Louisiana Believes

Grades 3-8 Assessments: 2014-2015 Results and Preparing for 2015-2016

DEPARTMENT of EDUCATION

Agenda

- 2014-2015 PARCC Test Structure

- 2014-2015 PARCC Assessment Results

- Instructional Support Next Steps

- 2015-2016 Assessment Design

- 2015-2016 Assessment Preparation

Progress Toward Higher Expectations and Improved Comparability

Louisiana has steadily increased the level of expected performance on state tests and has steadily improved its ability to make comparisons with other states.

1999
- Grade 4 and 8 LEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states. "Approaching Basic" (level 2) and levels above earn schools performance score points.

2006
- Grade 3, 5, 6, and 7 iLEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states.

2013
- Grades 3-8 and high school English language arts and math transitional assessments align to Louisiana's new standards. Only "Basic" and above earn school performance score points.
  High schools achieve comparability through ACT 11th grade assessment.

2015
- Grades 3-8 English language arts and math exams fully aligned to Louisiana's standards. Results are significantly comparable with other states for the first time.

2025
- By 2025 schools earning ratings of "A" will average "Mastery" performance rather than "Basic."

The Case for Raising Expectations

Since making "basic" (level 3 of 5) a standard expectation in Louisiana, the number of students achieving "basic" has grown significantly. Growth at the "mastery" level, however, has been modest. The result is a great number of students called "proficient" in Louisiana but actually not proficient according to NAEP, ACT, and institutions of higher learning. While we should be proud of our progress in getting more students to "basic," we should recognize that "basic" can represent a false promise of readiness.
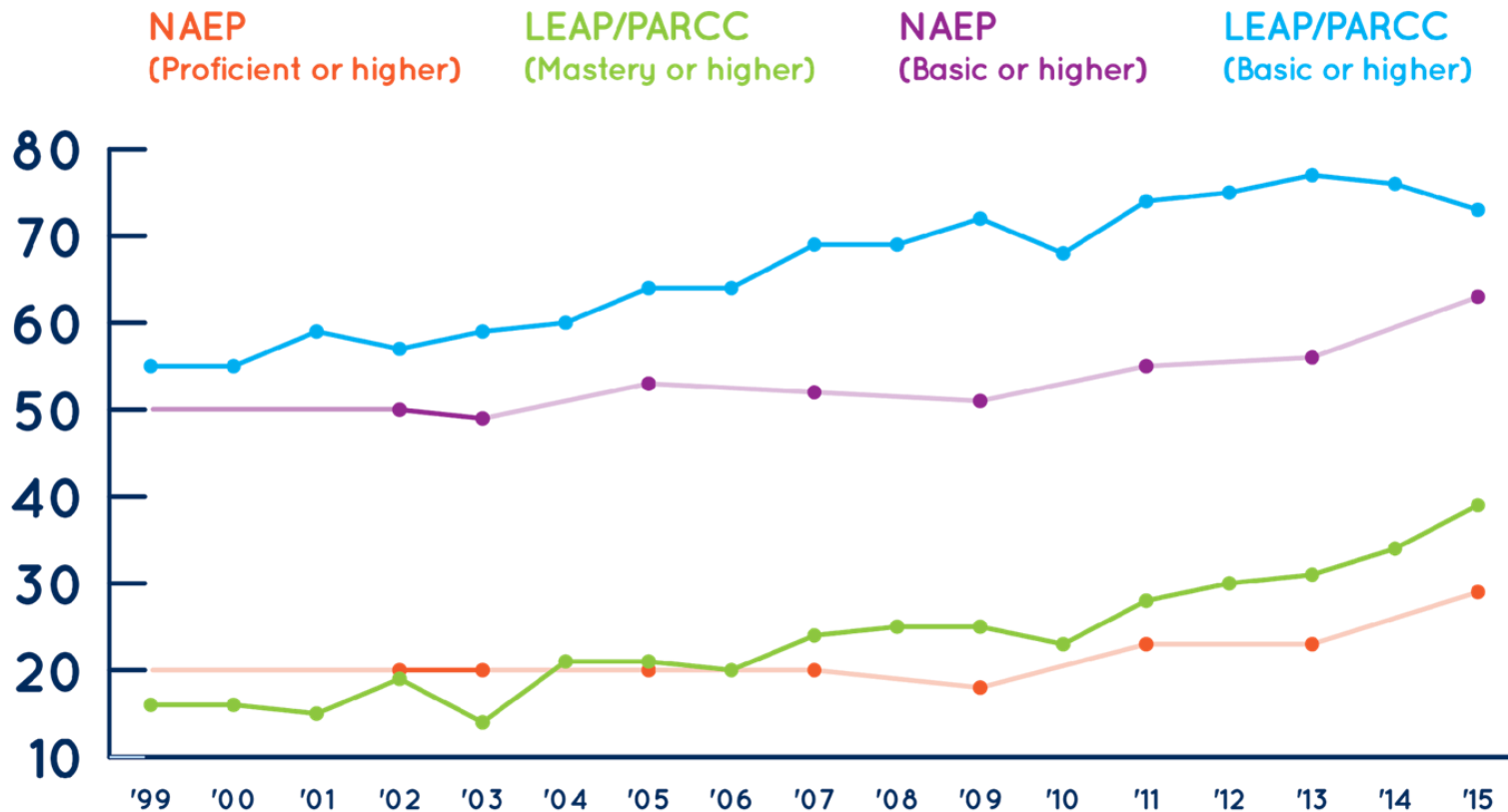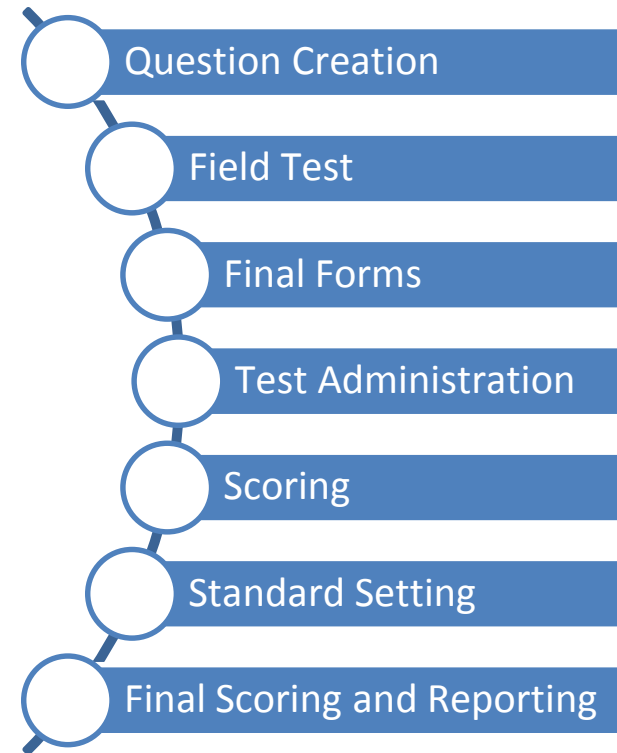
Designing a Test for Higher Expectations and Improved Comparability

PARCC was a collaborative process whereby states sought a test aligned to the NAEP, with inter-state comparability.

The following groups played key roles:

- **PARCC Consortium**: The group of states working together to build and administer the PARCC assessment *PARCC Inc.*: The nonprofit project manager for the PARCC Consortium
- **PARCC Educator Leader Cadre (ELC)**: Louisiana educators and their peers from other states
- **Data Recognition Corp. (DRC)**: The LEAP vendor for publishing, distributing, and scoring
- **Department of Education Staff**: Content, assessment, analytics and accountability experts served on test design teams
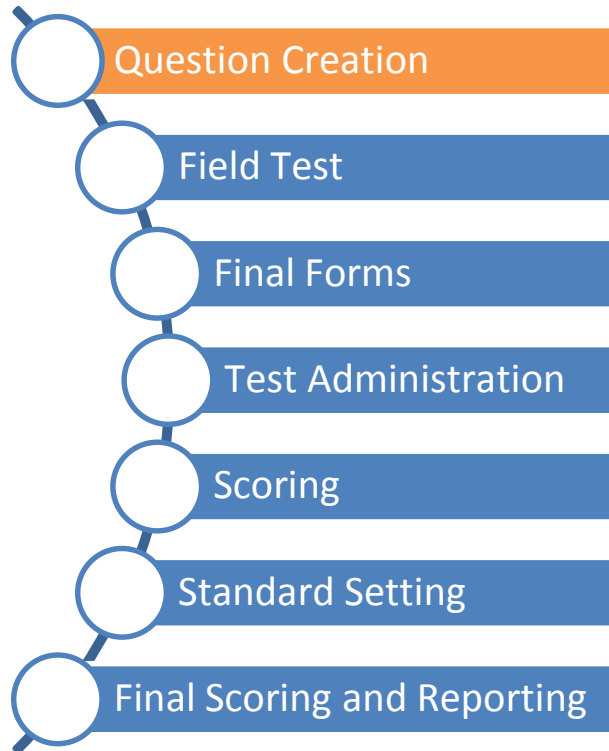
Question Creation

Field Test

Final Forms

Test Administration

Scoring

Standard Setting

Final Scoring and Reporting

Making a Better Test

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2012 – 2014

The Educator Leader Cadre and Louisiana Department staff worked as a part of the PARCC consortium for over two years to create assessment questions aligned to Louisiana's standards and shared with other states.

Sample of Louisiana's Participants:

Renee Casbergue, Associate Professor/Interim Associate Dean, Louisiana State University; Dawn Cassady, Assistant Professor of Curriculum, Instruction, and Leadership, Louisiana Tech University; Clayton Delery, English Instructor, Louisiana School for Math, Science, and the Arts; Kaycee Eckhardt, Teacher, Collegiate Academies: Science Academy; Demetria Gaines, Teacher, School for the Deaf; Kathleen Judy, ELA Assessment Coordinator, Louisiana Department of Education; Sandy Landry, Teacher, Jefferson Parish Public School System; Jackie Lewis, Inclusion Teacher, South Grant Elementary/ Grant Parish School Board; Carol Price, High School Math Teacher & K-12 District Math Curriculum Specialist/Math Trainer, Zachary Community School System; Carolyn Sessions, CCSS Math Consultant, Louisiana Department of Education; Whitney Whealdon, ELA Program Coordinator, Louisiana Department of Education; Doris Williams-Smith, Professor - Curriculum & Instruction, Grambling State University; Martha Younger, Teacher, Central Community School System; Alana Benoit, Teacher, Vermilion Parish; Rachel Gifford, Curriculum Coach, Bossier Parish; Princesses Hill, Teacher, Caddo Parish; Devan Trahan, Teacher, St. Mary Parish; Brandan Trahan, Teacher, St. Mary Parish; Shavela Harvey, Teacher, Calcasieu Parish Schools; Emma Jordan, Supervisor of Curriculum, 6-8, Bossier Parish Schools; Jan Sibley, Assessment Development Section Leader, Louisiana Department of Education; Michelle McAdams, Mathematics Assessment Coordinator, Louisiana Department of Education; Lynne Nielsen, Assistant Professor, Louisiana Tech University; Chanda Johnson, EAGLE Math Developer, Louisiana Department of Education; Sharon Necaise, Education Program Consultant, Louisiana Department of Education; Beth Strange, Education Program Consultant, Louisiana Department of Education; Lyndelle Theriot, Assistant Principal, Vermilion Parish; Serena White, Education Program Consultant, Louisiana Department of Education

Making a Better Test

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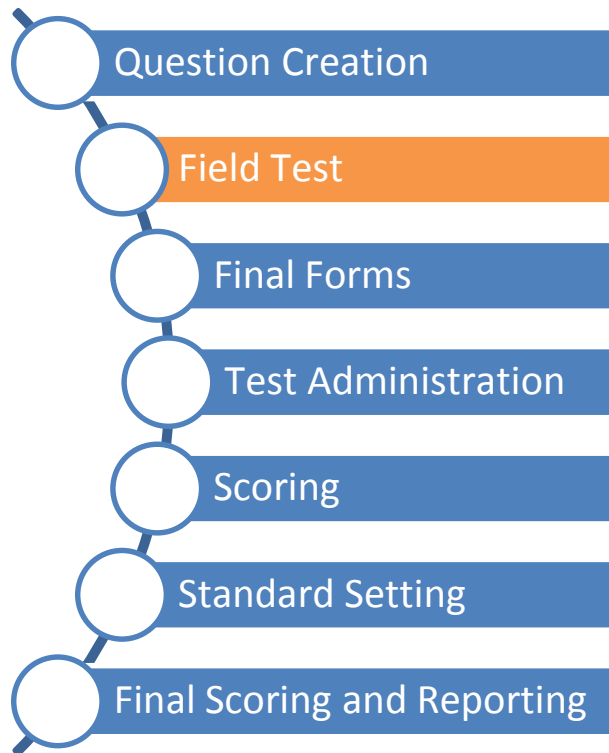
Final Scoring and Reporting

SPRING 2014

Louisiana field tests the PARCC exams.

- Districts practiced the assessment.

- Students experienced the new questions.

- Educators learned about the accessibility and accommodations features.

- Louisiana teachers, students, and families provided feedback to improve the assessment.

- The PARCC consortium gathered information to confirm question quality and scoring.

More than 45,000 Louisiana students took the field test.

- No major technology issues were reported.

- Students found the test to be easy to navigate if they had engaged in the tutorial items.
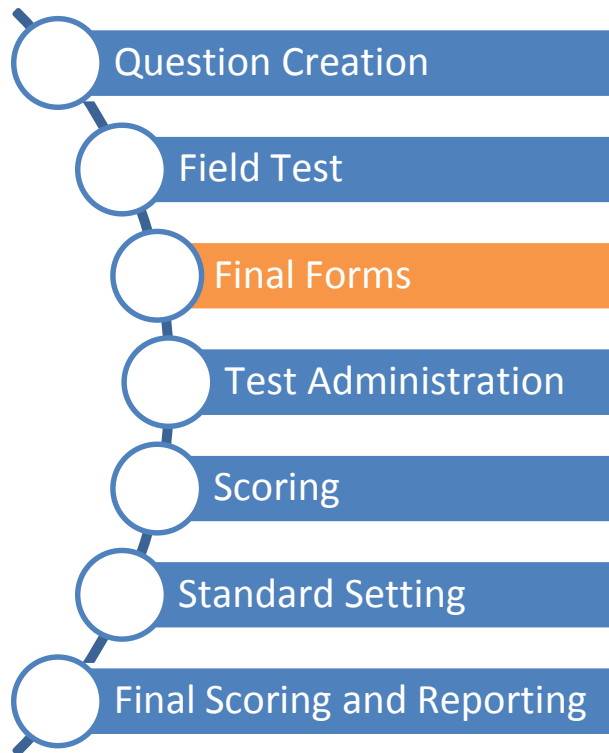
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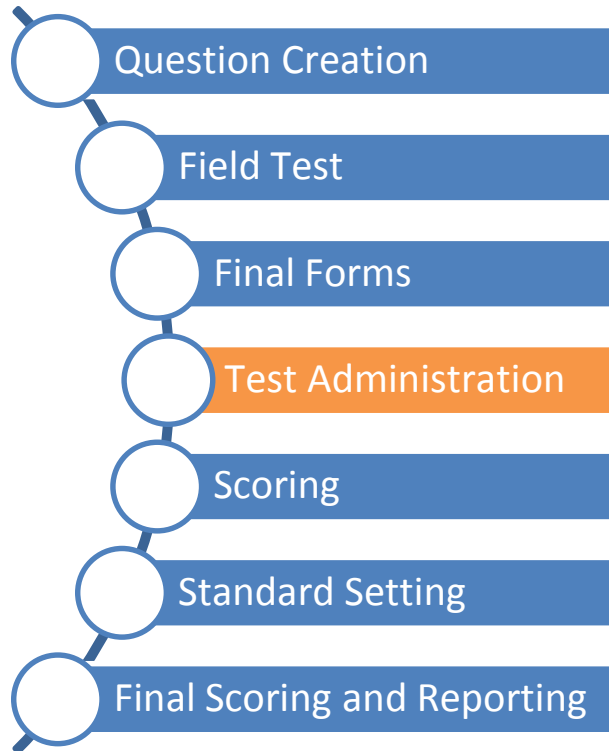
SUMMER – FALL 2014

The Louisiana Educator Leader Cadre and Department staff, as a part of the PARCC consortium, constructed test forms for the spring 2015 administration.

- Each question was reviewed to confirm effectiveness during the field test.

- Ineffective questions were removed.

- Effective questions were put together in final and complete forms for the spring 2015 assessments.

- Forms mix difficult questions with simpler questions, based on information gathered from the field test.

- A rubric is finalized to score each question.

- Mix of questions should yield distribution of student scores similar to that of the NAEP.

Making a Better Test

FALL 2014 – SPRING 2015

- Question Creation
- Field Test
- Final Forms
- Test Administration
- Scoring
- Standard Setting
- Final Scoring and Reporting

Winter 2014: The Department released the 2015 results timeline (November), practice tests (December) and assessment checklist (December). Districts received additional support through administration manuals, guides, webinars, in-person meetings, online office hours, the assessment hotline and assessment@la.gov.

Approximately 320,000 students in grades 3-8 completed PARCC testing in the spring of 2015. 98.5% of students in grades 3-8 statewide participated in the tests.

Making a Better Test

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JUNE – SEPTEMBER 2015
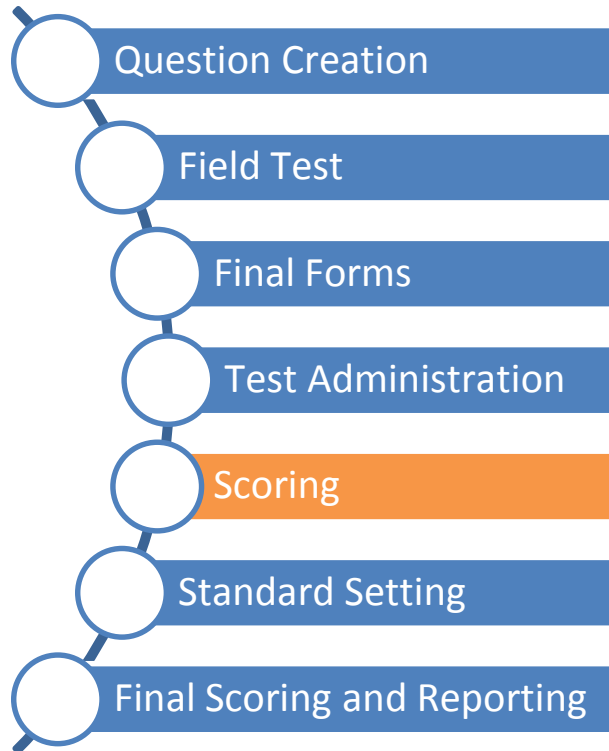
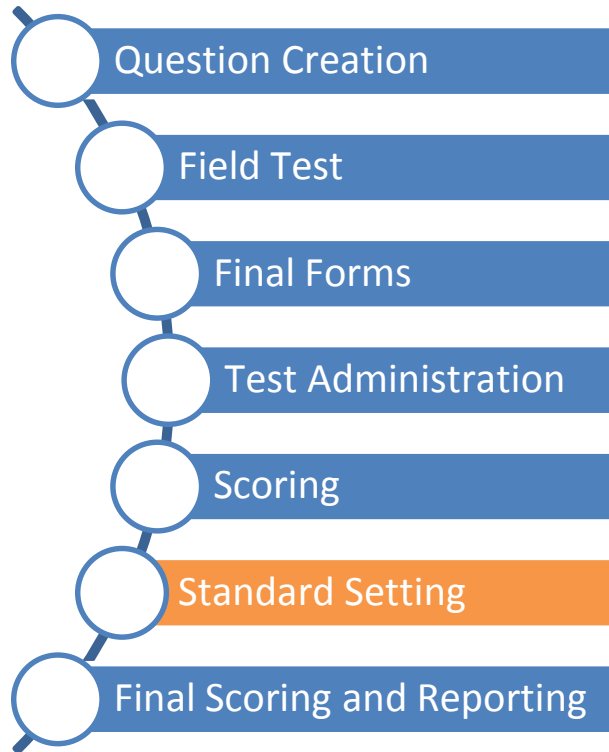All assessments were scored by DRC.

- DRC scored all constructed response questions.
- DRC scored all multi-select responses.
- Department staff quality checked more than 680,000 individual student responses and scores to make sure that scorers' responses were accurately reflected in each student's raw score, which is the total number of points each student achieved out of the total number available.

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AUGUST – SEPTEMBER 2015

The PARCC cut scores represent student performance at 5 levels, like the LEAP.

- Educators confirmed the skills required by the standards to be fully prepared for the next grade (identified as level 4).

- Educators assigned an achievement level of 1-5 (basic, mastery, etc.) for performance on each question.

- After tallying raw scores (total points scored out of total available), test makers established conversions to scale scores (650-850). Scales ensure consistent reporting across varying forms and grades.

- Cut scores represent the points between 650 and 850 at which a student has consistently shown a certain achievement level of 1-5 (basic, mastery, etc.).

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ACT and AP exams go through similar raw to scale to achievement level conversions.

OCTOBER – NOVEMBER 2015

The Department verified and reported results to students, parents, schools, and districts.

- **Raw to scale scores:** Department staff convert raw scores for 320,000 students into approximately 4,000,000 scale scores, including sub-categories (e.g. literary text, written expression).

- **Scale scores to achievement levels:** Department staff applied cut scores to approximately 640,000 individual scale scores.

- **Student reports**: Department staff produced 640,000 individual student reports; reports are double checked

- **School reports:** Department staff validated school and district rosters for 2014-2015 and 2015-2016 school years; each school and district report was generated and double checked for accuracy.

Timeline for Development of 2014-2015 Assessment & Accountability Results

Dates	LDOE Action
November 2014	Department announces 2015 test score release schedule
March/May 2015	320,000 students take PARCC tests
June – August	Individual test questions scored by LEAP vendor
August –September	PARCC state "standard-setting" verifies that questions were as challenging as anticipated before students completed test.
Sept. 28 – October 2	Individual student raw scores (total points out of total available) available to requesting districts
October 5 – 9	Statewide briefings from technical experts on standard setting, scale scores, cut scores, and comparability among Louisiana and other states, in advance of BESE meeting.
October 12	Public release of preliminary statewide scale scores (state-level only; not by LEA level or school level)
October 13	BESE considers cut score levels to determine mastery, advanced, basic, approaching basic, and unsatisfactory
October 14	Department begins applying cut scores to scale scores
October 19 – 23	Public release of LEA scores by cut level
October 26 – 30	• Public release of high school performance scores and letter grades • Academic analyses shared with standards review committees and Accountability Commission
November 2 - 6	• Comparability audit released • Consideration of accountability policies at Superintendents Advisory Council
November 9 – 13	Individual student reports for LEAs, teachers, and families detailing scores and skills for every student
December	• Elementary and middle school performance scores and letter grades released • BESE considers related accountability policies

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In most grade levels, in both subjects, typically 30 to 40 percent of Louisiana students show "Mastery" command of skills needed in community college and universities.

English Language Arts

Grade	% at 5	% at 4	% at 3	% at 2	% at 1
3	2	35	26	21	16
4	4	36	34	19	8
5	1	32	34	24	9
6	3	35	36	19	7
7	5	28	32	22	12
8	4	36	30	19	11

Mathematics

Grade	% at 5	% at 4	% at 3	% at 2	% at 1
3	6	31	30	22	11
4	2	31	31	26	10
5	3	25	31	32	9
6	3	23	33	32	10
7	2	20	36	29	13
8	4	28	23	25	20

Moving Students Toward Mastery

In most grade levels, in both subjects, typically 30 to 40 percent of Louisiana students show "Mastery" command of skills needed in community college and universities.

English Language Arts

Grade	% at Basic and Above	% at Mastery and Above
3	64	37
4	73	39
5	67	33
6	74	38
7	67	35
8	70	40

Mathematics

Grade	% at Basic and Above	% at Mastery and Above
3	67	37
4	65	33
5	59	28
6	59	26
7	58	22
8	55	32

Consistency Across Years and Assessments

The percentage of Louisiana students demonstrating at least "Mastery" command of skills needed in community colleges and universities is generally consistent with evidence from other tests.
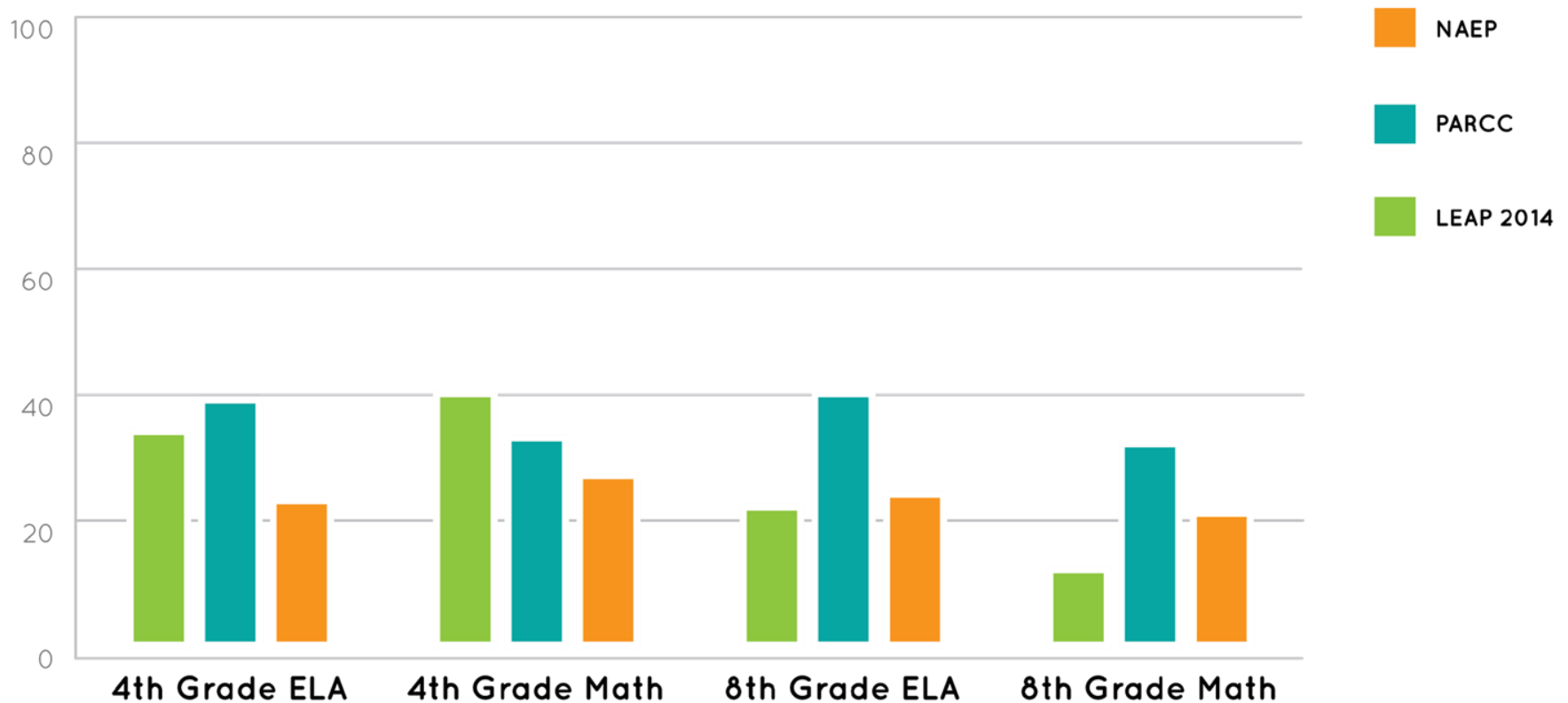
Consistency Across Years and Assessments

The percentage of Louisiana students demonstrating at least "Basic" command of skills needed in community colleges and universities is generally consistent with evidence from other tests.
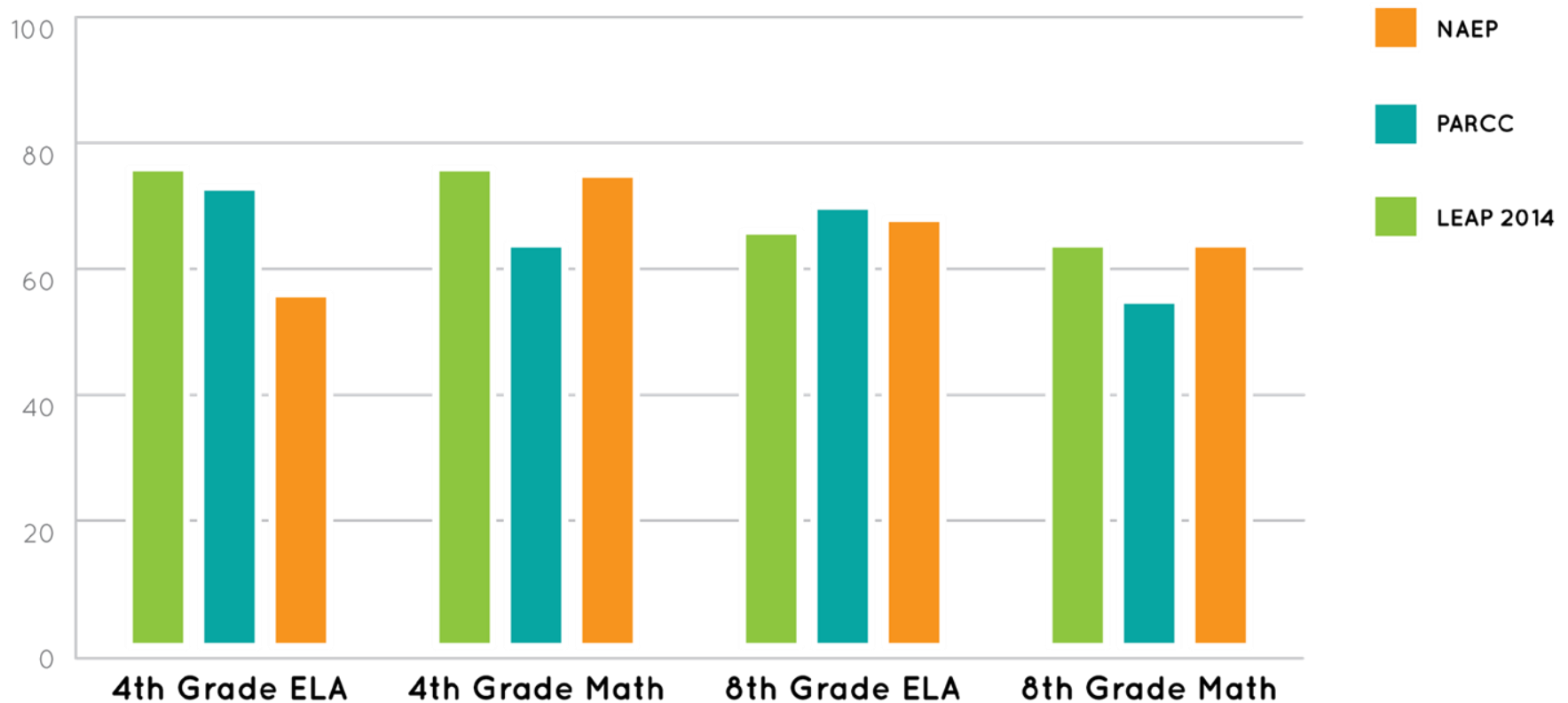
PARCC tasks were more challenging than LEAP questions, collecting more evidence across more standards. Higher performing students tended to show more evidence of "Mastery" than in the past, while lower achieving students tended to show less evidence of even basic skills. Whereas nearly half of students performed at "Basic" on the LEAP, PARCC has distributed scores to a greater degree across the spectrum.
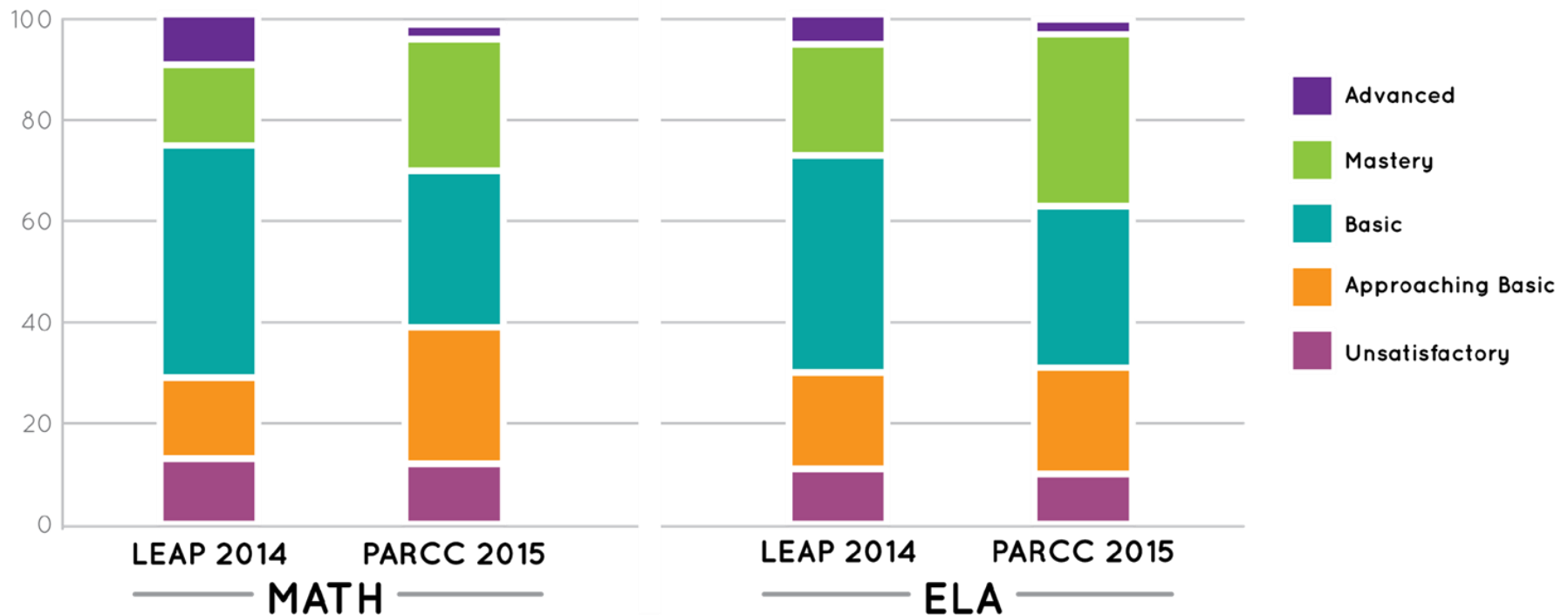
Spring 2015 Assessment Sub-Claims

The PARCC assessments measure skills in a way that does not isolate individual standards but instead uses tasks to measure students' ability to apply their knowledge and show their understanding of the full range of the standards in mathematics, reading, and writing.

ELA is reported in two major groups of standards (Reading & Writing) and by subcategories within those key ELA skills:

READING
- Literary text
- Information text
- Vocabulary

WRITING
- Written expression
- Knowledge & use of language conventions

MATHEMATICS $3+5=8$

is reported in the following groups of standards:
- Major Content
- Additional & Supporting Content
- Expressing Mathematical Reasoning
- Modeling & Application

Spring 2015 Assessment Sub-Claims

Student performance for each group of standards in both ELA and math is reported through three ratings-Strong, Moderate, and Weak. The graphic below outlines how each rating is determined in relation to a student's' overall performance level in that category.

- **Strong Performance**: Student is well prepared for further studies.

- **Moderate Performance:** Student may need additional support to be fully prepared for further studies.

- **Weak Performance:** Student will need significant support to be prepared for further studies.

Spring 2015 ELA Assessment Subclaims

Grade	Literary Text			Informational Text			Vocabulary			Written Expression			Knowledge and Use of Language Expression		
	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak
03	42	21	37	39	28	34	47	18	35	35	23	42	41	35	24
04	43	28	29	47	22	31	45	30	25	50	20	30	60	19	20
05	42	31	27	36	36	28	46	28	26	37	19	44	42	38	20
06	42	33	26	39	33	28	47	25	28	41	30	29	46	30	24
07	43	26	30	43	26	31	41	32	27	32	37	31	47	20	33
08	41	31	29	42	28	30	42	29	30	48	28	24	48	28	25

Spring 2015 Math Assessment Subclaims

Grade	Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak
03	39	31	30	49	25	27	42	23	35	41	32	27
04	34	34	32	59	20	21	34	35	31	32	31	37
05	32	31	37	44	16	40	29	36	35	39	15	46
06	25	34	41	28	34	38	31	30	38	19	21	60
07	24	36	41	30	38	32	22	30	48	43	21	36
08	39	19	42	35	23	42	36	21	43	32	26	42

Teacher Guide

The Teacher Guide provides an outline of each group of standards from the PARCC Student Reports. It identifies the corresponding standards, sample test questions, and resources to support student learning.

3ᴿᴰ GRADE

Reading	Standards	Sample Questions (taken from PARCC's Practice Tests and Released Test Items)	Resources to Support Instruction
Literary Text	Reading Literature standards (RL) 1-3, 5, 7, 9	Grade 3-EOY Literary Text Set: Items 0736_A, 0393_A Grade 3- Narrative Writing Task: Item VF651834	PARCC's Grade 3 PBA Practice Test (EBSR items in Literary Analysis Task) PARCC's Grade 3 EOY Practice Test Literary passage sets in EAGLE Unit Plan-Grade 3-Because of Winn Dixie Unit Plan-Grade 3-Treasure Island ELA Instructional Strategies: Annotating text, Notice and Note Signposts, TP-CASTT, philosophical chairs debate, answer frames, accountable talk, and student-led discussions
Informational Text	Reading Informational Text standards (RI) 1-3, 5, 7-9	Grade 3-Research Simulation Task: Items 0510_A, 0792_A Grade 3-EOY Informational Text Set: Item 0381_A	PARCC's Grade 3 PBA Practice Test (EBSR items in Research Task) Unit Plan-Grade 3- A Log's Life Unit Plan-Grade 3-Louisiana Purchase Informational (non-fiction) passage sets in EAGLE ELA Instructional Strategies: Annotating text, OPTIC, philosophical chairs debate, answer frames, accountable talk, and student-led discussions
Vocabulary	RL.4 RI.4 Language standards (L) 4 and 5	Grade 3-Research Simulation Task: Items 0508_A, 0513_A	PARCC's Grade 3 PBA Practice Test (all vocabulary items) PARCC's Grade 3 EOY Practice Test EAGLE passage sets, both literary and

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PARCC Parent Resource Suite

The Department has released the following tools to support parents in the release of PARCC student results for [ELA](#) and [math](#). Resources are available in the [Family Support Toolbox](#).

Please share these resources with parents and use them to guide conversations about the release of student reports.

- **[Parent Guide to PARCC Student Results](#):** guide to help parents read and interpret the PARCC student reports, with accompanying online resources
   - Available in [Spanish](#) and [Vietnamese](#)

- **[PARCC Results Parent Night Presentation:](#)** PowerPoint presentation that schools and districts can use during parent nights to preview for parents the student reports and what to expect from them about their child's performance on the PARCC tests
   - Available in [Spanish](#)

- **[Model Parent/Teacher Conference Video](#):** video of a model parent/teacher conference around the PARCC student reports

PARCC Educator Resource Suite

To support educators in understanding the PARCC Student Reports, the Department has released the following tools. Please share these tools with principals and teachers.

- **Teacher Guide to PARCC Student Results** **(New):** guide to help teachers interpret the student reports and use the data to make adjustments to instruction
- **Spring 2015 PARCC Released Items** **(NEW):** suite of spring 2015 released items including a full test, scoring guides, and sample scored student work for the constructed response tasks for each grade-level and subject area
- **PARCC Assessment Results Analysis** **(NEW):** brief guide illustrating how to interpret the 2015 PARCC sub-claim data
- **Parent Resource Packet for Districts** **(Updated)**: quick guide of strategies districts can use to communicate with parents regarding the release of PARCC results
- **Parent Conversation Guide for Teachers:** talking points to help guide teachers' conversations with parents about the PARCC student reports
- **Model Parent/Teacher Conference Video:** video of a model parent/teacher conference around the PARCC student reports

Resources are available in the Teacher Toolbox's *End of Year Assessments* page.

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2015-2016 Assessment Update

The legislative compromise of 2015 required one-year, transitional English and math assessments in 2015-2016. Social studies and science tests are long-term contracts.

Contracts have been awarded to the following vendors for the development of the 2015-2016 science, social studies, math and ELA assessments:

- Science: WestEd, up to twelve-year contract
- Social studies: WestEd, up to twelve-year contract
- Math and ELA: Data Recognition Corporation, one-year contract only
- Administration: Data Recognition Corporation, up to twelve-year contract

Math and ELA tests are being designed to be academically comparable to 2015 tests and to show comparability across states. Please use the 2015 practice tests and EAGLE items to prepare until additional resources are released this winter.

Spring 2016 Social Studies Field Test Development Guidelines

As per the RFP process, the spring 2016 social studies field test must:

- be grade-level specific;

- be developed and/or reviewed with Louisiana educator and student involvement; and

- be administered in both paper and computer formats.

Social Studies Field Test Design Update

Field test designs are under development. Key similarities and differences between the 2015 assessment and the 2016 field test are noted in the chart below:

Component	2014-2015 LEAP/iLEAP	2016 LEAP Field Test
Testing Mode	Paper-based only	Grades 3-4 paper-based or online option Grades 5-8 online only
Item Types	Multiple choice (MC), 4-point Constructed Response (CR), Task	Selected Response (SR includes both MC and MS), Technology Enhanced (TE), 2-point Constructed Response (CR), Task
Item Design	Discrete, with exception of Task	Item Sets (1-4 source documents with associated MC, MS, TE, CR), small quantity of discrete items
Test Design	Full form (32-60 MC + 2 CR + Task)	Shortened form (tentatively three 4-item sets, one 3-item set, 3 SR, 1 Task)
Content Assessed	2003 GLEs with 4th and 8th grade-span assessments	2011 GLEs, grade-level-specific assessments

Social Studies Field Set Design

The item design requires students to process stimuli and apply their historical thinking and analysis skills to answer questions. The sets may reflects GLEs within a single strand or across strands.

Each item set in the field test will contain:

- 1-4 source documents (e.g., maps, charts, excerpts from primary source documents)

- 2-4 selected-response questions (either multiple-select or multiple-choice questions)

- 1-2 technology-enhanced or constructed-response questions worth 2 points

Spring 2016 Math & ELA Assessment Development Guidelines

As per the RFP process, the spring 2016 ELA and math assessments must:

- Be as rigorous as and include similar item types as the 2014-2015 assessments and be administered in both paper and computer formats

- Report performance on students' college and career readiness and compare Louisiana student performance to the performance of students in other states

- Measure the full range of Louisiana math and ELA content standards, including standards that are difficult to measure

- Measure the full range of student performance, including performance of high- and low-performing students

- Provide accessibility to all students, including English language learners and students with disabilities

- Focus on key ELA and math skills

LEAP Math Assessment Design

The LEAP math assessment will focus strongly on the content most needed in each grade that reflects instruction in an effective math classroom:

- incorporate the expectations of the rigor detailed in the content standards

- address conceptual understanding, procedural skills and fluency, and application in every grade and at each performance level

- meaningfully connect mathematical practices and processes with mathematical content

- include performance tasks that ask students to
  - write arguments/justifications, critique reasoning, and be precise in mathematical statements
  - apply and interpret mathematical modeling in a real-world context

Math Assessment Design Overview

Test designs are under development. Key similarities and differences between 2015 and 2016 assessments are noted in the chart below:

Component	2014-2015	2015-2016
Testing Schedule	Two Phases: PBA (March 16-24) EOY (May 4-12)	One Testing Window: April 18-May 6 (CBT) April 25-29 (PBT)
Number of Sessions	4 Sessions	3 Sessions
Item Types	Type I (Major and Additional/Supporting Content) Type II (Mathematical Reasoning) Type III (Modeling/Application)	
Source of Items	100% PARCC	~ 49% PARCC, ~ 51% DRC bank

Math Task Types and Reporting Categories

Task Type	Description	Reporting Categories	Mathematical Practice(s)
Type I	conceptual understanding, fluency, and application	Sub-Claim A: Solve problems involving the <u>major content</u> for the grade-level Sub-Claim B: Solve problems involving the <u>additional and supporting content</u> for the grade-level	can involve any or all practices
Type II	written arguments/ justifications, critique of reasoning, or precision in mathematical statements	Sub-Claim C: Express mathematical <u>reasoning</u> by constructing mathematical arguments and critiques	primarily MP.3 and MP.6, but may include other practices
Type III	modeling/application in a real-world context or scenario	Sub-Claim D: solve real-world problems engaging particularly in the <u>modeling</u> practice	primarily MP.4, but may include other practices

Math Assessment Design, grades 3-5

Reporting Category	Item Type	# of Items	# of Points	Assessable Content		
				Grade 3	Grade 4	Grade 5
Sub-Claim A Major Content	Type I: 1-pt	28	30	LA Math Standards: 3.OA.A, B, C, D 3.NF.A 3.MD.A, C	LA Math Standards: 4.OA.A 4.NBT.A, B 4.NF.A, B, C	LA Math Standards: 5.NBT.A, B 5.NF.A, B 5.MD.C
	Type I: 2-pts					
Sub-Claim B Additional/ Supporting Content	Type I: 1-pt	8	10	LA Math Standards: 3.NBT.A 3.MD.B, D 3.G.A	LA Math Standards: 4.OA.B, C 4.MD.A, B, C 4.G.A	LA Math Standards: 5.OA.A, B 5.MD.A, B 5.G.A, B
	Type I: 2-pts					
Sub-Claim C Reasoning Applications	Type II: 3-pts	3	10	Grade 3 PARCC Sub-Claim C Evidence Statements	Grade 4 PARCC Sub-Claim C Evidence Statements	Grade 5 PARCC Sub-Claim C Evidence Statements
	Type II: 4-pts					
Sub-Claim D Modeling Applications	Type III: 3-pts	3	12	Grade 3 PARCC Sub-Claim D Evidence Statements	Grade 4 PARCC Sub-Claim D Evidence Statements	Grade 5 PARCC Sub-Claim D Evidence Statements
	Type III: 6-pts					
Total		42	62			

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Math Assessment Design, grades 6-8

Reporting Category	Item Type	# of Items	# of Points	Assessable Content		
				Grade 6	Grade 7	Grade 8
Sub-Claim A Major Content	Type I: 1-pt	28	30	LA Math Standards: 6.RP.A 6.NS.A, C 6.EE.A, B, C	LA Math Standards: 7.RP.A 7.NS.A 7.EE.A, B	LA Math Standards: 8.EE.A, B, C 8.F.A, B 8.G.A, B
	Type I: 2-pts					
Sub-Claim B Additional/ Supporting Content	Type I: 1-pt	8	10	LA Math Standards: 6.NS.B 6.G.A 6.SP.A, B	LA Math Standards: 7.G.A, B 7.SP.A, B, C	LA Math Standards: 8.NS.A 8.G.C 8.SP.A
	Type I: 2-pts					
Sub-Claim C Reasoning Applications	Type II: 3-pts	4	14	Grade 6 PARCC Sub-Claim C Evidence Statements	Grade 7 PARCC Sub-Claim C Evidence Statements	Grade 8 PARCC Sub-Claim C Evidence Statements
	Type II: 4-pts					
Sub-Claim D Modeling Applications	Type III: 3-pts	3	12	Grade 6 PARCC Sub-Claim D Evidence Statements	Grade 7 PARCC Sub-Claim D Evidence Statements	Grade 8 PARCC Sub-Claim D Evidence Statements
	Type III: 6-pts					
Total		43	66			

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Math Session Information

Grades 3-5

Session #	Time Limit (Minutes)	# of Items	Item Types
Session 1	75	14	Each session contains a balanced set of type I, II, and III items.
Session 2	75	14	
Session 3	75	14	

Grades 6-8

Session #	Time Limit (Minutes)	# of Items	Calculator	Item Types
Session 1	75	18	No	Type I, only
Session 2	75	13	Yes	Sessions 2 and 3 each contain a balanced set of type I, II, and III items
Session 3	75	12	Yes	

Tests may be paper- or computer-based per district decision.

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LEAP 2016 English Language Arts Assessment Design

The LEAP ELA assessments will focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom:

- careful, close reading of complex grade-level literary and informational texts

- a full range of texts from across the disciplines, including science, social studies texts, and the arts

- tasks that integrate key ELA skills by asking students to read text(s), answer reading and vocabulary questions about the text(s), 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 text, which are essential to understanding a particular text and include context that allows a student to determine literal and figurative meanings

ELA Assessment Design Overview

Test designs are under development. Key similarities and differences between 2015 and 2016 assessments are noted in the chart below:

Component	2014-2015	2015-2016
Testing Schedule	Two Phases: PBA (March 16-24) EOY (May 4-12)	One Testing Window: April 18-May 6 (CBT) April 25-29 (PBT)
Number of Sessions (units)	4 Units (grades 3-5) 5 Units (grades 6-8)	3 Sessions (all grades)
Number of Tasks	Three Tasks: Literary Analysis Research Simulation Narrative Writing	Two Tasks Research Simulation (all grades) Literary Analysis OR Narrative Writing
Reading Texts	Literary and Informational	
Source of Items	100% PARCC	No more than 49.9% PARCC Rest of items from contractor
Scoring Rubrics	2015 PARCC Rubrics	2016 PARCC Rubrics

English Language Arts Reporting Categories

Claim	Sub-Claim	Subclaim Description
Reading	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 non-fiction, including texts about history, science, art, and music.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	Students compose well-developed, organized, and clear writing, using details from source material.
	Knowledge and Use of Language Conventions	Students compose writing that correctly uses the rules of standard English (including those for grammar, spelling, and usage).

English Language Arts Assessment Design Grade 3

Grade 3 Spring 2016 Test Design			
Focus of Session	**# of Passages**	**#/Type of Items**	**Assessable Content Standards**
Research Simulation Task	2	6 SR and 1 PCR	RI1-3, 5, 7-9; RI4, L4-5; W1-2, 4, 7-8, 10; L1-2
Literary Analysis Task OR Narrative Writing Task	1 or 2	4-5 SR and 1 PCR	RL 1-3, 5, 7,9; RL 4, L.4-5; W1-4, 10; L1-2
Reading Comprehension: passages (SR items only)	3-5	14-19 SR	RL1-3, 5, 7, 9-10; RI1-3, 5, 7-9; RL4, RI4, L4-5
Approximate Percentage of Total Points by Claim—Reading: 64%; Writing: 36%			

SR: Selected Response Items—students select answer(s), includes multiple-choice (one- and two-part) and multiple-select items

PCR: Prose Constructed Response—requires an extended written response

RL: Reading Literature; **RI**: Reading Informational Text; **W**: Writing; **L**: Language

MS: Machine Scored; **HS**: Hand Scored

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English Language Arts Assessment Design Grades 4-5

Grades 4-5 Spring 2016 Test Design			
Focus of Session	**# of Passages**	**#/Type of Items**	**Assessable Content Standards**
Research Simulation Task	3	7 SR and 1 PCR	RI1-3, 5-9; RI4, L.4-5; W1-2, 4, 7-10; L1-2 and Progressive Skills
Literary Analysis Task (LAT) **OR** Narrative Writing Task (NWT)	1 or 2	4 or 5 SR and 1 PCR	RL1-3, 5-7, 9; RL4, L4-5; W1-4, 9-10; L1-2, and Progressive Skills
Reading Comprehension: passages (SR items only)	3-6	15-21 SR	RL1-3, 5-7, 9; RI1-3, 5-9; RL4, RI4, L4-5
Approximate Percentage of Total Points by Claim—Reading: 62%; Writing: 38%			

SR: Selected Response Items—students select answer(s), includes multiple-choice (one- and two-part) and multiple-select items
PCR: Prose Constructed Response—requires an extended written response
RL: Reading Literature; **RI**: Reading Informational Text; **W**: Writing; **L**: Language
MS: Machine Scored; **HS**: Hand Scored

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English Language Arts Assessment Design Grades 6-8

Grades 6-8 Spring 2016 Test Design			
Focus of Session	**# of Passages**	**#/Type of Items**	**Assessable Content Standards**
Research Simulation Task	2	7 SR and 1 PCR	RI1-3, 5-9; RI4, L4-5; W1-2, 4, 7-10; L1-2 and Progressive Skills
Literary Analysis Task (LAT) **OR** Narrative Writing Task (NWT)	1 or 2	4-5 SR and 1 PCR	RL1-3, 5-7, 10; RL4, L4-5; W.1-2, 4, 9-10; L.1-2 and Progressive Skills
Reading Comprehension: passages (SR items only)	3-5	15-21 SR	RL1-3, 5-7, 10; RI1-3, 5-9; RL4, RI4, L4-5
Approximate Percentage of Total Points by Claim—Reading: 61%; Writing: 39%			

SR: Selected Response Items—students select answer(s), includes multiple-choice (one- and two-part) and multiple-select items

PCR: Prose Constructed Response—requires an extended written response

RL: Reading Literature; **RI**: Reading Informational Text; **W**: Writing; **L**: Language

MS: Machine Scored; **HS**: Hand Scored

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English Language Arts Assessment Session Information

ELA Testing Times in Minutes				
Grade(s)	Session 1: Research Simulation Task	Session 2: Literary Analysis OR Narrative Writing Task	Session 3: Reading Comprehension (selected response items only)	Total Testing Time
3	75	75	60	210
		60	75	
4-5	90	75	60	225
		60	75	
6-8	90	75	75	240
		60	90	

2016 Rubrics for Scoring Writing Tasks in Sessions 1 and 2:

- Grade 3 PARCC Scoring Rubrics
- Grades 4-5 PARCC Scoring Rubrics
- Grades 6-8 PARCC Scoring Rubrics

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Agenda

- 2014-2015 PARCC Test Structure

- 2014-2015 PARCC Assessment Results

- Instructional Support Next Steps

- 2015-2016 Assessment Design

- 2015-2016 Assessment Preparation

Grades 3-8 Math, ELA, Science and Social Studies Paper-Based Test Materials

The paper-based assessments will utilize sealed, consumable test booklets. Resources for administration of these assessments will be released in January and include:

- Updated test coordinator and administrator manuals

- Quick guide resources for administration

- Updated training materials for preparing test coordinators and administrators

*Only grades 3 and 4 will have the option to take the paper-based social studies field test.

2016 Assessment Testing and Reporting Dates

Key Dates	Event
February 1 – March 11	ELDA and LAA 1: Testing Window
April 18-May 6	Grades 3-8 ELA and math: Online Testing Window
April 25-28	Grades 3-8 ELA, math and science: Paper-Based Testing Window
April 28-29	Grades 3-8 ELA, math and science: Paper-Based Testing Makeups
May 9-13	Social Studies Field Test: optional

Districts have the discretion to choose to administer all or some of its grade 3-8 math and ELA assessments. However, districts are encouraged to use only one method per school.

2015-2016 Month-by-Month Checklist

- The 2015-2016 Assessment and Accountability Month-by-Month Checklist:

  - Identifies key dates and deadlines for statewide assessment programs and accountability processes

  - Provides action steps to ensure readiness for administering statewide assessments

  - Recommends resources for district and school staff

- The 2015-2016 Month-by-Month Checklist is available in the Assessment Library.

- Updates to the checklist will be at the end of November.

Grades 3-8 Math, ELA, and Science Paper-Based Test Schedule

This year's paper-based assessments will take place in one week according the following schedule. Monday through Wednesday, students will take one session of ELA and one session of math.

Additional details on the exact rotation of these sessions will be provided in assessment guidance released in December.

Subject	Mon	Tues	Wed	Thurs	Fri
ELA	1 session	1 session	1 session	Makeup (as needed)	Makeup (as needed)
Math	1 session	1 session	1 session	Makeup (as needed)	Makeup (as needed)
Science	-	-	-	Full Test	Makeup (as needed)

Technology Readiness Goals for Testing Site

For those districts choosing to administer the spring 2016 ELA and math assessments, and participating in the social studies field test online, they will need to ensure that each testing site's technology is ready for administration.

Districts will need to communicate to the Department a decision as to whether their school or district will use online or paper methods by early February.

Example resources that will be provided:

- List of allowable devices and related technology specifications is available [here](#).

- Paper practice tests will be available in December.

- Online practice tests will be available in January.

Additional supports will be provided in the coming months.

Online Accessibility Feature Updates

Below is a list of the accessibility features that will be provided on the online 2016 tests for students who have a PNP, Personal Needs Profile. Additional information will be released with the Accessibility and Accommodation Guidelines in late November.

- Text-to-Speech (for math Only)

- Configurable Font Size

- Magnifier/Variable Zoom

- Contrasting Colors and Reverse Contrast

- Color Overlays

- Masking

- Audio Amplification Devices (headsets)

*The PNP includes Accessibility features that need to be documented for planning purposes.

Test Administration Resources

NOVEMBER RESOURCES:

- EAGLE items: Week of November 9

- Updated 2015-2016 Assessment Calendar: Mid-November

- Accommodation Guidelines: Late-November

- Tech Readiness Guide: Late-November

- Assessment Checklist: Late-November

DECEMBER RESOURCES:

- 2015-2016 Assessment Guides (math and ELA grades 3-8): Early December

- 2015-2016 Guide to the Social Studies Field Test: Early December

- 2015-2016 Practice Tests (math-and ELA grades 3-8): Late December

Continuous Support

Continuous support is available when seeking information or assistance regarding assessment administration and accountability.

Assessment@

- Email questions and/or concerns to assessment@la.gov.

Online Resources:

- As resources for the 2016 tests are released, they will be posted within the [Assessment Library](#)

Assessment Hotline

- District-level staff may call the Assessment Hotline if they have assessment and accountability questions that require immediate assistance.

   1- 844-268-7320

Louisiana Believes

Grades 3-8 Assessments: 2014-2015 Results and Preparing for 2015-2016

DEPARTMENT of EDUCATION