOTES:

- The reading dimension is **not** scored for elicited narrative stories.
- Per the Louisiana Student Standards, narrative elements in grades 3-5 may include establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters’ personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

SAMPLE TEST ITEMS

This section includes samples of the different item types students might encounter on the assessment. The passages used for these samples can be found in the Grade 3 ELA LEAP Interim Assessment through Insight.

Sample Multiple-Choice Item:

In paragraph 19 of “Almost the President,” Charlie thinks Tommy “has a way of exaggerating things.” Why does Tommy exaggerate in the story?

- A. to provide support for his best friend
- B. to complain to other characters
- C. to get something he wants from Charlie
- D. to show other characters when he likes something

Sample Evidence-Based Selected Response (EBSR) Item:

Part A

Read paragraphs 3 and 4 from “Almost the President.”

“I hope Tricia’s dad comes and brings stuff for us,” I said.
“What’s he do?” Alex asked.

What does the dialogue show about the characters in “Almost the President”?

- A. The characters are kind.
- B. The characters are interested in a parent’s job.
- C. The characters are paying attention in school.
- D. The characters are forgetful.

Part B

Which sentence from the story **best** supports the answer to Part A?

- A. “Mrs. L.’s class always has Rainforest Week.” (paragraph 6)
- B. “Charlie, what do your parents do?” Robby asked.” (paragraph 9)
- C. “I hadn’t asked my parents to come in for Career Week.” (paragraph 10)
- D. “She smiled at me, which made my stomach very confused.” (paragraph 20)

Sample Technology-Enhanced Item:

Drag and drop the events from “Almost the President” into the correct order.

First	
Next	
Then	
Finally	

EVENTS:

Charlie tells his friends that his dad works with numbers, which doesn’t sound exciting.

Charlie starts to think about inviting his dad to Career Week.

Charlie forgot to ask his parents to come in for Career Week.

Charlie’s friend says that Charlie’s dad is a math genius and does cool tricks with calculators.

Sample Multiple Select (MS) Item:




What must Charlie do to meet his goal in “Parent Persuasion Strategy”? Choose **two** correct answers.

- A. get Dad to pay attention
- B. convince his mother to help
- C. gain support from his friends
- D. keep trying different things and not give up
- E. complete the plan his friend Tommy made for him

Sample Pre-Writing Items:

Sample 1--Part 1: Prewriting Task

In the excerpts “Almost the President” and “Parent Persuasion Strategy” from the story *Charlie Bumpers vs. His Big Blabby Mouth*, Charlie experiences different feelings. Choose the event that causes each feeling and drop it into the box. Choose only one event for each feeling.

annoyed		
unsure		
determined		

Events:

“My mom’s a nurse,’ I said. ‘She visits people in their homes. My dad’s an accountant.”
 (Excerpt 1, paragraph 14)

“My dad’s not boring,’ I glared at Robby.” (Excerpt 1, paragraph 17)

“Actually, I didn’t know what kind of decisions my dad made.” (Excerpt 1, paragraph 24)

“After I walked Ginger, I just kind of hung around the house waiting for Dad to get home.” (Excerpt 2, paragraph 1)

“I must have put the Career Week sheet in a dozen places that day. No matter where I put it, he didn’t seem to see it.” (Excerpt 2, paragraph 16)

Sample 2--Part I: Prewriting Task

In the excerpts “Almost the President” and “Parent Persuasion Strategy” from the story *Charlie Bumpers vs. His Big Blabby Mouth*, Charlie experiences different feelings. Match Charlie’s feelings with each quote from the story. One feeling will be used twice.

	determined	uncertain	annoyed
“My dad’s not boring,’ I glared at Robby.” (Excerpt 1, paragraph 17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“Actually, I didn’t know what kind of decisions my dad made.” (Excerpt 1, paragraph 24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“As soon as I got home, even before I walked Ginger, I put the Parent Persuasion Strategy into action.” (Excerpt 2, paragraph 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“It was time for the next steps in the Parent Persuasion Strategy.” (Excerpt 2, paragraph 18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sample Writing Task for Grades 3-4 ELA Guidebooks Field Test:

Part 2: Writing Task

Charlie experiences different feelings in the excerpts from the story *Charlie Bumpers vs. His Big Blabby Mouth*.

Write a response that explains how the events in the excerpts cause Charlie’s feelings to change from the beginning of the story to the end. Support your explanation with details from the story excerpts.

RESOURCES

K-12 ELA Resources Library

- [Louisiana Student Standards in ELA](#): offers comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): guides for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [ELA Guidebooks](#): a whole-class curriculum made by teachers for teachers that ensures all students can read, understand, and express their understanding of complex, grade-level texts
- [English Learners Library](#): contains a collection of resources for supporting English Learners

ADAM (Online Testing System)

- [Online Tools Training](#): students practice using the online tools so that they are well prepared to navigate the online testing system
- [Accessibility Tools](#): provides descriptions of accessibility features in the online testing platform

Contact Us

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