LEAP 2025 Science 3-8
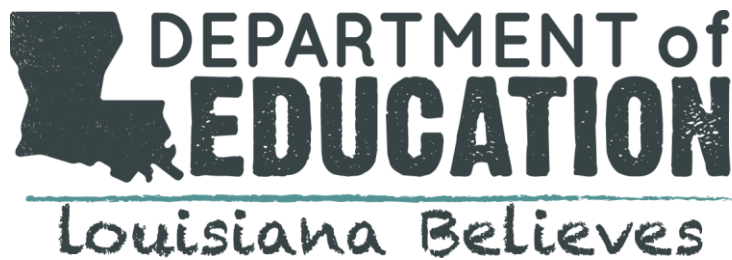# Technical Report: 2018–2019

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FOREWORD

Improving student achievement is a primary goal of any educational assessment program such as the Louisiana Educational Assessment Program 2025 (LEAP 2025). This technical report and its associated materials have been produced in a way that can help educators understand the technical characteristics of the assessment used to measure student achievement.

The technical information herein is intended for use by those who evaluate tests, interpret scores, or use test results in making educational decisions. It is assumed that the reader has technical knowledge of test construction and measurement procedures, as stated in *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999) and in the new edition, *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 2014).

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1. Introduction

The Louisiana Department of Education (LDOE) has a long and distinguished history in the development and administration of assessments that support its state accountability system and are aligned to the Louisiana Student Standards. Per state law, the LDOE is to administer statewide summative science assessments in grades 3–8 and in Biology. Fulfilling the directive of the Louisiana State Board of Elementary and Secondary Education (BESE), the LDOE must deliver high-quality, Louisiana-specific standards-based assessments. Further, the LDOE and the BESE are committed to the development of rigorous assessments as one component of their comprehensive plan—Louisiana Believes—designed to ensure that every Louisiana student is on track to be successful in postsecondary education and the workforce.

The purpose of this technical report is to describe the process for the operational administration of the statewide summative science assessment for grades 3–8. This report outlines the testing procedures, forms construction, administration, calibration, analyses, standard-setting, and reporting of scores.

Summary of the 2018–2019 Activities

WestEd and Pearson, in partnership with the LDOE and Data Recognition Corporation (DRC), the administration vendor, developed a timeline to capture the major activities necessary to produce the spring 2019 Science grade 3–8 operational forms with embedded field tests (EFT).

For grades 3–8, all tests were delivered in a computer-based format, with a paper-based option for grades 3 and 4. An accommodated paper-based format is available for students in grades 5–8 who are not physically able to test on a computer.

Table 1.1 summarizes those key activities along with the months during which the activities were completed.

Table 1.1

Key Activities from October 2017 to August 2019

Date	Activity
October 2017–December 2018	• Started item development planning for spring 2019 test • Item development plans approved by LDOE staff
December 2017–February 2018	• WestEd updated content development specifications and style guide • WestEd began item writing and development
April 2018	• WestEd updated 2018–2019 Framework and Test Construction Document based on feedback from LDOE
March–May 2018	• LDOE staff reviewed proposed item sets, tasks, and standalones • LDOE staff reviewed 2018–2019 Framework and Test Construction Document
May 2018	• WestEd started development of achievement-level descriptors
June 2018	• WestEd and LDOE convened Item Content/Bias Review Committee • LDOE and WestEd staff held Reconciliation meeting
July–August 2018	• Virtual planning meeting held to discuss early data results in science • Pearson, WestEd, and LDOE convened Data Review meeting for spring 2018 results • Pearson, WestEd, and LDOE reconciled results of data review
August 2018	• Planning meeting held
September 2018	• Test construction activities began
October–November 2018	• Achievement-level descriptors format finalized with LDOE • 2018–2019 Framework and Test Construction Document finalized • LDOE staff reviewed proposed spring 2019 EFT selections • Technical Advisory Committee Meeting convened • Online content delivered to administration vendor
December 2018	• Remaining spring 2019 materials delivered to administration vendor
December 2018–March 2019	• Grade 3–8 Science achievement-level descriptors uploaded to LDOE • LDOE reviewed achievement-level descriptors
January 2019	• LDOE/WestEd/DRC met for planning meeting
April–May 2019	• Spring 2019 Test administered, including EFT • Pearson initiated Standard Setting
June 2019	• Range finding meeting held
July 2019	• Pearson facilitated Standard Setting and Vertical Articulation meetings
August 2019	• Data Review meetings held for spring 2019 results

2. Assessment Frameworks

An assessment framework addresses the test design, test blueprint, range of standards covered, reporting categories, percentages of assessment items and score points by reporting category, projected testing times, numbers of forms to be administered, and select psychometric analysis activities.

Measuring student proficiency of the full depth and breadth of the Louisiana Student Standards for Science (LSSS) requires assessments built from a range of item types. As a general rule, the choice of a specific item type is a function of efficient and effective measurement of the target content. Multiple-choice (MC) and multiple-select (MS) item types provide students an opportunity to select the correct answer or answers from a set of answer choices. MS items can elicit a greater depth of understanding than traditional MC items by requiring the selection of more than one correct response, efficiently scored by an automated scoring engine. Constructed-response (CR) and extended-response (ER) items allow students to develop an explanation, describe a model, design a solution, and/or otherwise apply and communicate scientific understanding as required by the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs). These types of student-produced responses are handscored by teams of trained readers. Technology-enhanced (TE) items allow students to apply and communicate scientific knowledge and understanding as required by the SEPs and CCCs in ways that may not be addressed by MC or MS item types, but in a manner more cost-effective and less time-consuming than CR and ER item types with automated engine scoring. TE items may ask students to develop models or to sort processes by dragging components into a valid order, construct viable explanations by selecting words or phrases from several drop-down menus, or complete other tasks. The complexity of the TE items reduces the probability of randomly guessing the correct answer. Two-part items involve the application of understanding different but related knowledge to a concept or supporting assertions with evidence.

For two-part items, students may construct an explanation and support the explanation with evidence or make a claim and evaluate evidence to support that claim. Another application of two-part items is to develop a model in part A and to evaluate the model in

part B. A range of item types and applications allows greater test taker engagement and provides a more authentic assessment experience.

The test design includes item sets, a task, and standalone items. A stimulus that describes a scientific phenomenon anchors each item set or task. A focus that details some aspects of a phenomenon provides the common anchor for standalone items. Item sets are composed of four items associated with a common stimulus. The item sets may include 1-point selected-response items (single-select and/or MS formats), 1- and 2-point TE items, and 2-point two-part items (two-part independent [TPI] and/or two-part dependent [TPD] formats) tied to a common stimulus. For grades 5–8, item sets may include 1- or 2-point TE items. Three item sets include a two-point CR item. The assessment also includes one task. The task consists of five items tied to a common stimulus and includes 1-point selected-response items (both single-select and MS formats), 2-point two-part items (TPI and/or TPD formats), and a 6-point extended-response (ER) item for grades 3–4 or a 9-point ER item for grades 5–8. The standalone items provide flexibility to meet the test blueprint and afford greater coverage of the standards while still requiring students to make connections among the three dimensions of the LSSS. All points associated with the task contribute to a student's overall score, but the ER item is not a component of the current blueprint and therefore not included in the proportional representation of content assessed by other parts of the test.

Because the assessments at grades 3 and 4 were administered primarily via paper, the item types for these grades were limited to selected-response (i.e., MC and MS), two-part (i.e., TPI and/or or TPD), CR, and task-based ER items. The assessments for grades 5–8 were administered primarily online, so TE items were viable at these grades. However, paper and pencil versions of the assessments for grades 5–8 were made available as accommodated forms for students who were unable to test online. For those forms, TE items were adapted for paper presentation to still address the same content.

The Assessment Frameworks were reviewed by LDOE content and psychometric staff to ensure that the test designs, blueprints, and form designs met the necessary content, reporting, and psychometric requirements.

3. Overview of the Test Development Process

Item Development Plan

Acronyms used in item and test development are presented in the following table.

Table 3.1a
Grades 3–8: Acronyms Used in Item and Test Development

Acronym	Meaning
ARG	Engaging in Argument from Evidence
CCC	Crosscutting Concepts
C/E	Cause and Effect
DATA	Analyzing and Interpreting Data
DCI	Disciplinary Core Ideas
E/M	Energy and Matter
E/S	Constructing Explanations and Designing Solutions
INFO	Obtaining, Evaluating, and Communicating Information
INV	Planning and Carrying Out Investigations
LEAP	Louisiana Educational Assessment Program
LS	Life Science
LSSS	Louisiana Student Standards for Science
MCT	Using Mathematics and Computational Thinking
MOD	Developing and Using Models
PAT	Patterns
PE	Performance Expectation
Q/P	Asking Questions and Defining Problems
S/C	Stability and Change
SEP	Science and Engineering Practices
S/F	Structure and Function
SPQ	Scale, Proportion, and Quantity
SYS	Systems and System Models

The test blueprints that guided item development projections for grade 3 are presented in the following tables.

Table 3.1b
Test Blueprint for LEAP 2025 Grade 3: DCI Domain Coverage

Grade 3: DCI Domain Coverage			
	# of PEs in LSSS	Relative % in LSSS	% by points of all items
ESS	3	20%	15%–25%
LS	8	53%	48%–58%
PS	4	27%	22%–32%
Total	15	100%	

Table 3.1c
Test Blueprint for LEAP 2025 Grade 3: Minimal PE Coverage

Grade 3: Minimal PE Coverage Every PE will be included at least one time in a test			
	SEP	CCC	Min Items
03-ESS2-1	SEP 4 – DATA	CCC 1 – PAT	1
03-ESS2-2	SEP 8 – INFO	CCC 1 – PAT	1
03-ESS3-1	SEP 7 – ARG	CCC 2 – C/E	1
03-LS1-1	SEP 2 – MOD	CCC 1 – PAT	1
03-LS2-1	SEP 7 – ARG	CCC 4 – SYS	1
03-LS3-1	SEP 4 – DATA	CCC 1 – PAT	1
03-LS3-2	SEP 6 – E/S	CCC 2 – C/E	1
03-LS4-1	SEP 4 – DATA	CCC 3 – SPQ	1
03-LS4-2	SEP 6 – E/S	CCC 2 – C/E	1
03-LS4-3	SEP 7 – ARG	CCC 2 – C/E	1
03-LS4-4	SEP 7 – ARG	CCC 4 – SYS	1
03-PS2-1	SEP 3 – INV	CCC 2 – C/E	1
03-PS2-2	SEP 3 – INV	CCC 1 – PAT	1
03-PS2-3	SEP 1 – Q/P	CCC 2 – C/E	1
03-PS2-4	SEP 1 – Q/P	CCC 1 – PAT	1

Table 3.1d
Test Blueprint for LEAP 2025 Grade 3: CCC Coverage

Grade 3: CCC Coverage			
CCC Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of CCC Items
CCC 1 – PAT	6	40%	35%–45%
CCC 2 – C/E	6	40%	35%–45%
CCC 3 – SPQ	1	7%	5%–15%
CCC 4 – SYS	2	13%	8%–18%
CCC 5 – E/M	0	0%	0%
CCC 6 – S/F	0	0%	0%
CCC 7 – S/C	0	0%	0%
Total	15	100%	

Table 3.1e
Test Blueprint for LEAP 2025 Grade 3: SEP Coverage

Grade 3: SEP Coverage			
SEP Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of SEP Items
SEP 1 – Q/P	2	13%	8%–18%
SEP 2 – MOD	1	7%	5%–15%
SEP 3 – INV	2	13%	8%–20%
SEP 4 – DATA	3	20%	15%–25%
SEP 5 – MCT	0	0%	0%
SEP 6 – E/S	2	13%	8%–18%
SEP 7 – ARG	4	27%	22%–32%
SEP 8 – INFO	1	7%	5%–15%
Total	15	100%	

Table 3.1f
Test Blueprint for LEAP 2025 Grade 3: SEP Reporting Category Coverage

Grade 3: SEP reporting category Coverage				
Reporting Category	# PEs in LSSS	Relative % in LSSS	% by Points of SEP Items	Min Points
Reporting Category 1 (SEPs 1 & 3)	4	29%	24%–34%	7
Reporting Category 2 (SEPs 4, 5, 7)	7	50%	45%–55%	7
Reporting Category 3 (SEPs 2 & 6)	3	21%	16%–26%	7
Total	14	100%		

Note: SEP 8 (Obtaining, evaluating, and communicating information) is assumed to be embedded within each reporting category (1–3), so SEP 8 is not being repeated across the reporting categories.

Table 3.1g
Test Blueprint for LEAP 2025 Grade 3: SEP Compared to CCC Ratio

Grade 3: SEP Compared to CCC Ratio		
	Relative Weight in LSSS	Minimum %
SEPs	50%	30%
CCCs	50%	30%

The test blueprints that guided initial item development projections for grade 4 are presented in the following tables.

Table 3.1h
Test Blueprint for LEAP 2025 Grade 4: DCI Domain Coverage

Grade 4: DCI Domain Coverage			
Domain	# of PEs in LSSS	Relative % in LSSS	% by Points of All Items
ESS	6	43%	38%–48%
LS	2	14%	9%–19%
PS	6	43%	38%–48%
Total	14	100%	

Table 3.1i
Test Blueprint for LEAP 2025 Grade 4: Minimal PE Coverage

Grade 4: Minimal PE Coverage Every PE will be included at least one time in a test			
PE	SEP	CCC	Min Items
04-ESS1-1	SEP 6 – E/S	CCC 1 – PAT	1
04-ESS2-1	SEP 3 – INV	CCC 2 – C/E	1
04-ESS2-2	SEP 4 – DATA	CCC 1 – PAT	1
04-ESS2-3	SEP 1 – Q/P	CCC 2 – C/E	1
04-ESS3-1	SEP 8 – INFO	CCC 2 – C/E	1
04-ESS3-2	SEP 6 – E/S	CCC 2 – C/E	1
04-LS1-1	SEP 7 – ARG	CCC 4 – SYS	1
04-LS1-2	SEP 6 – E/S	CCC 2 – C/E	1
04-PS3-1	SEP 6 – E/S	E/M	1
04-PS3-2	SEP 3 – INV	E/M	1
04-PS3-3	SEP 1 – Q/P	E/M	1
04-PS3-4	SEP 6 – E/S	E/M	1
04-PS4-1	SEP 2 – MOD	CCC 1 - PAT	1
04-PS4-2	SEP 2 – MOD	CCC 2 - C/E	1

Table 3.1j
Test Blueprint for LEAP 2025 Grade 4: CCC Coverage

Grade 4: CCC Coverage			
CCC Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of CCC Items
CCC 1 − PAT	3	21%	16%–26%
CCC 2 − C/E	6	43%	38%–48%
CCC 3 − SPQ	0	0%	0%
CCC 4 − SYS	1	7%	5%–15%
CCC 5 − E/M	4	29%	24%–34%
CCC 6 − S/F	0	0%	0%
CCC 7 − S/C	0	0%	0%
Total	14	100%	

Table 3.1k
Test Blueprint for LEAP 2025 Grade 4: SEP Coverage

Grade 4: SEP Coverage			
SEP Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of SEP Items
SEP 1 − Q/P	2	14%	9%–19%
SEP 2 − MOD	2	14%	9%–19%
SEP 3 − INV	2	14%	9%–19%
SEP 4 − DATA	1	7%	5%–15%
SEP 5 − MCT	0	0%	0%
SEP 6 − E/S	5	36%	31%–41%
SEP 7 − ARG	1	7%	5%–15%
SEP 8 − INFO	1	7%	5%–15%
Total	14	100%	

Table 3.1l
Test Blueprint for LEAP 2025 Grade 4: SEP Reporting Category Coverage

Grade 4: SEP Reporting Category Coverage				
SEP Reporting Category	# PEs in LSSS	Relative % in LSSS	% by Points of SEP Items	Min Points
Reporting Category 1 (SEPs 1 & 3)	4	31%	26%–36%	7
Reporting Category 2 (SEPs 4, 5, 7)	2	15%	10%–20%	7
Reporting Category 3 (SEPs 2 & 6)	7	54%	49%–59%	7
Total	13	100%		

Note: SEP 8 (Obtaining, evaluating, and communicating information) is assumed to be embedded within each reporting category (1–3), so SEP 8 is not being repeated across the reporting category.

Table 3.1m
Test Blueprint for LEAP 2025 Grade 4: SEP Compared to CCC Ratio

Grade 4: SEP Compared to CCC Ratio		
	Relative Weight in LSSS	Minimum %
SEPs	50%	30%
CCCs	50%	30%

The test blueprints that guided initial item development projections for grade 5 are presented in the following tables.

Table 3.1n
Test Blueprint for LEAP 2025 Grade 5: DCI Domain Coverage

Grade 5: DCI Domain Coverage			
Domain	# of PEs in LSSS	Relative % in LSSS	% by Points of All Items
ESS	5	38%	33%–43%
LS	2	15%	10%–20%
PS	6	46%	41%–51%
Total	13	100%	

Table 3.1o
Test Blueprint for LEAP 2025 Grade 5: Minimal PE Coverage

Grade 5: Minimal PE Coverage Every PE will be included at least one time in a test			
PE	SEP	CCC	Min Items
05-ESS1-1	SEP 7 – ARG	CCC 3 – SPQ	1
05-ESS1-2	SEP 4 – DATA	CCC 1 – PAT	1
05-ESS2-1	SEP 2 – MOD	CCC 4 – SYS	1
05-ESS2-2	SEP 5 – MCT	CCC 3 – SPQ	1
05-ESS3-1	SEP 6 – E/S	CCC 4 – SYS	1
05-LS1-1	SEP 1 – Q/P	CCC 5 – E/M	1
05-LS2-1	SEP 2 – MOD	CCC 4 – SYS	1
05-PS1-1	SEP 2 – MOD	CCC 3 – SPQ	1
05-PS1-2	SEP 5 – MCT	CCC 5 – E/M	1
05-PS1-3	SEP 3 – INV	CCC 3 – SPQ	1
05-PS1-4	SEP 3 – INV	CCC 2 – C/E	1
05-PS2-1	SEP 7 – ARG	CCC 2 – C/E	1
05-PS3-1	SEP 2 – MOD	CCC 5 – E/M	1

Table 3.1p
Test Blueprint for LEAP 2025 Grade 5: CCC Coverage

Grade 5: CCC Coverage			
CCC Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of CCC Items
CCC 1 – PAT	1	8%	5%–15%
CCC 2 – C/E	2	15%	10%–22%
CCC 3 – SPQ	4	31%	26%–36%
CCC 4 – SYS	3	23%	18%–28%
CCC 5 – E/M	3	23%	18%–28%
CCC 6 – S/F	0	0%	0%
CCC 7 – S/C	0	0%	0%
Total	13	100%	

Table 3.1q
Test Blueprint for LEAP 2025 Grade 5: SEP Coverage

Grade 5: SEP Coverage			
SEP Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of SEP Items
SEP 1 – Q/P	1	8%	3%–13%
SEP 2 – MOD	4	31%	26%–36%
SEP 3 – INV	2	15%	10%–20%
SEP 4 – DATA	1	8%	3%–13%
SEP 5 – MCT	2	15%	10%–20%
SEP 6 – E/S	1	8%	3%–13%
SEP 7 – ARG	2	15%	10%–20%
SEP 8 – INFO	0	0%	–
Total	13	100%	

Table 3.1r
Test Blueprint for LEAP 2025 Grade 5: SEP Reporting Category Coverage

Grade 5: SEP Reporting Category Coverage				
	# of PEs in LSSS	Relative % in LSSS	% by Points of SEP Items	Min Points
Reporting Category 1 (SEPs 1 & 3)	3	23%	18%–28%	7
Reporting Category 2 (SEPs 4, 5, 7)	5	38%	33%–43%	7
Reporting Category 3 (SEPs 2 & 6)	5	38%	33%–43%	7
Total	13	100%		

Note: SEP 8 (Obtaining, evaluating, and communicating information) is assumed to be embedded within each reporting category (1–3), so SEP 8 is not being repeated across the reporting categories.

Table 3.1s
Test Blueprint for LEAP 2025 Grade 5: SEP Compared to CCC Ratio

Grade 5: SEP Compared to CCC Ratio		
	Relative Weight in LSSS	Minimum %
SEPs	50%	30%
CCCs	50%	30%

The test blueprints that guided initial item development projections for grade 6 are presented in the following tables.

Table 3.1t
Test Blueprint for LEAP 2025 Grade 6: DCI Domain Coverage

Grade 6: DCI Domain Coverage			
Domain	# of PEs in LSSS	Relative % in LSSS	% by Points of All Items
ESS	4	21%	16%–26%
LS	5	26%	21%–31%
PS	10	53%	48%–58%
Total	19	100%	

Table 3.1u
Test Blueprint for LEAP 2025 Grade 6: Minimal PE Coverage

Grade 6: Minimal PE Coverage Every PE will be included at least one time in a test			
PE	SEP	CCC	Min Items
06-MS-ESS1-1	SEP 2 – MOD	CCC 1 – PAT	1
06-MS-ESS1-2	SEP 2 – MOD	CCC 4 – SYS	1
06-MS-ESS1-3	SEP 4 – DATA	CCC 3 – SPQ	1
06-MS-ESS3-4	SEP 7 – ARG	CCC 2 – C/E	1
06-MS-LS1-1	SEP 3 – INV	CCC 3 – SPQ	1
06-MS-LS1-2	SEP 2 – MOD	CCC 6 – S/F	1
06-MS-LS2-1	SEP 4 – DATA	CCC 2 – C/E	1
06-MS-LS2-2	SEP 6 – E/S	CCC 1 – PAT	1
06-MS-LS2-3	SEP 2 – MOD	CCC 5 – E/M	1
06-MS-PS1-1	SEP 2 – MOD	CCC 3 – SPQ	1
06-MS-PS2-1	SEP 6 – E/S	CCC 4 – SYS	1
06-MS-PS2-2	SEP 3 – INV	CCC 7 – S/C	1
06-MS-PS2-3	SEP 1 – Q/P	CCC 2 – C/E	1
06-MS-PS2-4	SEP 7 – ARG	CCC 4 – SYS	1
06-MS-PS2-5	SEP 3 – INV	CCC 2 – C/E	1
06-MS-PS4-2	SEP 2 – MOD	CCC 6 – S/F	1
06-MS-PS3-1	SEP 4 – DATA	CCC 3 – SPQ	1
06-MS-PS3-2	SEP 2 – MOD	CCC 4 – SYS	1
06-MS-PS4-1	SEP 5 – MCT	CCC 1 – PAT	1

Table 3.1v
Test Blueprint for LEAP 2025 Grade 6: CCC Coverage

Grade 6: CCC Coverage			
CCC Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of CCC Items
CCC 1 − PAT	3	16%	11%–21%
CCC 2 − C/E	4	21%	16%–26%
CCC 3 − SPQ	4	21%	16%–26%
CCC 4 − SYS	4	21%	16%–26%
CCC 5 − E/M	1	5%	5–10%
CCC 6 − S/F	2	11%	6–16%
CCC 7 − S/C	1	5%	5–10%
Total	19	100%	

Table 3.1w
Test Blueprint for LEAP 2025 Grade 6: SEP Coverage

Grade 6: SEP Coverage			
SEP Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of SEP Items
SEP 1 − Q/P	1	5%	5%–10%
SEP 2 – MOD	7	37%	32%–42%
SEP 3 – INV	3	16%	11%–21%
SEP 4 – DATA	3	16%	11%–21%
SEP 5 – MCT	1	5%	5%–10%
SEP 6 − E/S	2	11%	5%–16%
SEP 7 – ARG	2	11%	5%–16%
SEP 8 – INFO	0	0%	0%
Total	19	100%	

Table 3.1x
Test Blueprint for LEAP 2025 Grade 6: SEP Reporting Category Coverage

Grade 6: SEP Reporting Category Coverage				
SEP Reporting Category	# PEs in LSSS	Relative % in LSSS	% by Points of SEP Items	Min Points
Reporting Category 1 (SEPs 1 & 3)	4	21%	16%–26%	7
Reporting Category 2 (SEPs 4, 5, 7)	6	32%	27%–37%	7
Reporting Category 3 (SEPs 2 & 6)	9	47%	42%–52%	7
Total	19	100%		

Note: SEP 8 (Obtaining, evaluating, and communicating information) is assumed to be embedded within each reporting category (1–3), so SEP 8 is not being repeated across the reporting categories.

Table 3.1y
Test Blueprint for LEAP 2025 Grade 6: SEP Compared to CCC Ratio

Grade 6: SEP Compared to CCC Ratio		
	Relative Weight in LSSS	Minimum %
SEPs	50%	30%
CCCs	50%	30%

The test blueprints that guided initial item development projections for grade 7 are presented in the following tables.

Table 3.1z
Test Blueprint for LEAP 2025 Grade 7: DCI Domain Coverage

Grade 7: DCI Domain Coverage			
Domain	# of PEs in LSSS	Relative % in LSSS	% by Points of All Items
ESS	4	25%	20%–35%
LS	8	50%	45%–55%
PS	4	25%	20%–35%
Total	16	100%	

Table 3.1aa
Test Blueprint for LEAP 2025 Grade 7: Minimal PE Coverage

Grade 7: Minimal PE Coverage Every PE will be included at least one time in a test			
PE	SEP	CCC	Min Items
07-MS-ESS2-4	SEP 2 – MOD	CCC 5 – E/M	1
07-MS-ESS2-5	SEP 3 – INV	CCC 2 – C/E	1
07-MS-ESS2-6	SEP 2 – MOD	CCC 4 – SYS	1
07-MS-ESS3-5	SEP 1 – Q/P	CCC 7 – S/C	1
07-MS-LS1-3	SEP 7 – ARG	CCC 4 – SYS	1
07-MS-LS1-6	SEP 6 – E/S	CCC 5 – E/M	1
07-MS-LS1-7	SEP 2 – MOD	CCC 5 – E/M	1
07-MS-LS2-4	SEP 7 – ARG	CCC 7 – S/C	1
07-MS-LS2-5	SEP 6 – E/S	CCC 7 – S/C	1
07-MS-LS3-2	SEP 2 – MOD	CCC 2 – C/E	1
07-MS-LS4-4	SEP 6 – E/S	CCC 2 – C/E	1
07-MS-LS4-5	SEP 8 – INFO	CCC 2 – C/E	1
07-MS-PS1-2	SEP 4 – DATA	CCC 1 – PAT	1
07-MS-PS1-4	SEP 2 – MOD	CCC 2 – C/E	1
07-MS-PS1-5	SEP 2 – MOD	CCC 5 – E/M	1
07-MS-PS3-4	SEP 3 – INV	CCC 3 – SPQ	1

Table 3.1bb
Test Blueprint for LEAP 2025 Grade 7: CCC Coverage

Grade 7: CCC Coverage			
CCC Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of CCC Items
CCC 1 – PAT	1	6%	1%–11%
CCC 2 – C/E	5	31%	26%–36%
CCC 3 – SPQ	1	6%	1%–11%
CCC 4 – SYS	2	13%	8%–18%
CCC 5 – E/M	4	25%	20%–30%
CCC 6 – S/F	0	0%	0%
CCC 7 – S/C	3	19%	14%–24%
Total	16	100%	

Table 3.1cc
Test Blueprint for LEAP 2025 Grade 7: SEP Coverage

Grade 7: SEP Coverage			
SEP Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of SEP Items
SEP 1 – Q/P	1	6%	5%–15%
SEP 2 – MOD	6	38%	33%–43%
SEP 3 – INV	2	13%	8%–18%
SEP 4 – DATA	1	6%	5%–15%
SEP 5 – MCT	0	0%	0%
SEP 6 – E/S	3	19%	14%–24%
SEP 7 – ARG	2	13%	8%–18%
SEP 8 – INFO	1	6%	5%–15%
Total	16	100%	

Table 3.1dd
Test Blueprint for LEAP 2025 Grade 7: SEP Reporting Category Coverage

Grade 7: SEP Reporting Category Coverage				
SEP Reporting Category	# PEs in LSSS	Relative % in LSSS	% by Points of SEP Items	Min Points
Reporting Category 1 (SEPs 1 & 3)	3	20%	15%–25%	7
Reporting Category 2 (SEPs 4, 5, 7)	3	20%	15%–25%	7
Reporting Category 3 (SEPs 2 & 6)	9	60%	55%–65%	7
Total	15	100%		

Note: SEP 8 (Obtaining, evaluating, and communicating information) is assumed to be embedded within each reporting category (1–3), so SEP 8 is not being repeated across the reporting categories.

Table 3.1ee
Test Blueprint for LEAP 2025 Grade 7: SEP Compared to CCC Ratio

Grade 7: SEP Compared to CCC Ratio		
	Relative Weight in LSSS	Minimum %
SEPs	50%	30%
CCCs	50%	30%

The test blueprints that guided initial item development projections for grade 8 are presented in the following tables.

Table 3.1ff
Test Blueprint for LEAP 2025 Grade 8: DCI Domain Coverage

Grade 8: DCI Domain Coverage			
Domain	# of PEs in LSSS	Relative % in LSSS	% by Points of All Items
ESS	7	37%	32%–42%
LS	7	37%	32%–42%
PS	5	26%	21%–31%
Total	19	100%	

Table 3.1gg
Test Blueprint for LEAP 2025 Grade 8: Minimal PE Coverage

Grade 8: Minimal PE Coverage Every PE will be included at least one time in a test			
PE	SEP	CCC	Min Items
08-MS-ESS1-4	SEP 6 – E/S	CCC 3 – SPQ	1
08-MS-ESS2-1	SEP 2 – MOD	CCC 7 – S/C	1
08-MS-ESS2-2	SEP 6 – E/S	CCC 3 – SPQ	1
08-MS-ESS2-3	SEP 4 – DATA	CCC 1 – PAT	1
08-MS-ESS3-1	SEP 6 – E/S	CCC 2 – C/E	1
08-MS-ESS3-2	SEP 4 – DATA	CCC 1 – PAT	1
08-MS-ESS3-3	SEP 6 – E/S	CCC 2 – C/E	1
08-MS-LS1-4	SEP 7 – ARG	CCC 2 – C/E	1
08-MS-LS1-5	SEP 6 – E/S	CCC 2 – C/E	1
08-MS-LS3-1	SEP 2 – MOD	CCC 6 – S/F	1
08-MS-LS4-1	SEP 4 – DATA	CCC 1 – PAT	1
08-MS-LS4-2	SEP 6 – E/S	CCC 1 – PAT	1
08-MS-LS4-3	SEP 4 – DATA	CCC 1 – PAT	1
08-MS-LS4-6	SEP 5 – MCT	CCC 2 – C/E	1
08-MS-PS1-1	SEP 2 – MOD	CCC 3 – SPQ	1
08-MS-PS1-3	SEP 8 – INFO	CCC 6 – S/F	1
08-MS-PS1-6	SEP 6 – E/S	CCC 5 – E/M	1
08-MS-PS3-3	SEP 6 – E/S	CCC 5 – E/M	1
08-MS-PS3-5	SEP 7 – ARG	CCC 5 – E/M	1

Table 3.1hh
Test Blueprint for LEAP 2025 Grade 8: CCC Coverage

Grade 8: CCC Coverage			
CCC Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of CCC Items
CCC 1 − PAT	5	26%	21%–31%
CCC 2 − C/E	5	26%	21%–31%
CCC 3 − SPQ	3	16%	11%–21%
CCC 4 − SYS	0	0%	0%
CCC 5 − E/M	3	16%	11%–21%
CCC 6 − S/F	2	11%	5%–16%
CCC 7 − S/C	1	5%	1%–11%
Total	19	100%	

Table 3.1ii
Test Blueprint for LEAP 2025 Grade 8: SEP Coverage

Grade 8: SEP Coverage			
SEP Overall	# in PEs in LSSS	Relative % in LSSS	% by Points of SEP Items
SEP 1 − Q/P	0	0%	0%
SEP 2 − MOD	3	16%	11%–21%
SEP 3 − INV	0	0%	0%
SEP 4 − DATA	4	21%	16%–26%
SEP 5 − MCT	1	5%	5%–15%
SEP 6 − E/S	8	42%	37%–42%
SEP 7 − ARG	2	11%	5%–16%
SEP 8 − INFO	1	5%	5%–15%
Total	19	100%	

Table 3.1jj
Test Blueprint for LEAP 2025 Grade 8: SEP Reporting Category Coverage

Grade 8: SEP Reporting Category Coverage				
SEP Reporting Category	# PEs in LSSS	Relative % in LSSS	% by Points of SEP Items	Min Points
Reporting Category 1 (SEPs 1 & 3)	0			7
Reporting Category 2 (SEPs 4, 5, 7)	7	39%	34%–44%	7
Reporting Category 3 (SEPs 2 & 6)	11	61%	56%–66%	7
Total	18	100%		

Note: SEP 8 (Obtaining, evaluating, and communicating information) is assumed to be embedded within each reporting category (1–3), so SEP 8 is not being repeated across the reporting category.

Table 3.1kk
Test Blueprint for LEAP 2025 Grade 8: SEP Compared to CCC Ratio

Grade 8: SEP Compared to CCC Ratio		
	Relative Weight in LSSS	Minimum %
SEPs	50%	30%
CCCs	50%	30%

The assessment item development plans were created in conjunction with LDOE content staff. The development plans allowed for item attrition throughout the item development process, including reviews by LDOE assessment staff and by a content and bias review committee consisting of Louisiana educators. In addition, the number of items to be field tested also allowed for item loss due to deviations from psychometric criteria for item statistics based on student performance.

The development plans and the content distribution determined the focus of the item and tasks and standalone items to be developed. This section describes the processes used to develop the item sets, tasks, and standalone items. Tables 3.2a–f show the item development plans for the number of items developed by WestEd by reporting category for grades 3–8. Note that the test design specified that the test alternates by year between field testing item sets and tasks. Spring 2019 was designated as an "item set" year for field testing, therefore no tasks were proposed for development.

Table 3.2a
Number of Items Developed for Grade 3 Assessment for Item Sets, Tasks, and Standalone Items

	Total Number of Sets	1-pt SRs	1-pt TEs	2-pt TEs	TPD/ TPI	ER	CR	Total Number of Items (non-ER/CR)
Item Sets	2	10			8	0	2	18
Tasks	0	0	0	0	0	0	0	0
Standalone Items	n/a	11	0	0	3	0	0	14

Table 3.2b
Number of Items Developed for Grade 4 Assessment for Item Sets, Tasks, and Standalone Items

	Total Number of Sets	1-pt SRs	1-pt TEs	2-pt TEs	TPD/ TPI	ER	CR	Total Number of Items (non-ER/CR)
Item Sets	3	15	0	0	12	0	3	27
Tasks	0	0	0	0	0	0	0	0
Standalone Items	n/a	11	0	0	3	0	0	14

Table 3.2c

Number of Items Developed for Grade 5 Assessment for Item Sets, Tasks, and Standalone Items

	Total Number of Sets	1-pt SRs	1-pt TEs	2-pt TEs	TPD/ TPI	ER	CR	Total Number of Items (non-ER/CR)
Item Sets*	2	7	5	3	5	0	2	20
Tasks	0	0	0	0	0	0	0	0
Standalone Items	n/a	6	5	0	3	0	0	14

Note: *Two items were developed for an existing item set that needed two additional 1-pt items to be usable on a form.

Table 3.2d

Number of Items Developed for Grade 6 Assessment for Item Sets, Tasks, and Standalone Items

	Total Number of Sets	1-pt SRs	1-pt TEs	2-pt TEs	TPD/ TPI	ER	CR	Total Number of Items (non-ER/CR)
Item Sets	3	10	5	3	8	0	4	30
Tasks	0	0	0	0	0	0	0	0
Standalone Items	n/a	5	3	2	4	0	0	14

Table 3.2e
Number of Items Developed for Grade 7 Assessment for Item Sets, Tasks, and Standalone Items

	Total Number of Sets	1-pt SRs	1-pt TEs	2-pt TEs	TPD/ TPI	ER	CR	Total Number of Items (non-ER/CR)
Item Sets	3	12	3	5	7	0	3	27
Tasks*	1	0	0	3	1	0	0	4
Standalone Items	n/a	8	0	2	4	0	0	14

Note: *Four items were developed for an existing task that needed additional 2-pt items to be useable on a test form.

Table 3.2f
Number of Items Developed for Grade 8 Assessment for Item Sets, Tasks, and Standalone Items

	Total Number of Sets	1-pt SRs	1-pt TEs	2-pt TEs	TPD/ TPI	ER	CR	Total Number of Items (non-ER/CR)
Item Sets	3	9	5	7	6	0	3	30
Tasks	0	0	0	0	0	0	0	0
Standalone Items	n/a	7	1	4	2	0	0	14

Proposal and Review of Topics and Sources

Performance Expectation Bundling

In the previous item development cycle, WestEd used the 2017 LSSS to recommend how performance expectations could be bundled in a task or item set to ensure that the breadth of all dimensions of constituent PEs is assessed in a meaningful way. Key to this bundling was the need to ensure that paired PEs and phenomena achieved a "natural fit." Therefore, not all PEs were bundled, some PEs appeared in more than one bundle, and some PEs were bundled across content domains. Based on the specific nature of the performance expectations comprising each bundle, the LDOE and WestEd determined that some item sets and tasks would allow for a "mix and match" approach in which the disciplinary core idea (DCI) and crosscutting concept (CCC) for one PE in a bundle could be used to develop items aligned to the other PE in the bundle. Within each task or item set, each item was given a primary assignment to one PE (DCI, SEP, and/or CCC) in the bundle, and to two or three of the dimensions comprising the three-dimensional structure of the performance expectation. However, the items in each item set or task worked together to assess the multidimensional nature of the performance expectations bundle.

In the 2018–2019 item development cycle, additional PE bundles were proposed to LDOE. Table 3.3a shows the bundles approved by the LDOE by grade, as well as the number of approved bundles that then were targeted for development in the 2018–2019 development cycle.

Table 3.3a
PE Bundling by Grade

Grade	Total Number of PE Bundles Approved	Number of Bundles Targeted for Development
3	17	2
4	17	2
5	17	2
6	16	3
7	19	3
8	20	3

Phenomena Selection and Outline Development

Phenomena describe observable events in nature and include relevant data, images, and text that provide students with the information they need to engage in the scientific practices described in the LSSS. The stimuli for the LEAP 2025 grade 3–8 assessment are anchored on a scientific phenomenon described by text, images, tables, graphs, models, and graphic organizers created by WestEd's Design Team.

Phenomena and bundles were chosen to represent the breadth of assessable science content. As part of the item development plan, all PEs were aligned to at least one standalone item or to an item in an item set.

After studying the LSSS, the content lead generated lists of bundled and associated phenomena for item sets.

When identifying a phenomenon, the content lead considered:

- the emphasis of each performance expectation, as described in the clarification statements for each performance expectation;
- whether a proposed phenomenon was rich enough to support the required number of items, including overage;
- whether the phenomenon fit with the "PE bundles" developed earlier to provide meaningful, three-dimensional assessment of performance expectations; and
- whether the phenomenon was well suited for an item set (rather than a task).

Phenomena were chosen to represent the breadth of content described by the LSSS. The process of determining phenomena and associated bundles was iterative and included the identification of phenomena that could be assessed with a particular bundle, as well as understanding the need to assess PEs that had not been assessed in the previous field test.

Matching Phenomena to Item Sets

As the test design called for item sets and tasks to be field tested in alternate years, only item sets were targeted for development for the 2018–2019 development cycle. The narrowing of set types to item sets influenced the selection of phenomena. Like the tasks, the item sets are phenomena-based, but unlike the tasks, they are made up of independent items that do not necessarily build upon each other. Also, unlike the tasks, the items in the item sets do not scaffold to help discriminate student performance levels, do not require a specific order, and do not contain a three-dimensional extended-response (ER) item. For the 2018–2019 development cycle, WestEd developed three item sets per grade. Although an item set does not need to contain a constructed-response (CR) item, WestEd developed CRs for all item sets and for every reporting category. In some cases, more than one CR was developed per item set. Table 3.3b shows the total number of CRs developed per grade.

Table 3.3b
Constructed-Response Item Development by Grade

Grade	Number of CRs Developed
3	2
4	2
5	2
6	4
7	3
8	3

For the item sets, WestEd offered a document containing descriptions of phenomena associated with bundles to the LDOE to review prior to item development. Table 3.3c shows the number of phenomena submitted to the LDOE for grades 3–8.

Table 3.3c
Phenomena Submitted by Grade

Grade	Number of Phenomena Submitted
3	7
4	5
5	6
6	7
7	9
8	9

Based on the list, the LDOE identified 2 phenomena at grades 3 through 6, and 3 phenomena at grades 7 and 8 to be developed into stimuli for the item sets. At grade 3, two item sets developed in the 2017–2018 year were carried forward for use in the 2018–2019 year. For grades 4 through 6, one phenomenon submitted during the 2017–2018 development cycle was also identified for development. Upon approval of the phenomena, WestEd submitted item outlines containing stimuli and item descriptions to the LDOE. Once the item outlines were approved, item development for the item sets began.

In contrast to item sets and tasks, standalone items reflected independent content and are supported by a focus. A focus differs from a phenomenon in that it explores only certain key aspects of an event and is typically supported by less data. As stated previously, the standalone items were included within the blueprints to provide greater coverage of the standards assessed and to provide flexibility in meeting the blueprints and test characteristic curve targets across test administrations. The WestEd content lead developed the foci for standalone items, based on standards that lacked coverage across the item sets and tasks. Consequently, these items were developed last. For standalone items, WestEd submitted the items and corresponding foci simultaneously; there was no separate focus approval phase for these items.

Outline and Stimuli Development

WestEd used both experienced internal and external science assessment editors to develop the phenomena-based stimuli for item sets. Before the editors began the process, the WestEd content lead trained them on the process of conducting an effective internet search for science articles on the LDOE's objectives, as well as training in universal design and bias and sensitivity issues. For an outline of the training, see Appendix A for the LEAP 2025 Grades 3–8 Training Agenda (2018–2019).

To support the outline development process, writers were given the LSSS. They were also provided specific item set templates that described the PE bundle to be written to, as well as the point value, item types, dimensional alignment of each of the items in the set, and whether the dimensions of the bundled PEs could be mixed or matched. The outline contained space for writers to enter the primary sources they used in researching their phenomenon and writing their stimulus, space for the writers to include a draft of the stimulus and its supporting data, as well as space to describe each item and its metadata. Writers submitted their item outlines to the editors, who finalized the item set outlines before they were submitted to the content lead and manager for senior review. After this review, the outlines were submitted to the LDOE.

Evaluating the Reading Level of Stimuli. WestEd performed Lexile and ATOS analyses on each stimulus to obtain quantitative measures of the readability of the texts. The Lexile Analyzer, developed by MetaMetrics, analyzes the semantic and syntactic features of a text and assigns it a Lexile measure. MetaMetrics also provides grade-level ranges corresponding to Lexile ranges. It should be noted that the grade-level ranges include overlap across grade levels. The ATOS text analysis tool, developed by Renaissance Learning, considers the most important predictors of text complexity, including average sentence length and average word length, and uses a graded vocabulary list of more than 100,000 words to analyze word difficulty level. It reports on a grade-level scale. In addition to the Lexile and ATOS measures, the LSSS were used as an additional measure of grade-level appropriateness. WestEd and the LDOE also drew on the professional experience of educators, during Content and Bias Committee review, to verify that sources would be accessible to students, and made changes based on their feedback. Most of the stimuli developed for the assessments were found to be below or at grade level; however, some of the science vocabulary was evaluated as above grade level. In those cases, additional

support such as parenthetical definitions (glossing) was included for necessary science content words that were above grade level and for words or phrases that were thought to be sources of potential confusion for students. The appropriateness of the stimuli for both content and readability was an explicit part of the content review process with Louisiana teachers.

Item Writing and Review Process

WestEd employed a cadre of item writers for the grades 3–8 assessment. All writers' resumes were approved by the LDOE before engaging in any item development activities. As the first step in the item writing process, the WestEd content lead provided a webinar training to all writers in January 2018. For an outline of the information covered, see Appendix A for the LEAP 2025 Grades 3–8 Item Training Agenda (2018–2019). In the training, writers were provided context for the assessment, including LDOE expectations, the LSSS, and a review of best practices for item development. The item writers were provided the approved item topics and drafts of the stimuli, as well as item outlines that provided explanations of the phenomena underlying the item sets. Item writers were also provided with alignment to the Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas of the LSSS, and guidance on how each item set should be developed. The use of item set overviews allowed WestEd to provide direction for the items developed during the development cycle. For standalone development, item writers were provided with assignments that indicated the number of items to write to each performance expectation, as well as the specific dimensions to align to for each item.

The item writing assignments for each set also specified the set type, the item types (e.g., SR, MS, TE, TPI, TPD, CR, ER), and the number of items to be written, as well as potential item stems to be used for each item. Significant attention was devoted to understanding how to write TE items as well as scoring guides for CR items. Although all the writers were science writers with experience in writing three-dimensional items, WestEd also gave instructions in basic assessment item writing principles. Writers were instructed to make certain that the vocabulary and context of the items were grade-level appropriate, to ensure that the distracters were incorrect but plausible, and to avoid cueing and outliers in the items. Writers were also provided training in universal design and bias/sensitivity. A variety of items were presented and reviewed using universal design and bias/sensitivity lenses. This training also included an overview of these topics (see Appendix A for the

LEAP 2025 Grades 3–8 Item Writer Training Agenda). WestEd provided training and feedback to the writers throughout the development cycle, as the LDOE and WestEd gained a clearer understanding of how the stimuli, items, and sets worked together.

WestEd provided additional training to a subset of editors outlining the specific responsibilities for those who served as editors for the grades 3–8 assessment. For an outline of the information covered, see Appendix A for the LEAP 2025 Grades 3–8 Training Agenda (2018–2019). Items went through two rounds of content editing that examined characteristics of items including alignment to the dimensions of the performance expectations of the LSSS, content accuracy, cognitive complexity, and quality of distractors. Items then went through one round of proofreading, which focused on grammar, usage, and consistent style of graphics, and a final round of review before being submitted to the LDOE for their first round of review.

Item Development Platform. Items were developed in Assessment Banking and Building solutions for Interoperable assessment (ABBI), Pearson's proprietary item development platform. In addition to the items and stimuli, the platform captured item metadata and allowed viewers to preview items using Pearson's format viewer (TestNav 8). In this view, items appeared together with all of the associated stimuli in the set. The ability to examine the items and stimuli as a set was critical in the item review and in the evaluation of the sets' content and cognitive demands on students.

Style Guidelines. Style guidelines continue to be based on documentation established with the LEAP 2025 Social Studies and U.S. History assessments. This documentation was amended and updated as the development cycle progressed. When questions of style arose that were unanswered by existing documentation, WestEd consulted the LDOE, and approved changes were added to the project style guide.

LDOE Content Review. As writing and editing for batches of item sets and standalone items were completed, these batches were sent to the LDOE for review by the LDOE Science Assessment Coordinators; Director of Assessment Development for Math, Science, and Special Populations; Elementary Assessment Coordinator; Special Populations Assessment Coordinator; and Science Program Coordinator. Feedback from the LDOE review was implemented before the content and bias review meetings.

Content and Bias Review. After the completion of item development, WestEd coordinated face-to-face content and bias review meetings, convened in Baton Rouge. The meetings were led by facilitators from the LDOE and from WestEd. Participants included current classroom teachers, retired teachers, content specialists, and school administrators. For the content and bias review meeting, participants completed nondisclosure agreements as part of the activities. The recruitment process, conducted by LDOE staff, also included participants from regions across the state. Participants represent the population of Louisiana students served—including special education, English Learners, students with disabilities—as well as the diverse geographic and demographic composition of the state. Table 3.4 provides the demographic characteristics of the review committee.

Table 3.4
Representation of Educators Participating in 2018–2019 Content and Bias Reviews

Grade Level	3	4	5	6	7	8
Classroom Teacher	7	5*	9	4	5	7
Content/Curriculum Specialist	0	0	0	0	0	1
Instructional Lead	0	1	1	1	2	0
School Administrator	0	0	0	0	1	0
Other Staff	0	0	0	0	0	0
ELL Teacher	0	0	0	0	0	0
Language Immersion Teacher	0	0	0	0	0	0
Special Education Teacher	0	0	0	1	0	0
Special Ed Teacher – Gifted	0	0	0	0	0	0
Visually or Hearing Impaired Teacher	0	0	0	1	1	1
Hispanic and White	0	0	0	0	0	0
Asian and White	0	0	1	0	0	0
Black or African American	0	0	2	0	2	2
Asian	0	0	1	0	0	0
Hispanic/Latino	0	0	0	0	0	0
White	9	6	6	7	7	7
Male	1	0	0	2	3	2
Female	8	6	10	5	6	7
Total Participants	9	6	10	7	9	9

Note: As teachers may fulfill multiple roles, at some grades representation of roles may exceed number of total participants.
*Teacher is transitioning to instructional coach.

Before the committee members began the item review process, they received an orientation from the LDOE about the LEAP 2025 science assessments, and the WestEd content lead provided training on the criteria for evaluating items for content and bias considerations and the use of ABBI for item review. The committee members individually reviewed PE, SEP, DCI, and CCC alignment for each item and recorded the degree of alignment for each dimension and overall alignment on a worksheet on a scale of 0 (not aligned) to 3 (well aligned), referring to LSSS Appendix A (Learning Progressions). An item was considered to have a high degree of alignment if it aligned to the particular bullet

listed in the PE. An item was considered to have a lower degree of alignment if it aligned to another bullet listed in the learning progression for that SEP or CCC. Committee members also recorded whether the science for each item was accurate and whether each item was free of bias. Areas of concern considered included opportunity and access, portrayal of groups represented, and protecting privacy and avoiding offensive content.

After the review of each item, each member voted in ABBI on whether to accept, accept with edits, or reject each item, recording comments for any item where they noted issues with science accuracy or bias. (If participants skipped an item or chose not to record a decision for a given item, the system registered the response as "No Vote" for that individual review. "No Vote" was recorded as the consensus rating when an initial group decision on an item was not reached, and the committee failed to return to that item and register a final vote to accept, revise, or reject the item.) Participants used personal laptops or laptops provided by WestEd to access ABBI. At the end of each day, WestEd made certain that the participants cleared their computer caches and deleted their download histories for the day. WestEd monitored participants to be sure that they did not use their cell phones at the table. WestEd also collected all materials at the end of each day, including notepads provided to the participants to write notes on as they reviewed the items.

Following the individual reviewers' votes, the group came together to view and discuss each stimulus and item as it was projected on-screen with the goal of achieving consensus. The WestEd facilitators compiled detailed notes about committee decisions for implementation after the review. Because of the limited time available, there was not a review and discussion of every set as a full committee. In those cases, the LDOE facilitator reviewed the individual comments of the participants and provided a final decision for those items and stimuli.

Results of Content Review. The results of the reviewers' individual judgments were captured in ABBI. Tables 3.5a–g provide these results for grades 3–8, based on the participants' individual votes on each item following their initial review.

Table 3.5a

Grade 3 Vote Totals Based on Individual Votes Following Initial Review

Item Type	*N* Items	Accept	Accept with Edits	No Vote	Reject	Total
CR	3	25	2	0	0	27
ER	0	0	0	0	0	0
MC	22	189	8	0	0	197
MS	4	34	1	0	0	35
TPD	11	87	8	2	1	98
TPI	4	33	3	0	0	36
Stimulus	3	20	1	0	0	21
All Grade 3	47	388	23	2	1	414

Table 3.5b

Grade 4 Vote Totals Based on Individual Votes Following Initial Review

Item Type	*N* Items	Accept	Accept with Edits	No Vote	Reject	Total
CR	3	18	0	0	0	18
ER	0	0	0	0	0	0
MC	23	113	21	2	0	136
MS	3	16	2	0	0	18
TPD	8	35	10	1	1	47
TPI	7	40	2	0	0	42
Stimulus	3	15	1	0	0	16
All Grade 4	47	237	36	3	1	277

Table 3.5c

Grade 5 Vote Totals Based on Individual Votes Following Initial Review

Item Type	*N* Items	Accept	Accept with Edits	No Vote	Reject	Total
CR	3	23	4	0	0	27
ER	0	0	0	0	0	0
MC	12	107	8	3	0	118
MS	3	20	10	0	0	30
TE	16	113	39	2	2	156
TPD	3	25	4	0	0	29
TPI	7	40	28	0	1	69
Stimulus	3	18	2	1	0	21
All Grade 5	47	346	95	6	3	450

Table 3.5d

Grade 6 Vote Totals Based on Individual Votes Following Initial Review

Item Type	*N* Items	Accept	Accept with Edits	No Vote	Reject	Total
CR	4	23	3	0	0	26
ER	0	0	0	0	0	0
MC	10	57	10	0	0	67
MS	5	26	7	0	1	34
TE	13	73	13	1	1	88
TPD	9	46	11	0	1	58
TPI	3	13	5	0	1	19
Stimulus	3	16	2	0	0	18
All Grade 6	44	254	51	1	4	310

Table 3.5e

Grade 7 Vote Totals Based on Individual Votes Following Initial Review

Item Type	*N* Items	Accept	Accept with Edits	No Vote	Reject	Total
CR	3	16	3	0	0	19
ER	0	0	0	0	0	0
MC	11	87	14	2	0	103
MS	8	60	7	0	0	67
TE	9	66	13	2	0	81
TPD	5	33	5	1	0	39
TPI	5	36	7	3	0	46
Stimulus	3	10	0	0	0	10
All Grade 7	44	308	49	8	0	365

Table 3.5f

Grade 8 Vote Totals Based on Individual Votes Following Initial Review

Item Type	*N* Items	Accept	Accept with Edits	No Vote	Reject	Total
CR	3	20	3	0	0	23
ER	0	0	0	0	0	0
MC	12	91	15	0	0	106
MS	4	34	1	0	0	35
TE	17	120	26	1	0	147
TPD	6	45	4	0	0	49
TPI	2	13	3	0	0	16
Stimulus	3	10	1	0	0	11
All Grade 8	47	333	53	1	0	387

At the end of the meeting, consensus votes for each grade were compiled. The number of rejected items per grade is shown in the following table. All other items reviewed at each grade were either accepted as is or accepted with edits. None of the item sets were rejected by the committee.

Table 3.5g
Consensus Votes by Grade

Grade	Number of Rejected Items
3	0
4	0
5	0
6	0
7	0
8	0

Post-Review Finalization. After the content and bias review, the WestEd staff implemented the committee's feedback and then met virtually with LDOE staff for reconciliation. WestEd provided records of all implemented changes to the LDOE prior to the virtual reconciliation meetings. During the reconciliation meeting, content leads from the LDOE and WestEd reviewed items to ensure that the items reflected the content, clarity, and style appropriate for inclusion in the field test. Following the reconciliation meetings, which focused on the finalization of item content, the LDOE and WestEd content leads worked together to finalize the scoring guides for CR and ER items through a separate series of communications. Once all content considerations were resolved, all items and stimuli went through a final formal fact-check by content editors and two additional rounds of proofreading. Any changes resulting from these reviews were submitted to the LDOE for approval.

4. Construction of Embedded Test Forms

Test Design

To assess the integrated nature of the content, practices, and crosscutting concepts of the LSSS, the LEAP 2025 3–8 Science Assessments involved a set-based design. The tests included item sets and a task, each anchored by a common stimulus or stimuli. Additionally, standalone items were included to support meeting the specific targets of the test blueprint. Table 4.1a shows the Test Design for Science Grade 3.

Table 4.1a
Test Design for Science Grade 3

Test Session	Numbers of Items
Session 1: One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
OP Standalone Items	7 OP Standalone SR Items 2 OP Standalone TPD/TPI Items
Session 2: One OP Task	2 OP Task SR Items 2 OP Task TPD/TPI Items 1 OP Task ER Item
One FT Item Set	2 FT Item Set SR Items 1–2 FT Item Set TPD/TPI Item 0–1 FT Item Set CR Items
Session 3: One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
OP Standalone Items	8 OP Standalone SR Items 1 OP Standalone TPD/TPI Items
FT Standalone Items	0–2 FT Standalone SR Items 0–2 FT Standalone TPD/TPI Items
Total Items Field Tested Across Forms for Grade 3	11 FT Standalone SR Items 5 FT Standalone TPD/TPI Items 12 FT Item Set SR Items 8 FT Item Set TPD/TPI Items 4 Item Set CR Items

Note: Students do not complete more than one CR per item set. There were a total of 3 operational CR items per form. Item sets field tested included two item sets developed in 2018.

Table 4.1b shows the Test Design for Science Grade 4.

Table 4.1b
Test Design for Science Grade 4

Test Session	Numbers of Items
Session 1: One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
OP Standalone Items	2 OP Standalone SR Items 1 OP Standalone TPD/TPI Items
FT Standalone Item	0–1 FT Standalone SR Items 0–1 FT Standalone TPD/TPI Items
Session 2: One OP Task	2 OP Task SR Items 2 OP Task TPD/TPI Items 1 OP Task ER Item
One FT Item Set	2 FT Task SR Items 2 FT Task TPD/TPI Items 0–1 FT Item Set CR Items
OP Standalone Items	2 OP Standalone SR Items 1 OP Standalone TPD/TPI Items
FT Standalone Item	0–1 FT Standalone SR Items 0–1 FT Standalone TPD/TPI Items
Session 3: One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
OP Standalone Items	9 OP Standalone SR Items 1 OP Standalone TPD/TPI Items
FT Standalone Items	0–2 FT Standalone SR Items 0–2 FT Standalone TPD/TPI Items

Test Session	Numbers of Items
Total Items Field Tested Across Forms for Grade 4	12 FT Standalone SR items 4 FT Standalone TPD/TPI Items 12 FT Item Set SR Items 8 FT Item Set TPD/TPI Items 4 Item Set CR Items

Note: Students did not complete more than one CR per item set. There were a total of 3 operational CRs per form. Item sets field tested included one item set developed in 2018.

Table 4.1c shows the Test Design for Science Grades 5–8.

Table 4.1c
Test Design for Science Grades 5–8

Test Session	Numbers of Items
Session 1: One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
OP Standalone Items	2 OP Standalone SR Items 1 OP Standalone TPD/TPI Items
FT Standalone Item	0–1 FT Standalone SR Items 0–1 FT Standalone TPD/TPI Items
Session 2: One OP Task	2 OP Task SR Items 2 OP Task TPD/TPI Items 1 OP Task ER Item
One FT Item Set	2 FT Item Set SR Items 2 FT Item Set TPD/TPI Items 0–1 FT Item Set CR Items
OP Standalone Items	1 OP Standalone SR Item 2 OP Standalone TPD/TPI Items
FT Standalone Item	0–1 FT Standalone SR Items 0–1 FT Standalone TPD/TPI Items
Session 3: One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
One OP Item Set	2 OP Item Set SR Items 1–2 OP Item Set TPD/TPI Items 0–1 OP Item Set CR Items
OP Standalone Items	8 OP Standalone SR Items 2 OP Standalone TPD/TPI Items
FT Standalone Items	0–2 FT Standalone SR Items 0–2 FT Standalone TPD/TPI Items

Test Session	Numbers of Items
Total Items Field Tested Across Forms for Grade 5	6 FT Standalone SR Items 5 FT Standalone TE Items 3 FT Standalone TPD/TPI Items 10 FT Item Set SR Items 12 FT Item Set TE Items 7 FT Item Set TPD/TPI Items 3 FT Item Set CR Items
Total Items Field Tested Across Forms for Grade 6	5 FT Standalone SR Items 5 FT Standalone TE Items 4 FT Standalone TPD/TPI Items 7 FT Item Set SR Items 7 FT Item Set TE Items 7 FT Item Set TPD/TPI Items 3 FT Item Set CR Items
Total Items Field Tested Across Forms for Grade 7	8 FT Standalone SR Items 2 FT Standalone TE Items 4 FT Standalone TPD/TPI Items 13 FT Item Set SR Items 11 FT Item Set TE Items 5 FT Item Set TPD/TPI Items 3 FT Item Set CR Items
Total Items Field Tested Across Forms for Grade 8	7 FT Standalone SR Items 5 FT Standalone TE Items 2 FT Standalone TPD/TPI Items 8 FT Item Set SR Items 9 FT Item Set TE Items 4 FT Item Set TPD/TPI Items 3 FT Item Set CR Items

Note: Students did not complete more than one CR per item set. There were a total of 3 operational CRs per form. For grade 6 only, item sets field tested included one item set developed in 2018.

Initial Construction

The purpose of the spring 2019 forms construction activities was to create operational forms using the spring 2018 field test and to embed field test items in the spring 2019 form for potential use in future operational assessments. This section describes the process used to create operational and field test forms.

Operational Form

Data review-approved items from the spring 2018 field test were available for use on the spring 2019 operational assessments. (See the *LEAP 2025 Science 3–8 Technical Report: 2017–2018 Field Test* for results from the data review and reconciliation of the spring 2018 field test items.)

For each of grades 3 through 8, WestEd completed item selection for one operational (OP) form and one administrative error (AE) form for the spring 2019 administration. WestEd worked with the LDOE content staff to select items for the forms following the data review meeting in September and submitted these forms to Pearson psychometricians for consideration before formal submission to the LDOE for approval. The operational and administrative error forms were designed to adhere to the blueprint for Biology and exhibit the broadest possible balance of breadth of PE coverage. Based on these considerations, the WestEd content lead selected the task first and followed with a combination of item sets and standalone items that would ensure that the relative distribution of score points by reporting category would meet the blueprints for the operational assessment and administrative error forms for grades 3–8 while avoiding similar content and topics across the balance of items and item types. Table 4.2a–f provides the operational test composition for grade 3 for spring 2019.

Table 4.2a
LEAP 2025 Grade 3: Operational Test Composition

Item Sets/Item Types	Total Sets	Total Items per Set	Total Points per Set	SR	CR, Two-Part	ER	Total Items	Total Points
4-Item Set	4	4	6	2	2		16	24
Standalone items	1	18	21	15	3		18	21
Task	1	5	12	2	2	1	5	12
Totals	–	–	–	19	7	1	39	57

Table 4.2b
LEAP 2025 Grade 4: Operational Test Composition

Item Sets/Item Types	Total Sets	Total Items per Set	Total Points per Set	SR	CR, Two-Part	ER	Total Items	Total Points
4-Item Set	5	4	6	2	2		20	30
Standalone items	1	16	19	13	3		16	19
Task	1	5	12	2	2	1	5	12
Totals	–	–	–	17	7	1	41	61

Table 4.2c
LEAP 2025 Grade 5: Operational Test Composition

Item Sets/Item Types	Total Sets	Total Items per Set	Total Points per Set	SR, 1-pt TE	CR, 2-pt TE, Two-Part	ER	Total Items	Total Points
4-Item Set	5	4	6	2	2		20	30
Standalone items	1	16	22	10	6		16	22
Task	1	5	15	2	2	1	5	15
Totals	–	–	–	14	10	1	41	67

Table 4.2d
LEAP 2025 Grade 6: Operational Test Composition

Item Sets/Item Types	Total Sets	Total Items per Set	Total Points per Set	SR, 1-pt TE	CR, 2-pt TE, Two-Part	ER	Total Items	Total Points
4-Item Set	5	4	6	2	2		20	30
Standalone items	1	16	22	10	6		16	22
Task	1	5	15	2	2	1	5	15
Totals	–	–	–	14	10	1	41	67

Table 4.2e
LEAP 2025 Grade 7: Operational Test Composition

Item Sets/Item Types	Total Sets	Total Items per Set	Total Points per Set	SR, 1-pt TE	CR, 2-pt TE, Two-Part	ER	Total Items	Total Points
4-Item Set	5	4	6	2	2		20	30
Standalone items	1	16	22	10	6		16	22
Task	1	5	15	2	2	1	5	15
Totals	–	–	–	14	10	1	41	67

Table 4.2f
LEAP 2025 Grade 8: Operational Test Composition

Item Sets/Item Types	Total Sets	Total Items per Set	Total Points per Set	SR, 1-pt TE	CR, 2-pt TE, Two-Part	ER	Total Items	Total Points
4-Item Set	5	4	6	2	2		20	30
Standalone items	1	16	22	10	6		16	22
Task	1	5	15	2	2	1	5	15
Totals	–	–	–	14	10	1	41	67

Field Test Versions

The number of field test versions administered in spring 2019 varied by grade. These data are shown in Table 4.3.

Table 4.3

Grade	Number of Field Test Versions
3	7
4	7
5	9
6	7
7	9
8	7

In some cases, the number of field test slots exceeded the number of items available for field testing. As a result, some items were repeated among field test versions. One or two versions of each item set were field tested as needed.

For grade 3, items to be field tested were embedded within session 2 and session 3 of the operational form. A field test item set was embedded in session 2, and field test standalone items were embedded in session 3. For grades 4 through 8, items to be field tested were embedded within all 3 sessions of the operational form. One field test standalone item was embedded in session 1, a field test item set and a field test standalone were embedded in session 2, and two field test standalones were embedded in session 3. Thus, the field test design included a subset of item types (item sets and standalone items) that appear within the operational portion of the form.

In addition to content balance, the WestEd content lead was careful to avoid cueing and clanging between items. Cueing occurs when content in one item provides clues to the answer of another item. Clanging refers to overlap or similarity of content. Because content was purposefully distributed across the forms, cueing and clanging were intended to have been avoided; however, developers also conducted a separate review of the forms to check for inadvertent cueing or clanging.

Following the final item placement by the WestEd content lead, test maps containing each item's unique identification number (UIN) were created. The test maps captured details about each proposed form, including test session, item sequence, unique item number, and associated item metadata. Item descriptions were also included for each item, to aid in the review of the selection and placement of individual items.

Revision and Review

Psychometric Approval of Operational Forms

Prior to submitting the forms to LDOE staff for review, Pearson psychometricians and WestEd content specialists participated in an iterative process of reviewing and revising the forms. The psychometric review consisted of comparisons of the expected representation and the actual representation of reporting categories, science and engineering practices, disciplinary core ideas, crosscutting concepts, performance expectations, and item types—SR, CR, TPI, TPD, and ER at grades 3 and 4, and SR, CR, TE, TPI, TPD, and ER at grades 5 through 8—on the operational forms.

The answer keys for MC items also were examined, to determine whether any forms had significantly non-uniform distributions of correct responses (A, B, C, and D). Spreadsheets were used to generate frequency tables of reporting categories, science and engineering practices, disciplinary core ideas, crosscutting concepts, performance expectations, item types, and MC answer keys for each form and across forms. Deviations from the blueprint were identified and addressed. Test characteristic curves (TCC) based on item response theoretic models were applied to data, and conditional standard errors of measurement were computed for each iteration during the test construction process to evaluate how well a proposed test form matched psychometric targets. Psychometric approval from Pearson was provided for all forms prior to submission to the LDOE for their review. Please refer to the following table for criteria to flag items based on scoring point.

Table 4.4

Summary of Flagging Criteria to Select/Flag Items: Classical Analysis and IRT

Point	P-value		P-B	DIF	IRT		
	Low Bound	Upper Bound	Lower Bound	Exclude	a	b	C
1	0.25	0.90	0.20	C	0.35 – 3.50	-3.00 – 3.00	< 0.35
2 and higher	0.25	0.90	0.20		0.35 – 3.50	-3.00 – 3.00	N/A

Note: Detailed information can be found from 2018–2019 Framework and Test Construction Document. It should be noted that these values are psychometric recommendation. Actual item decision occurs by content staff based on these recommendation criteria.

LDOE Review

Following the psychometric reviews, the test maps and constructed sets were delivered to the LDOE for approval. Forms were reviewed by both LDOE content and psychometric staff. Based on the LDOE review, sets or items were replaced and the sequence of answer choices (for field test items) and the sequence of items within sets were revised as requested. Following these changes, the overall balance of answer choices and key runs was re-evaluated and final adjustments were made to achieve the appropriate balance.

Finalized test maps were used to create PDF versions of paper forms, which were reviewed by WestEd's proofreaders before the items were transferred from ABBI to DRC.

Version of Test Forms

Online and Paper Forms

The LEAP 2025 science assessment for grades 3 and 4 is administered primarily as a paper-based test, although the Computer Based Test (CBT) is available to students.

The LEAP 2025 science assessment for grades 5 through 8 is administered as a Computer Based Test (CBT) with an accommodated print form only for students who require a paper-based accommodation.

Since two modes were administered for grades 3 and 4, the following steps (i.e., mode effect analysis and equating) shown below were applied to operational test data to investigate item mode effect. It should be noted that the CBT sample size is less than 10% of the population. Pearson did not conduct mode-effect analysis.
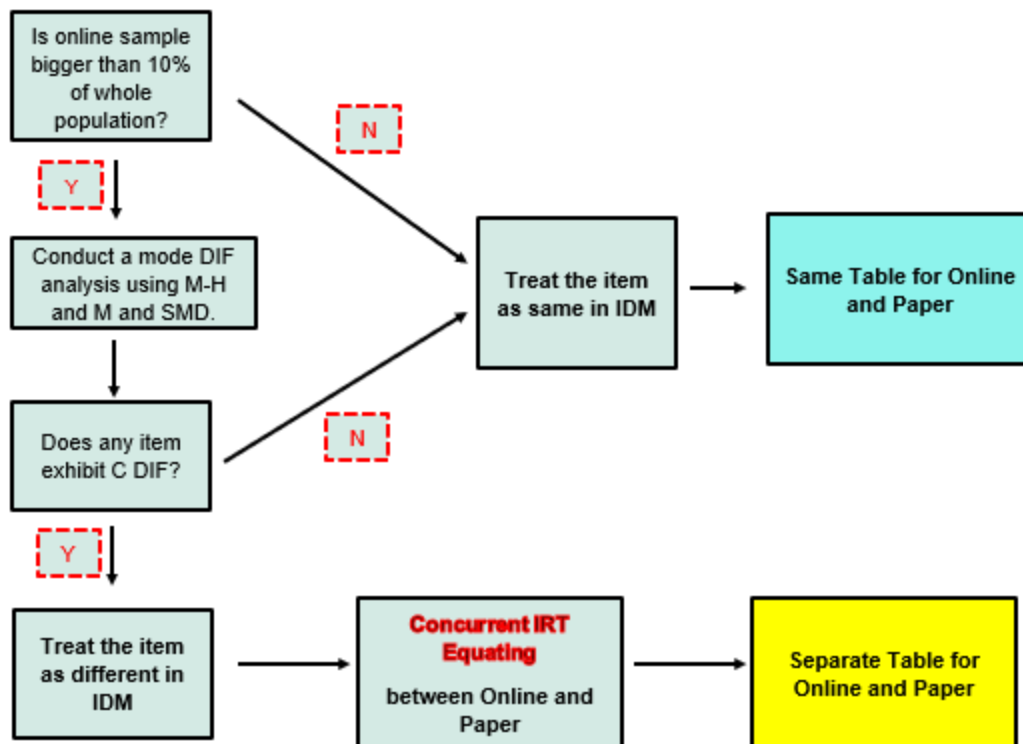
Figure 4.1. General overview of equating, including mode-effect analysis

Accommodated Forms

For grades 5–8, the accommodated print form was selected based on the field test version that contained the fewest and least complex technology-enhanced items. This version was identified as Version 1. The technology-enhanced items in this version were converted to a paper and pencil format that allowed students to record their responses, or have their

responses transcribed into the test booklet. In addition, alternate text was written for all stimuli and items containing graphics.

Braille Forms

A braille form was available for each grade. The braille form was based on the paper-based test in grades 3 and 4 and was based on the computer-based tests in grades 5–8.

Braille and large-print test forms were constructed for each grade to enable students with visual impairments to participate in the LEAP 2025 assessments. Braille and large-print forms for grades 3 and 4 were based on the standard-print forms for operational items in Version 1. Braille forms for grades 5–8 were based on the accommodated print forms for operational items in Version 1. There are no large-print versions of the grades 5–8 accommodated print forms. Instead, students needing a large-print version in grades 5–8 use larger-sized monitors and/or the magnification features of the online testing system. All online test content has been developed to scale in relation to the available area on larger monitors while maintaining the correct aspect ratio. Specific recommendations on how to transcribe items into braille were provided by the braille publisher to produce the braille version of the LEAP 2025 assessments and the test administrator's notes that accompany the braille forms. The goal was to maximize the number of items on the braille forms that could be transcribed into braille.

For students who were administered a large-print or braille test form, examiners are instructed to transcribe students' responses from the large-print test or braille test form into a consumable test booklet for grades 3 and 4, and the online testing system (INSIGHT) for grades 5 through 8, exactly as the responses appear in the original form.

5. Test Administration

This chapter describes processes and activities implemented and information disseminated to help ensure standardized test administration procedures and, thus, uniform test administration conditions for students. According to the American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME) (2014) *Standards for Educational and Psychological Testing*, "The usefulness and interpretability of test scores require that a test be administered and scored according to the developer's instructions" (111). This chapter examines how test administration procedures implemented for the Louisiana Education Assessment Program 2025 (LEAP 2025) strengthen and support the intended score interpretations and reduce construct-irrelevant variance that could threaten the validity of score interpretations.

Training of School Systems

To ensure that the LEAP 2025 assessments are administered and scored in accordance with the department's mandates, the LDOE takes a primary role in communicating with and training school system personnel. The LDOE provides train-the-trainer opportunities for the school system test coordinators, who in turn convey test-administration training to schools within their system. The LDOE conducts quality-assurance visits during testing to ensure school systems' adherence to the standardized administration of the tests.

The school system test coordinators are responsible for the schools within their system. They disseminate information to each school, help with test administration, and serve as liaisons between the LDOE and their school system. The LDOE also assists with interpretation of assessment data and test results.

Ancillary Materials

Ancillary materials for LEAP 2025 test administration contribute to the body of evidence of the validity of score interpretation. This section examines how the test materials address the *Standards* related to test administration procedures.

For the spring 2019 test administration, DRC produced two administration manuals:
1. *LEAP 2025 Grades 3–4 Paper-Based Test Administration Manual*
2. *LEAP 2025 Grades 3–8 Computer-Based Test Administration Manual*

DRC also produced Test Coordinators Manuals for paper-based test administrations and for computer-based test administration. LDOE assessment staff review, provide feedback, and give final approval for these manuals. The Test Coordinators Manuals are inclusive of grades 3–8 English Language Arts (ELA), Mathematics, Social Studies, and Science. They provide detailed instructions for school systems' and school test coordinators' responsibilities for distributing and collecting test materials for the following programs and for returning them to DRC for scoring.

Table of Contents for Paper-Based Testing Test Coordinators Manual
- Key Dates

- Spring 2019 Alerts

- Pre-Administration Oath of Security and Confidentiality Statement

- Post-Administration Oath of Security and Confidentiality Statement

- General Information

- Test Security

    o Key Definitions

    o Violations of Test Security

    o Answer Change Analysis

    o Voiding Student Tests

- Testing Guidelines

    o Testing Eligibility

    o Testing Conditions

    o Testing in Class-sized Groups

    o Test Schedule

    o Extended Time for Testing

    o Extended Breaks

    o Makeup Testing

- o   Test Administration Resources
- o   Testing Times for Grades 3 and 4
- School System Test Coordinator
  - o   Conduct Training Session
  - o   Receive Test Materials
  - o   Large-print, Braille, and CAS Test Materials
  - o   Accommodated Materials
  - o   Verify and Distribute Test Materials to School Test Coordinators
  - o   Request Additional Test Materials and Bar-code Labels
  - o   Collect Materials from Schools After Testing
  - o   Used and Unused Consumable Test Booklets (Defined)
  - o   Unscorable Documents and Unscorable Document Labels
- Directions for Returning Test Materials to DRC in May
  - o   Pickup 1
  - o   Pickup 2
  - o   Pickup 3
  - o   Final Checklist for Returning Test Materials to DRC
- School Test Coordinator
  - o   Receive and Verify Test Materials
  - o   Conduct Test Administration and Security Training Session
  - o   Supervise Application of Bar-code Labels and Coding of Consumable Test Booklets
  - o   Soiled, Damaged, and Other Unscorable Consumable Test Booklets
  - o   Verify and Distribute Materials to Test Administrators
  - o   Supervise Test Administration
  - o   Collect Test Materials
  - o   Used and Unused Consumable Test Booklets (Defined)
  - o   Coding Responsibilities of Principals—Before Testing

- o Extended Breaks
- o Makeup Testing
- o Test Administration Resources
- Testing Times for Grades 3 through 8
- Roles and Responsibilities
  - o School System Test Coordinator
  - o School Test Coordinator
  - o Technology Coordinator
- Managing Test Tickets
  - o Student Transfers
  - o Locked Test Tickets
  - o Technical Issues
  - o Invalidating Test Tickets
- Resources for Online Testing
  - o Test Administration Manuals
  - o *eDIRECT User Guides*
  - o *LEAP 2025 Accommodations and Accessibility Features User Guide*
  - o *INSIGHT Technology User Guide*
  - o Online Tools Training (OTT)
  - o Student Tutorials

The test administration manuals provide detailed instructions for administering the LEAP 2025 assessments. The manuals include instructions for test security, test administrator responsibilities, test preparation, administration of tests (online or paper), and post-test procedures. Following is information included in the test administration manuals.

Table of Contents for LEAP 2025 Test Administration Manual (PBT)
- Spring 2019 Notes and Reminders
- Test Administrator Pre-Administration Oath of Security and Confidentiality Statement

- Test Administrator Post-Administration Oath of Security and Confidentiality Statement

- Overview

- Test Security

    o Secure Test Materials

    o Testing Irregularities and Security Breaches

    o Testing Environment

    o Violations of Test Security

    o Answer Change Analysis

    o Voiding Student Tests

- Test Administrator Responsibilities

- Test Administration Checklists

    o Before Testing

    o During Testing

    o After Testing (Daily)

    o After Testing (Last Day)

- Test Administrators' Frequently Asked Questions

- Test Materials

    o Receipt of Test Materials

- Testing Guidelines

    o Testing Eligibility

    o Test Schedule

    o Extended Time for Testing

- Testing Times for Grades 3 and 4

    o Makeup Testing

    o Testing Conditions

- Special Populations and Accommodations

    o IDEA Special Education Students

Table of Contents for LEAP 2025 Test Administration Manual (CBT)

- Test Security
    - Secure Test Materials
    - Testing Irregularities and Security Breaches
    - Testing Environment
    - Violations of Test Security
    - Voiding Student Tests
- Test Administrator Responsibilities
    - Software Tools and Features for Test Administrators
- Test Administration Checklists
    - Before Testing
    - During Testing
    - After Testing (Daily)
    - After Testing (Last Day)
- Test Administrators' Frequently Asked Questions
- Testing Guidelines
    - Testing Eligibility
    - Testing Schedule
    - Extended Time for Testing
    - Testing Times for Grades 3 through 8
    - Makeup Testing
    - Testing Conditions
- Online Tools Training
- Student Tutorials
- Directions for Administering the Grades 3–8 LEAP 2025 Tests
- Special Populations and Accommodations
    - IDEA Special Education Students
    - Students with One or More Disabilities According to Section 504
    - Gifted and Talented Special Education Students

- - Test Accommodations for Special Education and Section 504 Students
  - Special Considerations for Deaf and Hard-of-Hearing Students
  - English Learners (ELs)
- Students Absent from Testing
- Test Materials
  - Receipt of Test Materials
- General Instructions
  - Reading Directions to Students
- Post-Test Procedures
  - Test Administrator Post-Administration Oath of Security and Confidentiality Statement
  - Returning Test Materials to the School Test Coordinator
- Index

The *Standards* contain multiple references relevant to test administration. Information in the LEAP 2025 test administration manuals addresses these in the following manner.

Directions for test administration found in the manual address Standard 4.15, which states:

> "The directions for test administration should be presented with sufficient clarity so that it is possible for others to replicate the administration conditions under which the data on reliability, validity, and (where appropriate) norms were obtained. Allowable variations in administration procedures should be clearly described. The process for reviewing requests for additional testing variations should also be documented." (90)

The LEAP 2025 test administration manuals provide instructions for before-, during-, and after-testing activities with sufficient detail and clarity to support reliable test administrations by qualified test administrators. To ensure uniform administration conditions throughout the state, instructions in the test administration manuals describe the following: general rules of paper and online testing; assessment duration, timing, and sequencing information; and the materials required for testing.

Furthermore, the standardized procedures addressed in the test administration manual need to be followed, as the *Standards* state in Standard 6.1: "Test administrators should follow carefully the standardized procedures for administration and scoring specified by the test developer and any instructions from the test user" (114). To ensure the usefulness and interpretability of test scores and to minimize sources of construct-irrelevant variance, it was essential that the LEAP 2025 was administered according to the prescribed test administration manual. It should be noted that adhering to the test schedule is also a critical component. The test administration manuals included instructions for scheduling the test within the state testing window. The test administration manual also contained the schedule for timing each test session.

Standard 6.3. Changes or disruptions to standardized test administration procedures or scoring should be documented and reported to the test user. (115)

Department staff administer reports on testing concerns that describe a wide range of improper activities that may occur during testing, including the following: copying and reviewing test questions with students; cueing students during testing, verbally or with written materials on the classroom walls; cueing students nonverbally, such as by tapping or nodding the head; allowing students to correct or complete answers after tests have been submitted; splitting sessions into two parts; ignoring the standardized directions in the online assessment; paraphrasing parts of the test to students; changing or completing (or allowing other school personnel to change or complete) student answers; allowing accommodations that are not written in the Individualized Education Program (IEP/IAP/EL plan); allowing accommodations for students who do not have an IEP/IAP/EL plan; or defining terms on the test.

Standard 6.4. The testing environment should furnish reasonable comfort with minimal distractions to avoid construct-irrelevant variance. (116)

Test administration manuals outline the steps that teachers should take to prepare the classroom testing environment for administering the LEAP 2025 online test. These include the following:

- Determine the layout of the classroom environment.

- Plan seating arrangements. Allow enough space between students to prevent the sharing of answers.
- Eliminate distractions such as bells or telephones.
- Use a Do Not Disturb sign on the door of the testing room.
- Make sure classroom maps, charts, and any other materials that relate to the content and processes of the test are covered or removed or are out of the students' view.

Standard 6.6. Reasonable efforts should be made to ensure the integrity of test scores by eliminating opportunities for test takers to attain scores by fraudulent or deceptive means. (116)

The test administration manuals present instructions for post-test activities to ensure that online tests are submitted, and printed test materials are handled properly to maintain the integrity of student information and test scores. Detailed instructions guide test examiners in submitting all online test records. For students who were administered a large-print or braille version of the LEAP 2025, examiners are instructed to transcribe students' responses from the large-print test or braille test book into the online testing system (INSIGHT) exactly as they responded in the large-print or braille test book.

Standard 6.7. Test users have the responsibility of protecting the security of test materials at all times. (117)

Throughout the manuals, test coordinators and examiners are reminded of test security requirements and procedures to maintain test security. Specific actions that are direct violations of test security are so noted. Detailed information about test security procedures is presented under "Test Security" in the test administration manuals.

Return Material Forms and Guidelines. The Test Coordinators Manual instructs test coordinators regarding procedures for organizing and packing materials and returning them to DRC for secure inventory purposes. LDOE assessment staff have opportunities to review, provide feedback, and give final approval. The purpose of the instructions is to ensure that secure test materials are properly accounted for and organized appropriately for return shipment.

Security Checklists. As soon as printed test materials are received by a school system, the school system test coordinator ensures that the first and last security bar codes on the tests match the packing list they received. The school system test coordinator then packages the tests to be sent to schools. Upon returning the test books to DRC, school and school system test coordinators are required to complete and submit an accountability form that details the number of test books or printed test forms returned. This form also requires that systems/schools document nonstandard situations, including lost, damaged, destroyed, extra, or missing test books.

Time

Each session of each content area test was timed to provide sufficient time for students to attempt all items. Only students with an extended time accommodation were permitted to exceed the established time limits of any given session. The test administration manuals provided examiners with timing guidelines for the assessments.

Online Forms Administration, Grades 3–8

The online forms were administered via DRC's INSIGHT online assessment system. School system and school personnel set up test sessions via DRC's online testing portal, eDIRECT, and printed test tickets. Students entered their ticket information to access the test in INSIGHT. In addition, students had access to Online Tools Training, which allowed them to practice using tools and features within INSIGHT. Students were required to experience the Online Tools Training (OTT) before the computer-based test administration. The OTT allows students to observe and practice features of the Online Assessment Software prior to an actual test administration. Students were also required to view the Student Tutorials, which present visual and verbal descriptions of the properties and features of the DRC INSIGHT Online Assessment Software.

Paper-Based Forms Administration, Grades 3 and 4

Schools with students in grades 3 and 4 had the option to administer the test via computer or paper-based testing. DRC printed and shipped paper materials to the sites

that opted for paper-based testing. These materials were then returned to DRC after the field test, for processing and scoring with the online tests.

Accommodations

Accommodations that are allowed on the LEAP 2025 are listed in the LEAP 2025 Accommodations and Accessibility Features User Guide (https://www.louisianabelieves.com/docs/default-source/assessment/leap-accessibility-and-accommodations-manual.pdf?sfvrsn=6). Designated Supports are available to students when deemed appropriate by a team of educators. Accommodations must appear in a student's IEP/504/EL plan.

Accommodations may be used with students who qualify under the Individuals with Disabilities Education Act (IDEA) and have an IEP or Section 504 of the Americans with Disabilities Act and have a Section 504 plan, or who are identified as an English Learner (EL). Accommodations must be specified in the qualifying student's individual plan and must be consistent with accommodations used during daily classroom instruction and testing. The use of any accommodation must be indicated on the student information sheet at the time of test administration. AERA, APA, and NCME Standard 6.2 states:

When formal procedures have been established for requesting and receiving accommodations, test takers should be informed of these procedures in advance of testing. (115)

The following are examples of accommodations offered for this administration:

- Text-to-speech for online testers
- Braille
- Large print (for grade 3 and 4 paper testers, as the online testing system has a magnification capacity for those testers)
- Kurzweil (a text-to-speech accommodation for grade 3 and 4 paper testers)
- Human reader (for grade 3 and 4 paper testers)

For more details about these accommodations, please refer to the *LEAP 2025 Accommodations and Accessibility Manual*.

Testing Windows

The computer-based test window was available from Monday, April 2, through Friday, May 4, 2018. Paper-based testing occurred from April 30 through May 4, 2018.

Test Security Procedures

Maintaining the security of all test materials is crucial to preventing the possibility of random or systematic errors, such as unauthorized exposure of test items that would affect the valid interpretation of test scores. Several test security measures are implemented for the LEAP 2025 assessments. Test security procedures are discussed throughout the Test Coordinators Manual and test administration manuals.

Test coordinators and administrators are instructed to keep all test materials in locked storage, except during actual test administration, and access to secure materials must be restricted to authorized individuals only (e.g., test administrators and the school test coordinator). During the testing sessions, test administrators are directly responsible for the security of the LEAP 2025 and must account for all test materials and supervise the test administration at all times.

The LDOE routinely conducts comprehensive data forensics with the administration vendor. Incidents that warrant further investigation with prospective voided test results include plagiarism, excessive wrong-to-right response changes, and patterns of unusual school-level gains. In addition, to protect Louisiana test content, the internet is monitored for postings which contain, or appear to contain, potentially exposed and/or copied LDOE test content.

6. Scoring Activities

Directory of Test Specifications (DOTS) process. DRC created a DOTS file, based on the approved test selection. The DOTS is a document containing information about each item on a test form, such as item identifier, item sequence, answer key, score points, subtest, session, content standard, and prior use of item. WestEd reviewed and confirmed the contents of the DOTS file as part of test review rounds. The DOTS file was then provided to LDOE for multiple rounds of review, then final approval. Once approved, the information contained in the DOTS was used in scoring the test and in reporting.

Selected-Response Item Keycheck. TRIAN, a standardized Pearson program that calculates MC item statistics, was used to verify that MC field test items were keyed correctly (i.e., that the true correct response was applied during scoring). Items were flagged if their item statistics fell outside expected ranges. For example, items were flagged if too few students selected the correct response (p-value less than 0.15), if the item did not discriminate well between students of lower and higher ability (point-biserial correlation less than 0.20), or if many students (more than 40%) selected a certain incorrect response. Lists of flagged items, with the reasons for flagging, were provided to WestEd content staff for key verification. Scoring of MS items was evaluated at data review.

Scoring of TEs and Adjudication. TEs were processed through DRC's autoscoring engine and scored as tests were processed according to the assigned scoring rules as established during content creation. DRC's technology-enhanced scoring process included the following procedures:

- A scoring rubric was created for each technology-enhanced item. The rubric described the one and only correct answer for dichotomously scored items (i.e., items scored as either right or wrong). If partial credit was possible, the rubric described in detail the type of response that could receive credit for each score point.
- The information from the scoring rubric was entered into the scoring system within the item banking system so that the truth resided in one place along with the item image and other metadata. This scoring information

designated specific information that varied by item type. For example, for a drag-and-drop item, the information included which objects are to be placed in each drop region to receive credit.

- The information was then verified by another autoscoring expert.
- After testing started, reports were generated that showed every response, how many students gave that response, and the score the scoring system provided for that response.
- The scoring was then checked against the scoring rubric using two levels of verification.
- If any discrepancies were found, the scoring information was modified and verified again. The scoring process was then rerun. This checking and modification process continued until no other issues were found.
- As a final check, a final report was generated that showed all student responses, their frequencies, and their received scores.

The adjudication process focuses on detecting possible errors in scoring for TEs. For adjudication, DRC provided a report listing the frequency distributions of TE responses and an auto-frequency report detailing the multi-part multi-select items. LDOE and WestEd examined the TE response distributions and the auto-frequency reports to evaluate whether the items were scored appropriately. No TE scoring issues were identified. Had issues been identified, the recommended changes to the scoring algorithm would have been applied, and DRC would have rescored the item.

Constructed-Response and Extended-Response Scoring. The constructed- and extended-response items were scored by human raters trained by DRC. Human scorers provided second reads to 10% of these responses as well as handscoring supervisory reviews.

Selection of Scoring Evaluators. Standard 4.20 states the following:

The process for selecting, training, qualifying, and monitoring scorers should be specified by the test developer. The training materials, such as the scoring rubrics and examples of test takers' responses that illustrate the levels on the rubric score scale, and the procedures for training scorers should result in a degree of accuracy and agreement among scorers that allows the scores to be interpreted as originally intended by the test developer. Specifications should also describe processes for assessing scorer consistency and potential drift over time in raters' scoring. (92)

The following sections explain how scorers were selected and trained for the LEAP 2025 handscoring process and describe how the scorers were monitored throughout the handscoring process.

The Recruitment and Interview Process. DRC strives to develop a highly qualified, experienced core of evaluators to appropriately maintain the integrity of all projects. All readers hired by DRC to score 2018–2019 LEAP 2025 test responses had at least a four-year college degree.

DRC has a human resources director dedicated solely to recruiting and retaining the handscoring staff. Applications for reader positions are screened by the handscoring project manager, the human resources director, or recruiting staff to create a large pool of potential readers. In the screening process, preference is given to candidates with previous experience scoring large-scale assessments and with degrees emphasizing the appropriate content areas. At the personal interview, reader candidates are asked to demonstrate their proficiency in writing by responding to a DRC writing topic and their proficiency in mathematics by solving word problems with correct work shown. These steps result in a highly qualified and diverse workforce. DRC personnel files for readers and team leaders include evaluations for each project completed. DRC uses these evaluations to place individuals on projects that best fit their professional backgrounds, their college degrees, and their performances on similar projects at DRC. Once placed, all readers go through rigorous training and qualifying procedures specific to the project on which they are placed. Any scorer who does not complete this training and also demonstrates their ability to apply the scoring criteria by qualifying at the end of the process is not allowed to score live student responses.

Each DRC scoring center is a secure facility. All employees are issued photo identification badges and are required to wear them in plain view at all times. Access to scoring centers is limited to badge-wearing staff and to visitors accompanied by authorized staff. All readers are made aware that no scoring materials may leave the scoring center and must sign legally binding confidentiality agreements before work begins. DRC retains these agreements for the duration of the contract. To prevent the unauthorized duplication of secure materials, cell phone and camera use within the scoring rooms is strictly forbidden. Readers only have access to the student responses they are qualified to score. Each scorer is assigned a unique username and password to access the DRC imaging

system and must qualify before viewing any live student responses. DRC maintains full control of who may access the system and which item each scorer may score. No demographic data is available to scorers at any time.

Handscoring Training Process. Standard 6.9 specifies:

> Those responsible for test scoring should establish and document quality control processes and criteria. Adequate training should be provided. The quality of scoring should be monitored and documented. Any systematic source of scoring errors should be documented and corrected. (118)

Training Material Development. DRC scoring supervisors trained scorers using LDOE-approved training materials. These materials were developed by DRC and LDOE staff from a selection scored by Louisiana educators at range finding and include the following:

- Prompts and associated stimuli
- Rubrics
- Anchor sets
- Practice sets
- Qualifying sets

Training and Qualifying Procedures. Handscoring involves training and qualifying team leaders and evaluators, monitoring scoring accuracy and production, and ensuring security of both the test materials and the scoring facilities. The LDOE visits the scoring centers to review training materials and oversee the training process. An explanation of the training and qualification procedures follows.

The following table details the composition of the training materials for Science.

Table 6.1
Science Training Set Composition

Set Type*	Science Training Materials	Annotated
Anchor Set (2-point CRs)	Item-specific anchor sets containing three responses per score point	Yes
Anchor Set (9-point ERs)	Item-specific anchor sets containing two responses per score point	
Training Sets	Two training sets for each CR item and three training sets for each ER item ● 10 responses per training set ● All numeric score points represented*	No
Qualifying Sets	Two qualifying sets for each CR item and two qualifying sets for each ER item ● 10 responses per qualifying set ● All numeric score points represented*	No

*Examples of responses at the top score points or for all score-point combinations were not present in some anchor, training, and qualifying sets as there were few or no examples found during range finding or subsequent field test scoring. DRC scoring directors identified examples of these scores during live scoring to supplement reader training.

Qualifying Standards. Scorers demonstrated their ability to apply the scoring criteria by qualifying (i.e., scoring with acceptable agreement with true scores on qualifying sets). After each qualifying set was scored, the DRC scoring director responsible for training led the scorers in a discussion of the set.

Any scorer who did not qualify by the end of the qualifying process for an item was not allowed to score live student responses. The Qualifying Standards for the Science constructed- and extended-response items are shown in Table 6.2.

Table 6.2
Science Qualifying Standards

Course and Item Type	Qualifying Standard	
Science 0–2 points CR	0–2 Rubric	Scorers must qualify with 80% exact agreement or higher on one or more of the qualifying sets in order to score student responses.
Science 0–9 points multi-part ER*	0–3 Rubric	Scorers must qualify with 70% exact agreement or higher on one or more of the qualifying sets in order to score student responses.
	0–6 Rubric	Scorers must qualify with 60% exact agreement or higher on one or more of the qualifying sets in order to score student responses.

*Qualifying sets are made up of 10 responses comparable to the anchor set responses. For multi-part ERs, the appropriate qualifying standard should be achieved on each part of the item. For example, if an item has Part A with a top score of 6 and Part B with a top score of 3, a scorer would need to achieve 60% perfect agreement on Part A and 70% perfect agreement on Part B on one or more of the qualifying sets. A scorer may qualify on one part in the first qualifying set and the other part in the second qualifying set.

Monitoring the Scoring Process. Standard 6.8 states:

> Those responsible for test scoring should establish scoring protocols. Test scoring that involves human judgment should include rubrics, procedures, and criteria for scoring. When scoring of complex responses is done by computer, the accuracy of the algorithm and processes should be documented. (118)

The following section explains the monitoring procedures that DRC uses to ensure that handscoring evaluators follow established scoring criteria while items are being scored. Detailed scoring rubrics, which specify the criteria for scoring, are available for all constructed- and extended-response items.

Reader Monitoring Procedures. Throughout the handscoring process, DRC project managers, scoring directors, and team leaders reviewed the statistics that were generated daily. DRC used one team leader for every 10 to 12 readers. If scoring concerns were

apparent among individual scorers, team leaders dealt with those issues on an individual basis. If a scorer appeared to need clarification of the scoring rules, DRC supervisors typically monitored one out of five of the scorer's readings, adjusting that ratio as needed. If a supervisor disagreed with a reader's scores during monitoring, the supervisor provided retraining in the form of direct feedback to the reader, using rubric language and applicable training responses.

Validity Sets and Inter-Rater Reliability. In addition to the feedback that supervisors provided to readers during regular read-behinds and the continuous monitoring of inter-rater reliability and score point distributions, DRC also conducted validity scoring using validity responses. Validity responses were inserted among the live student responses.

The validity responses were added to DRC's image handscoring system prior to the beginning of scoring. Validity reports compared readers' scores to predetermined scores and were used to help detect potential room drift as well as individual scorer drift. This data was used to make decisions regarding the retraining and/or release of scorers, as well as the rescoring of responses.

Approximately 10% of all live student responses were scored by a second reader to establish inter-rater reliability statistics for all handscored items. This procedure is called a "double-blind read" because the second reader does not know the first reader's score. DRC monitored inter-rater reliability based on the responses that were scored by two readers. If a scorer fell below the expected rate of agreement, the team leader or scoring director retrained the scorer. If a scorer failed to improve after retraining and feedback, DRC removed the scorer from the project. In this situation, DRC also removed all unreported scores that were assigned by the scorer during the period in question. The responses were then reassigned and rescored.

To monitor inter-rater reliability, DRC produced scoring summary reports daily. DRC's scoring summary reports display exact, adjacent, and nonadjacent agreement rates for each reader. These rates are calculated based on responses that are scored by two readers.

- Percentage Exact (%EX)—total number of responses by reader where scores are the same, divided by the number of responses that were scored twice

- Percentage Adjacent (%AD)—total number of responses by reader where scores are one point apart, divided by the number of responses that were scored twice
- Percentage Nonadjacent (%NA)—total number of responses by reader where scores are more than one score point apart, divided by the number of responses that were scored twice

The following table shows the expectations for validity and inter-rater reliability:

Table 6.3
Agreement Rate Requirements for Validity and Inter-Rater Reliability

Subject	Score Point Range	Perfect Agreement	Perfect Agreement + Adjacent
Science CR	0–2	80%	95%
Science (multi-part) ER	0–3	70%	95%
	0–6	60%	93%

Each reader was required to maintain a level of exact agreement on validity responses and on inter-rater reliability as shown under "Perfect Agreement" in the table above. Additionally, readers were required to maintain an acceptably low rate of nonadjacent agreement. To monitor this, DRC summed each reader's exact and adjacent agreement rates and required each reader to maintain the levels shown under "Perfect Agreement + Adjacent" in the table above.

Calibration Sets. DRC used these calibration sets to perform calibration across the entire scorer population for an item if trends were detected (e.g., low agreement between certain score points or if a certain type of response was missing from initial training). These calibrations were designed to help refocus scorers on how to properly use the scoring guidelines. They were selected to help illustrate particular points and familiarize scorers with the types of responses commonly seen during operational scoring. After readers scored a calibration set, the scoring director reviewed it from the front of the room, using rubric language and the anchor responses to explain the reasoning behind each response's score.

Reports and Reader Feedback. Reader performance and intervention information were recorded in reader feedback logs. These logs tracked information about actions taken with individual readers to ensure scoring consistency in regard to reliability, score point distribution, and validity performance. In addition to the reader feedback logs, DRC provides the LDOE with handscoring quality control reports for review throughout the scoring window.

Inter-Rater Reliability. A minimum of 10% of the responses in Science were scored independently by a second reader. The statistics for the inter-rater reliability were calculated for all items at all grades. To determine the reliability of scoring, the percentage of perfect agreement and adjacent agreement between the first and second score was examined.

Tables 6.4–6.9 provide the inter-rater reliability and score point distributions by grade level for the constructed-response and extended-response items administered in the spring 2019 forms.

Table 6.4
Operational Constructed-Response Inter-Rater Reliability

Grade	Item	Inter-Rater Reliability			
		2x	Percent Exact Agreement	Percent Adjacent Agreement	Percent Non-Adjacent
3	Grade3_Item1	≥13,500	88	11	1
	Grade3_Item2	≥11,360	87	13	0
	Grade3_Item 3	≥12,830	84	16	0
4	Grade4_Item1	≥12,330	96	4	0
	Grade4_Item2	≥13,810	90	10	0
	Grade4_Item3	≥12,550	93	7	0
5	Grade5_Item1	≥13,750	94	6	0
	Grade5_Item2	≥15,630	91	9	0
	Grade5_Item3	≥13,610	98	2	0
6	Grade6_Item1	≥7,960	94	6	0
	Grade6_Item2	≥10,230	88	11	1
	Grade6_Item3	≥8,120	90	10	0
7	Grade7_Item1	≥17,240	88	12	0
	Grade7_Item2	≥15,130	98	2	0
	Grade7_Item3	≥12,930	95	5	0
8	Grade8_Item1	≥12,770	90	9	1
	Grade8_Item2	≥11,790	91	8	0
	Grade8_Item3	≥13,398	91	9	0

*Total Exact+ Adjacent+ Non-adjacent does not always add up to 100% due to rounding.

Table 6.5

Operational Constructed-Response Score Point Distributions

Grade	Item	Score Point Distribution				
		Total	Percent "0" Rating	Percent "1" Rating	Percent "2" Rating	Percent Blank
3	Grade3_Item1	≥59,810	53	32	8	2
	Grade3_Item2	≥58,740	40	53	4	2
	Grade3_Item 3	≥59,460	37	43	13	3
4	Grade4_Item1	≥61,020	70	21	6	2
	Grade4_Item2	≥61,760	66	23	5	2
	Grade4_Item 3	≥61,130	80	13	1	3
5	Grade5_Item1	≥61,740	58	17	20	0
	Grade5_Item2	≥62,560	27	53	12	0
	Grade5_Item3	≥61,590	62	7	26	0
6	Grade6_Item1	≥32,760	76	14	3	0
	Grade6_Item2	≥37,020	58	22	9	0
	Grade6_Item2	≥34,450	56	35	2	0
7	Grade7_Item1	≥60,640	32	47	8	0
	Grade7_Item2	≥59,070	88	3	0	0
	Grade7_Item3	≥48,500	38	37	15	0
8	Grade8_Item1	≥56,630	77	13	3	0
	Grade8_Item2	≥56,030	70	21	5	0
	Grade8_Item3	≥56,560	44	46	3	0

Table 6.6

Operational Extended-Response Inter-Rater Reliability

Grade	Inter-Rater Reliability				
	2x	Part	Percent Exact Agreement	Percent Adjacent Agreement	Percent Non-Adjacent
3	≥13,440	N/A	86	9	5
4	≥12,290	N/A	82	18	0
5	≥14,560	N/A	78	18	3
6	≥9,620	N/A	90	6	4
7	≥9,890	Part A	93	7	0
		Part B	93	7	0
		Part C	98	2	0
8	≥16,930	Part A	83	15	2
		Part B	77	18	5

*Total Exact+ Adjacent+ Non-adjacent does not always add up to 100% due to rounding.

Table 6.7

Operational Extended-Response Score Point Distributions

Grade	Score Point Distribution												
	Total	Part	% "0"	% "1"	% "2"	% "3"	% "4"	% "5"	% "6"	% "7"	% "8"	% "9"	% Blank
3	≥59,770	N/A	68	10	10	2	3	0	0				2
4	≥61,050	N/A	12	18	38	29	1	0	0				1
5	≥62,020	N/A	38	10	8	8	9	7	6	3	2	1	0
6	≥38,630	N/A	67	17	0	9							0
7	≥39,280	A	72	11	6	2							0
		B	68	14	7	2	1						0
		C	80	8	3								0
8	≥58,460	A	29	27	23	11							0
		B	12	14	19	19	14	8	3				0

Table 6.8

Field Test Constructed-Response Score Point Distributions

Grade	Item	Score Point Distribution				
		Total	Percent "0" Rating	Percent "1" Rating	Percent "2" Rating	Percent Blank
3	Grade3_Item1	≥1,670	78	15	4	1
	Grade3_Item2	≥1,660	74	20	2	2
	Grade3_Item3	≥1,670	81	11	1	4
4	Grade4_Item1	≥1,700	83	8	1	2
	Grade4_Item2	≥1,660	92	4	0	2
5	Grade5_Item1	≥1,670	89	3	6	0
6	Grade6_Item1	≥1,710	74	10	8	0
	Grade6_Item2	≥1,940	66	1	0	0
7	Grade7_Item1	≥1,920	62	4	8	0
8	Grade8_Item1	≥1,710	41	34	17	0
	Grade8_Item2	≥1,960	57	12	1	0

Table 6.9

Field Test Constructed-Response Inter-Rater Reliability

Grade	Item	Inter-Rater Reliability			
		2x	Percent Exact Agreement	Percent Adjacent Agreement	Percent Non-Adjacent
3	Grade3_Item1	≥340	96	4	0
	Grade3_Item2	≥330	96	4	0
	Grade3_Item3	≥350	93	7	0
4	Grade4_Item1	≥400	98	2	0
	Grade4_Item2	≥330	99	1	0
5	Grade5_Item1	≥340	98	2	0
6	Grade6_Item1	≥430	96	4	0
	Grade6_Item2	≥880	100	0	0
7	Grade7_Item1	≥710	99	1	1
8	Grade8_Item1	≥380	89	11	0
	Grade8_Item2	≥780	98	2	0

*Total Exact+ Adjacent+ Non-adjacent does not always add up to 100% due to rounding.

7. Data Analysis

Classical Item Statistics

This section shows the results of the classical item analysis for data obtained from the LEAP operational tests. These item analysis results serve two purposes: 1) to inform item performance; and 2) to provide item statistics for the item bank. LEAP classical item analysis consists of the following types of items: key/multiple option-based items, rule-based machine-scored items such as technology-embedded items, and handscored constructed-response items. For each operational item, the analysis produces item difficulty (i.e., *p*-value) and item discrimination (p-b serial).

Appendix C: Item Analysis Summary Report includes tables and figures that provide the information on classical item statistics for operational items. Tables C.1–C.5 show summaries of classical item statistics. A measure of item difficulty, *p* (or "the *p*-value"), indicates the average proportion of total points earned on an item. For example, if *p* = 0.50 on an MC item, then half of the examinees earned a score of 1. If *p* = 0.50 on a CR item, then examinees earned half of the possible points on average (e.g., 1 out of 2 possible points). It should be noted that the desirable ranges of *p*-values for any item type at the time of test construction was set to 0.25 MC, TE, CR, and ER items. However, these recommendations were considered as a "rule of thumb" rather than strict cut-off values.

The point biserial correlation of any MC item should be greater than 0.20. Any item with negative point-biserial correlation should not be selected. However, there may be cases in which items required to meet content guidelines do not meet the point-biserial correlation guideline. The corrected point-biserial correlation is a measure of item discrimination. Items with higher item-total correlations provide better information about how well items discriminate between lower- and higher-performing students. In addition, the following flagging criteria was also used to review any field test items for data review:

- Correct Response *p*-value < 0.25
- Correct Response point-biserial < 0.20
- Distractor p-value > 0.40

Please note that statistical results of FT items can be found at Pearson using ABBI.

Differential Item Functioning

Differential item functioning (DIF) analyses are intended to statistically signal potential item bias. DIF is defined as a difference between similar ability groups' (e.g., males or females that attain the same total test score) probability of getting an item correct. Because test scores can reflect many sources of variation, the test developers' task is to create assessments that measure the intended knowledge and skills without introducing construct-irrelevant variance. When tests measure something other than what they are intended to measure, test scores may reflect those extraneous elements in addition to what the test is purported to measure. If this occurs, these tests can be called biased (Angoff, 1993; Camilli & Shepard, 1994; Green, 1975; Zumbo, 1999). Different cultural and socioeconomic experiences are among some factors that can confound test scores intended to reflect the measured construct.

One DIF methodology applied to dichotomous items was the Mantel–Haenszel (*MH*) DIF statistic (Holland & Thayer, 1988; Mantel & Haenszel, 1959). The *MH* method is a frequently used method that offers efficient statistical power (Clauser & Mazor, 1998).

The *MH* chi-square statistic is

$$MH_{\chi^2} = \frac{(\sum_k F_k - \sum_k E(F_k))^2}{\sum_k Var(F_k)},$$

where F_k is the sum of scores for the focal group at the *k*th level of the matching variable (Zwick, Donoghue, & Grima, 1993). Note that the *MH* statistic is sensitive to *N* such that larger sample sizes increase the value of chi-square.

In addition to the *MH* chi-square statistic, the *MH* delta statistic (Δ*MH*), first developed by the Educational Testing Service (ETS), was computed. To compute the Δ*MH* DIF, the *MH* alpha (the odds ratio) is calculated:

$$\alpha_{MH} = \frac{\sum_{k=1}^{K} N_{r1k} N_{f0k} / N_k}{\sum_{k=1}^{K} N_{f1k} N_{r0k} / N_k},$$

where N_{r1k} is the number of correct responses in the reference group at ability level k, N_{f0k} is the number of incorrect responses in the focal group at ability level k, N_k is the total number of responses, N_{f1k} is the number of correct responses in the focal group at ability level k, and N_{r0k} is the number of incorrect responses in the reference group at ability level k. The *MH* DIF statistic is based on a 2×2×*M* (2 groups × 2 item scores × *M* strata) frequency table, in which students in the reference (male or white) and focal (female or black) groups are matched on their total raw scores.

The *ΔMH DIF* is then computed as

$$\Delta MH\ DIF = -2.35\ln(\alpha_{MH}).$$

Positive values of *ΔMH DIF* indicate items that favor the focal group (i.e., positive DIF items are differentially easier for the focal group); negative values of *ΔMH DIF* indicate items that favor the reference group (i.e., negative DIF items are differentially easier for the reference group). Ninety-five percent confidence intervals for *ΔMH DIF* are used to conduct statistical tests.

The *MH* chi-square statistic and the *ΔMH DIF* were used in combination to identify operational test items exhibiting strong, weak, or no DIF (Zieky, 1993). Table 7.1 defines the DIF categories for dichotomous items.

Table 7.1
DIF Categories for Dichotomous Items

DIF Category	Criteria
A (negligible)	| *ΔMH DIF* | is not significantly different from 0.0 or is less than 1.0.
B (slight to moderate)	1. | *ΔMH DIF* | is significantly different from 0.0 but not from 1.0, and is at least 1.0; OR 2. | *ΔMH DIF* | is significantly different from 1.0, but is less than 1.5. Positive values are classified as "B+" and negative values as "B–."
C (moderate to large)	| *ΔMH DIF* | is significantly greater than 1.0 and is at least 1.5. Positive values are classified as "C+" and negative values as "C–."

For polytomous items, the standardized mean difference (*SMD*) (Dorans & Schmitt, 1991; Zwick, Thayer, & Mazzeo, 1997) and the Mantel χ^2 statistic (Mantel, 1963) are used to identify items with DIF. *SMD* estimates the average difference in performance between the reference group and the focal group while controlling for student ability. To calculate *SMD*, let *M* represent the matching variable (total test score). For all *M* = *m*, identify the students with raw score *m* and calculate the expected item score for the reference group (E_{rm}) and the focal group (E_{fm}). DIF is defined as $D_m = E_{fm} - E_{rm}$, and SMD is a weighted average of D_m using the weights $w_m = N_{fm}$ (the number of students in the focal group with raw score *m*), which gives the greatest weight at score levels most frequently attained by students in the focal group.

$$\text{SMD} = \frac{\sum_m w_m (E_{fm} - E_{rm})}{\sum_m w_m} = \frac{\sum_m w_m D_m}{\sum_m w_m}$$

SMD is converted to an effect-size metric by dividing it by the standard deviation of item scores for the total group. A negative *SMD* value indicates an item on which the focal group has a lower mean than the reference group, conditioned on the matching variable. On the other hand, a positive *SMD* value indicates an item on which the reference group has a lower mean than the focal group, conditioned on the matching variable.

The MH DIF statistic is based on a 2×(*T*+1)×*M* (2 groups × *T*+1 item scores × *M* strata) frequency table, where students in the reference and focal groups are matched on their total raw scores (*T* = maximum score for the item). The Mantel χ^2 statistic is defined by the following equation:

$$\text{Mantel's } \chi^2 = \frac{\left(\sum_m \sum_t N_{rtm} Y_t - \sum_m \frac{N_{r+m}}{N_{++m}} \sum_t N_{+tm} Y_t \right)^2}{\sum_m Var(\sum_t N_{rtm} Y_t)}.$$

The *p*-value associated with the Mantel χ^2 statistic and the *SMD* (on an effect-size metric) are used to determine DIF classifications. Table 7.2 defines the DIF categories for polytomous items.

Table 7.2
DIF Categories for Polytomous Items

DIF Category	Criteria
A (negligible)	Mantel χ^2 *p*-value > 0.05 or $|SMD/SD| \leq 0.17$
B (slight to moderate)	Mantel χ^2 *p*-value < 0.05 and $0.17 < |SMD/SD| < 0.25$
C (moderate to large)	Mantel χ^2 *p*-value < 0.05 and $|SMD/SD| \geq 0.25$

Three DIF analyses were conducted for operational test items: female/male, black/white, and Hispanic/white. That is, item score data were used to detect items on which female or male students performed unexpectedly well or unexpectedly poorly, given their performance on the full assessment. The same methods were used to detect items on which black or white students performed unexpectedly well or unexpectedly poorly, given their performance on the full assessment. The last two columns of Tables 7.3–7.5 provide the number of items flagged for DIF. Items flagged with B-DIF are said to exhibit slight to moderate DIF, and items with C-DIF are said to exhibit moderate to large DIF. Very few operational test items were flagged for C-DIF by either analysis.

Note that DIF flags for dichotomous items are based on the Mantel–Haenszel statistics, while DIF flags for polytomous items are based on the combination of Mantel χ^2 and *SMD* statistics. Tables 7.3–7.5 summarize DIF statistics for the 2019 spring operational items. In addition, all DIF results can be found in Pearson ABBI.

All items exhibiting statistical DIF were reviewed by the LDOE and WestEd content staff. Per the LDOE's standard practice, if multiple items exhibiting statistical DIF must be used on a test, the items to be used are purposefully reviewed and selected to ensure that the DIF flags do not consistently favor or disfavor the same comparison group. At the 2019 data review, no items were found to exhibit bias, and no items were rejected from the prospective item pool strictly based on DIF analysis results and content reviews.

Table 7.3
Summary of Female – Male DIF Flags for Operational Items by Grade

Grade	A	[B+],[B−]	[C+],[C−]
03	39	[0],[0]	[0],[0]
04	40	[1],[0]	[0],[0]
05	39	[0],[1]	[0],[0]
06	42	[0],[1]	[0],[0]
07	41	[0],[1]	[0],[1]
08	39	[0],[3]	[0],[0]

Table 7.4
Summary of African American – White DIF Flags for Operational Items by Grade

Grade	A	[B+],[B−]	[C+],[C−]
03	39	[0],[0]	[0],[0]
04	41	[0],[0]	[0],[0]
05	40	[0],[0]	[0],[0]
06	43	[0],[0]	[0],[0]
07	41	[0],[2]	[0],[0]
08	40	[1],[1]	[0],[0]

Table 7.5
Summary of Hispanic – White DIF Flags for Operational Items by Grade

Grade	A	[B+],[B−]	[C+],[C−]
03	38	[0],[1]	[0],[0]
04	41	[0],[0]	[0],[0]
05	40	[0],[0]	[0],[0]
06	42	[0],[1]	[0],[0]
07	42	[0],[0]	[0],[1]
08	42	[0],[0]	[0],[0]

The results of classical test theoretic data analyses—item *p*-values, item discrimination indices, and *MH DIF* indices—and analyses based on item theoretic methods are reviewed

by committees of Louisiana educators for potential bias. It should be noted that for data review on field test item analysis results, particularly, any statistically flagged items evaluated for and determined to present potential bias are rejected from inclusion in the item pool.

Item Calibration and Scaling

LEAP 2025 Science assessments are standards-based assessments that have been constructed to align to the LSSS as defined by the LDOE and Louisiana educators. For each grade level, the content standards specify the subject matter students should know and the skills they should be able to perform. In addition, performance standards specify how much of the content standards students need to master in order to achieve proficiency. Constructing tests to content standards enables the tests to assess the same constructs from one year to the next.

Item Response Theory (IRT) models were used in the item calibration for the LEAP 2025 Science assessments. Each grade-level test was calibrated separately. All calibration activities were independently replicated by Pearson staff as an added quality-control check.

Scaling is the process whereby we associate student performance with some ordered value, typically a number. The most common and straightforward way to score a test is to simply use the sum of points a student earned on the test, namely, the raw score. Although the raw score is conceptually simple, it can be interpreted only in terms of a particular set of items. When new test forms are administered in subsequent administrations, other types of derived scores must be used to compensate for any differences in the difficulty of the items and to allow direct comparisons of student performance between administrations. Typically, a scaled metric is used, on which test forms from different years are equated.

Measurement Models

IRTPRO, a software application for item calibration and test scoring, was used to estimate item response theory (IRT) parameters from LEAP 2025 assessment data. Multiple-choice (MC), multiple-select (MS), and some technology-enhanced (TE) items were scored dichotomously (0/1), so the 3-parameter logistic model (3PL) was applied to those data:

$$p_i(\theta_j) = c_i + \frac{1 - c_i}{1 + e^{-Da_i(\theta_j - b_i)}}.$$

In that model, $p_i(\theta_j)$ is the probability that student j would earn a score of 1 on item i, b_i is the difficulty parameter for item i, a_i is the slope (or discrimination) parameter for item i, c_i is the pseudo-chance (or guessing) parameter for item i, and D is the constant 1.7.

The 2019 test also included five types of polytomous items: TEs scored 0–2, CR items scored 0–2, TPI items scored 0–2, TPD items scored 0–2, and ER items scored 0–6 for grades 3 and 4 or 0–9 for grades 5 through 8. Data from polytomous items were used to estimate parameters for the generalized partial credit model (GPCM) (Muraki, 1992):

$$p_{im}(\theta_j) = \frac{\exp[\sum_{k=0}^{m} Da_i(\theta_j - b_i + d_{ik})]}{\sum_{v=0}^{M_i - 1} \exp[Da_i(\theta_j - b_i + d_{iv})]},$$

where $a_i(\theta_j - b_i + d_{i0}) \equiv 0$, $p_{im}(\theta_j)$ is the probability of an examinee with θ_j getting score m on item i, and Mi is the number of score categories of item i with possible item scores as consecutive integers from 0 to $Mi - 1$. In the GPCM, the d parameters define the "category intersections" (i.e., the θ value at which examinees have the same probability of scoring 0 and 1, 1 and 2, etc.).

Operational Item Parameters

The distributions of item parameters are summarized by grade in Table C.6. Figures in Appendix C provide graphical displays of the distributions of IRT parameter estimates for each grade. TPI, TPD, CR, and ER items have no c parameters because they are polytomous items and are therefore modeled using the GPCM. The number of item parameters associated with the ER items reflect item parameter estimates associated with particular "part scores" that comprise the total ER item. Please note that statistical results of FT items can be found at Pearson ABBI.

Item Fit

IRT scaling algorithms attempt to find item parameters (numerical characteristics) that create a match between observed patterns of item responses and theoretical response patterns defined by the selected IRT models. The Q_1 statistic (Yen, 1981) is used as an

index for how well theoretical item curves match observed item responses. Q_1 is computed by first conducting an IRT item parameter estimation, then estimating students' achievement using the estimated item parameters and, finally, using students' achievement scores in combination with estimated item parameters to compute expected performance on each item. Differences between expected item performance and observed item performance are then compared at 10 selected equal intervals across the range of student achievement. Q_1 is computed as a ratio involving expected and observed item performance. Q_1 is interpretable as a chi-square (χ^2) statistic, which is a statistical test that determines whether the data (observed item performance) fit the hypothesis (the expected item performance). Q_1 for each item type has varying degrees of freedom because the different item types have different numbers of IRT parameters. Therefore, Q_1 is not directly comparable across item types. An adjustment or linear transformation (translation to a Z-score, Z_{Q_1}) is made for different numbers of item parameters and sample size to create a more comparable statistic.

Yen's Q_1 statistic (Yen, 1981) was calculated to evaluate item fit for operational test items by comparing observed and expected item performance. MAP (maximum *a posteriori*) estimates from IRTPRO were used as student ability estimates. For dichotomous items, Q_1 is computed as

$$Q_{1i} = \sum_{j=1}^{j} \frac{N_{ij}(O_{ij}-E_{ij})^2}{E_{ij}(1-E_{ij})},$$

where N_{ij} is the number of examinees in interval (or group) j for item i, O_{ij} is the observed proportion of the examinees in the same interval, and E_{ij} is the expected proportion of the examinees for that interval. The expected proportion is computed as

$$E_{ij} = \frac{1}{N_{ij}}\sum_{a\in j}^{N_{ij}} P_i(\widehat{\theta}_a),$$

where $P_i(\widehat{\theta}_a)$ is the item characteristic function for item i and examinee a. The summation is taken over examinees in interval j.

The generalization of Q_1 for items with multiple response categories is

$$Gen\ Q_{1i} = \sum_{j=1}^{10} \sum_{k=1}^{m_i} \frac{N_{ij}(O_{ikj}-E_{ikj})^2}{E_{ikj}},$$

where

$$E_{ikj} = \frac{1}{N_{ij}}\sum_{a\in j}^{N_{ij}} P_{ik}(\widehat{\theta}_a).$$

Both Q_1 and generalized Q_1 results are transformed to ZQ_1 and are compared to a criterion $ZQ_{1,\text{crit}}$ to determine whether fit is acceptable. The conversion formulas are

$$ZQ_1 = \frac{Q_1 - df}{\sqrt{2df}}$$

and

$$ZQ_{1,crit} = \frac{N}{1500} * 4,$$

where *df* is the degrees of freedom (the number of intervals minus the number of independent item parameters). Items are categorized as exhibiting either fit or misfit.

A summary of IRT item parameter statistics and item fit by grade is provided in Appendix D: Dimensionality Reports.

Dimensionality and Local Item Independence

By fitting all items simultaneously to the same achievement scale, IRT is operating under the assumption that there is a single predominant construct that underlies the performance of all items. Under this assumption, item performance should be related to achievement and, additionally, any relationship of performance between pairs of items should be explained or accounted for by variance in students' levels of achievement. This is the "local item independence" assumption of unidimensional IRT and is associated with a test for unidimensionality called the Q_3 statistic (Yen, 1984).

Computation of the Q_3 statistic starts with expected student performance on each item, which is calculated using item parameters and estimated achievement scores. Then, for each student and each item, the difference between expected and observed item performance is calculated. The difference is the remainder in performance after accounting for underlying achievement. If performance on an item is driven by a predominant achievement construct, then the residual will be small (as tested by the Q_1 statistic), and the correlation between residuals of the item pairs will also be small. These correlations are analogous to partial correlations or the relationship between two variables (items) after accounting for the effects of a third variable (underlying achievement). The correlation among IRT residuals is the Q_3 statistic.

When calculating the level of local item dependence for two items (*i* and *j*), the Q_3 statistic is

$$Q_3 = r_{d_i d_j}.$$

The correlation between d_i and d_j values is the correlation of the residuals—that is, the difference between expected and observed scores for each item. For test taker *k*,

$$d_{ik} = u_{ik} - P_i(\theta_k),$$

where u_{ik} is the score of the kth test taker on item i and $P_i(\theta_k)$ represents the probability of test taker k responding correctly to item i.

With n items, there are $n(n-1)/2$ Q_3 statistics. If an assessment consists of 48 items, for example, there are 1,128 Q_3 values. The Q_3 values should all be small. Summaries of the distributions of Q_3 are provided in Appendix D: Dimensionality Reports. Specifically, Q_3 data are summarized by minimum, 5th percentile, median, 95th percentile, and maximum values for LEAP 2025 Science grades 3 through 8. To add perspective to the meaning of Q_3 distributions, the average zero-order correlation (simple intercorrelation) among item responses is also shown. If the achievement construct accounts for the relationships between items, Q_3 values should be much smaller than the zero-order correlations. The Q_3 summary tables in the dimensionality reports in Appendix D show for all grades and subjects that at least 90% (between the 5th and 95th percentiles) of the items are expectedly small. These data, coupled with the Q_1 data, indicate that the unidimensional IRT model provides a reasonable solution to capture the essence of student science achievement defined by the selected set of items for each grade level.

Unidimensionality and Principal Component Analysis

It should be noted that Appendix D provides information about principal component analysis of grades 3–8 Science. Measurement implies order and magnitude along a single dimension (Andrich, 2004). Consequently, in the case of scholastic achievement, one-dimensional scale is required to reflect this idea of measurement (Andrich, 1988, 1989). However, unidimensionality cannot be strictly met in a real testing situation because students' cognitive, personality, and test-taking factors usually have a unique influence on their test performance to some level (Andrich, 2004; Hambleton, Swaminathan, & Rogers, 1991). Consequently, what is required for unidimensionality to be met is an investigation of the presence of a dominant factor that influences test performance. This dominant factor is considered as the ability measured by the test (Andrich, 1988; Hambleton et al., 1991; Ryan, 1983). To check the unidimensionality of the 2019 LEAP assessments, the relative sizes of the eigenvalues associated with a principal component analysis of the item set were examined using SAS program. The first and the second principal component

eigenvalues were compared *without rotation*. Table D.3.1 and Figures D.3.1–2 summarize the results of the first and second principal component eigenvalues of the assessments.

A general rule of thumb in exploratory factor analysis suggests that a set of items may represent as many factors as there are eigenvalues greater than 1 because there is one unit of information per item and the eigenvalues sum to the total number of items. However, a set of items may have multiple eigenvalues greater than 1 and still be sufficiently unidimensional for analysis with IRT (Loehlin, 1987; Orlando, 2004). As seen from the table and figures, the first component is substantially larger than the second eigenvalue across the assessments: the first eigenvalue was at least 5 times as big as the second eigenvalue for each test except for grades 3 and 4. In addition, the figures indicate that the second component sharply drops from the first and gets flat. As a result, we could conclude that the unidimensionality assumption of 2019 assessment was met.

Scaling

Based on the panelist recommendations and LDOE approval, the scale is set using two cut scores, Basic and Mastery, with fixed scale score points of 725 and 750, respectively. The scale scores for Approaching Basic and Advanced vary by grade level. The highest obtainable scale score (HOSS) and lowest obtainable scale score (LOSS) for the scale determined by the LDOE are 650 and 850.

IRT ability estimates (θs) are transformed to the reporting scale with a linear transformation equation of the form
$$SS = A\theta + B,$$

where SS is scale score, θ is IRT ability, A is a slope coefficient, and B is an intercept. The slope can be calculated as
$$A = \frac{SS_{Mastery} - SS_{Basic}}{\theta_{Mastery} - \theta_{Basic}},$$
where $\theta_{Mastery}$ is the Mastery cut score on the theta scale, and θ_{Basic} is the Basic cut score on the theta scale. $SS_{Mastery}$ and SS_{Basic} are the Mastery and Basic scale score cuts, respectively. With A calculated, B are derived from the equation
$$SS_{Mastery} = A\theta_{Mastery} + B,$$
which are rearranged as
$$B = SS_{Mastery} - A\theta_{Mastery} \text{ or } B = SS_{Mastery} - \frac{SS_{Mastery} - SS_{Basic}}{\theta_{Mastery} - \theta_{Basic}}\theta_{Mastery}.$$

Thus, the general equation for converting θs to scale scores is

$$SS = \left(\frac{SS_{Mastery} - SS_{Basic}}{\theta_{Mastery} - \theta_{Basic}}\right)\theta + \left(SS_{Mastery} - \frac{SS_{Mastery} - SS_{Basic}}{\theta_{Mastery} - \theta_{Basic}}\theta_{Mastery}\right).$$

The scaling constants *A* and *B* are calculated, and the Advanced cut score and the Approaching Basic cut score on the θ scale are transformed to the reporting scale, rounded to the nearest integer. At this point, the score ranges associated with the five achievement levels are determined. The same scaling constants *A* and *B* are used to convert student ability estimates to the reporting scale until new achievement-level standards are set.

Descriptive Statistics and Frequency Distribution of LEAP 2025 Science Scale Scores can be found in Appendix E: Scale Distribution and Statistics Report.

8. Reporting for 3–8 Science

Additional information regarding score reporting can be found in the *Interpretive Guide Grades 3–8 ELA, Math, Social Studies, and Science Spring 2019* document. The elements of the table of contents are provided below.

- Introduction to the Interpretive Guide
- Overview
    - Purpose of the Interpretive Guide
- Test Design
    - The ELA Test
    - The Math Test
    - The Social Studies Test
    - The Science Test
- Scoring
    - ELA Item Types and Scoring
    - Math Item Types and Scoring
    - Social Studies Item Types and Scoring
    - Science Item Types and Scoring
- Interpreting Scores and Achievement Levels
    - Scale Score
    - Achievement Level
    - Student Rating by Category and Subcategory
- Student-Level Reports
    - Sample Student Report: Explanation of Results and Terms
    - Parent Guide to the LEAP 2025 Student Reports
    - Sample Student Report A
    - Sample Student Report B
    - Sample Student Report C
    - Sample Student Report D
- School Roster Report
    - Sample School Roster Report: Explanation of Results and Terms
    - Sample ELA School Roster Report
    - Sample Mathematics School Roster Report
    - Sample Social Studies School Roster Report
    - Sample Science School Roster Report

9. Data Review Process and Results

During data review of the spring 2018 FT items, content experts and psychometric support staff reviewed field-tested items with accompanying data to make judgments about the appropriateness of items for use on future operational test forms. Statistically flagged items were not rejected on the sole basis of statistics; only items with identifiable flaws based on content were rejected.

The data review meetings began with a refresher presentation to data review. The presentation included a review of item statistics (difficulty, discrimination, DIF, score distributions), appropriate interpretations and inferences, what would be considered reasonable values, and how the values might differ across item types.

Facilitators from Pearson and WestEd led the data review. Statistical information was evaluated for each item to determine whether the item functioned as intended. Each item's suitability for future operational tests was then evaluated in the context of the field-test statistics. Judgments to accept, accept with edits (or "revise/re-field test"), or reject were then recorded for each item. If the decision was to edit or to reject an item, additional information was captured to document the reason for the decision. Table 9 summarizes the disposition of field-tested items from data review.

Table 9

FT Item Dispositions by Item Type, 2019 Data Review

Grade	Item Type	Number of Items				
		Accept	Accept with Edits	Reject	Total	% of Total
3	CR	1	2	1	4	10.00
	MC	15	5	0	20	50.00
	MS	2	1	0	3	7.50
	TE	0	0	0	0	0.00
	TPI	5	0	0	5	12.50
	TPD	4	4	0	8	20.00
	Total	27	12	1	40	100.00
4	CR	0	1	3	4	10.00
	MC	17	2	1	20	50.00
	MS	4	0	0	4	10.00
	TE	0	0	0	0	0.00
	TPI	5	1	0	6	15.00
	TPD	5	0	1	6	15.00
	Total	31	6	3	40	100.00
5	CR	0	1	2	3	6.80
	ER	1	0	0	1	2.13
	MC	8	3	1	12	25.53
	MS	3	1	0	4	8.51
	TE	13	4	0	17	36.17
	TPI	5	2	0	7	14.89
	TPD	2	1	0	3	6.38
	Total	32	14	1	47	100.00
6	CR	1	1	0	2	5.41
	ER	0	0	0	0	0.00
	MC	7	2	0	9	24.32
	MS	1	2	0	3	8.11
	TE	9	3	0	12	32.43
	TPI	2	1	0	3	8.11
	TPD	6	2	0	8	21.62
	Total	26	11	0	37	100.00

Grade	Item Type	Number of Items				
		Accept	Accept with Edits	Reject	Total	% of Total
7	CR	1	0	0	1	2.27
	ER	0	0	0	0	0.00
	MC	12	2	1	15	34.09
	MS	5	1	0	6	13.64
	TE	11	2	0	13	29.55
	TPI	4	1	0	5	11.36
	TPD	4	0	0	4	9.09
	Total	37	6	1	44	100.00
8	CR	2	0	0	2	5.41
	ER	0	0	0	0	0.00
	MC	8	3	0	11	29.73
	MS	4	0	0	4	10.81
	TE	14	0	0	14	37.84
	TPI	1	0	0	1	2.70
	TPD	4	1	0	5	13.51
	Total	33	4	0	37	100.00

Following the data review meeting, LDOE content specialists reviewed items again with a focus on items that were rejected or accepted with edits. This reconciliation process provided the LDOE an additional opportunity to review item content and to consider possible revisions to re-field test items for possible future operational use. The reconciliation decisions were the final decisions.

Following the data review meeting, LDOE content specialists reviewed items and the data review judgments with a focus on items that were rejected or accepted with edits. This reconciliation process provided the LDOE an additional opportunity to review item content and to consider possible revisions to re-field test items for future operational use. Final item dispositions were determined by outcomes from the reconciliation process.

10. Reliability and Validity

Internal Consistency Reliability Estimation

Internal consistency methods use data from a single administration to estimate test score reliability. For state assessments where student testing time is at a premium, internal consistency procedures have a practical advantage over reliability estimation procedures that require multiple test administrations. One of the most frequently used internal consistency reliability estimates is coefficient alpha (Cronbach, 1951). Coefficient alpha is based on the assumption that inter-item covariances constitute true-score variance and the fact that the average true-score variance of items is greater than or equal to the average inter-item covariance. The formula for coefficient alpha is

$$\alpha = \left(\frac{N}{N-1}\right)\left(1 - \frac{\sum_{i=1}^{N} s_{Y_i}^2}{s_X^2}\right),$$

where N is the number of items on the test, $s_{Y_i}^2$ is the sample variance of the ith item or component, and s_X^2 is the observed score variance for the test. Coefficient alpha is appropriate for use when the items on the test are reasonably homogeneous. The homogeneity of LEAP 2025 Social Studies tests is evidenced through a dimensionality analysis. Dimensionality analyses results are discussed in "Chapter 7. Data Analysis."

The reliability and classification accuracy reports in Appendix F: Reliability and Classification Accuracy provide coefficient alpha and IRT model-based or "marginal reliability" (Thissen, Chen, & Bock, 2003) for the total tests. Coefficient alpha values range from 0.84 to 0.87, and marginal alpha values range from 0.91 to 0.97 across grades. Marginal reliability is described as "an average reliability over levels of θ or theta" (Thissen, 1990). Marginal reliability may be reproduced by squaring and subtracting from 1 each of the 31 "posterior standard deviations" (SEMs) in the IRTPRO output file. Since the variance of the population is 1, each of these values represents the reliability at each of the 31 θs. Marginal reliability is the average of these computations weighted by the normal probabilities for each of the 31 quadrature intervals.

The formula for marginal reliability is

$$\overline{\rho} = \frac{s_\theta^2 - E(SEM_\theta^2)}{s_\theta^2},$$

where s_θ^2 is the variance of a given θ (1 for standardized θ) and $E(SEM_\theta^2)$ is the average error variance or the mean of the squared posterior standard deviations by weighting population density. Marginal reliability can be interpreted in the same way as traditional internal consistency reliability estimates such as coefficient alpha.

Additional reliabilities were calculated on various demographic subgroups[1] using the population of students (Appendix F: Reliability and Classification Accuracy). Included with coefficient alpha in the tables are the number of students responding to the test, the mean score obtained by this group of students, and the standard deviation of the scores obtained for this group.

Coefficient alpha estimates are computed for the entire test and each subscale by reporting category. Subscore reliability will generally be lower than total score reliability because reliability is influenced by the number of items as well as their covariation. In some cases, the number of items associated with a subscore is small (10 or fewer). Subscore results must be interpreted carefully when these measures reflect the limited number of items associated with the score.

Student Classification Accuracy and Consistency

Students are classified into one of five performance levels based on their scale scores. It is important to know the reliability of student scores in any examination; but, assessing the reliability of the classification decisions based on these scores is of even greater importance. Classification decision reliability is estimated by the probabilities of correct and consistent classification of students. Procedures were used from Livingston and Lewis (1995) and Lee, Hanson, and Brennan (2000) to derive accuracy and consistency classification measures.

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[1] The subgroups are male/female, white/Black/Hispanic/Asian/American Indian or Alaska Native/Native Hawaiian or Other Pacific Islander/multiracial, and English Learners.

Accuracy of Classification. According to Livingston and Lewis (1995, p. 180), the classification accuracy is "the extent to which the actual classifications of the test takers . . . agree with those that would be made on the basis of their true scores, if their true scores could somehow be known." Accuracy estimates are calculated from cross-tabulations between "classifications based on an observable variable (scores on a test) and classifications based on an unobservable variable (the test takers' true scores)." True score is also referred to as a hypothetical mean of scores from all possible forms of the test if they could somehow be obtained (Young & Yoon, 1998).

Consistency of Classification. Classification consistency is "the agreement between classifications based on two non-overlapping, equally difficult forms of the test" (Livingston & Lewis, 1995, p. 180). Consistency is estimated using actual response data from a test and the test's reliability to statistically model two parallel forms of the test and compare the classifications on those alternate forms.

Accuracy and Consistency Indices. Three types of accuracy and consistency indices were generated: *overall*, *conditional-on-level*, and *cut point*, provided in Appendix F: Reliability and Classification Accuracy. The *overall accuracy* of performance-level classifications is computed as a sum of the proportions on the diagonal of the joint distribution of true score and observed score levels. It is a proportion (or percentage) of correct classification across all the levels. The overall accuracy index ranges from 0.643 to 0.701 for grades of LEAP 2025 Science assessments.

Another way to express overall consistency is to use Cohen's Kappa (κ) coefficient (Cohen, 1960). The overall coefficient Kappa when applying all cutoff scores together is

$$\kappa = \frac{P - P_c}{1 - P_c},$$

where P is the probability of consistent classification and P_c is the probability of consistent classification by chance (Lee et al., 2000). P is the sum of the diagonal elements, and P_c is the sum of the squared row totals. The PChance index ranges from 0.232 to 0.259 across grades of LEAP 2025 Science assessments.

Kappa is a measure of "how much agreement exists beyond chance alone" (Fleiss, 1973), which means that it provides the proportion of consistent classifications between two forms after removing the proportion of consistent classifications expected by chance alone. The Kappa index ranges from 0.381 to 0.454 across grades.

Consistency conditional-on-level is computed as the ratio between the proportion of correct classifications at the selected level (diagonal entry) and the proportion of all the students classified into that level (marginal entry).

Accuracy conditional-on-level is analogously computed. The only difference is that in the consistency table, both row and column marginal sums are the same, whereas in the accuracy table, the sum that is based on true status is used as a total for computing accuracy conditional on level.

Perhaps the most important indices for accountability systems are those for the accuracy and consistency of classification decisions made at specific cut points. To evaluate decisions at specific cut points, the joint distribution of all the performance levels is collapsed into a dichotomized distribution around that specific cut point.

Validity

"Validity is defined as … the degree to which evidence and theory support the interpretations of test scores entailed by proposed users of tests" (AERA/APA/NCME, 2014). Validity is, therefore, the most fundamental consideration in developing and evaluating tests. The purpose of test score validation is not to validate the test itself but to validate interpretations of the test scores for particular purposes or uses. Test score validation is not a quantifiable property but an ongoing process, beginning at initial conceptualization and continuing throughout the entire assessment process.

The spring 2019 LEAP 2025 Science tests were designed and developed to provide fair and accurate achievement scores that support appropriate, meaningful, and useful educational decisions. Validity evidence may be found in the following parts: Chapter 2 (Assessment Frameworks), Chapter 3 (Overview of the Test Development Process), Chapter 4 (Construction of Test Forms), Chapter 5 (Test Administration), Chapter 6 (Scoring Activities), Chapter 7 (Data Analysis), Chapter 8 (Reporting for 3–8 Science),

Chapter 9 (Data Review Process and Results), Chapter 10 (Reliability and Validity), and Chapter 11 (Statistical Summaries). As the technical report has evolved, chapter by chapter, it reflects phases of the testing cycle. Each part of the technical report details the procedures and processes applied in the creation of LEAP 2025 and their results.

The knowledge, expertise, and professional judgment offered by Louisiana educators ultimately ensure that the content of the LEAP 2025 Science assessments is an adequate and representative sample of appropriate content and that the content forms a legitimate basis upon which to derive valid conclusions about student achievement.

Chapters 3 and 4 of the technical report address test-form development. Chapter 3 presents a general discussion of test book creation and the editing process, describing the selection of operational test items, the content distribution of embedded field test items, and the process to obtain approvals from the LDOE. The test design process and participation by Louisiana educators throughout the process—from item development, content review, and bias review to test selection—reinforce confidence in the content and design of LEAP 2025 to derive valid inferences about Louisiana student performance.

Chapter 5 of the technical report describes the process, procedures, and policies that guide the administration of the LEAP 2025 assessments, including accommodations, test security, and detailed written procedures provided to test administrators and school personnel.

Chapter 6 describes scoring processes and activities for the LEAP 2025 Science assessments.

Chapter 7 describes classical data analysis and item response theoretic calibration, scaling, and equating methods, as well as processes and procedures to clean data to ensure replicable, iterative calibrations and scaling of the spring 2019 LEAP 2025 Science tests. Some references to introductory and advanced discussions of IRT are provided. Chapter 7 also describes an analysis of DIF. Complete tables of gender and ethno-racial DIF results for the spring 2019 LEAP 2025 Science operational items by grade are presented in Appendix C.

Chapter 8 of the technical report summarizes the test results, score distributions, and achievement-level information.

Chapter 9 describes the data review process and results.

Chapter 10 addresses Cronbach's alpha and marginal alpha as measures of internal consistency and also describes analysis procedures for classification consistency and classification accuracy.

Chapter 11 reports the statistical summaries of the LEAP 2025 Science assessments for spring 2019.

Additional, corroborating evidence consistent with the validity, reliability, and consistency of the LEAP 2025 Science assessments has been documented in the LEAP Science frameworks, test development plans, and the 2019 Science standard-setting technical report.

11. Statistical Summaries

The LEAP 2025 test results for Science for grades 3–8 are not on a vertical scale, and therefore the scale scores across grades cannot be compared. For each grade, the lowest obtainable scale score on the Science tests is 650 and the highest obtainable scale score is 850. Test results are presented in Tables 11.1 through 11.6. For each grade, scale score means and standard deviations as well as the percentages of students in each performance level are reported for the state and disaggregated into various demographic groups. In addition to the descriptive statistics presented in Tables 11.1 through 11.6, scale score frequency distributions are presented in Appendix E. The information for each grade is provided within separate tables.

The current years' unidimensionality results can be found in Appendix D. We continue to conduct a principal component analysis. Measurement implies order and magnitude along a single dimension (Andrich, 1989). In the case of scholastic achievement, one-dimensional scale is required to reflect this idea of measurement (Andrich, 1988, 1989). However, unidimensionality cannot be strictly met in a real testing situation because students' cognitive, personality, and test-taking factors usually have a unique influence on their test performance to some level (Andrich, 1988; Hambleton, Swaminathan, & Rogers, 1991). Therefore, what is required for unidimensionality to be met is an investigation of the presence of a dominant factor that influences test performance. This dominant factor is considered as the ability measured by the test (Andrich, 1988; Hambleton et al., 1991; Ryan, 1983). To check the unidimensionality, the relative sizes of the eigenvalues associated with a principal component analysis of the item set will be examined using the SAS program.

Table 11.1

Spring 2019 LEAP 2025 State Test Results Grade 3

	Scale Score			% at Performance Level				
	N	Mean	Standard Deviation	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
TOTAL	≥46,590	729.29	29.17	13	28	33	20	6
Gender								
Female	≥23,680	729.63	28.67	12	29	33	20	6
Male	≥22,900	728.97	29.65	13	28	32	20	7
Ethnicity								
Hispanic/Latino	≥4,290	724.65	28.68	15	31	34	16	4
American Indian or Alaska Native	≥330	728.11	27.29	13	29	36	17	5
Asian	≥780	745.89	30.47	6	14	30	30	20
Black	≥19,740	718.84	27.52	19	37	30	12	2
Native Hawaiian or Other Pacific Islander	≥30	733.13	29.37	5	31	38	21	5
White	≥19,920	739.66	26.90	6	20	35	29	11
Multi-Racial	≥1,460	734.16	27.20	9	26	35	23	8
Economically Disadvantaged (Economic Status)								
No	≥13,530	743.34	27.04	5	17	33	32	14
Yes	≥33,060	723.55	28.03	16	33	32	15	3
LEP Status								
Fully English Proficient	≥44,100	730.15	29.02	12	28	33	21	7
English Learner	≥2,480	714.06	27.43	23	39	28	8	2

Table 11.2
Spring 2019 LEAP 2025 State Test Results Grade 4

	Scale Score			% at Performance Level				
	N	Mean	Standard Deviation	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
TOTAL	≥48,330	738.92	27.73	10	18	35	30	7
Gender								
Female	≥24,780	738.21	26.62	9	19	37	29	6
Male	≥23,540	739.68	28.84	10	17	33	31	8
Ethnicity								
Hispanic/Latino	≥4,210	734.00	28.52	14	19	37	26	5
American Indian or Alaska Native	≥320	739.88	26.33	8	16	37	33	6
Asian	≥720	754.97	27.60	4	9	25	41	20
Black	≥20,850	727.45	25.31	16	27	38	18	2
Native Hawaiian or Other Pacific Islander	≥40	739.98	27.46	5	24	36	33	2
White	≥20,620	750.56	24.79	3	10	32	42	12
Multi-Racial	≥1,540	744.03	25.96	5	16	35	36	8
Economically Disadvantaged (Economic Status)								
No	≥14,310	752.87	25.70	4	9	29	43	15
Yes	≥34,020	733.05	26.43	12	22	38	24	3
LEP Status								
Fully English Proficient	≥46,120	739.78	27.48	9	18	35	31	7
English Learner	≥2,210	720.94	26.91	24	28	34	13	1

Table 11.3
Spring 2019 LEAP 2025 State Test Results Grade 5

	Scale Score			% at Performance Level				
	N	Mean	Standard Deviation	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
TOTAL	≥48,580	734.49	33.09	13	25	28	27	8
Gender								
Female	≥24,890	734.15	32.01	12	26	28	26	7
Male	≥23,690	734.85	34.18	14	24	27	28	8
Ethnicity								
Hispanic/Latino	≥4,090	729.08	33.83	17	25	29	24	5
American Indian or Alaska Native	≥320	737.20	29.81	8	22	34	29	7
Asian	≥820	756.00	34.16	5	12	21	38	24
Black	≥20,700	720.51	29.95	21	35	27	16	2
Native Hawaiian or Other Pacific Islander	≥40	747.39	36.58	8	16	24	27	24
White	≥21,060	747.99	29.77	5	16	28	38	13
Multi-Racial	≥1,530	739.71	31.49	8	22	32	30	9
Economically Disadvantaged (Economic Status)								
No	≥14,760	751.46	30.43	4	14	26	40	16
Yes	≥33,820	727.08	31.43	16	30	28	21	4
LEP Status								
Fully English Proficient	≥46,740	735.57	32.74	12	25	28	28	8
English Learner	≥1,840	707.20	30.11	36	34	21	8	1

Table 11.4
Spring 2019 LEAP 2025 State Test Results Grade 6

	Scale Score			% at Performance Level				
	N	Mean	Standard Deviation	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
TOTAL	≥49,080	732.46	29.03	14	23	34	24	4
Gender								
Female	≥25,050	731.91	27.80	14	24	36	23	3
Male	≥24,020	733.03	30.26	15	22	32	26	4
Ethnicity								
Hispanic/Latino	≥3,860	726.04	30.62	21	24	32	20	3
American Indian or Alaska Native	≥320	735.83	25.82	10	21	41	24	4
Asian	≥780	752.46	30.75	7	9	27	43	15
Black	≥20,820	720.97	26.53	23	32	32	13	1
Native Hawaiian or Other Pacific Islander	≥40	739.43	27.41	9	20	28	37	7
White	≥21,790	743.43	26.35	6	16	36	36	6
Multi-Racial	≥1,440	737.95	27.40	9	21	38	27	5
Economically Disadvantaged (Economic Status)								
No	≥15,370	746.62	26.89	5	14	34	39	8
Yes	≥33,700	726.00	27.65	19	28	34	18	2
LEP Status								
Fully English Proficient	≥47,490	733.38	28.68	13	23	35	25	4
English Learner	≥1,580	704.83	25.87	44	32	20	4	0

Table 11.5
Spring 2019 LEAP 2025 State Test Results Grade 7

	Scale Score			% at Performance Level				
	N	Mean	Standard Deviation	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
TOTAL	≥47,020	734.45	30.25	13	25	31	27	4
Gender								
Female	≥23,760	734.89	29.19	12	26	32	27	3
Male	≥23,260	733.99	31.30	15	25	30	27	4
Ethnicity								
Hispanic/Latino	≥3,530	728.97	33.04	21	22	29	24	3
American Indian or Alaska Native	≥310	737.43	27.00	9	22	37	29	3
Asian	≥760	757.42	35.13	6	11	23	44	17
Black	≥20,170	722.91	26.87	20	34	30	15	1
Native Hawaiian or Other Pacific Islander	≥40	740.83	31.08	6	27	29	29	8
White	≥20,950	745.37	28.21	6	18	33	38	6
Multi-Racial	≥1,230	737.90	28.54	10	24	33	29	4
Economically Disadvantaged (Economic Status)								
No	≥15,170	749.09	29.02	5	15	31	42	8
Yes	≥31,840	727.46	28.27	17	30	31	20	2
LEP Status								
Fully English Proficient	≥45,590	735.38	29.88	12	25	31	28	4
English Learner	≥1,430	704.61	26.44	46	32	17	5	0

Table 11.6
Spring 2019 LEAP 2025 State Test Results Grade 8

	Scale Score			% at Performance Level				
	N	Mean	Standard Deviation	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
TOTAL	≥45,840	734.88	30.60	10	26	31	28	5
Gender								
Female	≥23,130	734.67	29.26	9	26	33	27	5
Male	≥22,710	735.09	31.91	11	25	29	29	6
Ethnicity								
Hispanic/Latino	≥3,430	726.16	34.14	20	25	27	24	4
American Indian or Alaska Native	≥310	738.55	27.45	6	22	34	33	4
Asian	≥780	754.32	35.12	7	12	22	41	19
Black	≥19,400	721.44	27.33	16	38	30	15	1
Native Hawaiian or Other Pacific Islander	≥20	739.09	30.11	9	18	41	23	9
White	≥20,840	747.67	26.75	3	15	33	40	9
Multi-Racial	≥1,030	742.11	27.15	5	18	36	35	6
Economically Disadvantaged (Economic Status)								
No	≥15,520	750.04	27.79	3	14	30	43	11
Yes	≥30,310	727.11	29.02	13	32	31	20	2
LEP Status								
Fully English Proficient	≥44,320	736.09	29.98	9	25	31	29	5
English Learner	≥1,520	699.64	27.17	46	36	13	4	0

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Appendix A: Training Agendas

LEAP 2025 Grades 3–8 Item Outline Development Training Agenda
Item Development Cycle for 2018–2019 LEAP 2025 Assessment in Science

I. Item Development Process
   a. Overview
   b. Steps in process
II. Outlines
   a. What outlines are
      i. Definition and purpose
      ii. Components
   b. What outlines are not
      i. Characteristics
      ii. Non-examples
   c. Outline assignments
      i. Tasks
              Components
                 a. Stimulus
                       i. Purpose of graphics, data tables, and graphs
                       ii. Reading level
                 b. Item types (G3,4 vs 5-EOC/Bio)
                 c. Bundling of PEs
      ii. Item sets
              Components
                 a. Stimulus
                 b. Item types (G3,4 vs 5-EOC/Bio)
                 c. Bundling of PEs
      iii. Standalones
                 a. Purpose
                 b. Use of graphics, data tables, and graphs
                 c. Item Types
                 d. Single PEs
      iv. Template
III. Considerations
   a. Tasks
      i. Needed number of items and ERs
      ii. Dimensionality

   iii. Number of items seen by students vs. number of items developed

   iv. Use of PEs

   v. Use of scaffolding within the task

 b. Item sets

   i. Needed number of items and ERs

   ii. Dimensionality

   iii. Interchangeability

   iv. Use of PEs (mix and match)

   v. Number of items seen by students vs. number of items developed

 c. Phenomena list (topics to avoid)

 d. Bias and Sensitivity

   i. Definitions

    1. Bias

    2. Sensitivity

    3. Stereotyping

    4. Fairness

   ii. Rationale for Removing Bias and Sensitivity

    1. Portrayal of groups within Louisiana's diverse population

    2. Protection of privacy and avoidance of offensive content

   iii. Potential Sources of Bias

    1. Ethnicity

    2. Culture

    3. Religion

    4. Disability

    5. Gender/age stereotypes

    6. Geography

    7. Socioeconomic status

    8. Controversial issues or contexts

    9. English language proficiency

   iv. Strategies to Avoid Bias

    1. Include non-DCI related information needed to understand stimulus/make stimulus accessible to students regardless of background.

    2. Use familiar language and contexts to avoid accessibility bias.

    3. Avoid issues and themes that demean, offend, or inaccurately portray any religion, ethnicity, culture, gender, social group, disability

    4. Avoid topics that will offend the privacy of values and beliefs of students, parents, or public

LEAP 2025 Grades 3–8 Item Writer Training Agenda
Item Development Cycle for 2018-2019 LEAP 2025 Assessment in Science

I. Project Overview:
   a. Purpose of LEAP project in science
   b. Characteristics of assessment
      i. Grade specific, ending the current practice of grade span assessments in grades 4 and 8;
      ii. Designed to be accessible for use by the widest possible range of students, including but not limited to students with disabilities and English Learners (ELs);
      iii. Constructed to yield valid and reliable test results while reporting student performance to five achievement levels;
      iv. Developed and/or reviewed with Louisiana educator and student involvement;
      v. Non-computer-adaptive; and
      vi. Administered online.
II. Louisiana Student Standards for Science (LSSS)
   a. New science standards were approved in early March 2017.
      i. The LSSS represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace. The standards call for students to:
         1. Apply content knowledge to real-world phenomena and to design solutions;
         2. Demonstrate the practices of scientists and engineers;
         3. Connect scientific learning to all disciplines of science; and
         4. Express ideas grounded in scientific evidence.
   b. The Louisiana Student Standards are not the NGSS!
III. Anatomy of the LSSS
   a. Descriptor
   b. Grade level
   c. Standard
   d. Domain
   e. Topic number
   f. Performance Expectation
      i. Science and Engineering Practices
      ii. Disciplinary Core Ideas
      iii. Crosscutting Concepts
IV. More Acronyms
   a. SEP key
      i. 1. Q/P = Asking Questions and Defining Problems
      ii. 2. MOD = Developing and Using Models
      iii. 3. INV = Planning and Carrying Out Investigations

   iv. 4. DATA = Analyzing and Interpreting Data
   v. 5. MCT = Using Mathematics and Computational Thinking
   vi. 6. E/S = Constructing Explanations and Designing Solutions
   vii. 7. ARG = Engaging in Argument from Evidence
   viii. 8. INFO = Obtaining, Evaluating, and Communicating Information
  b. CCC key
   i. PAT = Patterns
   ii. C/E = Cause and Effect
   iii. SPQ = Scale, Proportion, and Quantity
   iv. SYS = Systems and System Models
   v. E/M = Energy and Matter
   vi. S/F = Structure and Function
   vii. S/C = Stability and Change
  c. "Acronyms Cheat Sheet"
V. Multidimensional Standards → Multidimensional Assessment
  a. Dimensions are never to be taught in isolation, and therefore are never tested in isolation.
  b. The goal of a multidimensional assessment is to gather evidence that a student has proficiency in each of the three dimensions.
   i. Every item must align to at least two of the three dimensions (with one exception for ERs__ "mix and match").
   ii. Assessment must reflect the different dimensional combinations.
    1. SEP and DCI
    2. DCI and CCC
    3. SEP and CCC (not content)
    4. SEP, DCI, CCC
VI. Aligning to Multiple Dimensions
  a. SEP
   i. Develop and model; Analyze data; Construct an explanation
  b. DCI
  c. CCC
   i. Energy and Matter; Patterns; Scale, Proportion, and Quantity
VII. Phenomena: Keystone of 3-D Assessments
  a. Phenomena: Observable events that students can use the three dimensions to explain or make sense of.
   i. Links to phenomena websites are available in the "LEAP Phenomena and Context" document.
VIII. Context: How Phenomena Are Presented
  a. Contexts are the setting in which phenomena are presented (stimuli).
  b. A single phenomenon can be presented in many different contexts.
  c. Phenomena ≠ context; context ≠ phenomena
IX. Contexts and Stimuli
  a. Stimuli contain contexts in which phenomena are presented.

    b. Contexts and stimuli should be unique and novel.
- i. Non-textbook
- ii. Think outside the box

    c. Stimuli must be student friendly and grade appropriate.
- i. Engaging to students
- ii. Free of bias and sensitivity issues
  1. Definitions
     - a. Bias
     - b. Sensitivity
     - c. Stereotyping
     - d. Fairness
  2. Rationale for Removing Bias and Sensitivity
     - a. Portrayal of groups within Louisiana's diverse population
     - b. Protection of privacy and avoidance of offensive content
  3. Potential Sources of Bias
     - a. Ethnicity
     - b. Culture
     - c. Religion
     - d. Disability
     - e. Gender/age stereotypes
     - f. Geography
     - g. Socioeconomic status
     - h. Controversial issues or contexts
     - i. English language proficiency
  4. Strategies to Avoid Bias
     - a. Include non-DCI related information needed to understand stimulus/make stimulus accessible to students regardless of background.
     - b. Use familiar language and contexts to avoid accessibility bias.
     - c. Avoid issues and themes that demean, offend, or inaccurately portray any religion, ethnicity, culture, gender, social group, disability
     - d. Avoid topics that will offend the privacy of values and beliefs of students, parents, or public

    d. Phenomena, contexts, and stimuli need to be the right grain size.

    e. Goldilocks — provide only the information that is needed

X. Phenomena and PE Bundles
- a. PE bundle is usually 2 PEs, but 1-PE and 3-PE bundles are acceptable.
- b. PE bundling is used in two of the three "item groupings" on LSSS assessment.
- c. See "Phenomena and Context Overview" and "Contexts and Stimuli" documents for more information.

XI. Assessment Design: Item Components
- a. The LSSS assessment will consist of three distinct "components."

   i. Tasks (PE bundles; phenomena)
   ii. Item sets (PE bundles; phenomena)
   iii. Standalone items (single PE only; foci)

XII. Component: Task
  a. Tasks (stimulus; four items + ER; dependency OK; phenomenon/PE bundle)
  b. Tasks include a stimulus and a dependent set of four 1- or 2-point SRs and/or TE items, culminating with one 3-dimensional extended response.
  c. Items in tasks may require a specific order.
  d. Information in one item may be used in another item (but NOT cue!).
  e. Items may be scaffolded to help discriminate student performance levels.
  f. All items help make sense of or explain a phenomenon.
  g. No CRs
  h. For ER: Can "mix and match" within dimensions from PE bundle as long as the ER aligns with one SEP, one DCI, and one CCC

XIII. Component: Item Set
  a. Item set (stimulus; four items total; CR possible; no inter-item dependency)
   i. Item sets are composed of a stimulus and four 1- or 2-point SR, TE, and/or CR items.
   ii. Some item sets will contain one 2-point CR.
   iii. Item sets without a CR will contain one 2-point TE item (likely an evidence-based selected response) [EBSR].
   iv. Items are independent of one another, but all items must depend on the common stimulus.
   v. Like tasks, the item set makes sense of or explains a phenomenon using a PE bundle. No ERs are included in item sets.

XIV. Component: Standalone Items
  a. Standalone items (single PE; no parts)
   i. Standalone items will have a "focus" rather than a phenomenon upon which a stimulus is built. This is because a phenomenon is too large to explain or make sense of with one item.
   ii. Item types include 1- and 2-point formats: no CRs or ERs.

XV. Item Types: Selected-Response (SR) Formats
  a. Multiple choice (MC) (1 point)
   i. Four answer options with one and only one correct answer
  b. Multiple select (MS) (1 point)
   i. Five or six answer options with two or three correct answers

XVI. Item Types: Open-Response Formats
  a. Constructed response (CR) (2 points)
   i. Students enter text into a response space
   ii. Can be two parts
   iii. Aligns to PE bundle
   iv. 2-D or 3-D

        v. Used in item sets ONLY (not all)
- b. Extended response (ER) (grades 3, 4: 6 points; grades 5–EOC: 9 points)
  - i. Students enter text into a response space
  - ii. Can be up to three parts
  - iii. 3-D: Aligns to one SEP, one DCI, and one CCC (mix and match from PE bundle)
  - iv. Can include additional stimulus
  - v. Can reference or depend on previous item in task
  - vi. Used in tasks ONLY
- XVII. Item Types:
  - a. Technology-enhanced items (TEIs)
    - i. TEIs are worth 1 or 2 points.
    - ii. Used in tasks, item sets, and standalone items
    - iii. TEI types (NO TEIs in grades 3 and 4!)
      1. Graphic Gap Match
         - o Graphic Gap Match Response Interactions allow graphic gaps and graphic choices. This item type can also be used to create regular gap matches by creating the background in art.
      2. Order Interaction
         - o An Order Interaction Response Interaction consists of choices that may be placed in order or sequence and is a drag-and-drop interaction type. Typically, this interaction type will have three or more choices. The test taker drags the options to the desired order.
      3. Hot Spot
         - o A Hot Spot Response Interaction includes an art image or graphic. The initial state of this item type has no choices selected. This interaction type has a specific set of choices or hot spots that are defined within areas of the art image. One or more choices may be selected in this interaction.
      4. Hot Text
         - o Hot Text Response Interactions include only text. The initial state of this item type has no choices selected. This interaction type has a specific set of hot text selections that are defined within areas of the text. One or more choices may be selected in this interaction.
      5. Fill in the Blank (FIB)
         - o A Text Entry (FIB) Response Interaction includes a free-form field where the test taker enters text, without the ability to use the return or enter key. This interaction will not support multi-line responses.
  - b. Evidence-based selected response (EBSR): Combination of two questions; second question asks students to identify evidence used from the text to support their response to the first question
- XVIII. Development Process Overview

XIX.   Universal Design
   a. Ensures that a fair test is developed that provides an accurate measure of what all assessed students know and can do without compromising reliability or validity
      i.   Use consistent naming and graphics conventions;
      ii. Ensure reading level suitable for the grade level being tested;
      iii. Replace low-frequency words with simple, common words;
      iv. Avoid irregularly spelled words, words with ambiguous or multiple meanings, technical terms unless defined and integral to meaning, and concepts with multiple names, symbols, or representations;
      v.   Ensure clarity of noun-pronoun relationships (eliminate pronouns wherever possible);
      vi. Simplify keys and legends;
      vii. Use grade-appropriate content; and
      viii. Avoid differential familiarity for any group, based on language, socioeconomic status, regional/geographic area, or prior knowledge or experience unrelated to the subject matter being tested (bias/sensitivity).
   b. See "Universal Design" for more information.
XX.   Item Difficulty
   a. Item difficulty allows students to be placed along a learning progression and assigned to one of the FIVE proficiency levels (to be set at a future date).
      i.   Want a range of difficulty items among each item grouping
      ii. Cognitive complexity is not difficulty.
   b. See "Item Difficulty Overview" for more information.
XXI.   Cognitive Complexity*
   a. Need for a range of items of varied cognitive complexity
   b. Existing models of cognitive complexity (e.g., DOK)
   c. Development of a model to address three-dimensional items of LEAP assessment*
   d. (*As the TAGS-M model was in development during the early portion of the 2018-19 development cycle, item writers used their understanding of cognitive complexity to develop two- and three-dimensional items aligned to the PEs of the LSSS, targeting a broad range of cognitive complexities. These items were then coded by WestEd staff after the TAGS-M model was complete.)
XXII. Sourcing
   a. Sources are required for specific information, such as species, planets, stars, elements, or designs of existing solutions.
      i.   Sources are not needed for commonly known facts.
         1. Formula for photosynthesis
         2. The definition of speed
      ii. If in doubt, source!
      iii. Use reputable sources
      iv. See "Sources" for more information.
XXIII. Graphics
   a. Graphics are used to convey ideas, data, and/or concepts in a simplified visual form.

      i. Graphics are essential components of science and include:
          1. Tables, diagrams, models, graphs, images
     ii. All graphics must be introduced appropriately with an introductory statement. Some graphics require only a brief introduction; some require a bit more, e.g.:
          1. The students' results are shown in the table below.
          2. Students made a scale drawing of their prototype. The scale drawing is shown below.
    iii. Be aware that some graphics may be changed during production to control for colorblindness.
    iv. See "General Guidelines for Graphics" document for more information.
     v. Style guide

XXIV. Development Process Overview

XXV. Information Security
    a. Do NOT email!
    b. We will send/receive items and assignments using a secure system.
    c. General questions about processes OK

LEAP 2025 Grades 3–8 Editor Training Agenda
Item Development Cycle for the 2018–2019 LEAP 2025 Science Assessment

I. Item Set/Task/Standalone Item Overview
   a. Criteria for review
II. Item Development Process
   a. One round of items slated for development in 2018-2019
   b. All batches will go through four rounds of LDOE review at different stages of development before committee:
      i. Outline review (item descriptions; graphic roughs)
      ii. Item development
         1. R1 (fully fleshed out items; functional TE items; graphics; sources)
         2. R2 (implementation of LDOE feedback; rewrites possible; revisions expected)
         3. R3 (final look before committee review—no editing, all comments are for committee review)
   c. Committee review
III. Process Overview for Intake/E1
IV. Intake/E1 Rules for Returning Item Sets/Tasks/Standalone Item Submissions to Writers
V. Feedback to Writers
VI. Process Overview for Intake/E2
VII. Intake/E1 Rules for Returning Item Sets/Tasks/Standalone Item Submissions to E1 Writer
VIII. Use of the Style Guides
   a. Social Studies/Science Content Style Guide
   b. TEI Guide
   c. Graphics Style Guide

Appendix B: Test Summary

Test Summary Reports
Science

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Tables B.6.1–B.6.6 Scale Score and Raw Score Summary by Grade: Spring 2019 Operational Science

Table B.1

Test Blueprint Distribution by Reporting Category for Spring 2019 Operational Science:
Percentage of Points by Reporting Category (includes Task Items)

Reporting Category	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Investigate	20.5%	22.0%	17.5%	9.30%	11.6%	28.6%
Evaluate	33.3%	17.1%	35.0%	25.6%	11.6%	19.0%
Reason Scientifically	15.4%	43.9%	27.5%	27.9%	41.9%	28.6%

Table B.2

Standard Coverage by Grade and Item Type: Spring 2019 Operational Science

Table B.2.1

Grade 3

Reporting Categories and Standard		No. of Items						% of Test
		TPI	TPD	MS	MC	ER	CR	
		N	N	N	N	N	N	
Evaluate	3-ESS2-1			1	1			7.41
	3-ESS3-1				1			3.70
	3-LS2-1						1	3.70
	3-LS3-1				1			3.70
	3-LS4-1	1	1		1			11.11
	3-LS4-3		2		1	1	1	18.52
	Sub-Total	**1**	**3**	**1**	**5**	**1**	**2**	**48.15**
Investigate	3-PS2-1		1		1			7.41
	3-PS2-2		2					7.41
	3-PS2-3				2			7.41
	3-PS2-4			1	1			7.41
	Sub-Total		**3**	**1**	**4**			**29.63**
Reason Scientifically	3-LS1-1	1			2			11.11
	3-LS3-2				1			3.70
	3-LS4-2				2			7.41
	Sub-Total	**1**			**5**			**22.22**
Total		**2**	**6**	**2**	**14**	**1**	**2**	**100.00**

Table B.2.2

Grade 4

Reporting Categories and Standard		No. of Items						% of Test
		TPI	TPD	MS	MC	ER	CR	
		N	N	N	N	N	N	
Evaluate	4-ESS2-2		1		3			11.76
	4-LS1-1				3			8.82
	Sub-Total		**1**		**6**			**20.59**
Investigate	4-ESS2-1	1			1			5.88
	4-ESS2-3						1	2.94
	4-PS3-2	1			1			5.88
	4-PS3-3	1			2		1	11.76
	Sub-Total	**3**			**4**		**2**	**26.47**
Reason Scientifically	4-ESS1-1				2			5.88
	4-ESS2-1		1	1	1			8.82
	4-ESS3-2	1	1	1	1			11.76
	4-LS1-2	1			2			8.82
	4-PS3-4				1			2.94
	4-PS4-1				3			8.82
	4-PS4-2		1			1		5.88
	Sub-Total	**2**	**3**	**2**	**10**	**1**		**52.94**
Total		**5**	**4**	**2**	**20**	**1**	**2**	**100.00**

Table B.2.3
Grade 5

Reporting Categories and Standard		No. of Items							% of Test
		TPI	TPD	TEI	MS	MC	ER	CR	
		N	N	N	N	N	N	N	
Evaluate	5-ESS1-1			2		2			12.50
	5-ESS1-2		1	1		1			9.38
	5-ESS2-2			1		2			9.38
	5-PS1-2	1		1	1				9.38
	5-PS2-1		1						3.13
	Sub-Total	**1**	**2**	**5**	**1**	**5**			**43.75**
Investigate	5-LS1-1			1		2			9.38
	5-PS1-3			1		1		1	9.38
	5-PS1-4					1			3.13
	Sub-Total			**2**		**4**		**1**	**21.88**
Reason Scientifically	5-ESS2-1		1	1			1		9.38
	5-ESS3-1		1			1		1	9.38
	5-PS1-1	1		1					6.25
	5-PS3-1	1				1		1	9.38
	Sub-Total	**2**	**2**	**2**		**2**	**1**	**2**	**34.38**
Total		**3**	**4**	**9**	**1**	**11**	**1**	**3**	**100.00**

Table B.2.4
Grade 6

Reporting Categories and Standard		No. of Items							% of Test
		TPI	TPD	TEI	MS	MC	ER	CR	
		N	N	N	N	N	N	N	
Evaluate	6-MS-ESS1-3			1					3.70
	6-MS-ESS3-4					1		1	7.41
	6-MS-LS2-1					1			3.70
	6-MS-PS2-4	1							3.70
	6-MS-PS3-1		1			1			7.41
	6-MS-PS4-1			1			1		14.81
	Sub-Total	**1**	**1**	**2**		**3**	**1**	**1**	**40.74**
Investigate	6-MS-LS1-1				1			1	7.41
	6-MS-PS2-3			1					3.70
	6-MS-PS2-5			1					3.70
	Sub-Total			**2**	**1**			**1**	**14.81**
Reason Scientifically	6-MS-ESS1-2					1			3.70
	6-MS-LS1-2		1						3.70
	6-MS-LS2-3		1	2		1			14.81
	6-MS-PS1-1			1					3.70
	6-MS-PS2-1		1						3.70
	6-MS-PS4-2		1	1		2			14.81
	Sub-Total		**4**	**4**		**4**			**44.44**
Total		**1**	**5**	**8**	**1**	**7**	**1**	**2**	**100.00**

Table B.2.5
Grade 7

Reporting Categories and Standard		No. of Items							% of Test
		TPI N	TPD N	TEI N	MS N	MC N	ER N	CR N	
Evaluate	7-MS-LS2-4		1			1		1	10.71
	7-MS-PS1-2			2					7.14
	Sub-Total		**1**	**2**		**1**		**1**	**17.86**
Investigate	7-MS-ESS2-6			1					3.57
	7-MS-ESS3-5				1				3.57
	7-MS-PS3-4			1		1		1	10.71
	Sub-Total			**2**	**1**	**1**		**1**	**17.86**
Reason Scientifically	7-MS-ESS2-4		1	1					7.14
	7-MS-ESS2-6			1					3.57
	7-MS-LS2-5		1	2					10.71
	7-MS-LS3-2					1			3.57
	7-MS-LS4-4			2				1	10.71
	7-MS-PS1-4					2			7.14
	7-MS-PS1-5	1	1	1			1		21.43
	Sub-Total	**1**	**3**	**7**		**3**	**1**	**1**	**64.29**
Total		**1**	**4**	**11**	**1**	**5**	**1**	**3**	**100.00**

Table B.2.6
Grade 8

Reporting Categories and Standard		No. of Items							% of Test
		TPI	TPD	TEI	MS	MC	ER	CR	
		N	N	N	N	N	N	N	
Evaluate	8-MS-ESS2-3					1			3.13
	8-MS-LS1-4					1			3.13
	8-MS-LS4-1					1			3.13
	8-MS-LS4-3		1	1					6.25
	8-MS-LS4-6					1			3.13
	8-MS-PS3-5		1					1	6.25
	Sub-Total		**2**	**1**		**4**		**1**	**25.00**
Investigate	8-MS-ESS3-2			1	1	1			9.38
	8-MS-ESS3-3	1		2					9.38
	8-MS-LS1-5			1					3.13
	8-MS-PS1-3			2					6.25
	8-MS-PS1-6		1		1				6.25
	8-MS-PS3-3					1			3.13
	Sub-Total	**1**	**1**	**6**	**2**	**2**			**37.50**
Reason Scientifically	8-MS-ESS1-4	1	1						6.25
	8-MS-ESS2-1			1				1	6.25
	8-MS-ESS3-1						1		6.25
	8-MS-LS4-2					1		1	6.25
	8-MS-PS1-1			1		3			12.50
	Sub-Total	**1**	**1**	**2**		**4**	**1**	**2**	**37.50**
Total		**2**	**4**	**9**	**2**	**10**	**1**	**3**	**100.00**

Table B.3

Summary of Spring 2019 EFT Item Development (Field-Tested Items by Item Type)

Grade	MC	MS	TE	CR
3	20	3	0	4
4	20	4	0	4
5	12	4	17	3
6	9	3	12	3
7	15	6	13	3
8	11	4	14	3

Table B.4

Spring 2019 Operational Item Summary for Science

Grade	MC	MS	TE	CR	ER
3	21	4	0	3	1
4	22	3	0	3	1
5	14	1	13	3	1
6	16	3	10	3	1
7	11	6	14	3	1
8	14	2	14	3	1

Table B.5

Raw Score Summary for Spring 2019 Operational Science

Grade	N	Mean	SD	Min	Max	Mean_Pval	Mean_Pbis	Reliability	SEM
3	≥46,590	21	9	0	54	0.40	0.38	0.85	3.44
4	≥48,330	25	9	0	57	0.44	0.39	0.85	3.50
5	≥48,580	27	11	1	61	0.47	0.39	0.84	4.29
6	≥49,080	24	10	0	60	0.39	0.37	0.84	3.95
7	≥47,020	25	10	1	63	0.38	0.38	0.86	3.75
8	≥45,840	28	11	1	64	0.43	0.40	0.87	3.98

Note: Reliability is coefficient alpha.

Tables B.6
Scale Score and Raw Score Summary by Grade: Spring 2019 Operational Science

Table B.6.1
Grade 3

Subgroup	N	Percent	Scale Score Mean	Scale Score SD	Raw Score Mean	Raw Score SD
Total	≥46,590	100.00	729.29	29.17	21	9
Female	≥23,680	50.83	729.63	28.67	21	9
Male	≥22,900	49.16	728.97	29.65	21	9
African American	≥19,740	42.38	718.84	27.52	17	8
American Indian or Alaska Native	≥330	0.72	728.11	27.29	20	8
Asian	≥780	1.69	745.89	30.47	26	10
Hispanic/Latino	≥4,290	9.21	724.65	28.68	19	8
Multi-Racial	≥1,460	3.15	734.16	27.20	22	9
Native Hawaiian or Other Pacific Islander	≥30	0.08	733.13	29.37	22	9
White	≥19,920	42.77	739.66	26.90	24	9
Economically Disadvantaged	≥33060	70.96	723.55	28.03	19	8
English Learners	≥2,480	5.34	714.06	27.43	16	7

Note: These tables report the number of students, scaled-score means, and standard deviations for subgroups. Groups that have fewer than 10 students are not reported.

Table B.6.2
Grade 4

Subgroup	N	Percent	Scale Score Mean	Scale Score SD	Raw Score Mean	Raw Score SD
Total	≥48,330	100.00	738.92	27.73	25	9
Female	≥24,780	51.28	738.21	26.62	25	9
Male	≥23,540	48.70	739.68	28.84	26	9
African American	≥20,850	43.14	727.45	25.31	22	8
American Indian or Alaska Native	≥320	0.67	739.88	26.33	26	9
Asian	≥720	1.51	754.97	27.60	31	9
Hispanic/Latino	≥4,210	8.72	734.00	28.52	24	9
Multi-Racial	≥1,540	3.20	744.03	25.96	27	9
Native Hawaiian or Other Pacific Islander	≥40	0.09	739.98	27.46	26	9
White	≥20,620	42.68	750.56	24.79	29	9
Economically Disadvantaged	≥34,020	70.39	733.05	26.43	24	8
English Learners	≥2,210	4.57	720.94	26.91	20	8

Note: These tables report the number of students, scaled-score means, and standard deviations for subgroups. Groups that have fewer than 10 students are not reported.

Table B.6.3
Grade 5

Subgroup	N	Percent	Scale Score Mean	Scale Score SD	Raw Score Mean	Raw Score SD
Total	≥48,580	100.00	734.49	33.09	27	11
Female	≥24,890	51.24	734.15	32.01	27	10
Male	≥23,690	48.76	734.85	34.18	27	11
African American	≥20,700	42.60	720.51	29.95	23	9
American Indian or Alaska Native	≥320	0.66	737.20	29.81	28	10
Asian	≥820	1.70	756.00	34.16	34	11
Hispanic/Latino	≥4,090	8.43	729.08	33.83	26	11
Multi-Racial	≥1,530	3.15	739.71	31.49	29	10
Native Hawaiian or Other Pacific Islander	≥40	0.10	747.39	36.58	32	12
White	≥21,060	43.35	747.99	29.77	32	10
Economically Disadvantaged	≥33,820	69.61	727.08	31.43	25	10
English Learners	≥1,840	3.79	707.20	30.11	19	8

Note: These tables report the number of students, scaled-score means, and standard deviations for subgroups. Groups that have fewer than 10 students are not reported.

Table B.6.4
Grade 6

Subgroup	*N*	Percent	Scale Score Mean	Scale Score SD	Raw Score Mean	Raw Score SD
Total	≥49,080	100.00	732.46	29.03	24	10
Female	≥25,050	51.05	731.91	27.80	24	9
Male	≥24,020	48.95	733.03	30.26	24	10
African American	≥20,820	42.44	720.97	26.53	20	8
American Indian or Alaska Native	≥320	0.66	735.83	25.82	25	9
Asian	≥780	1.59	752.46	30.75	32	11
Hispanic/Latino	≥3,860	7.87	726.04	30.62	22	10
Multi-Racial	≥1,440	2.94	737.95	27.40	26	10
Native Hawaiian or Other Pacific Islander	≥40	0.09	739.43	27.41	26	10
White	≥21,790	44.41	743.43	26.35	28	10
Economically Disadvantaged	≥33,700	68.67	726.00	27.65	22	9
English Learners	≥1,580	3.23	704.83	25.87	15	7

Note: These tables report the number of students, scaled-score means, and standard deviations for subgroups. Groups that have fewer than 10 students are not reported.

Table B.6.5
Grade 7

Subgroup	N-Count	Percent	Scale Score Mean	Scale Score SD	Raw Score Mean	Raw Score SD
Total	≥47,020	100.00	734.45	30.25	25	10
Female	≥23,760	50.54	734.89	29.19	25	10
Male	≥23,260	49.46	733.99	31.30	25	10
African American	≥20,170	42.89	722.91	26.87	21	8
American Indian or Alaska Native	≥310	0.66	737.43	27.00	26	9
Asian	≥760	1.64	757.42	35.13	33	12
Hispanic/Latino	≥3,530	7.52	728.97	33.04	23	10
Multi-Racial	≥1,230	2.62	737.90	28.54	26	10
Native Hawaiian or Other Pacific Islander	≥40	0.10	740.83	31.08	27	11
White	≥20,950	44.57	745.37	28.21	28	10
Economically Disadvantaged	≥31,840	67.72	727.46	28.27	22	9
English Learners	≥1,430	3.05	704.61	26.44	16	7

Note: Groups that have fewer than 10 students are not reported.

Table B.6.6
Grade 8

Subgroup	N-Count	Percent	Scale Score Mean	Scale Score SD	Raw Score Mean	Raw Score SD
Total	≥45,840	100.00	734.88	30.60	28	11
Female	≥23,130	50.46	734.67	29.26	28	11
Male	≥22,710	49.54	735.09	31.91	28	11
African American	≥19,400	42.32	721.44	27.33	23	9
American Indian or Alaska Native	≥310	0.69	738.55	27.45	29	10
Asian	≥780	1.71	754.32	35.12	35	13
Hispanic/Latino	≥3,430	7.49	726.16	34.14	25	12
Multi-Racial	≥1,030	2.27	742.11	27.15	30	10
Native Hawaiian or Other Pacific Islander	≥20	0.05	739.09	30.11	29	11
White	≥20,840	45.47	747.67	26.75	32	10
Economically Disadvantaged	≥30,310	66.13	727.11	29.02	25	10
English Learners	≥1,520	3.32	699.64	27.17	16	8

Note: Groups that have fewer than 10 students are not reported.

Appendix C: Item Analysis Summary Report

Summary Statistics Reports
Science

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Table C.1

P-Value by Grade: Spring 2019 Operational Science

Grade	No. of OP Items	Minimum	25th Percentile	Median	75th Percentile	Maximum
3	39	0.08	0.31	0.39	0.50	0.76
4	41	0.09	0.32	0.45	0.55	0.83
5	40	0.11	0.34	0.44	0.59	0.85
6	43	0.09	0.27	0.39	0.48	0.73
7	43	0.02	0.28	0.36	0.50	0.77
8	42	0.11	0.35	0.44	0.51	0.79

Plot C.1
P-Value by Grade: Spring 2019 Operational Science

Box and Whisker Plot
P-Value: Science
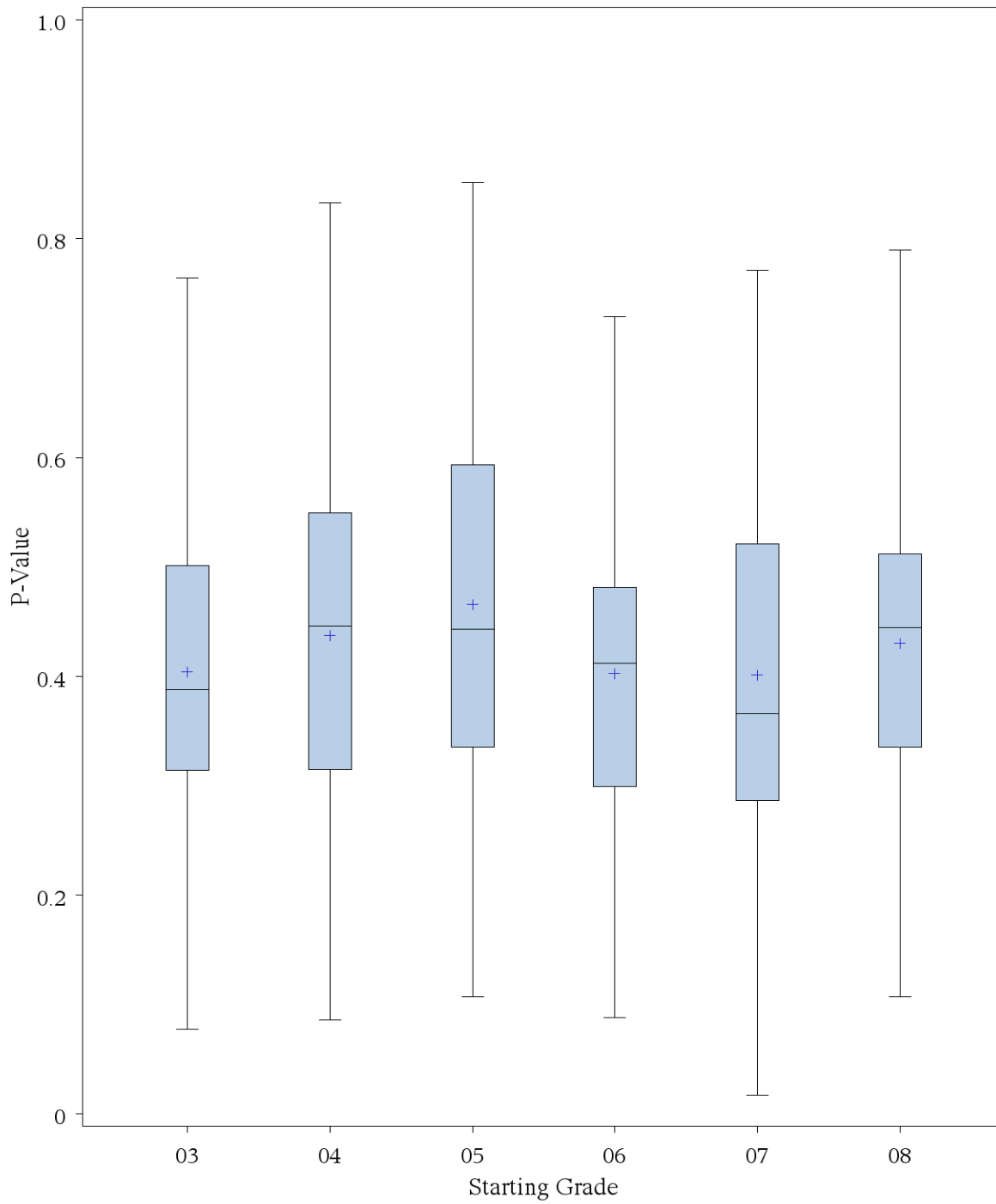
Table C.2

Item-Total Correlation, Point-Biserial Correlation by Grade: Spring 2019 Operational Science

Grade	No. of OP Items	Minimum	25th Percentile	Median	75th Percentile	Maximum
3	39	0.05	0.29	0.38	0.47	0.57
4	41	0.12	0.30	0.38	0.46	0.58
5	40	0.21	0.31	0.36	0.46	0.73
6	43	0.16	0.32	0.37	0.45	0.57
7	43	0.03	0.29	0.35	0.49	0.60
8	42	0.07	0.32	0.39	0.49	0.68

Plot C.2
Item-Total Correlation by Grade, Operational Spring 2019

Box and Whisker Plot
Point-Biserial Correlation: Science
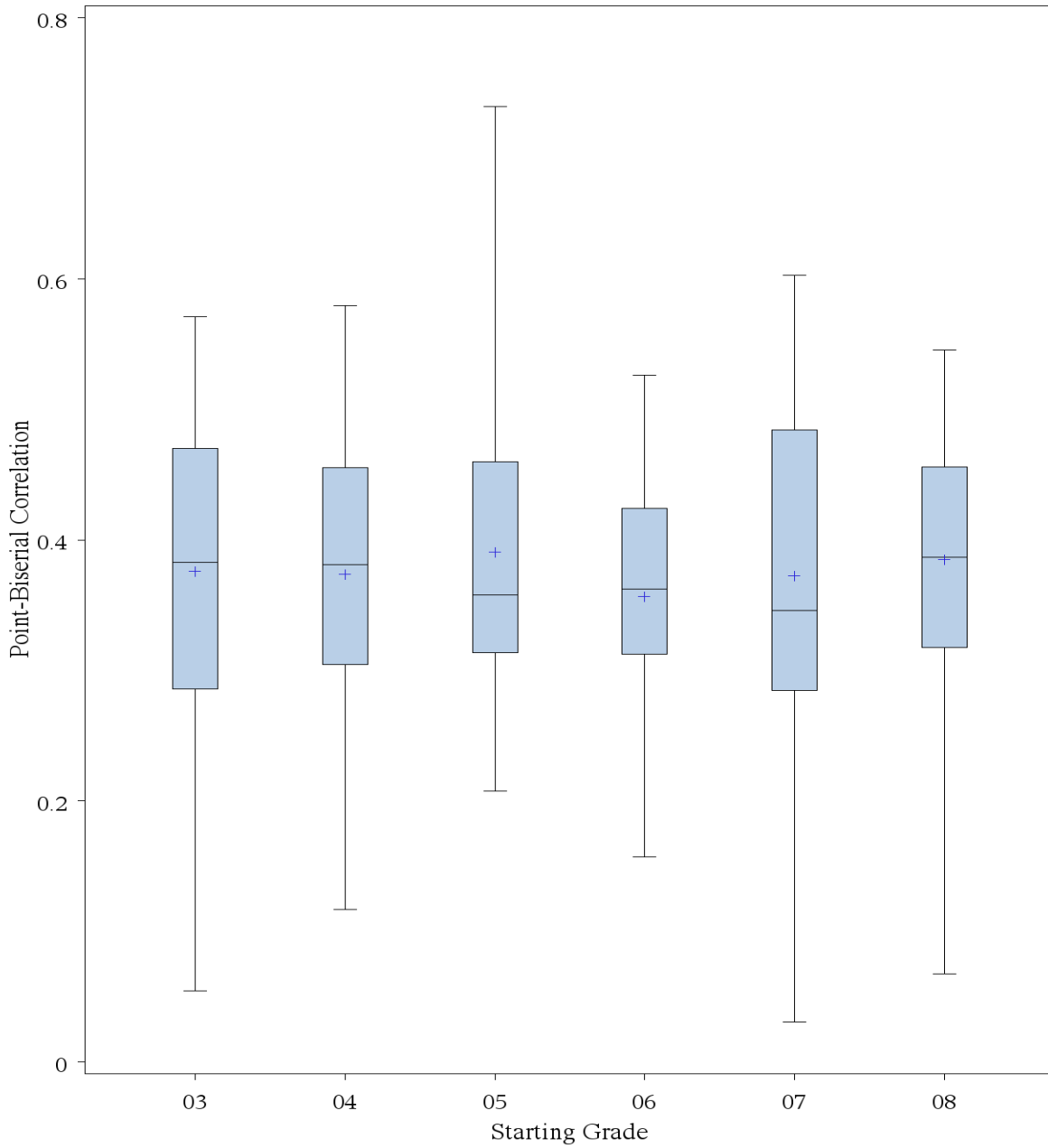
Table C.3

Corrected* Point-Biserial Correlation by Grade: Spring 2019 Operational Science

Grade	No. of OP Items	Minimum	25th Percentile	Median	75th Percentile	Maximum
3	39	0.02	0.23	0.33	0.42	0.51
4	41	0.07	0.25	0.34	0.40	0.52
5	40	0.16	0.27	0.31	0.41	0.60
6	43	0.11	0.26	0.31	0.39	0.52
7	43	-0.01	0.24	0.30	0.44	0.57
8	42	0.04	0.28	0.35	0.44	0.59

Note: *Corrected point-biserial correlation, which is slightly more robust than point-biserial correlation, calculates the relationship between the item score and the total test score after removing the item score from the total test score.

Plot C.3
Corrected* Point-Biserial Correlation by Grade, Operational Spring 2019

Box and Whisker Plot
Corrected Point-Biserial Correlation: Science
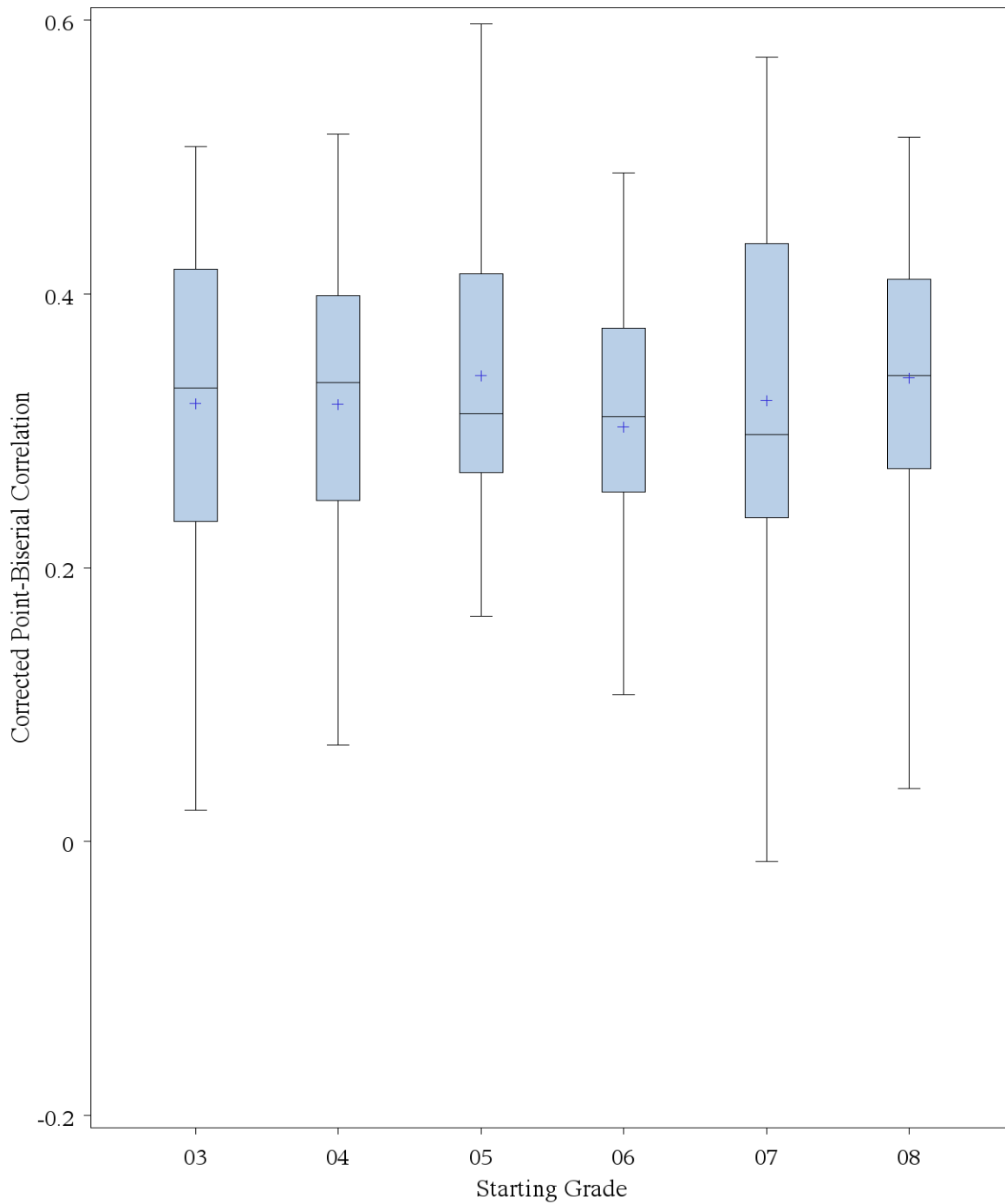
Table C.4

Item-Total, Point-Biserial Correlation by Reporting Category: Spring 2019 Operational Science

Grade	Reporting Category	No. of OP Items	Minimum	25th Percentile	Median	75th Percentile	Maximum
3	Investigate	8	0.14	0.23	0.32	0.49	0.56
	Evaluate	13	0.22	0.29	0.41	0.48	0.53
	Reason Scientifically	6	0.21	0.24	0.39	0.46	0.47
4	Investigate	9	0.25	0.36	0.38	0.41	0.58
	Evaluate	7	0.12	0.28	0.31	0.43	0.50
	Reason Scientifically	18	0.16	0.28	0.40	0.47	0.52
5	Investigate	7	0.28	0.33	0.34	0.51	0.57
	Evaluate	14	0.27	0.31	0.36	0.46	0.57
	Reason Scientifically	11	0.28	0.35	0.41	0.46	0.73
6	Investigate	4	0.22	0.30	0.38	0.40	0.42
	Evaluate	8	0.24	0.30	0.34	0.46	0.50
	Reason Scientifically	12	0.16	0.22	0.34	0.38	0.44
7	Investigate	5	0.03	0.25	0.27	0.29	0.46
	Evaluate	5	0.32	0.34	0.45	0.47	0.57
	Reason Scientifically	15	0.18	0.34	0.45	0.51	0.59
8	Investigate	12	0.28	0.40	0.43	0.50	0.53
	Evaluate	8	0.32	0.33	0.36	0.50	0.53
	Reason Scientifically	10	0.07	0.31	0.36	0.41	0.43

Table C.5

Statistically Flagged Operational Items: Spring 2019 Operational Science

Grade	Item Type	*N* OP Items	*N* Items Flagged for *P*-Value	*N* Items Flagged for Mean	*N* Items Flagged for Point-Biserial Correlation	*N* Items Flagged for DIF	*N* Items Flagged for Omitting
3	MC	21	0	0	1	1	0
	MS	4	1	0	1	0	0
	TPD	7	2	2	1	0	0
	TPI	3	0	0	0	0	0
	CR	3	0	0	0	0	1
	ER	1	1	1	0	0	0
4	MC	22	1	0	4	0	0
	MS	3	1	0	0	0	0
	TPD	6	0	0	0	0	0
	TPI	6	1	1	0	0	0
	CR	3	3	3	0	0	2
	ER	1	0	0	0	1	0
5	MC	14	0	0	0	0	0
	MS	1	1	0	0	0	0
	TEI	13	2	1	0	1	0
	TPD	4	0	0	0	0	0
	TPI	4	0	0	0	0	0
	CR	3	0	0	0	0	0
	ER	1	1	0	0	0	0
6	MC	16	0	0	2	0	0
	MS	3	0	0	0	1	0
	TEI	10	2	0	1	1	0
	TPD	6	1	1	0	0	0
	TPI	2	0	0	0	0	0

Grade	Item Type	N OP Items	N Items Flagged for P-Value	N Items Flagged for Mean	N Items Flagged for Point-Biserial Correlation	N Items Flagged for DIF	N Items Flagged for Omitting
	CR	3	3	3	0	0	0
	ER	1	3	0	0	0	0
7	MC	11	1	0	2	1	0
	MS	6	2	0	0	1	0
	TEI	14	2	1	1	2	0
	TPD	4	0	0	0	0	0
	TPI	2	0	0	0	0	0
	CR	3	1	1	0	0	0
	ER	1	3	0	0	0	0
8	MC	14	1	0	1	0	0
	MS	2	0	0	0	0	0
	TEI	14	1	1	0	3	0
	TPD	4	0	0	0	1	0
	TPI	3	0	0	0	0	0
	CR	3	2	2	0	0	0
	ER	1	0	0	0	0	0

Table C.6

IRT Item Parameters: Spring 2019 Operational Science

Grade	Parameter	No. of OP Items	Minimum	25th Percentile	Median	75th Percentile	Maximum
3	a	39	0.124	0.378	0.558	0.778	1.192
	b	39	-0.730	0.465	0.932	1.421	7.503
	c	39	0.018	0.078	0.139	0.230	0.525
4	a	41	0.190	0.440	0.602	0.769	0.947
	b	41	-1.556	-0.130	0.780	1.834	3.798
	c	41	0.016	0.083	0.181	0.225	0.315
5	a	40	0.128	0.343	0.472	0.713	1.535
	b	40	-1.309	-0.167	0.429	1.103	3.040
	c	40	0.001	0.032	0.158	0.207	0.330
6	a	43	0.170	0.306	0.442	0.704	1.157
	b	43	-0.992	0.320	0.960	1.885	4.651
	c	43	0.004	0.032	0.120	0.211	0.368
7	a	43	0.135	0.395	0.556	0.840	1.351
	b	43	-1.625	0.013	0.913	2.036	3.352
	c	43	0.001	0.014	0.088	0.228	0.284
8	a	42	-1.049	0.355	0.527	0.775	1.363
	b	42	-3.773	-0.136	0.522	1.160	2.235
	c	42	0.001	0.052	0.132	0.204	0.558

Note: c-Parameter summaries include MC and MS items only.

Plot C.4
IRT a-Parameter: Spring 2019 Operational Science

Box and Whisker Plot: IRT a-Parameter
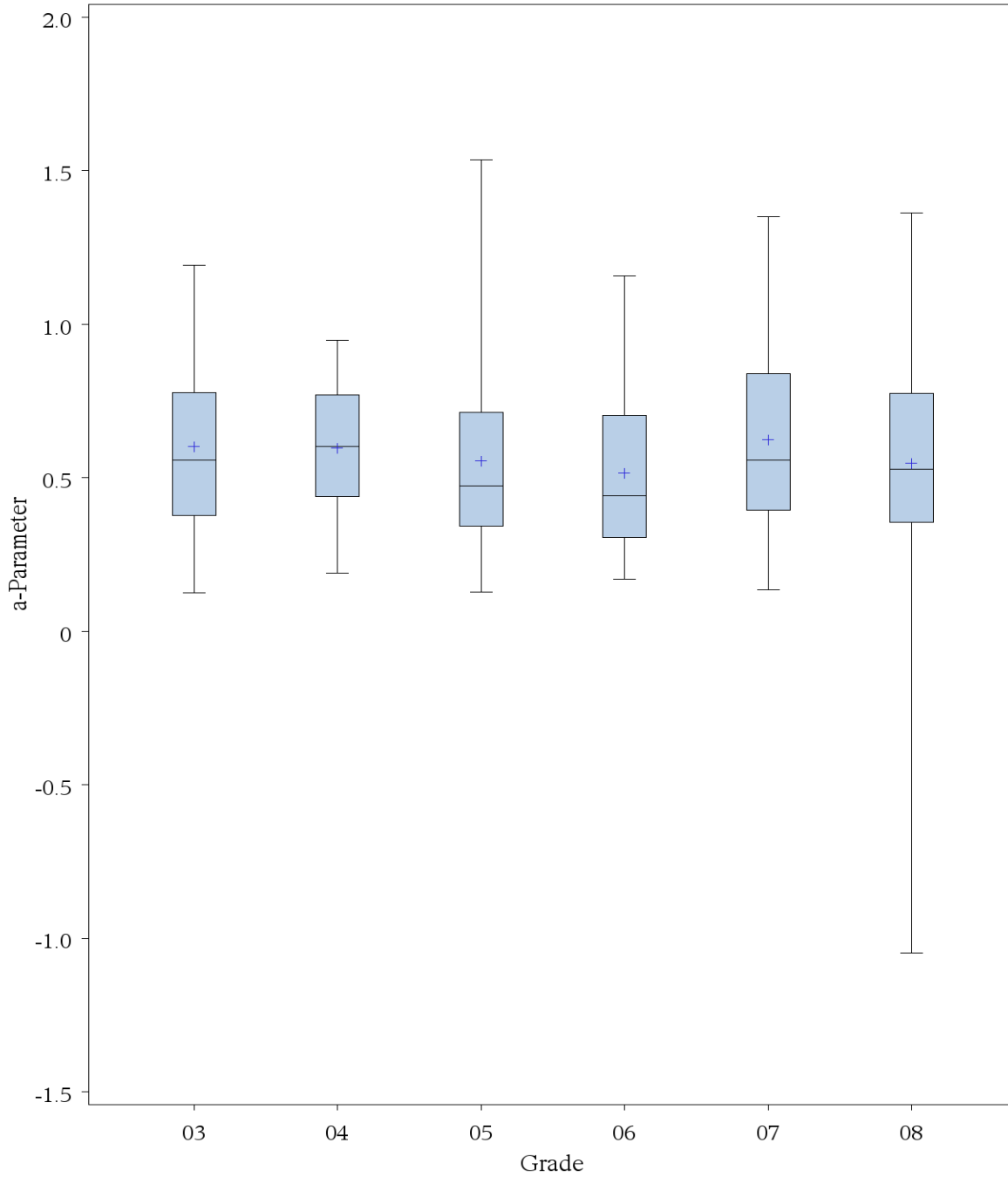
Note: All item types are included in a-Parameter summaries.

Plot C.5
IRT b-Parameter: Spring 2019 Operational Science

Box and Whisker Plot: IRT b-Parameter
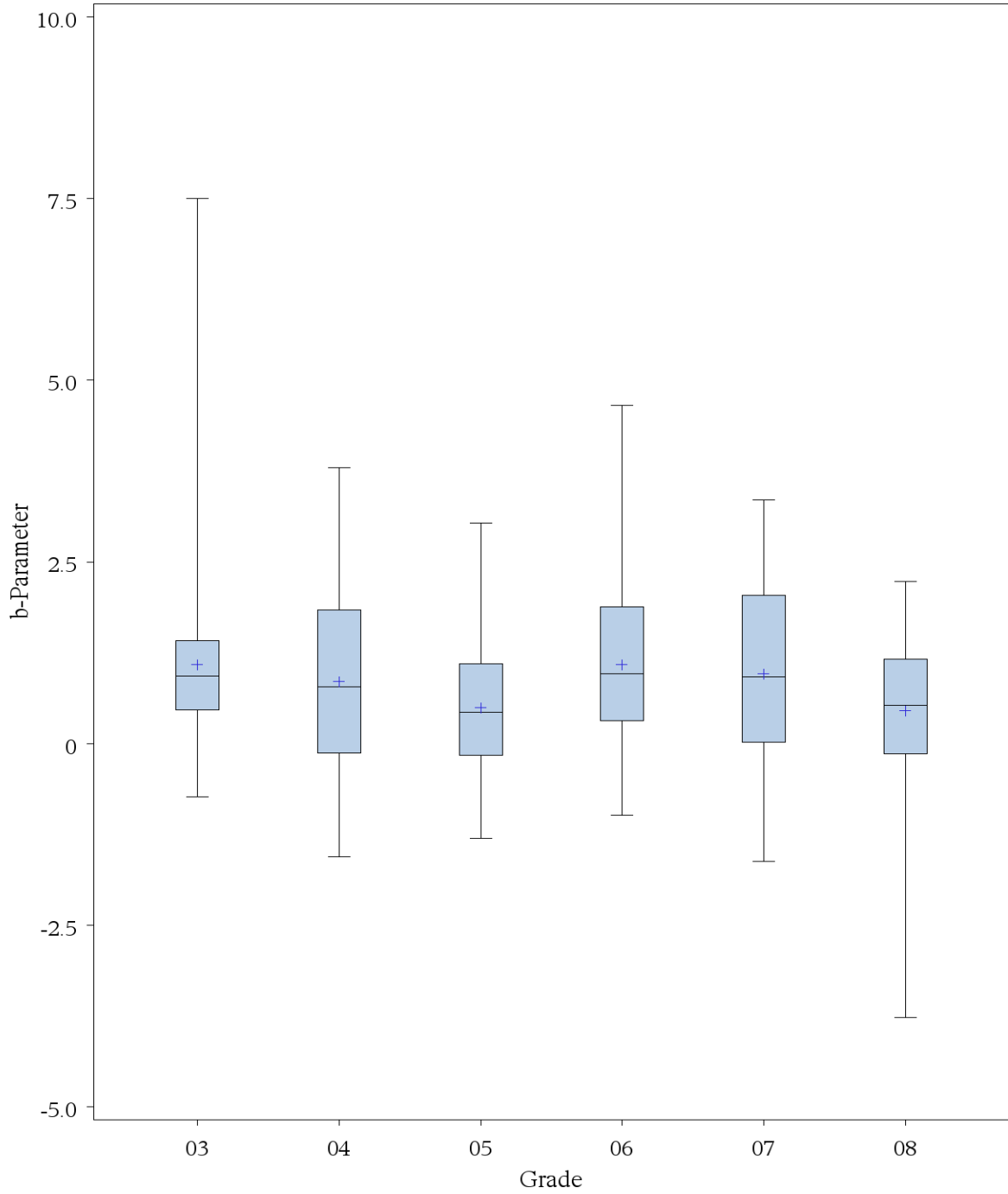
Note: All item types are included in b-Parameter summaries.

Plot C.6
IRT c-Parameter: Spring 2019 Operational Science

Box and Whisker Plot: IRT c-Parameter
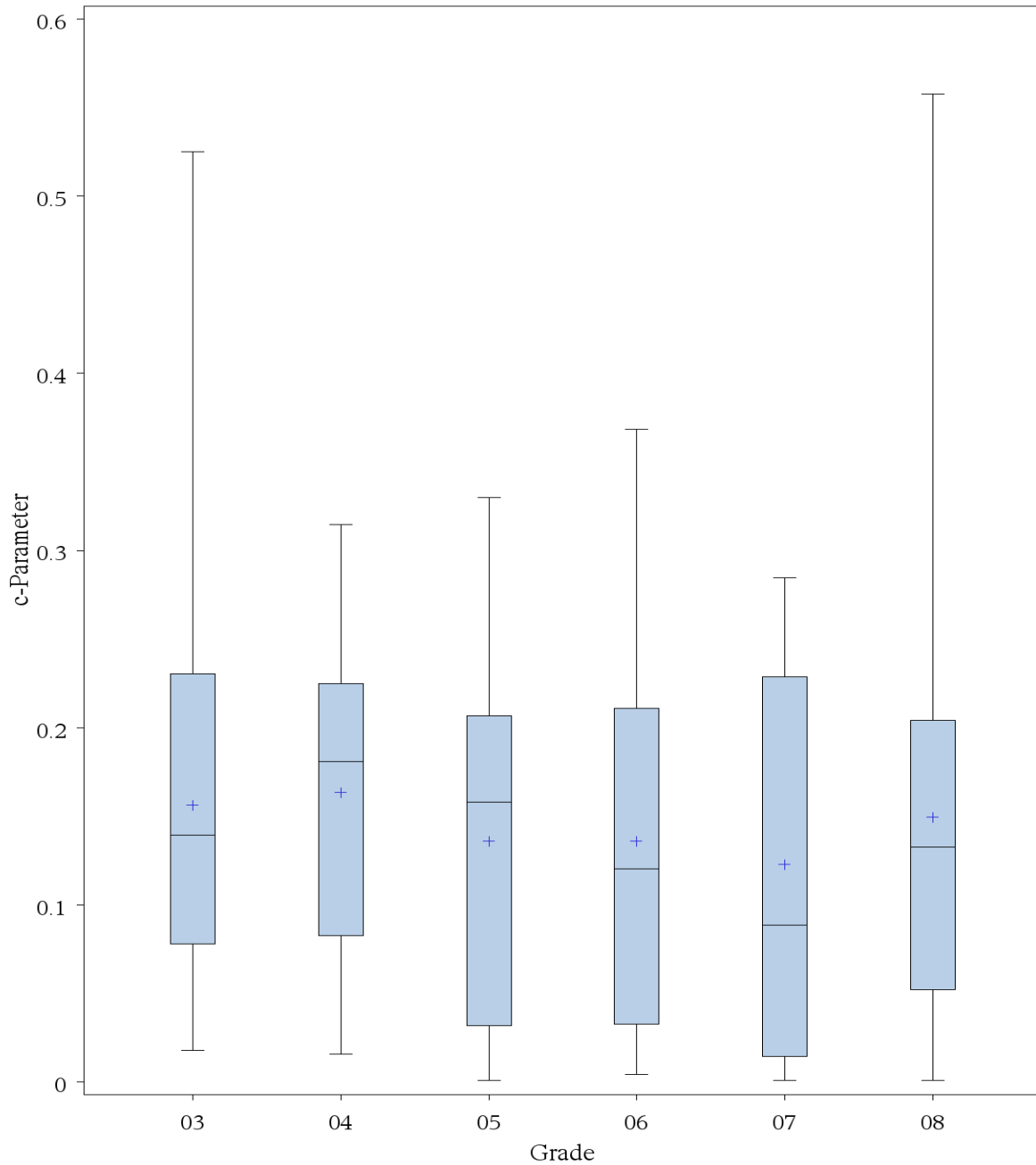
Note: Only MC and MS items are included in c-Parameter summaries.

Appendix D: Dimensionality

Dimensionality Reports
Science

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Table D.3 First and Second Eigenvalue by Grade: Spring 2019 Operational Science
Figures D.3 Principal Component Analysis Plot: Spring 2019 Operational Science

Table D.1

Zq1 Statistics and Summary Data by Item Type and Grade: Spring 2019 Operational Science

Grade	Type	Minimum	25th Percentile	Median	75th Percentile	Maximum	Num. of Items with Poor Fit
3	CR	39.01	39.01	50.55	100.22	100.22	1
	ER	35.98	35.98	35.98	35.98	35.98	0
	MC	2.36	13.75	16.44	20.04	69.50	1
	MS	8.90	16.11	24.56	26.39	26.97	0
	TPD	2.61	40.10	62.25	138.18	210.05	3
	TPI	23.90	23.90	25.50	57.32	57.32	0
4	CR	5.59	21.00	25.80	27.32	51.32	2
	ER	24.07	24.07	51.20	78.34	78.34	2
	MC	0.60	3.56	11.22	19.32	61.02	1
	MS	1.37	4.45	11.51	16.26	57.27	0
	TPD	5.50	10.30	24.49	59.44	95.92	1
	TPI	4.65	11.70	40.87	86.16	126.80	3
5	CR	66.78	66.78	131.07	233.44	233.44	2
	ER	804.84	804.84	804.84	804.84	804.84	1
	MC	9.63	24.07	47.67	59.79	96.89	0
	MS	17.39	17.39	17.39	17.39	17.39	0
	TEI	15.81	20.27	40.56	51.96	123.95	0
	TPD	30.41	51.41	135.90	253.54	307.70	2
	TPI	28.52	47.07	85.40	112.32	119.47	0
6	CR	25.51	25.51	44.85	59.93	59.93	0
	ER	99.48	99.48	210.35	320.91	320.91	2
	MC	3.84	19.70	25.72	44.22	71.19	0
	MS	100.21	100.21	109.36	111.26	111.26	0
	TEI	23.01	36.52	51.43	79.77	249.93	1
	TPD	96.59	149.73	232.87	266.60	820.48	5
	TPI	167.66	167.66	201.42	235.18	235.18	2
7	CR	12.80	12.80	106.46	327.09	327.09	1
	ER	33.12	33.12	65.86	94.11	94.11	0
	MC	9.46	11.81	24.36	53.15	68.05	0

Grade	Type	Minimum	25th Percentile	Median	75th Percentile	Maximum	Num. of Items with Poor Fit
7	MS	10.75	14.93	53.89	83.94	90.44	0
	TEI	21.51	31.07	84.49	136.58	774.85	5
	TPD	75.75	94.78	214.41	337.34	359.67	2
	TPI	162.28	162.28	221.59	280.90	280.90	2
8	CR	25.41	25.41	43.58	66.25	66.25	0
	ER	421.90	421.90	540.26	658.63	658.63	2
	MC	13.73	16.46	29.05	48.14	99.07	0
	MS	43.53	43.53	180.19	316.84	316.84	1
	TEI	6.75	33.05	60.07	129.47	214.02	4
	TPD	46.21	87.45	146.18	186.96	210.24	3
	TPI	94.63	94.63	119.18	206.55	206.55	1

Table D.2

Q3 Statistics and Summary Data by Grade: Spring 2019 Operational Science

Grade	Average Zero-Order Correlation	Minimum	5th Percentile	Median	95th Percentile	Maximum
3	0.120	−0.070	−0.044	−0.021	0.047	0.127
4	0.140	−0.211	−0.060	−0.015	0.056	0.380
5	0.133	−0.164	−0.053	−0.016	0.045	0.229
6	0.117	−0.063	−0.041	−0.016	0.051	0.253
7	0.126	−0.095	−0.048	−0.015	0.064	0.256
8	0.140	−0.211	−0.060	−0.015	0.056	0.380

Table D.3.1

First and Second Eigenvalue by Grade: Spring 2019 Operational Science

Grade	Form	First Eigenvalue	Second Eigenvalue
3	Online	5.588	1.298
3	Paper	6.090	1.155
4	Online	6.415	1.337
4	Paper	6.354	1.305
5	Online	6.635	1.206
6	Online	6.368	1.184
7	Online	7.059	1.526
8	Online	7.259	1.221
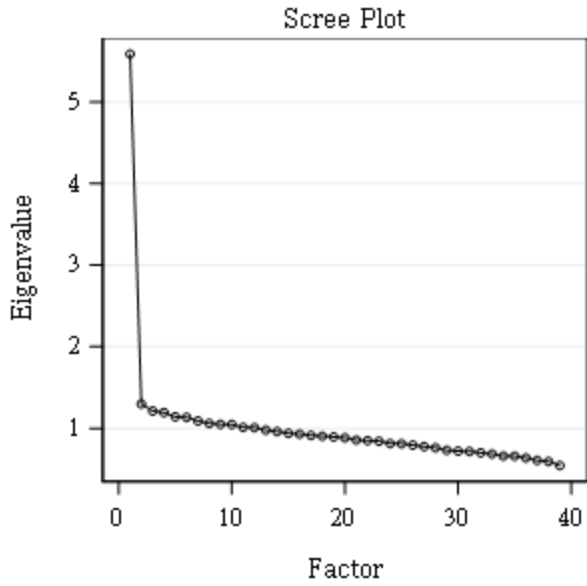
LEAP Science Online: Grade 3
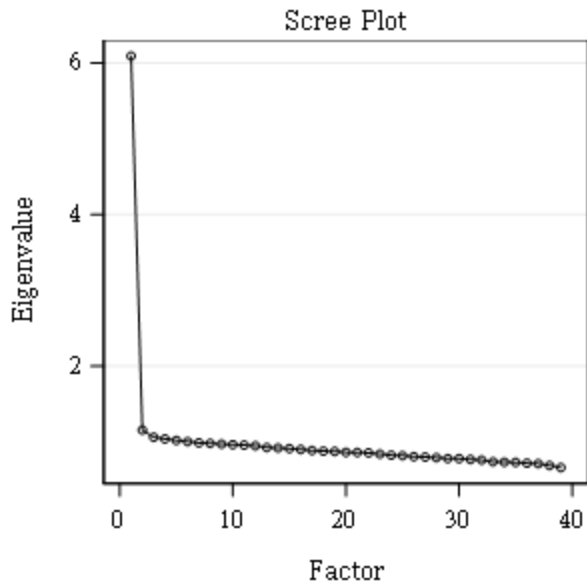
LEAP Science Paper: Grade 3
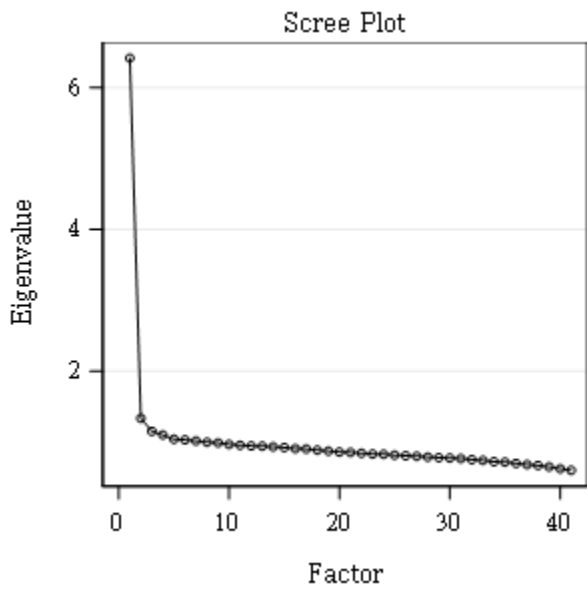
LEAP Science Online: Grade 4
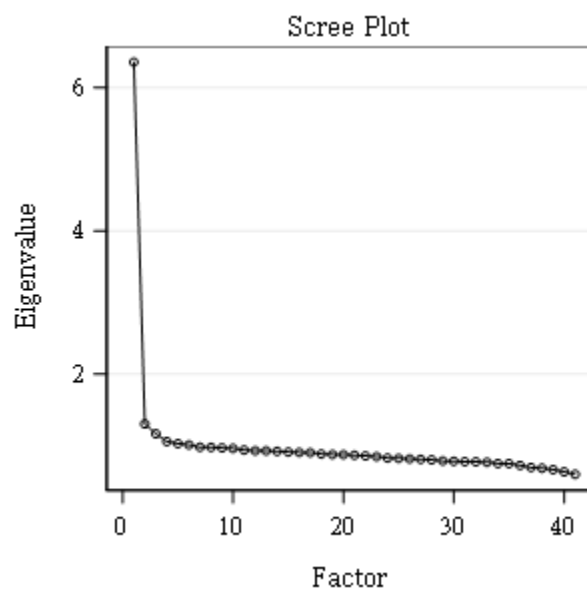
LEAP Science Paper: Grade 4

Figure D.3.1
Principal Component Analysis Plot for Spring 2019 Operational Science: Grades 3 and 4
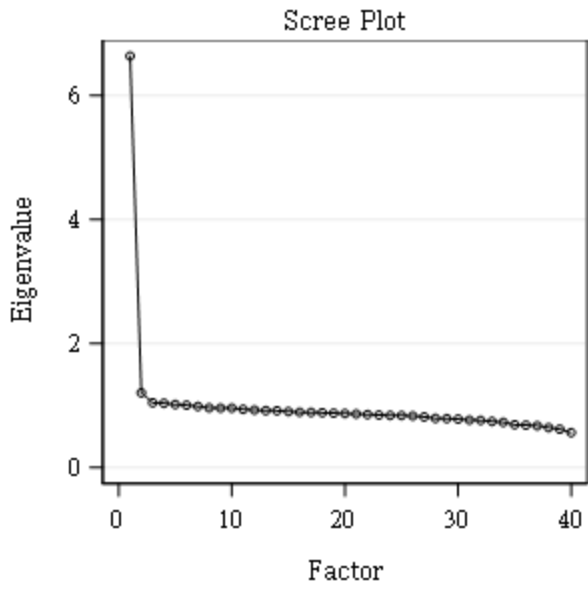
LEAP Social Science Online: Grade 5
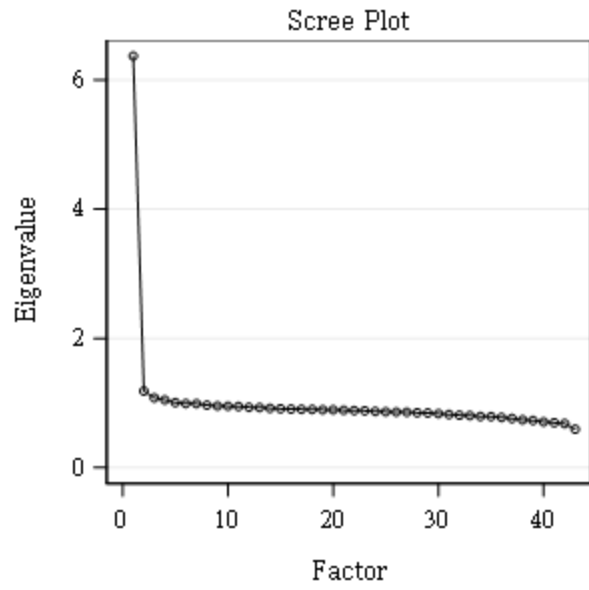
LEAP Social Science Online: Grade 6
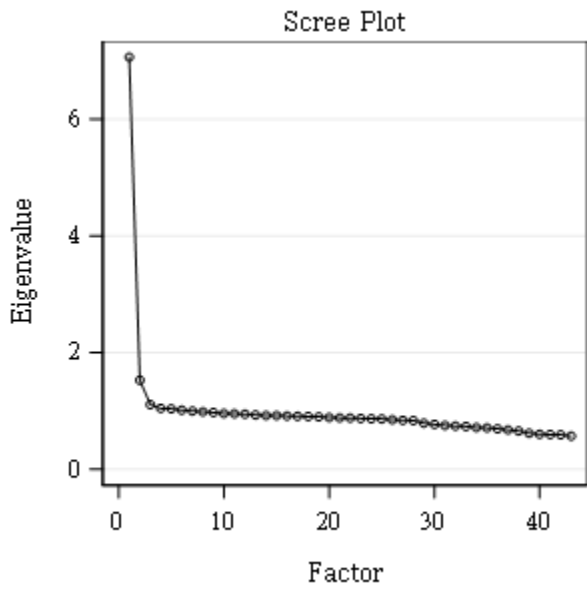
LEAP Social Science Online: Grade 7
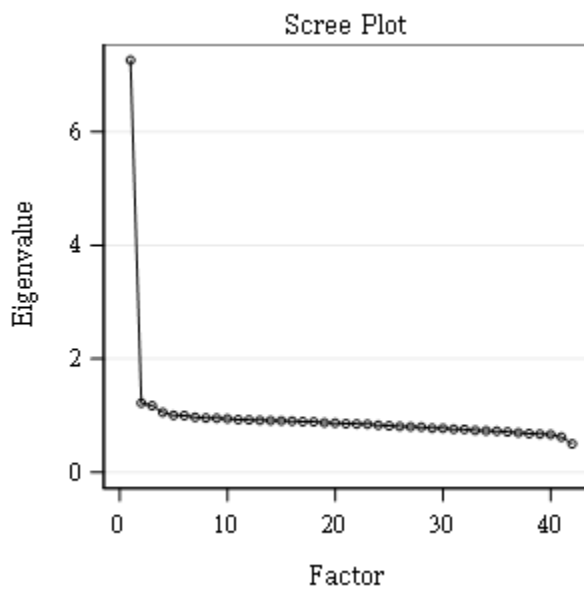
LEAP Social Science Online: Grade 8

Figure D.3.2
Principal Component Analysis Plot for Spring 2019 Operational Science: Grades 5–8

Appendix E: Scale Distribution and Statistics Report

Table E.1 Scale Score Descriptive Statistics and Plots

```
                    DESCRIPTIVE STATISTICS - SCALE SCORES
                               Science
                             ALL STUDENTS
                              GRADE 03


        N                      ≥46590
        Mean                  729.29     Median                731.00
        Std deviation          29.17     Variance              850.71
        Skewness             -0.2548     Kurtosis             -0.0131
        Mode                  712.00     Std Error Mean         0.1351
        Range                 200.00     Interquartile Range    38.00


                          Quantile      Estimate

                          100% Max         850
                          99%              791
                          95%              775
                          90%              765
                          75% Q3           750
                          50% Median       731
                          25% Q1           712
                          10%              693
                          5%               679
                          1%               650
                          0% Min           650
```

```
          Histogram            #  Boxplot                   Normal Probability Plot
855+*                         <10    0      855+                                        *
   .*                         <10    0         |                                        *
835+*                         <10    0      835+                                        *
   .*                         <10    0         |                                        *
815+*                         ≥40    0      815+                                        *
   .*                         ≥80    |         |                                        *
795+****                      ≥400   |      795+                                  ++****
   .********                  ≥920   |         |                               +*****
775+*****************         ≥2190  |      775+                            ******
   .***************************      ≥3690  |         |                        *****
755+***********************************     ≥4930 +-----+  755+                *****
   .**************************************************  ≥6230 |    |    |                ****+
735+*****************************************   ≥5200 *-----*  735+              ****
   .********************************************   ≥5680 |  +  |         |              ****
715+*************************************************  ≥5860 +-----+  715+            *****
   .***************************           ≥3680  |         |              ****
695+*************************         ≥3380  |      695+            ****
   .***********                ≥1400  |         |          ****
675+*********                 ≥1040  |      675+      ++****
   .*******                   ≥780   |         |    ++++**
655+*********                 ≥980    0      655+******
    ----+----+----+----+----+----+----+----+----+---          +----+----+----+----+----+----+----+----+----+----+
    * may represent up to 130 counts                      -2        -1         0        +1        +2
```

Table E.2 Frequency Distribution of Scale Scores

```
                    FREQUENCY DISTRIBUTION - SCALE SCORES
                                 Science
                               ALL STUDENTS
                                GRADE 03


SCALE_SCORE                                                   Cum.    Cum.
                                              Freq   Freq  Percent  Percent

650  |*******************                     ≥460   ≥460    1.01    1.01
654  |*********************                   ≥510   ≥980    1.11    2.12
669  |*****************************           ≥780  ≥1770    1.69    3.81
679  |****************************************  ≥1040 ≥2810   2.24    6.04
687  |*****************************************************  ≥1400 ≥4220  3.02   9.06
693  |**********************************************************  ≥1620 ≥5840  3.48  12.54
698  |***************************************************************  ≥1760 ≥7610  3.79  16.33
703  |*****************************************************************  ≥1850 ≥9460  3.99  20.32
708  |****************************************************************  ≥1830 ≥11290  3.93  24.25
712  |***************************************************************************  ≥1990 ≥13290  4.29  28.54
715  |*********************************************************************  ≥1910 ≥15200  4.10  32.64
719  |************************************************************************  ≥1950 ≥17160  4.20  36.84
722  |*******************************************************************  ≥1900 ≥19060  4.08  40.92
725  |**************************************************************  ≥1860 ≥20930  4.00  44.92
728  |*******************************************************************  ≥1910 ≥22850  4.12  49.04
731  |***********************************************************  ≥1770 ≥24620  3.81  52.85
734  |*******************************************************  ≥1740 ≥26370  3.75  56.60
737  |****************************************************  ≥1680 ≥28050  3.61  60.21
740  |**************************************************  ≥1660 ≥29720  3.58  63.79
742  |**********************************************  ≥1560 ≥31280  3.35  67.14
745  |*********************************************  ≥1530 ≥32810  3.29  70.43
747  |*****************************************  ≥1470 ≥34290  3.16  73.59
750  |*************************************  ≥1350 ≥35640  2.90  76.50
753  |***********************************  ≥1300 ≥36940  2.80  79.30
755  |*****************************  ≥1150 ≥38100  2.49  81.78
758  |***************************  ≥1110 ≥39220  2.40  84.18
760  |*************************  ≥1080 ≥40300  2.33  86.51
762  |**********************  ≥960  ≥41270  2.07  88.58
765  |******************  ≥870  ≥42140  1.88  90.45
768  |****************  ≥770  ≥42920  1.67  92.12
770  |*************  ≥690  ≥43610  1.48  93.60
773  |***********  ≥570  ≥44190  1.24  94.84
775  |*********  ≥500  ≥44700  1.09  95.93
778  |*******  ≥420  ≥45120  0.90  96.83
781  |******  ≥370  ≥45490  0.80  97.64
784  |*****  ≥310  ≥45800  0.67  98.31
787  |****  ≥240  ≥46040  0.52  98.82
791  |***  ≥180  ≥46220  0.39  99.21
794  |**  ≥130  ≥46360  0.28  99.50
798  |*  ≥90  ≥46450  0.20  99.69
802  |*  ≥50  ≥46500  0.11  99.80
807  |*  ≥30  ≥46530  0.07  99.88
812  |*  ≥20  ≥46560  0.05  99.92
818  |*  ≥10  ≥46570  0.04  99.96
824  |  ≥10  ≥46580  0.02  99.98
832  |  <10  ≥46590  0.01  99.99
840  |  <10  ≥46590  0.00  100.00
850  |  <10  ≥46590  0.00  100.00
     --------+-------+-------+-------+-------+-------+-------+-------+-------+-------+
         200     400     600     800    1000    1200    1400    1600    1800    2000

                                     Frequency
```

Table E.3 Scale Score Descriptive Statistics and Plots

```
                    DESCRIPTIVE STATISTICS - SCALE SCORES
                                 Science
                              ALL STUDENTS
                               GRADE 04


        N                       ≥48330
        Mean                    738.92    Median               740.00
        Std deviation            27.73    Variance             769.17
        Skewness              -0.2574     Kurtosis              0.0860
        Mode                    737.00    Std Error Mean        0.1261
        Range                   200.00    Interquartile Range   36.00


                            Quantile      Estimate


                            100% Max         850
                            99%              798
                            95%              782
                            90%              774
                            75% Q3           758
                            50% Median       740
                            25% Q1           722
                            10%              704
                            5%               690
                            1%               668
                            0% Min           650
```

```
            Histogram                     #  Boxplot            Normal Probability Plot
855+*                                   <10     0      855+                                  *
  .*                                    <10     0         |                                  *
835+*                                   <10     0      835+                                  *
  .*                                    ≥30     0         |                                  *
815+*                                  ≥100     0      815+                                  *
  .**                                  ≥250     |         |                               +**
795+******                             ≥810     |      795+                            +*****
  .**********                         ≥1500     |         |                          +*****
775+*********************             ≥3390     |      775+                         ******
  .*******************************    ≥5140     |         |                       *****
755+**************************************** ≥6620 +-----+ 755+                  *****
  .************************************************ ≥7490 *-----* |              *****
735+*************************************   ≥5780 | + |  735+               ****+
  .********************************       ≥5340 +-----+   |            ****
715+****************************          ≥4580     |   715+        ****
  .***********************                ≥3720     |      |     ******
695+*************                         ≥1800     |   695+    ****
  .****                                   ≥590      |      |  +***
675+****                                  ≥470      |   675+ ++***
  .***                                    ≥320      0      |****
655+***                                   ≥330      0   655+*
    ----+----+----+----+----+----+----+----+----+---      +----+----+----+----+----+----+----+----+----+----+
      * may represent up to 157 counts                    -2      -1       0      +1      +2
```

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Table E.4 Frequency Distribution of Scale Scores

```
                      FREQUENCY DISTRIBUTION - SCALE SCORES
                                    Science
                                 ALL STUDENTS
                                  GRADE O4


                                                         Cum.      Cum.
                                              Freq   Freq  Percent  Percent
SCALE_SCORE
650   |*******                                ≥160   ≥160   0.34     0.34
656   |*******                                ≥160   ≥330   0.35     0.69
668   |*************                          ≥320   ≥650   0.67     1.36
676   |******************                     ≥470  ≥1130   0.97     2.34
683   |***********************                ≥590  ≥1720   1.23     3.57
690   |*******************************        ≥790  ≥2520   1.64     5.21
695   |****************************************  ≥1010  ≥3530   2.09     7.30
700   |*******************************************  ≥1100  ≥4630   2.29     9.60
704   |***********************************************  ≥1190  ≥5830   2.46    12.06
708   |*********************************************************  ≥1420  ≥7250   2.94    15.00
712   |**********************************************************  ≥1470  ≥8720   3.04    18.05
716   |**********************************************************  ≥1490 ≥10220   3.10    21.15
719   |*****************************************************************  ≥1610 ≥11840   3.34    24.50
722   |*****************************************************************  ≥1630 ≥13470   3.38    27.88
725   |*********************************************************************  ≥1850 ≥15320   3.83    31.71
728   |*********************************************************************  ≥1860 ≥17180   3.85    35.56
731   |*********************************************************************  ≥1870 ≥19060   3.88    39.44
734   |*************************************************************************  ≥1950 ≥21010   4.03    43.47
737   |*************************************************************************  ≥1950 ≥22960   4.04    47.52
740   |*************************************************************************  ≥1940 ≥24910   4.03    51.55
743   |**********************************************************************  ≥1910 ≥26830   3.95    55.51
745   |*********************************************************************  ≥1850 ≥28680   3.85    59.35
748   |*****************************************************************  ≥1770 ≥30460   3.68    63.03
751   |*******************************************************************  ≥1810 ≥32280   3.75    66.78
753   |*************************************************************  ≥1680 ≥33960   3.48    70.26
756   |**********************************************************  ≥1610 ≥35570   3.34    73.60
758   |*******************************************************  ≥1510 ≥37090   3.13    76.74
761   |*************************************************  ≥1410 ≥38500   2.93    79.67
764   |*************************************************  ≥1330 ≥39840   2.76    82.42
766   |**********************************************  ≥1270 ≥41110   2.64    85.06
769   |*******************************************  ≥1110 ≥42230   2.31    87.37
771   |****************************************  ≥1020 ≥43250   2.12    89.49
774   |***********************************  ≥880 ≥44140   1.84    91.33
777   |*******************************  ≥790 ≥44930   1.64    92.97
779   |**************************  ≥680 ≥45620   1.42    94.39
782   |**********************  ≥560 ≥46190   1.17    95.56
785   |********************  ≥500 ≥46690   1.03    96.59
788   |*****************  ≥430 ≥47120   0.90    97.49
791   |**************  ≥340 ≥47470   0.72    98.21
795   |***********  ≥270 ≥47740   0.56    98.78
798   |********  ≥190 ≥47930   0.40    99.18
802   |******  ≥150 ≥48090   0.31    99.49
806   |****  ≥100 ≥48190   0.22    99.71
810   |***  ≥60 ≥48260   0.13    99.85
815   |*  ≥30 ≥48290   0.07    99.92
820   |*  ≥10 ≥48310   0.04    99.96
823   |  <10 ≥48310   0.00    99.96
826   |  <10 ≥48320   0.02    99.98
829   |  <10 ≥48320   0.00    99.99
832   |  <10 ≥48330   0.00    99.99
837   |  <10 ≥48330   0.00    99.99
839   |  <10 ≥48330   0.00    99.99
845   |  <10 ≥48330   0.00   100.00
850   |  <10 ≥48330   0.00   100.00
      --------+-------+-------+-------+-------+-------+-------+-------+-------+------
           200    400    600    800   1000   1200   1400   1600   1800
      Frequency
```

Table E.5 Scale Score Descriptive Statistics and Plots

```
                     DESCRIPTIVE STATISTICS - SCALE SCORES
                                  Science
                               ALL STUDENTS
                                 GRADE 05


        N                   ≥48580
        Mean                 734.49    Median                735.00
        Std deviation         33.09    Variance             1094.84
        Skewness            -0.0834    Kurtosis             -0.0788
        Mode                710.00     Std Error Mean         0.1501
        Range               200.00     Interquartile Range    43.00


                          Quantile      Estimate

                          100% Max         850
                          99%              807
                          95%              788
                          90%              776
                          75% Q3           757
                          50% Median       735
                          25% Q1           714
                          10%              689
                          5%               677
                          1%               654
                          0% Min           650
```

```
            Histogram              #  Boxplot              Normal Probability Plot
855+*                            ≥20    0     855+                                       *
   .*                            ≥30    0        |                                      *
835+*                            ≥30    0     835+                                       *
   .*                            ≥120   0        |                                     *
815+**                           ≥230   |     815+                                   +**
   .****                         ≥430   |        |                                +****
795+*********                    ≥1060  |     795+                             *****
   .**************               ≥1740  |        |                         ****
775+**************************   ≥3440  |     775+                      *****
   .*********************************   ≥4440  |        |                ****
755+***************************************  ≥5180 +-----+  755+               ****
   .*********************************************  ≥5880 |   |     |            ****
735+*********************************  ≥4450 *--+--*  735+            ***
   .*************************************************  ≥6300 |   |     |      *****
715+***********************************  ≥4740 +-----+  715+        ****
   .**********************  ≥2950    |        |      ***
695+********************  ≥2530    |     695+    ****
   .****************  ≥2140    |        |   ****
675+************  ≥1490    |     675+  ****
   .*****  ≥530     |        |  ****
655+******  ≥750     |     655+****
   ----+----+----+----+----+----+----+----+----+---        +----+----+----+----+----+----+----+----+----+----+
    * may represent up to 132 counts                      -2        -1         0        +1        +2
```
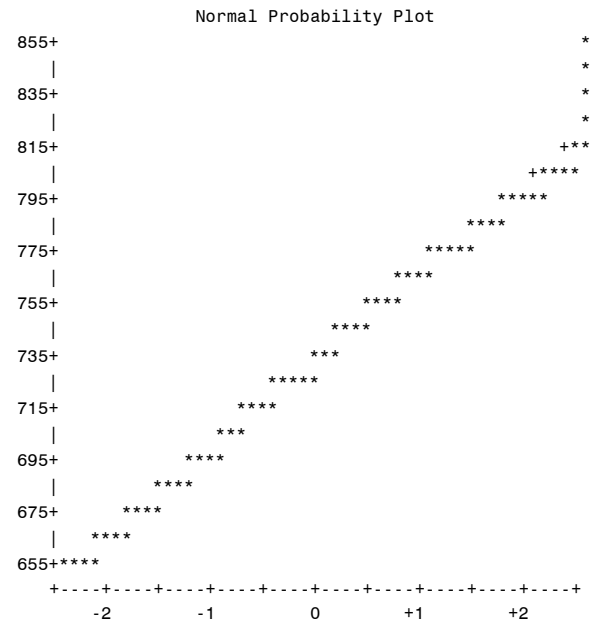
Table E.6 Frequency Distribution of Scale Scores

```
                   FREQUENCY DISTRIBUTION - SCALE SCORES
                                 Science
                              ALL STUDENTS
                               GRADE 05


SCALE_SCORE                                              Cum.     Cum.
                                          Freq   Freq  Percent  Percent
650  |*********************                 ≥410   ≥410    0.86     0.86
654  |*****************                     ≥330   ≥750    0.69     1.55
663  |**************************            ≥530  ≥1290    1.10     2.66
671  |*********************************     ≥680  ≥1970    1.40     4.06
677  |******************************************      ≥810  ≥2790    1.69     5.74
684  |**************************************************      ≥970  ≥3760    2.01     7.76
689  |*********************************************************     ≥1160  ≥4930    2.40    10.15
694  |***************************************************************    ≥1230  ≥6160    2.54    12.70
698  |******************************************************************    ≥1300  ≥7470    2.68    15.38
703  |************************************************************************    ≥1460  ≥8930    3.01    18.39
707  |*************************************************************************    ≥1490  ≥10420    3.07    21.46
710  |*******************************************************************************    ≥1610  ≥12040    3.32    24.78
714  |***********************************************************************    ≥1560  ≥13600    3.21    27.99
717  |***********************************************************************    ≥1560  ≥15170    3.23    31.22
720  |*************************************************************************    ≥1600  ≥16770    3.31    34.53
723  |*************************************************************************    ≥1600  ≥18370    3.29    37.82
726  |**********************************************************************    ≥1540  ≥19910    3.17    40.99
729  |***********************************************************************    ≥1550  ≥21470    3.20    44.19
732  |*********************************************************************    ≥1520  ≥23000    3.15    47.34
735  |*****************************************************************    ≥1460  ≥24460    3.02    50.36
737  |****************************************************************    ≥1450  ≥25920    3.00    53.36
740  |******************************************************************    ≥1490  ≥27420    3.08    56.44
742  |*******************************************************************    ≥1500  ≥28930    3.10    59.54
745  |***************************************************************    ≥1480  ≥30410    3.05    62.59
747  |***********************************************************    ≥1390  ≥31800    2.87    65.46
750  |*************************************************************    ≥1430  ≥33240    2.95    68.41
752  |*****************************************************    ≥1260  ≥34500    2.60    71.01
755  |*****************************************************    ≥1270  ≥35770    2.61    73.63
757  |**************************************************    ≥1210  ≥36990    2.50    76.13
760  |**************************************************    ≥1210  ≥38200    2.50    78.64
762  |**********************************************    ≥1120  ≥39330    2.32    80.95
765  |*********************************************    ≥1110  ≥40440    2.29    83.24
768  |*****************************************    ≥990  ≥41430    2.04    85.28
770  |***************************************    ≥950  ≥42390    1.96    87.24
773  |**********************************    ≥910  ≥43300    1.89    89.13
776  |*********************************    ≥810  ≥44120    1.68    90.81
779  |**********************************    ≥760  ≥44880    1.57    92.38
782  |*****************************    ≥630  ≥45520    1.30    93.68
785  |***************************    ≥580  ≥46100    1.21    94.89
788  |*************************    ≥520  ≥46620    1.07    95.97
792  |********************    ≥420  ≥47040    0.86    96.83
795  |******************    ≥360  ≥47410    0.75    97.58
799  |**************    ≥280  ≥47690    0.58    98.16
803  |************    ≥240  ≥47930    0.50    98.66
807  |**********    ≥190  ≥48130    0.41    99.06
812  |******    ≥120  ≥48250    0.25    99.32
817  |******    ≥110  ≥48360    0.23    99.54
822  |***    ≥60  ≥48430    0.14    99.68
828  |***    ≥50  ≥48490    0.12    99.80
834  |**    ≥30  ≥48530    0.07    99.88
841  |*    ≥20  ≥48550    0.05    99.93
849  |*    ≥10  ≥48560    0.02    99.96
850  |*    ≥20  ≥48580    0.04   100.00
     -----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+-
        100  200  300  400  500  600  700  800  900 1000 1100 1200 1300 1400 1500 1600

          Frequency
```

Table E.7 Scale Score Descriptive Statistics and Plots

```
                        DESCRIPTIVE STATISTICS - SCALE SCORES
                                     Science
                                  ALL STUDENTS
                                   GRADE 06


        N                   ≥49080
        Mean                 732.46    Median                734.00
        Std deviation         29.03    Variance              842.83
        Skewness           -0.1454     Kurtosis             -0.0136
        Mode                722.00     Std Error Mean         0.1310
        Range               195.00     Interquartile Range    41.00


                        Quantile      Estimate

                        100% Max        845
                        99%             797
                        95%             779
                        90%             769
                        75% Q3          753
                        50% Median      734
                        25% Q1          712
                        10%             695
                        5%              683
                        1%              657
                        0% Min          650
```

```
          Histogram                     #  Boxplot              Normal Probability Plot
845+*                                 <10   0      845+                               *
  .*                                  <10   0         |                               *
  .*                                  ≥20   0         |                               *
  .*                                  ≥50   0         |                               *
  .***                                ≥300  |         |                             **
  .****                               ≥510  |         |                         +****
  .**********                         ≥1350 |         |                       *****
  .****************                   ≥2330 |         |                    *****
  .*****************************      ≥4350 |         |                  *****
  .*********************************  ≥4800 +-----+   |               ****
  .***************************************** ≥5980 |   |     |             *****
  .************************************************** ≥6930 *--+--*   |           ****
  .****************************************** ≥5890 |   |     |         ****
  .*************************************** ≥5760 +-----+   |         *****
  .*********************************** ≥5280    |         |      *****
  .**********                         ≥1420    |         |    ***
  .***************                    ≥2140    |         |      *****
  .*****                              ≥720     |         |    +***
  .****                               ≥510     |         | ++***
655+*****                             ≥650   0      655+****
  ----+----+----+----+----+----+----+----+----+---      +----+----+----+----+----+----+----+----+----+----+
  * may represent up to 145 counts                      -2       -1        0       +1       +2
```

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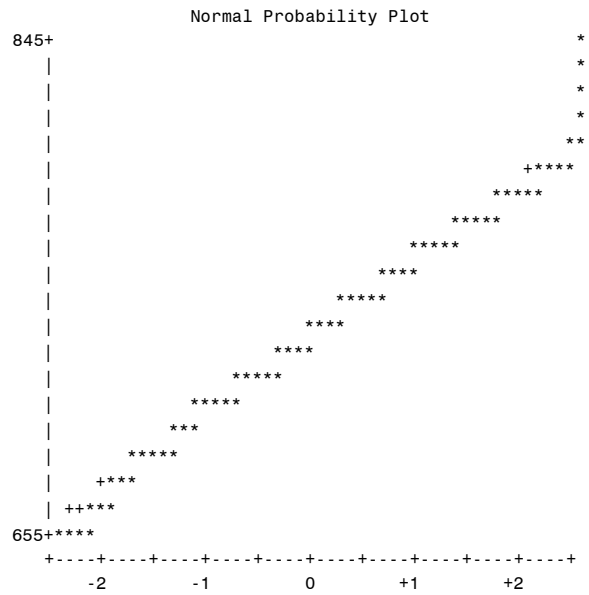
Table E.8 Frequency Distribution of Scale Scores

```
                    FREQUENCY DISTRIBUTION - SCALE SCORES
                                  Science
                               ALL STUDENTS
                                 GRADE 06
```

```
SCALE_SCORE                                                    Cum.     Cum.
                                            Freq     Freq   Percent  Percent
650  |**************                        ≥350     ≥350     0.72     0.72
657  |************                          ≥300     ≥650     0.61     1.33
667  |*********************                 ≥510    ≥1170     1.06     2.39
676  |****************************          ≥720    ≥1890     1.47     3.86
683  |**************************************     ≥960    ≥2860     1.97     5.83
689  |************************************************     ≥1170    ≥4030     2.40     8.23
695  |*********************************************************     ≥1420    ≥5460     2.90    11.13
700  |******************************************************************     ≥1630    ≥7090     3.33    14.45
704  |**********************************************************************     ≥1750    ≥8850     3.58    18.03
709  |***************************************************************************     ≥1890   ≥10740     3.87    21.90
712  |**************************************************************************     ≥1880   ≥12630     3.85    25.75
716  |*****************************************************************************     ≥1950   ≥14590     3.99    29.73
719  |***************************************************************************     ≥1920   ≥16510     3.91    33.65
722  |*****************************************************************************     ≥1990   ≥18500     4.06    37.71
725  |***************************************************************************     ≥1920   ≥20420     3.91    41.62
728  |*****************************************************************************     ≥1980   ≥22410     4.04    45.66
731  |*********************************************************************     ≥1820   ≥24230     3.72    49.38
734  |******************************************************************     ≥1750   ≥25980     3.57    52.94
736  |******************************************************************     ≥1750   ≥27740     3.58    56.53
739  |************************************************************     ≥1590   ≥29340     3.25    59.78
742  |************************************************************     ≥1590   ≥30930     3.25    63.03
744  |********************************************************     ≥1490   ≥32420     3.04    66.07
746  |*******************************************************     ≥1450   ≥33870     2.95    69.02
749  |*******************************************************     ≥1440   ≥35320     2.94    71.97
751  |*************************************************     ≥1310   ≥36640     2.69    74.65
753  |*********************************************     ≥1220   ≥37860     2.50    77.15
756  |********************************************     ≥1180   ≥39040     2.41    79.56
758  |****************************************     ≥1070   ≥40120     2.20    81.76
760  |*************************************     ≥1000   ≥41120     2.04    83.80
763  |**********************************      ≥910   ≥42040     1.86    85.66
765  |*******************************         ≥830   ≥42870     1.70    87.36
767  |*******************************         ≥830   ≥43710     1.70    89.06
769  |****************************            ≥760   ≥44470     1.56    90.63
772  |***************************             ≥710   ≥45190     1.46    92.09
774  |***********************                 ≥600   ≥45800     1.23    93.32
776  |*********************                   ≥540   ≥46340     1.10    94.42
779  |******************                      ≥470   ≥46810     0.97    95.39
781  |****************                        ≥430   ≥47240     0.88    96.27
783  |***************                         ≥370   ≥47610     0.75    97.02
786  |************                            ≥280   ≥47900     0.59    97.61
788  |**********                              ≥260   ≥48160     0.53    98.14
791  |*********                               ≥210   ≥48380     0.44    98.58
794  |*******                                 ≥160   ≥48550     0.34    98.93
797  |*****                                   ≥130   ≥48680     0.27    99.20
800  |*****                                   ≥110   ≥48800     0.24    99.43
803  |***                                      ≥80   ≥48880     0.18    99.61
806  |**                                       ≥50   ≥48940     0.11    99.72
809  |**                                       ≥40   ≥48990     0.10    99.82
813  |*                                        ≥30   ≥49020     0.07    99.89
817  |*                                        ≥10   ≥49040     0.04    99.92
822  |*                                        ≥10   ≥49050     0.03    99.96
826  |                                        <10   ≥49060     0.02    99.97
832  |                                        <10   ≥49070     0.02    99.99
838  |                                        <10   ≥49070     0.01   100.00
845  |                                        <10   ≥49080     0.00   100.00
     --------+-------+-------+-------+-------+-------+-------+-------+-------+-------+
         200     400     600     800    1000    1200    1400    1600    1800    2000
     Frequency
```
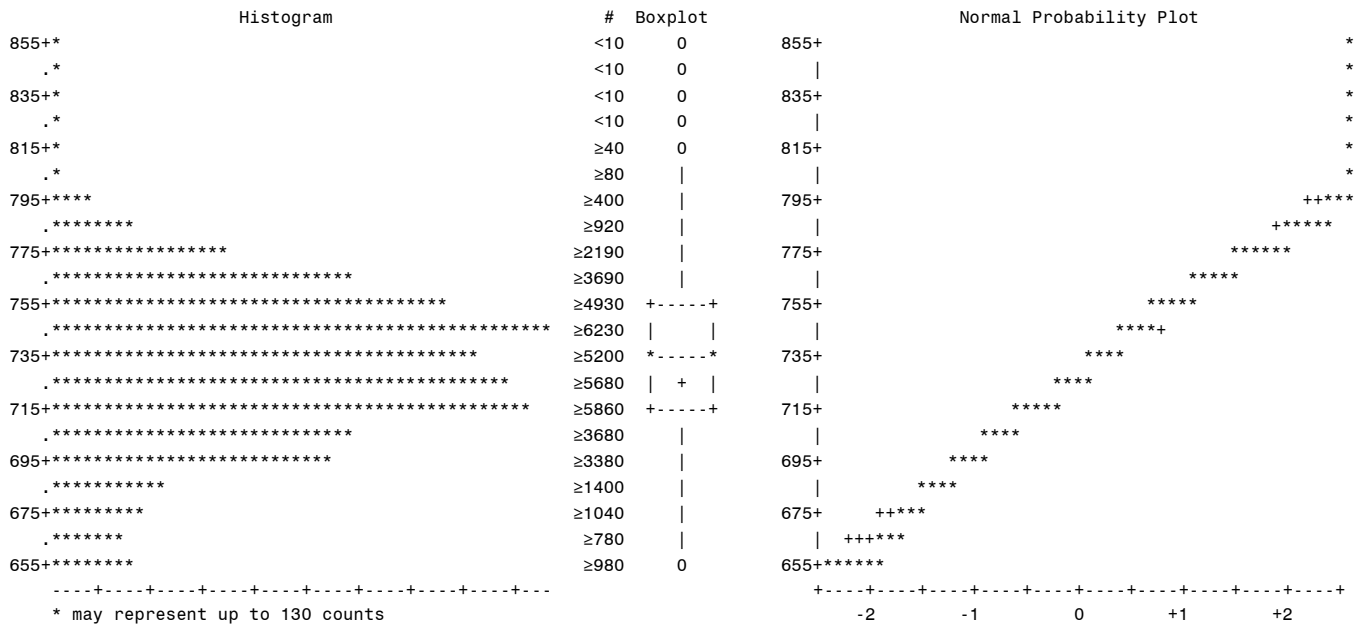
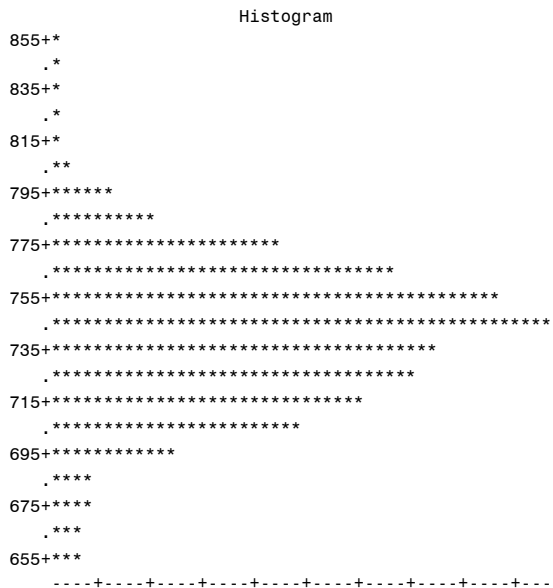## Table E.9 Scale Score Descriptive Statistics and Plots

```
                    DESCRIPTIVE STATISTICS - SCALE SCORES
                              Science
                            ALL STUDENTS
                             GRADE 07


         N                   ≥47020
         Mean                 734.45    Median                 735.00
         Std deviation         30.25    Variance               915.11
         Skewness             0.1059    Kurtosis              -0.0054
         Mode                726.00     Std Error Mean          0.1395
         Range               200.00     Interquartile Range     40.00


                         Quantile      Estimate

                         100% Max         850
                         99%              809
                         95%              786
                         90%              775
                         75% Q3           754
                         50% Median       735
                         25% Q1           714
                         10%              695
                         5%               685
                         1%               662
                         0% Min           650
```
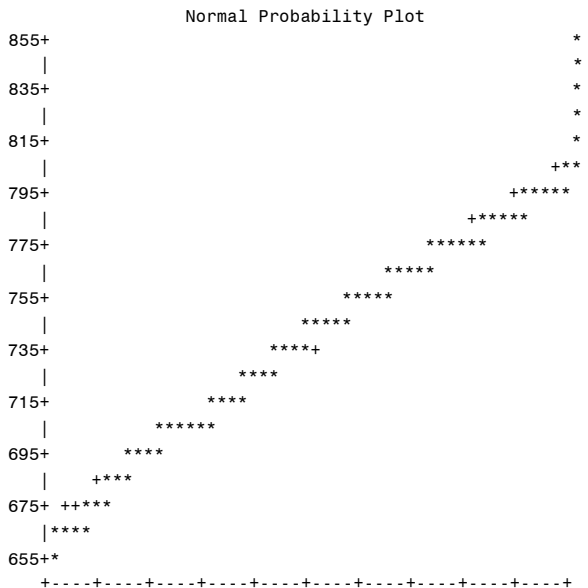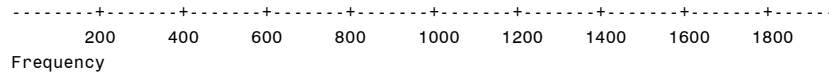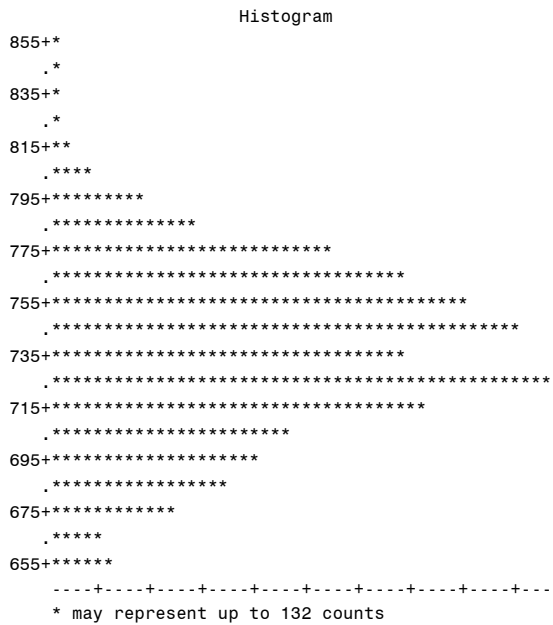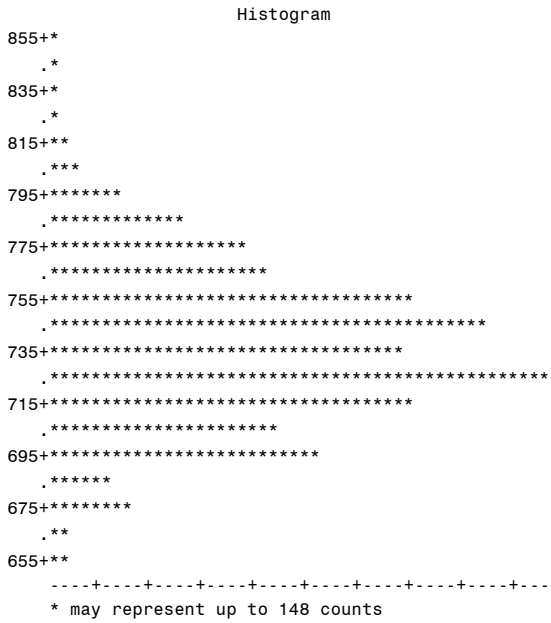
```
              Histogram                  #  Boxplot            Normal Probability Plot
855+*                                   <10    0      855+                                    *
   .*                                   ≥20    0         |                                    *
835+*                                   ≥40    0      835+                                    *
   .*                                   ≥60    0         |                                   *
815+**                                  ≥220   0      815+                                  **
   .***                                 ≥390   |         |                                ****
795+*******                             ≥920   |      795+                             ****
   .*************                       ≥1790  |         |                           *****
775+********************                ≥2780  |      775+                       ****+
   .********************                ≥2990  |         |                     ***
755+********************************    ≥5130 +-----+  755+                  *****
   .*****************************************  ≥6110 |     |      |                ****
735+******************************          ≥4920 *--+--*  735+              ****
   .*************************************************  ≥7060 |     |      |           *****
715+*********************************       ≥5110 +-----+  715+          ****
   .*********************                ≥3180  |         |        ****
695+**************************           ≥3700  |      695+     ******
   .******                              ≥850   |         |     ***+
675+********                            ≥1120  |      675+  ******
   .**                                  ≥270   |         |***+
655+**                                  ≥270   0      655+*
   ----+----+----+----+----+----+----+----+----+---        +----+----+----+----+----+----+----+----+----+
   * may represent up to 148 counts                        -2        -1         0        +1        +2
```

Table E.10 Frequency Distribution of Scale Scores

```
SCALE_SCORE                                                        Cum.     Cum.
                                                   Freq    Freq  Percent  Percent
650  |*****                                        ≥110    ≥110    0.25     0.25
651  |******                                       ≥150    ≥270    0.33     0.58
662  |***********                                  ≥270    ≥550    0.59     1.17
671  |*****************                            ≥450   ≥1000    0.96     2.13
679  |**************************                   ≥660   ≥1670    1.42     3.55
685  |*********************************            ≥850   ≥2520    1.82     5.38
690  |******************************************   ≥1040  ≥3570    2.22     7.60
695  |*************************************************   ≥1230  ≥4800    2.62    10.22
699  |*******************************************************  ≥1420  ≥6230    3.03    13.25
703  |*************************************************************  ≥1570  ≥7800    3.35    16.60
707  |**************************************************************  ≥1610  ≥9410    3.43    20.03
711  |*****************************************************************  ≥1690  ≥11110   3.60    23.63
714  |****************************************************************  ≥1680  ≥12790   3.58    27.21
717  |******************************************************************  ≥1730  ≥14530   3.69    30.90
720  |*******************************************************************  ≥1780  ≥16320   3.80    34.70
723  |*****************************************************************  ≥1740  ≥18060   3.71    38.41
726  |******************************************************************  ≥1780  ≥19850   3.80    42.22
729  |****************************************************************  ≥1740  ≥21590   3.71    45.93
732  |**************************************************************  ≥1680  ≥23280   3.58    49.51
735  |**********************************************************  ≥1670  ≥24950   3.57    53.07
737  |*******************************************************  ≥1560  ≥26520   3.33    56.40
740  |*******************************************************  ≥1600  ≥28120   3.40    59.80
743  |*****************************************************  ≥1580  ≥29700   3.36    63.17
746  |**************************************************  ≥1490  ≥31190   3.17    66.34
748  |************************************************  ≥1440  ≥32640   3.07    69.41
751  |************************************************  ≥1440  ≥34080   3.06    72.47
754  |*******************************************  ≥1280  ≥35360   2.73    75.20
756  |********************************************  ≥1300  ≥36660   2.77    77.97
759  |*****************************************  ≥1110  ≥37770   2.36    80.33
762  |***************************************  ≥1100  ≥38880   2.35    82.68
764  |**************************************  ≥980   ≥39860   2.08    84.76
767  |***********************************  ≥900   ≥40760   1.93    86.69
770  |*****************************  ≥780   ≥41540   1.66    88.35
772  |***************************  ≥710   ≥42260   1.51    89.87
775  |***************************  ≥690   ≥42950   1.48    91.34
778  |***********************  ≥590   ≥43540   1.26    92.60
780  |*********************  ≥560   ≥44110   1.20    93.80
783  |*******************  ≥460   ≥44570   0.99    94.79
786  |***************  ≥380   ≥44960   0.82    95.61
788  |***************  ≥370   ≥45340   0.81    96.41
791  |***********  ≥270   ≥45610   0.58    97.00
794  |**********  ≥250   ≥45870   0.55    97.54
797  |********  ≥200   ≥46070   0.44    97.98
799  |*******  ≥180   ≥46260   0.40    98.38
802  |*******  ≥160   ≥46420   0.35    98.73
805  |*****  ≥110   ≥46540   0.25    98.98
809  |*****  ≥110   ≥46660   0.24    99.22
812  |****  ≥100   ≥46760   0.22    99.44
815  |***  ≥70    ≥46830   0.15    99.59
819  |**  ≥50    ≥46880   0.11    99.71
822  |**  ≥40    ≥46920   0.09    99.79
826  |*  ≥20    ≥46950   0.06    99.85
831  |*  ≥20    ≥46980   0.05    99.90
835  |*  ≥20    ≥47000   0.04    99.94
841  |*  ≥10    ≥47010   0.03    99.97
847  |  <10    ≥47020   0.01    99.99
850  |  <10    ≥47020   0.01   100.00
     --------+-------+-------+-------+-------+-------+-------+-------+-------+
        200     400     600     800    1000    1200    1400    1600    1800
     Frequency
```

Table E.11 Scale Score Descriptive Statistics and Plots

```
                        DESCRIPTIVE STATISTICS - SCALE SCORES
                                     Science
                                  ALL STUDENTS
                                   GRADE 08


         N                    ≥45840
         Mean                  734.88    Median                 736.00
         Std deviation          30.60    Variance               936.36
         Skewness             -0.1116    Kurtosis               0.0659
         Mode                 718.00     Std Error Mean         0.1429
         Range                200.00     Interquartile Range    41.00


                          Quantile    Estimate

                          100% Max       850
                          99%            803
                          95%            784
                          90%            773
                          75% Q3         756
                          50% Median     736
                          25% Q1         715
                          10%            697
                          5%             682
                          1%             658
                          0% Min         650
```
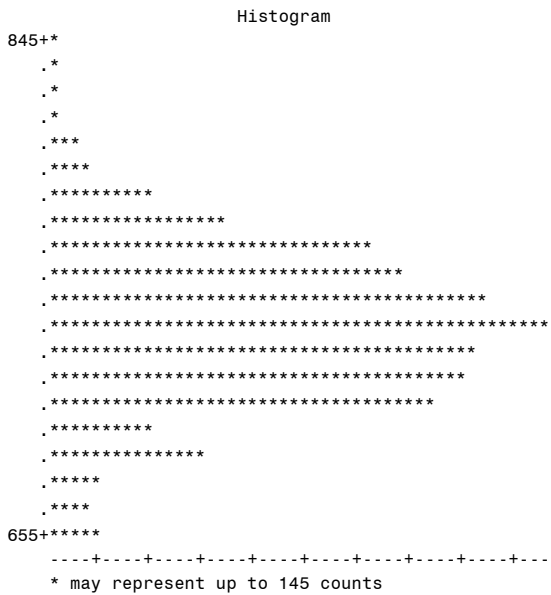
```
           Histogram                       #  Boxplot              Normal Probability Plot
855+*                                     ≥10    0      855+                                    *
   .*                                     <10    0         |                                    *
835+*                                     ≥40    0      835+                                     *
   .*                                     ≥90    0         |                                    *
815+**                                    ≥160   |      815+                                    *
   .***                                   ≥270   |         |                               ****
795+******                                ≥680   |      795+                            ****
   .**************                        ≥1670  |         |                          *****
775+**********************                ≥2730  |      775+                       ****
   .*****************************         ≥3770  |         |                     *****
755+**************************************************** ≥5810 +-----+  755+                  *****
   .************************************************     ≥5500  |   |      |              ****
735+**************************************************** ≥5760 *--+--* 735+             ****
   .***********************************************      ≥5660  |   |      |          ****
715+*********************************                   ≥4160 +-----+  715+        ****
   .******************************                      ≥3790  |           |     *****
695+******************                                  ≥2190  |       695+    ***
   .**************                                      ≥1740  |           |  *****
675+*****                                              ≥590   |       675+   +***
   .****                                               ≥460   |           | ++***
655+******                                             ≥650    0      655+****
    ----+----+----+----+----+----+----+----+----+---            +----+----+----+----+----+----+----+----+----+----+
    * may represent up to 122 counts                            -2        -1         0        +1        +2
```

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Table E.12 Frequency Distribution of Scale Scores

```
                    FREQUENCY DISTRIBUTION - SCALE SCORES
                                 Science
                               ALL STUDENTS
                               GRADE 08


SCALE_SCORE                                                    Cum.     Cum.
                                               Freq    Freq   Percent  Percent
650  |******************                        ≥340    ≥340   0.74     0.74
658  |****************                          ≥310    ≥650   0.69     1.43
668  |***********************                   ≥460   ≥1120   1.01     2.45
675  |*****************************             ≥590   ≥1710   1.29     3.74
682  |**************************************    ≥780   ≥2490   1.70     5.44
687  |*********************************************  ≥960   ≥3450   2.10     7.54
692  |*************************************************  ≥1080   ≥4540   2.37     9.91
697  |**************************************************  ≥1100   ≥5640   2.41    12.32
701  |*********************************************************  ≥1210   ≥6860   2.64    14.96
705  |**********************************************************  ≥1270   ≥8130   2.78    17.75
708  |************************************************************  ≥1310   ≥9440   2.86    20.61
712  |**********************************************************  ≥1270  ≥10710   2.77    23.38
715  |***************************************************************  ≥1420  ≥12140   3.11    26.49
718  |*****************************************************************  ≥1470  ≥13610   3.21    29.70
721  |*************************************************************  ≥1390  ≥15010   3.05    32.75
723  |************************************************************  ≥1380  ≥16390   3.01    35.76
726  |*************************************************************  ≥1420  ≥17820   3.11    38.87
729  |**************************************************************  ≥1460  ≥19280   3.19    42.06
731  |**************************************************************  ≥1460  ≥20740   3.20    45.26
733  |************************************************************  ≥1440  ≥22180   3.14    48.40
736  |************************************************************  ≥1430  ≥23620   3.12    51.53
738  |***********************************************************  ≥1420  ≥25050   3.12    54.64
741  |************************************************************  ≥1430  ≥26480   3.13    57.77
743  |*********************************************************  ≥1380  ≥27860   3.01    60.79
745  |********************************************************  ≥1370  ≥29230   2.99    63.78
747  |*****************************************************  ≥1310  ≥30550   2.86    66.64
750  |*************************************************  ≥1250  ≥31810   2.75    69.39
752  |*********************************************  ≥1170  ≥32980   2.57    71.96
754  |**********************************************  ≥1200  ≥34190   2.62    74.58
756  |******************************************  ≥1140  ≥35330   2.50    77.08
759  |*************************************  ≥1030  ≥36370   2.26    79.34
761  |*************************************  ≥1050  ≥37420   2.30    81.64
763  |*********************************  ≥940  ≥38360   2.06    83.70
766  |*********************************  ≥940  ≥39310   2.07    85.77
768  |****************************  ≥830  ≥40140   1.81    87.58
771  |**************************  ≥780  ≥40920   1.70    89.28
773  |***********************  ≥680  ≥41610   1.50    90.78
776  |***********************  ≥680  ≥42290   1.49    92.26
778  |********************  ≥580  ≥42880   1.28    93.54
781  |******************  ≥540  ≥43420   1.18    94.72
784  |***************  ≥430  ≥43850   0.95    95.67
786  |*************  ≥380  ≥44240   0.84    96.51
789  |***********  ≥310  ≥44550   0.68    97.19
792  |*********  ≥250  ≥44810   0.56    97.75
796  |********  ≥240  ≥45050   0.53    98.28
799  |******  ≥180  ≥45240   0.41    98.69
803  |*****  ≥140  ≥45380   0.32    99.01
806  |*****  ≥130  ≥45510   0.28    99.29
811  |***  ≥80  ≥45600   0.19    99.49
815  |***  ≥70  ≥45670   0.15    99.64
820  |**  ≥50  ≥45730   0.12    99.76
825  |*  ≥40  ≥45770   0.09    99.85
831  |  ≥20  ≥45790   0.05    99.90
838  |  ≥20  ≥45820   0.06    99.96
846  |  <10  ≥45820   0.01    99.97
850  |  ≥10  ≥45840   0.03   100.00
     -----+----+----+----+----+----+----+----+----+----+----+----+----+----
        100  200  300  400  500  600  700  800  900 1000 1100 1200 1300 1400
     Frequency
```
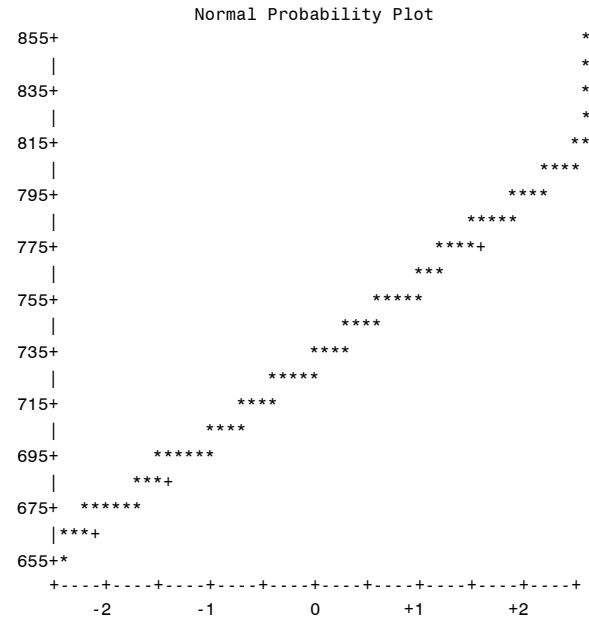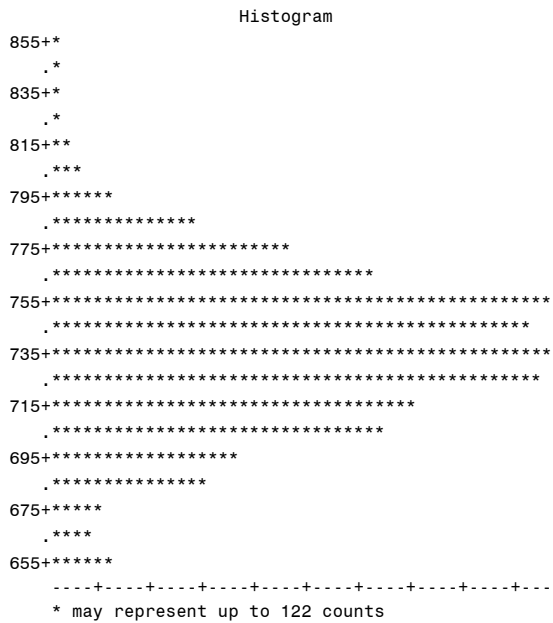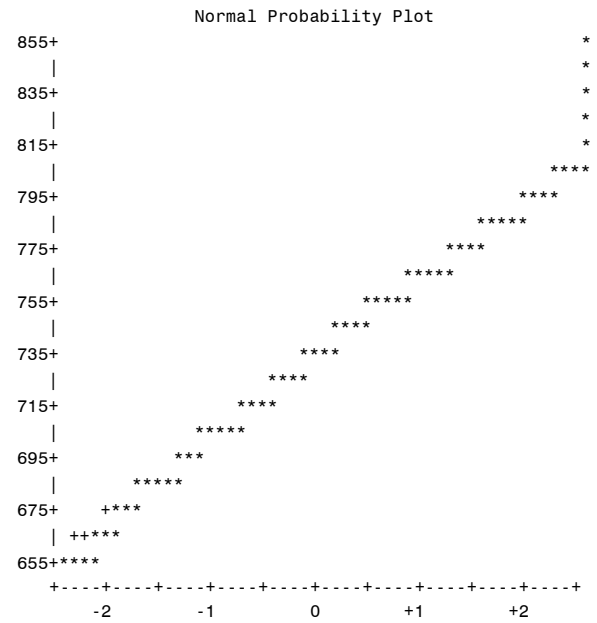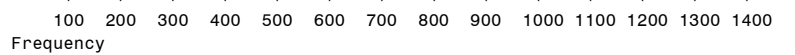
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Appendix F: Reliability and Classification Accuracy

Reliability and Classification Accuracy Reports
Science

Contents
Table F.1 Reliability for All Students and for Subgroups
Table F.2 Cronbach Alpha and Marginal Reliability
Tables F.3.1–F.3.7 Classification Accuracy and Decision Consistency for Science

Table F.1
Reliability for All Students and for Subgroups for Science

Subgroup	3	4	5	6	7	8
All Students	0.847	0.852	0.836	0.844	0.860	0.868
Female	0.841	0.840	0.826	0.830	0.851	0.858
Male	0.853	0.863	0.847	0.857	0.869	0.877
Gender Unknown	0.789	0.716	-	-	-	-
African American	0.810	0.801	0.801	0.794	0.811	0.822
American Indian or Alaska Native	0.829	0.839	0.815	0.811	0.834	0.848
Asian	0.867	0.865	0.846	0.869	0.897	0.897
Hispanic/Latino	0.831	0.847	0.836	0.846	0.875	0.883
Multi-Racial	0.835	0.843	0.821	0.836	0.849	0.847
Native Hawaiian or Other Pacific Islander	0.840	0.860	0.864	0.830	0.874	0.864
White	0.836	0.834	0.807	0.827	0.850	0.845
Economically Disadvantaged	0.826	0.828	0.820	0.819	0.834	0.848
English Learners	0.794	0.800	0.791	0.722	0.772	0.789

Table F.2
Cronbach Alpha and Marginal Reliability for Science

Grade	Cronbach Alpha	Marginal Reliability
3	0.85	0.92
4	0.85	0.91
5	0.84	0.93
6	0.84	0.91
7	0.86	0.94
8	0.87	0.97

Table F.3
Classification Accuracy and Decision Consistency for Science

Table F.3.1
Estimates of Accuracy and Consistency of Achievement-Level Classification for Each Grade

Grade	Accuracy	Consistency	PChance	Kappa
3	0.643	0.532	0.244	0.381
4	0.678	0.565	0.259	0.413
5	0.653	0.538	0.232	0.399
6	0.670	0.559	0.252	0.410
7	0.692	0.584	0.249	0.445
8	0.701	0.592	0.252	0.454

Table F.3.2
Accuracy of Classification at Each Achievement Level for Each Grade

Grade	Unsatisfactory (1)	Below Basic (2)	Basic (3)	Mastery (4)	Advanced (5)
3	0.788	0.700	0.628	0.536	0.597
4	0.793	0.621	0.683	0.677	0.656
5	0.792	0.656	0.585	0.656	0.680
6	0.788	0.617	0.655	0.674	0.646
7	0.779	0.643	0.638	0.759	0.755
8	0.798	0.708	0.656	0.712	0.691

*inestimable, default output values due to restricted sample size

Table F.3.3
Accuracy of Dichotomous Categorizations for Each Grade

Grade	1 / 2+3+4+5	1+2 / 3+4+5	1+2+3 / 4+5	1+2+3+4 / 5
3	0.944	0.880	0.876	0.937
4	0.955	0.903	0.876	0.942
5	0.941	0.885	0.879	0.942
6	0.935	0.880	0.885	0.965
7	0.936	0.883	0.895	0.976
8	0.955	0.895	0.889	0.959

Table F.3.4

Consistency of Dichotomous Categorizations for Each Grade

Grade	1 / 2+3+4+5	1+2 / 3+4+5	1+2+3 / 4+5	1+2+3+4 / 5
3	0.917	0.833	0.826	0.918
4	0.934	0.863	0.827	0.919
5	0.914	0.839	0.831	0.918
6	0.904	0.834	0.838	0.953
7	0.906	0.837	0.852	0.966
8	0.934	0.853	0.845	0.943

Table F.3.5

Kappa of Dichotomous Categorizations for Each Grade

Grade	1 / 2+3+4+5	1+2 / 3+4+5	1+2+3 / 4+5	1+2+3+4 / 5
3	0.655	0.653	0.562	0.189
4	0.644	0.664	0.630	0.350
5	0.634	0.659	0.629	0.420
6	0.643	0.647	0.608	0.215
7	0.616	0.656	0.654	0.482
8	0.653	0.683	0.657	0.389

Table F.3.6

Accuracy of Dichotomous Categorizations: False Positive Rates for Each Grade

Grade	1 / 2+3+4+5	1+2 / 3+4+5	1+2+3 / 4+5	1+2+3+4 / 5
3	0.026	0.052	0.061	0.060
4	0.018	0.043	0.062	0.045
5	0.024	0.054	0.061	0.041
6	0.029	0.053	0.059	0.032
7	0.027	0.055	0.058	0.018
8	0.018	0.051	0.055	0.032

Table F.3.7

Accuracy of Dichotomous Categorizations: False Negatives Rates for Each Grade

Grade	1 / 2+3+4+5	1+2 / 3+4+5	1+2+3 / 4+5	1+2+3+4 / 5
3	0.030	0.068	0.063	0.003
4	0.027	0.054	0.062	0.013
5	0.035	0.061	0.060	0.016
6	0.036	0.066	0.056	0.003
7	0.037	0.062	0.047	0.006
8	0.027	0.054	0.056	0.009