A School System's Guide to LEAP 360 Overview

The School System's Guide to LEAP 360 serves as a support tool for school systems when implementing the components of LEAP 360 in schools. Systems can use this guide and its resources to develop a plan for LEAP 360 training, administration, data analysis and instructional and assessment planning in schools.

LEAP 360 Overview

LEAP 360 offers assessments designed to help teachers, schools, and school systems with another measure of student learning and adjust instructional support prior to the LEAP 2025 summative assessments. The overall purpose of LEAP 360 is to:

- Inform and drive classroom instruction
- Reduce testing

LEAP 360 Components

LEAP 360 assessment tools include the following components:

- **Diagnostic assessments**: help educators pinpoint existing strengths and weaknesses of students entering classrooms
- **Interim assessments**: evaluate student learning and progress toward year-end goals and allow teachers to target and adjust instruction
- **EAGLE 2.0**: allows teachers to integrate high-quality questions into day-to-day classroom experiences and curricula
- **K-2 formative tasks**: provide quality tasks focused on critical student skills in ELA and math

School system Responsibilities

1. Perform an assessment inventory to eliminate unnecessary testing
2. Provide schools with a year-at-a-glance
3. Choose assessment forms
4. Provide appropriate training for school system staff, school leadership, and teachers
5. Conduct LEAP 360 test setup
6. Support test administration and scoring
7. Analyze report data to support curricular and instructional decision-making

Resources

- LEAP 360 FAQ
- LEAP 360 Trainings
- A Teacher's Guide to LEAP 360
- DRC INSIGHT Portal User Guide
- A Parent Guide to LEAP 360
- Diagnostic Quickstart Guide
- Interim Quickstart Guide
- EAGLE 2.0 User Guide
- K-2 Formative Tasks Overview

For additional questions, email assessment@la.gov.

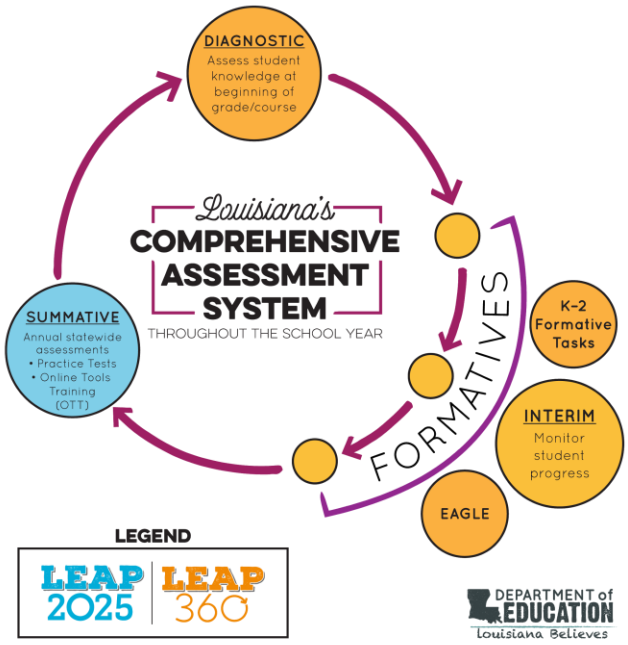
Table of Contents

Purpose of LEAP 360 4
Inform and Drive Classroom Instruction 4
Reduce Testing 4
Year at a Glance 5
LEAP 360 Trainings 6
Full Length Webinars 6
Mini Trainings 7
LEAP 360 Administration Checklists 9
Diagnostic/Interim: School system Checklist for Implementation 9
Before Administration 9
During Administration 10
After Administration 10
EAGLE 2.0: School system Checklist for Implementation 12
Before Administration 12
During Administration 12
After Administration 12
K-2 Formative Tasks: School system Checklist for Implementation 14
Before K-2 Formative Task Administration 14
During K-2 Formative Task Administration 14
After K-2 Formative Task Administration 14
LEAP 360 Do's and Don'ts 15
Reports and Data Analysis 15
Diagnostic Report Schedule 16
Interim Report Schedule 16
Sample Reports 17
LEAP 360 Frequently Asked Questions **24**
Appendix A: Diagnostic/Interim Assessment Design 25
Diagnostic Assessments: ELA 25
Interim Assessments: ELA 29
Diagnostic Assessments: Math 33
Interim Assessments: Math 34
Appendix B: EAGLE 2.0 Items 44
EAGLE 2.0 ELA Passage and Item Information 44
EAGLE 2.0 Math Items 46

EAGLE 2.0 Science Passage and Item Information 52
EAGLE 2.0 Social Studies Passage and Item Information 52

Purpose of LEAP 360

Each year, the results from LEAP 2025 summative assessments provide Louisiana educators, students, and parents with important information about what students learned during the school year. However, the results have limited instructional implications. High quality diagnostic and interim assessments are additional useful tools for educators as they plan for and adjust instruction to meet all students' needs. The overall purpose of LEAP 360 is to inform and drive classroom instruction and to reduce the use of other forms of testing that may not be well-aligned to Louisiana's content standards.



Inform and Drive Classroom Instruction

LEAP 360 is a tool to help:

- **Teachers** have a more complete picture of student performance prior to end-of-year summative assessment.
- LEAP 360 assessments:
    - provide students access to high quality, standards-aligned items
    - helps teachers adjust their instruction to create individualized plans for students
    - offers data that can be used to set meaningful and ambitious goals for student learning
    - provide a process for checking progress toward goals
- **Principals** identify where additional support is needed for students and teachers. LEAP 360 provides information for teachers that helps them plan instruction that matters most for students.
- **School systems** identify where additional support is needed for schools and teachers. LEAP 360 provides tools that help school systems check progress toward goals.

Reduce Testing

The Louisiana Department of Education remains committed to reducing testing time, including limiting state year-end assessments to no more than 2% of instructional time. In addition, Louisiana is committed to helping systems reduce local assessment minutes while improving quality. LEAP 360 supports schools with these efforts.

To support system-wide test reduction, the Department has led assessment audits with school systems, utilizing assessment inventory resources to help systems evaluate the amount and quality of their assessments in order to reduce testing time while improving quality. School systems should do a thorough examination of curriculums to ensure all assessments given outside of LEAP 360 are high quality and from Tier 1 resources.

LEAP 360 is designed to provide teachers and students with results in detailed reports that allow for curricular and instructional adjustments as needed. For math, that might mean 5 minutes of scaffolding at the start of a lesson or changing the approach to the first problem. In ELA, that might mean grouping students in a different way.

Year at a Glance

Decisions should be made prior to the start of the school year regarding LEAP 360 administration. School systems are responsible for choosing assessment forms for diagnostic and interims, providing an implementation plan, and delivering relevant LEAP 360 training to support schools and teachers.

Interim assessments assess specific chunks of curricular content and should be given only after instruction on that content has occurred. School systems should look at the curriculum scope-and-sequence for each content area to determine how to incorporate LEAP 360 into their calendars. For developing an assessment calendar, a list of the standards covered and suggested times for Diagnostic and Interim assessments can be found in Appendix A and in A Teacher's Guide to LEAP 360.

LEAP 360						
Tool	**Description**	**Content Area**	**Grade/Course**	**Forms**	**Recommended time of year**	**Reporting**
Diagnostic	Tools that help educators evaluate the full scope of the standards needed to begin the school year, and to identify prerequisite skills for success in that grade level	ELA	3-8, English I, English II	3 Combined Forms/ 3 Separate Writing Forms	Beginning of year/course	State, School system, School, Class, Student
		Math	3-8, Algebra I, Geometry	1 Form	Beginning of year/course	State, School system, School, Class, Student
Interim	Assessments to help educators identify students' misconceptions and learning patterns to adjust instruction and target support	ELA	3-8, English I, English II	1 Form	2 major checkpoints during the year after large periods of instruction based on curriculum and instructional pacing	Student, Class, School, School system, State
		Math	3-8, Algebra I, Geometry	2-4 Forms	2-3 major checkpoints during the year after large periods of instruction based on curriculum and instructional pacing	

K-2 Tasks	High-quality items and pre-made assessments designed to be woven into the day-to- day practices of classroom instruction	ELA, Math	K, 1, 2	32 tasks (16 ELA, 16 math)	Throughout year, guidance provided	N/A
EAGLE 2.0	High-quality items and pre-made assessments designed to be woven into the day-to- day practices of classroom instruction	ELA, Math, Science, Social Studies	K-HS	over 5,550 items	Throughout year	Performance, Test Session, Statistic

LEAP 360 Trainings

Planning for LEAP 360 implementation begins over the summer and continues throughout the school year. School system leadership should work with school leadership to understand the item types, develop curriculum guidance for implementation, manage DRC INSIGHT, and provide quality training to school leaders and teachers.

Full Length Webinars

Title		Audience
Overview of LEAP 360	Presentation/Webinar	School system, School, Teacher
District's Guide: Overview	Presentation	School system, School
Teacher's Guide: Overview	Presentation	School system, School, Teacher
LEAP 360 Updates and Resources	Presentation	School system, School, Teacher
LEAP 360 Assessment Inventory	Presentation	School system, School

LEAP 360: ELA Deep Dive	Presentation	School system, School, Teacher
LEAP 360: Math Deep Dive	Presentation	School system, School, Teacher

Mini Trainings

The webinars/presentations linked below provide a comprehensive review of the functions available in DRC INSIGHT at the school system, school, and test administrator/teacher levels. For printable one pagers of the mini trainings, reference the DRC INSIGHT Mini Trainings and One Pagers document posted in the Assessment Library.

Title	Resources	Audience
Accessing the DRC INSIGHT Dashboard	Presentation/Webinar	School system, School, Teacher
Managing Users	Presentation/Webinar	School system, School
Managing Test Administrators	Presentation/Webinar	School system, School
Managing Students/Accommodations	Presentation/Webinar	School system, School
Managing Student Groups	Presentation/Webinar	School system, School
Managing Test Sessions	Presentation/Webinar	School system, School
Printing Test Tickets/Viewing Test Status	Presentation/Webinar	School system, School
Unlocking Test Tickets	Presentation/Webinar	School system, School
Navigating Interactive Reporting	Presentation/Webinar	School system, School, Teacher
Completing Educator Scoring	Presentation/Webinar	School system, School, Teacher
Accessing Reports	Presentation/Webinar	School system, School, Teacher

Title	Resources	Audience
EAGLE 2.0: Accessing EAGLE	Presentation/Webinar	School system, School, Teacher
EAGLE 2.0: Creating a Test	Presentation/Webinar	School system, School, Teacher
EAGLE 2.0: Test Session/Test Status/Tickets	Presentation/Webinar	School system, School, Teacher
K-2 Formative Tasks: Accessing K-2 Formative Tasks	Presentation/Webinar	School system, School, Teacher

LEAP 360 Administration Checklists

LEAP 360 checklists cover the steps to be taken before, during, and after assessment administration to support schools and teachers in successful LEAP 360 implementation.

Diagnostic/Interim: School system Checklist for Implementation

Before Administration

- ❑ Sign and return LEAP 360 MOU (2019-2020) Amendment in July each year.
- ❑ Perform an assessment audit prior to the start of school to remove assessments that are not aligned or do not come from Tier 1 resources and communicate updated assessment plan to school system and school leaders. For guidance utilize Assessment Inventory resources
- ❑ Provide appropriate trainings to all school system staff, school leadership, and teachers prior to school starting and throughout the year; include regular opportunities to regroup and discuss implementation
- ❑ Review and provide appropriate diagnostic/interim resources to school system staff, school leadership, and teachers with adequate time to prepare for the upcoming school year
- ❑ Provide an assessment calendar to schools prior to the start of school. Use the Year at a Glance table and A Teacher's Guide to LEAP 360 for guidance. Assessment calendars should include:
    - ❑ Forms chosen for LEAP 360 assessments
    - ❑ Testing windows for LEAP 360 assessments
    - ❑ Scope-and-sequence aligned to the LEAP 360 assessments
- ❑ Determine if LEAP 360 assessments will be timed for students. Suggested times for Diagnostic and Interim assessments can be found in Appendix A and in A Teacher's Guide to LEAP 360
- ❑ Set school system timelines for test administration, educator scoring, and data analysis/future planning
- ❑ Develop a contact plan for troubleshooting during testing
    - For troubleshooting guidance, reference the Technical Troubleshooting Tips, Technical Assistance Protocol, and the Statewide Assessments Frequently Asked Questions documents
- ❑ Outline LEAP 360 responsibilities to school system and school technology coordinators
    - ❑ Develop communication plan with school system and school technology coordinators prior to school starting and throughout the year; include regular opportunities to regroup and discuss technology readiness
    - ❑ Ensure INSIGHT and the Testing System Manager are set up at all schools. For guidance, see the DRC Testing Site Manager user guide
- ❑ Ensure all appropriate school system staff, school leadership, and teachers have unpacked each assessment to understand the questions, standards alignment, item types; what the questions are asking; how questions are asked; and how to incorporate best practices into assessment creation/lessons
    - Reference the Teacher Study Guides posted in DRC INSIGHT under General Information
- ❑ Communicate the available accommodations for LEAP 360 assessments and how to assign appropriate accommodations in DRC INSIGHT to appropriate school system staff, school leadership, and teachers
    - Large Print for grades 3-4, audio files, and communication assistance scripts are posted under General Documents in DRC INSIGHT; braille tests must be ordered as Additional Materials in DRC INSIGHT

Content Area	Accommodated Versions	Accommodations in eDIRECT
ELA	Large Print (grades 3-4 only), braille, Audio Files, Communication Assistance Scripts	Text-to-Speech
Math	Large Print (grades 3-4 only), braille, Audio Files, Communication Assistance Scripts	Text-to-Speech, Translated Test Content (Spanish)

- ❑ Add users and permissions to DRC INSIGHT. Reference directions found in the DRC INSIGHT Portal User Guide
- ❑ Ensure school system data managers are prepared to make frequent uploads to eScholar. eScholar is linked to DRC for Student Management
- ❑ Ensure school test coordinators have completed necessary LEAP 360 test setup:
  - ❑ Create test sessions
  - ❑ Create student groups
  - ❑ Print tickets
  - ❑ Schedule testing with available technology
  - ❑ Provide testing materials to test administrators: tickets, calculators, pencils, etc.
- ❑ Guarantee that students have practiced with the Online Tools Training (OTT) to be familiar with the testing system. Access LEAP 2025 Online Tools Training (OTT) in INSIGHT or via the website in Google Chrome. Student Tutorials are available in DRC INSIGHT.

During Administration

- ❑ Remind schools about school system timelines for test administration, educator scoring, and data analysis/future planning
- ❑ Monitor the completion and scoring of LEAP 360 assessments within school system set timelines
- ❑ Ensure schools have a plan for makeup testing
- ❑ Ensure troubleshooting measures are established for common issues:
  - ❑ Technical Troubleshooting Tips
  - ❑ Technical Assistance Protocol
  - ❑ Statewide Assessments Frequently Asked Questions
  - ❑ Unlocking test tickets
- ❑ Ensure teachers have access to Teacher Study Guides available in DRC INSIGHT under General Information
  - ❑ Ensure teachers know the diagnostic rubrics for writing will be different from the interim

After Administration

- ❑ Pull school system reports and analyze with principals to discuss how results impact curriculum, instruction, and materials decisions
- ❑ Provide school system staff, school leadership, and teachers with ongoing and differentiated training on how to use LEAP 360 results while planning, including guided questions for ELA and math data analysis
- ❑ Visit school PLCs to observe and participate in discussion and data analysis. Use information gathered

to clear any misconceptions and plan future trainings with school system and school staffs

- ❑ Update school system walkthrough forms to include objectives developed through LEAP 360 data analysis in classroom observation practices
- ❑ Monitor to ensure school leadership:
  - ❑ Understands the types of reports available and the conclusions that can be drawn from reports
  - ❑ Redelivers all training in ELA and math on data analysis and using data to drive instruction
  - ❑ Updates school walkthrough forms to include objectives developed through LEAP 360 data analysis in classroom observation practices
  - ❑ Reviews lesson plans to see examples of instructional modifications based on LEAP 360 data
  - ❑ Includes LEAP 360 in post-observation conversations, focusing on teachers' choices about how they are modifying the curriculum to meet students' needs
- ❑ Monitor to ensure teachers:
  - ❑ Understands the types of reports available and the conclusions that can be drawn from reports
  - ❑ Participate in structures, like PLCs, that facilitate using LEAP 360 results to modify curriculum and instruction to better meet students' needs and remediate skills as needed. Reference the planning resources for ELA and Math to assist in the planning of remediation
  - ❑ Take advantage of LEAP 360 results to maximize instruction, including using information about gaps and progress in learning to modify instructional plans. Reference A Teacher's Guide to LEAP 360
  - ❑ Communicate with students/parents to describe the ways in which each student has or has not yet met the learning goals and explain what adjustments will be made to his or her curriculum/instruction/planning to improve learning
  - ❑ Use diagnostic data to develop yearly SLTs
- ❑ Ensure curriculum, classroom instruction, and assessments are originating from Tier 1 resources or modeled from LEAP 360 content
  - ❑ Reference the Louisiana Curriculum Implementation Scale for guidance on effective curriculum development and implementation
- ❑ Reflect on the implementation of LEAP 360 throughout the year with school system staff, school leadership, and teachers to make improvements for subsequent years

EAGLE 2.0: School system Checklist for Implementation

Before Administration

- ❑ Sign and return LEAP 360 MOU (2019-2020) Amendment
- ❑ Provide appropriate trainings to all school system staff, school leadership, and teachers prior to school starting and throughout the year; include regular opportunities to regroup and discuss implementation
- ❑ Review and provide appropriate EAGLE 2.0 resources to school system staff, school leadership, and teachers with adequate time to prepare for the upcoming school year
- ❑ Determine any school system requirements for implementing EAGLE 2.0 in ELA/math/SS/science curriculums
- ❑ Ensure school system staff, school leadership, and teachers understand EAGLE 2.0 items and standards covered. Reference Appendix B and A Teacher's Guide to LEAP 360
- ❑ Develop a contact plan for troubleshooting during testing
    - For troubleshooting guidance, reference the Technical Troubleshooting Tips and Technical Assistance Contact documents
- ❑ Add users and permissions to DRC INSIGHT found in the DRC INSIGHT Portal User Guide
- ❑ Ensure school test coordinators have added students to DRC INSIGHT following directions found in the DRC INSIGHT Portal User Guide
- ❑ Ensure teachers are creating EAGLE 2.0 tests and implementing EAGLE 2.0 items at appropriate times in the curriculum

During Administration

- ❑ Ensure teachers have a plan for makeup testing
- ❑ Ensure troubleshooting measures are established for common issues:
    - ❑ Technical Troubleshooting Tips
    - ❑ Technical Assistance Contact
- ❑ Ensure teachers have access to EAGLE 2.0 rubrics available in DRC INSIGHT under General Information

After Administration

- ❑ Provide school system staff, school leadership, and teachers with ongoing and differentiated training on how to use LEAP 360 results while planning, including guided questions for data analysis. Reference A Teacher's Guide to LEAP 360
- ❑ Visit school PLCs to observe and participate in discussion and data analysis. Use information gathered to identify patterns or trends and plan future trainings with school system and school staffs
- ❑ Update school system walkthrough forms to include objectives developed through LEAP 360 data analysis
- ❑ Monitor to ensure school leadership:
    - ❑ Understands the types of reports available and the conclusions that can be drawn from reports
    - ❑ Redelivers all training on data analysis and using data to drive instruction to teachers
    - ❑ Updates school walkthrough forms to include objectives developed through LEAP 360 data analysis
    - ❑ Reviews lesson plans to see examples of instructional modifications based on LEAP 360 data
    - ❑ Includes LEAP 360 in post-observation conversations, focusing on how teachers are adjusting or modifying instruction to meet students' needs
- ❑ Monitor to ensure teachers:
    - ❑ Understand the types of reports available and the conclusions that can be drawn from reports

- ❏ Participate in structures, like PLCs, that facilitate using LEAP 360 results to modify instruction to better meet students' needs and remediate skills as needed. Reference the planning resources for ELA and Math to assist in the planning of remediation
- ❏ Take full ownership for maximizing student learning using LEAP 360, including using information about challenges, as well as progress in learning to modify instructional plans. Reference A Teacher's Guide to LEAP 360
- ❏ Communicate with students/parents to describe the ways in which each student has or has not yet met the learning goals and explain what adjustments will be made to his or her instruction/planning to improve learning
- ❏ Provide interim report for students/parents

❏ Reflect on the implementation of LEAP 360 throughout the year with school system staff, school leadership, and teachers to make improvements for subsequent years

K-2 Formative Tasks: School system Checklist for Implementation

Before K-2 Formative Task Administration

- ❑ Sign and return LEAP 360 MOU (2019-2020) Amendment by July 15, 2019
- ❑ Provide appropriate trainings to all school system staff, school leadership, and teachers prior to school starting and throughout the year, include regular opportunities to regroup and discuss implementation
- ❑ Review and provide appropriate K-2 Formative Tasks resources to school system staff, school leadership, and teachers with adequate time to prepare for the upcoming school year
- ❑ Determine any school system mandates for K-2 Formative Tasks implementation
- ❑ Ensure school system staff, school leadership, and teachers understand K-2 formative tasks and design. Tasks can be found in DRC INSIGHT under K-2 Formative Tasks
- ❑ Add users and permissions to DRC INSIGHT. Reference directions found in the DRC INSIGHT Portal User Guide
- ❑ Develop and implement a plan to provide quality training to school system staff, school leadership, and teachers on K-2 Formative Tasks prior to school starting and throughout the year; include regular opportunities to regroup and discuss implementation
- ❑ Ensure teachers are implementing K-2 Formative Tasks at appropriate times in the curriculum

During K-2 Formative Task Administration

- ❑ Ensure teachers are following the outlined plan for K-2 Formative Task implementation available in eDIRECT under K-2 Formative Tasks

After K-2 Formative Task Administration

- ❑ Provide school system staff, school leadership, and teachers with ongoing and differentiated training on how to use K-2 Formative Tasks results while planning, including guided questions for data analysis
- ❑ Visit school PLCs to observe and participate in discussion and data analysis. Use information gathered to identify patterns or trends and plan future trainings with school system and school staffs
- ❑ Update school system walkthrough forms to include objectives developed through K-2 Formative Tasks data analysis
- ❑ Monitor to ensure school leadership:
    - ❑ Redelivers all training on data analysis and using data to drive instruction to
    - ❑ Updates school walkthrough forms to include objectives developed through K-2 Formative Tasks data analysis
    - ❑ Reviews lesson plans to see examples of instructional modifications based on K-2 Formative Tasks data
    - ❑ Includes K-2 Formative Tasks in post-observation conversations, focusing on how teachers are modifying instruction to meet students' needs
- ❑ Monitor to ensure teachers:
    - ❑ Participate in structures, like PLCs, that facilitate using K-2 Formative Tasks results to modify instruction to better meet students' needs and remediate skills as needed
    - ❑ Are maximizing student learning using the K-2 Formative Tasks, including using information about challenges and progress in learning to modify instructional plans
    - ❑ Communicate with students/parents to describe the ways in which each student has or has not yet met the learning goals and explain what adjustments will be made to their instruction/planning to improve learning
- ❑ Reflect on the implementation of K-2 Formative Tasks throughout the year with school system staff, school leadership, and teachers to make improvements for subsequent years

LEAP 360 Do's and Don'ts

LEAP 360 can be used to:

- provide students access to high quality, standards-aligned items
- understand the types of items associated with assessable content (mathematics)
- compare the task approach (ELA) to instructional approach
- view how students are progressing on standards and identify areas in need of remediation
- adjust instruction to remediate standards
- better understand the expectations for written responses
- facilitate testing discussions with students
- have students practice with test mode format (PBT or CBT)

LEAP 360 should not be used to:

- provide a grade or achievement level to students
- gather cumulative data about overall student performance and preparedness
- determine student mastery of a standard
- prioritize content based on the standards covered on the LEAP 360 assessments
- limit instructional strategies to only those required for LEAP 360 assessments

Reports and Data Analysis

LEAP 360 reports are designed to help make actionable meaning out of student performance appropriately and efficiently. When viewed as a full suite, these reports take school systems through a process of thoughtful analysis and reflection that can lead to critical planning and adjustments.

Below is a list of questions that school systems can use when analyzing data:

Diagnostic Reports

- What do the data say about my current students' readiness for their grade level?
- What patterns am I seeing in my students' data that I can use to inform my instruction?
- What targeted instruction will I need to provide individual students or my class overall given these results?
- What impact do these data have on my student learning goals for this year?

Interim Reports

- What patterns am I seeing in my students' data that I can use to inform my instruction?
- What targeted instruction will I need to provide individual students or my class overall given these results?

For the 2019-2020 year, all LEAP 360 reports will refresh nightly once posted. For items that are educator scored, all reports will include scored content within 24 hours.

Diagnostic Report Schedule

Report Type	Report Posted Dates
Student Response Map, Test Session Response Map, School system Data File	Initial Post: August 1, 2019 Additional Posts: Within 24 hours of test completion or scoring
Student Summary Report	Initial Post: August 1, 2019 Additional Posts: Within 24 hours of scoring
Test Session Summary Report, Test Session Roster Report	Initial Post: August 29, 2019 Additional Posts: Within 24 hours of test completion or scoring
School Summary Report	Initial Post: August 29, 2019 Additional Posts: Within 24 hours of test scoring
School List Report, School System List Report	Initial Post: October 1, 2019 Additional Posts: Within 24 hours of test scoring

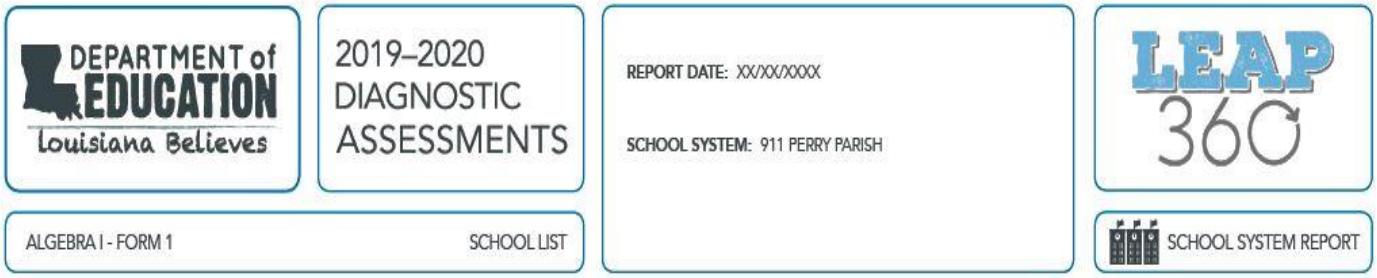
Interim Report Schedule

Report Type	Report Posted Dates
Student Response Map, Test Session Response Map, School system Data File	Initial Post: October 2019 Additional Posts: Within 24 hours of test completion or scoring
Student Summary Report	Initial Post: October 2019 Additional Posts: Within 24 hours of test scoring
Test Session Summary Report, School Summary Report, School List Report, School System List Report	Initial Post: November 2019 Additional Posts: Within 24 hours of test scoring
Test Session Roster Report	Initial Post: TBD Additional Posts: Within 24 hours of test completion or scoring

Sample Reports

School List Reports provide information on the performance of all schools within a school system. The report allows school systems to view how school averages compare to district averages.

Sample School List Report



ALGEBRA I REPORTING CATEGORY

		Algebra – Seeing Structure in Expressions		Algebra – Arithmetic with Polynomials and Rational Expressions		Algebra – Arithmetic with Polynomials and Rational Expressions		Algebra – Reasoning with Equations and Inequalities		Functions – Interpreting Functions		Functions – Building Functions		Functions – Linear, Quadratic, and Exponential Models		Mathematical Practices	
School System	Total # Student Tests Reported	Total Points Possible	School System Average % Correct	Total Points Possible	School System Average % Correct	Total Points Possible	School System Average % Correct	Total Points Possible	School System Average % Correct	Total Points Possible	School System Average % Correct	Total Points Possible	School System Average % Correct	Total Points Possible	School System Average % Correct	Total Points Possible	School System Average % Correct
	1454	5	24%	5	32%	15	35%	25	37%	32	35%	4	33%	9	39%	6	22%

The cells highlighted in blue are equal to or greater than the school system average percent correct.

School	Number of Student Tests Reported	Avg Points Earned	Avg % Correct	Diff from School System Avg	Avg Points Earned	Avg % Correct	Diff from School System Avg	Avg Points Earned	Avg % Correct	Diff from School System Avg	Avg Points Earned	Avg % Correct	Diff from School System Avg	Avg Points Earned	Avg % Correct	Diff from School System Avg	Avg Points Earned	Avg % Correct	Diff from School System Avg	Avg Points Earned	Avg % Correct	Diff from School System Avg	Avg Points Earned	Avg % Correct	Diff from School System Avg
Lone Pine Academy	18	1.6	32%	8%	2.1	42%	10%	6.7	45%	10%	12.7	51%	14%	14.3	45%	10%	2.1	53%	20%	2.3	26%	-13%	2.5	42%	20%
Summerville Charter School	29	1.1	22%	-2%	1.9	38%	6%	6.6	44%	9%	11.6	46%	9%	13.1	41%	6%	2.2	55%	22%	3.3	37%	-2%	2.3	38%	16%
Great Oak Middle School	29	1.2	24%	0%	2	40%	8%	6.5	43%	8%	12.2	49%	12%	15.3	48%	13%	2.6	65%	32%	2.8	31%	-8%	2.5	42%	20%
Golden Sierra Middle School	10	1.4	28%	4%	2.4	48%	16%	6.5	43%	8%	13.2	53%	16%	14.4	45%	10%	1.8	45%	12%	1.5	17%	-22%	1	17%	-5%
Willow Park Secondary School	226	1.3	26%	2%	1.4	28%	-4%	4.5	30%	-5%	8	32%	-5%	10.3	32%	-3%	1.1	28%	-5%	2.1	23%	-16%	1.1	18%	-4%

School Summary Reports provide information on the performance of all test sessions for an assessment. The report includes comparisons between school performance and school system/state performance based on test participants to date.

Sample School Summary Report

DEPARTMENT of EDUCATION
Louisiana Believes

2019–2020 INTERIM ASSESSMENTS

LEAP 360

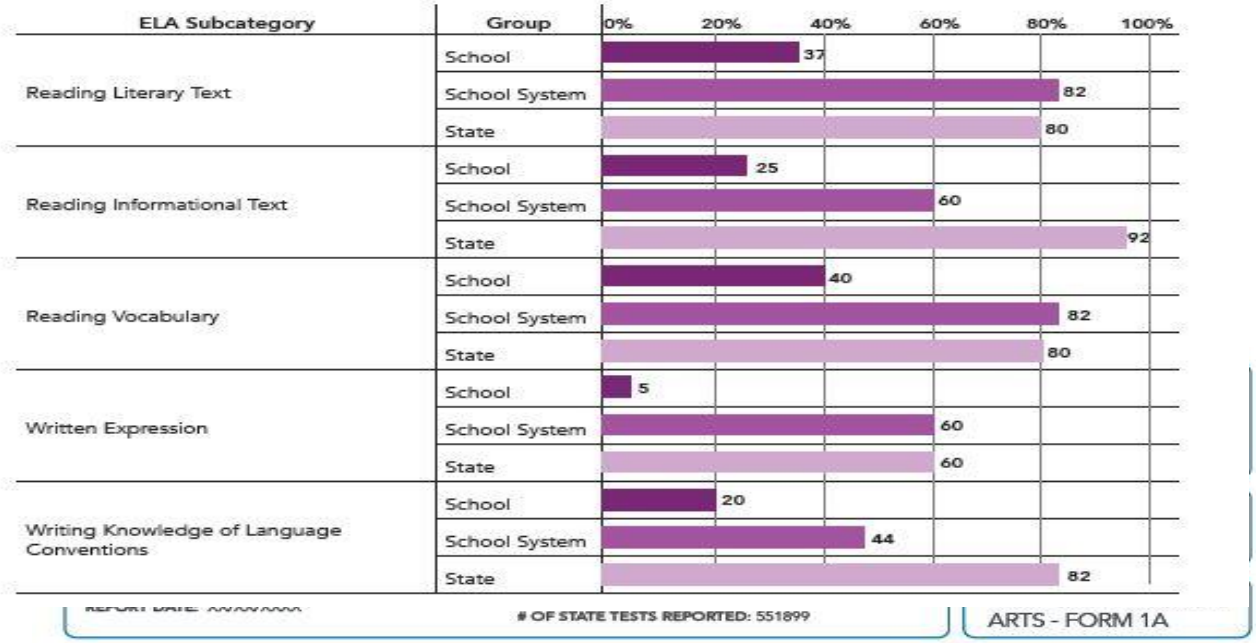
SCHOOL: 999 HORSESHOE DRIVE ELEMENTARY NEW VISION ACADEMY
SCHOOL SYSTEM: 911 PERRY PARISH
TESTED GRADE: 5
REPORT DATE: XX/XX/XXXX

OF SCHOOL TESTS REPORTED: 323 of 384
OF SCHOOL SYSTEM TESTS REPORTED: 1920 of 2059
OF STATE TESTS REPORTED: 551899

SCHOOL REPORT

ENGLISH LANGUAGE ARTS - FORM 1A

AVERAGE PERCENT OF POINTS EARNED: SCHOOL, SCHOOL SYSTEM, AND STATE



OF STATE TESTS REPORTED: 551899

ARTS - FORM 1A

LEAP 360 is an optional, high-quality assessment system that provides educators and parents with a complete picture of student learning at the beginning, middle, and end of the school year. LEAP 360 delivers streamlined assessments in a comprehensive system for classrooms, schools, and school systems. Interim assessments evaluate student learning, monitor progress toward year-end goals, and allow teachers to target and adjust instruction. Interims are administered at checkpoints throughout the year.

POINTS EARNED BY REPORTING CATEGORY

Category	Subcategory	Average Total Points Earned	Average Percent of Points Earned	Subcategory Description
Reading	Reading Literary Text	4.4 of 12	37%	Students read and demonstrate comprehension of grade-level fiction, drama, and/or poetry.
	Reading Informational Text	4.0 of 16	25%	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, and/or the arts.
	Reading Vocabulary	3.2 of 8	40%	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	0.6 of 12	5%	Students use details from provided texts to compose well-developed, organized, clear writing.
	Writing Knowledge of Language Conventions	0.6 of 3	20%	Students use the rules of standard English (grammar, mechanics, and usage) to compose writing.

Test Session List Reports provide information on the performance of all test sessions within a school for an assessment. The report includes test session averages compared to school averages.

Sample Test Session List Report

DEPARTMENT of EDUCATION
Louisiana Believes

2019–2020 DIAGNOSTIC ASSESSMENTS

REPORT DATE: XX/XX/XXXX

SCHOOL: 999 HORSESHOE DRIVE ELEMENTARY
NEW VISION ACADEMY

SCHOOL SYSTEM: 911 PERRY PARISH

LEAP 360

ALGEBRA I - FORM 1 TEST SESSION LIST

SCHOOL REPORT

ALGEBRA I REPORTING CATEGORY

		Algebra – Seeing Structure in Expressions		Algebra – Arithmetic with Polynomials and Rational Expressions		Algebra – Arithmetic with Polynomials and Rational Expressions		Algebra – Reasoning with Equations and Inequalities		Functions – Interpreting Functions		Functions – Building Functions		Functions – Linear, Quadratic, and Exponential Models		Mathematical Practices	
School	Total # Student Tests Reported	Total Points Possible	School Average % Correct	Total Points Possible	School Average % Correct	Total Points Possible	School Average % Correct	Total Points Possible	School Average % Correct	Total Points Possible	School Average % Correct	Total Points Possible	School Average % Correct	Total Points Possible	School Average % Correct	Total Points Possible	School Average % Correct
Sky High School	614	5	47%	5	49%	20	56%	25	56%	32	53%	4	40%	9	48%	6	52%

The cells highlighted in blue are equal to or greater than the school system average percent correct.

Test Session	Number of Student Tests Reported	Avg Points Earned	Avg % Correct	Diff from School Avg	Avg Points Earned	Avg % Correct	Diff from School Avg	Avg Points Earned	Avg % Correct	Diff from School Avg	Avg Points Earned	Avg % Correct	Diff from School Avg	Avg Points Earned	Avg % Correct	Diff from School Avg	Avg Points Earned	Avg % Correct	Diff from School Avg	Avg Points Earned	Avg % Correct	Diff from School Avg	Avg Points Earned	Avg % Correct	Diff from School Avg
C.Smith Alg. 1	32	4.0	80%	33%	3.2	64%	15%	15.1	76%	20%	25	100%	44%	4	13%	-41%	2	50%	10%	5.9	66%	17%	2.5	42%	-10%
I. Sodiet Alg. I	25	3.2	64%	17%	3.3	66%	17%	2.3	12%	-44%	19.4	78%	21%	20.4	64%	11%	2	50%	10%	4	44%	-4%	3.1	52%	0%
Algebra I Retake Group	18	1.4	28%	-19%	3.3	66%	17%	9.9	50%	-6%	9.5	38%	-18%	9.5	30%	-24%	3.2	80%	40%	2.5	28%	-21%	2	33%	-19%
Diag Algebra I Billar Pd 2	15	1.4	28%	-19%	1.3	26%	-23%	14.1	71%	15%	20.7	83%	27%	11.4	36%	-18%	0.2	5%	-35%	7.4	82%	34%	5.4	90%	38%
Strong Algl pd1 Diag-nostic	29	0.5	10%	-37%	1.4	28%	-21%	10.5	53%	-3%	6	24%	-32%	28.4	89%	36%	0.2	5%	-35%	1.6	18%	-31%	3.6	60%	8%
[illegible] Thlor 3rd Block	25	3.2	64%	17%	2.5	50%	1%	1.7	9%	-47%	2.1	8%	-48%	19.5	61%	8%	3.2	80%	40%	4	44%	-4%	5.3	88%	36%

.00 x 8.50 in

Test Session Summary Reports provide information on the performance of a group of students who tested together. The most common group is a class, but other groups can be created by schools and school systems through their design of test setups.

Sample Test Session Summary Report

DEPARTMENT of EDUCATION
Louisiana Believes

2019–2020 DIAGNOSTIC ASSESSMENTS

LEAP 360

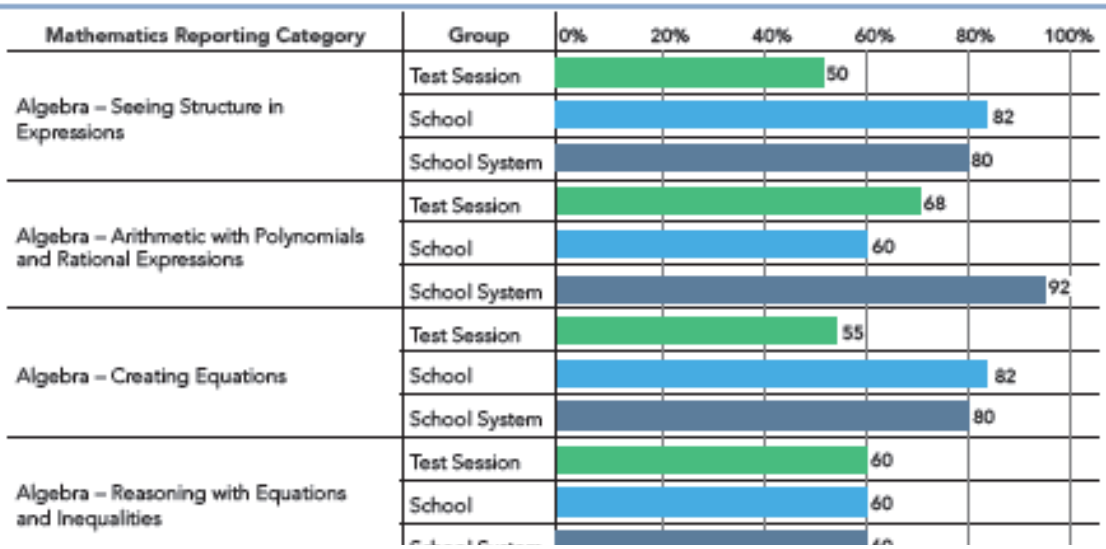
SCHOOL: 999 HORSESHOE DRIVE ELEMENTARY NEW VISION ACADEMY
SCHOOL SYSTEM: 911 PERRY PARISH
REPORT DATE: XX/XX/XXXX

TEACHER: BILLY KING
TEST SESSION: KING ALG. I 2019
OF TEST SESSION TESTS REPORTED: 23 of 34
OF SCHOOL TESTS REPORTED: 112 of 200
OF SCHOOL SYSTEM TESTS REPORTED: 1820 of 2051

TEST SESSION REPORT

ALGEBRA I - FORM 2

AVERAGE PERCENT OF POINTS EARNED: TEST SESSION, SCHOOL, AND SCHOOL SYSTEM



LEAP 360 is an optional, high-quality assessment system that provides educators and parents with a complete picture of student learning at the beginning, middle, and end of the school year. LEAP 360 delivers streamlined assessments in a comprehensive system for classrooms, schools, and school systems. Diagnostic assessments determine student readiness for new course work and assist with teachers in setting meaningful and ambitious goals. Diagnostics are given at the start of the school year or course.

Reporting Category	Average Points Earned	Average Percent of Points Earned	Reporting Category Description
Algebra – Seeing Structure in Expressions	2.5 of 5	50%	an indication of readiness for major content in the SE domain in Algebra I
Algebra – Arithmetic with Polynomials and Rational Expressions	3.4 of 5	68%	an indication of readiness for major content in the AR domain in Algebra I
Algebra – Creating Equations	11.0 of 20	55%	an indication of readiness for major content in the CE domain in Algebra I
Algebra – Reasoning with Equations and Inequalities	15.1 of 25	60%	an indication of readiness for major content in the RE domain in Algebra I
Functions – Interpreting Functions	18.9 of 32	59%	an indication of readiness for major content in the IF domain in Algebra I
Functions – Building Functions	3.3 of 4	83%	an indication of readiness for major content in the BF domain in Algebra I
Functions – Linear, Quadratic, and Exponential Models	5.7 of 9	63%	an indication of readiness for major content in the LE domain in Algebra I

Test Session Response Maps provide information about each individual item and how students performed on them. These reports utilize color coding to help teachers quickly identify correct and incorrect answers, and to examine possible patterns or trends.

Sample Test Session Response Map

DEPARTMENT of EDUCATION
Louisiana Believes

2019–2020 DIAGNOSTIC ASSESSMENTS

ENGLISH LANGUAGE ARTS - FORM 1A — RESPONSE MAP

TEST SESSION: KING MATH SESSION 1
TESTED GRADE: 7
TEACHER: BILLY KING
SCHOOL: 999 HORSESHOE DRIVE ELEMENTARY
NEW VISION ACADEMY
SCHOOL SYSTEM: 911 PERRY PARISH
REPORT DATE: XX/XX/XXXX

LEAP 360

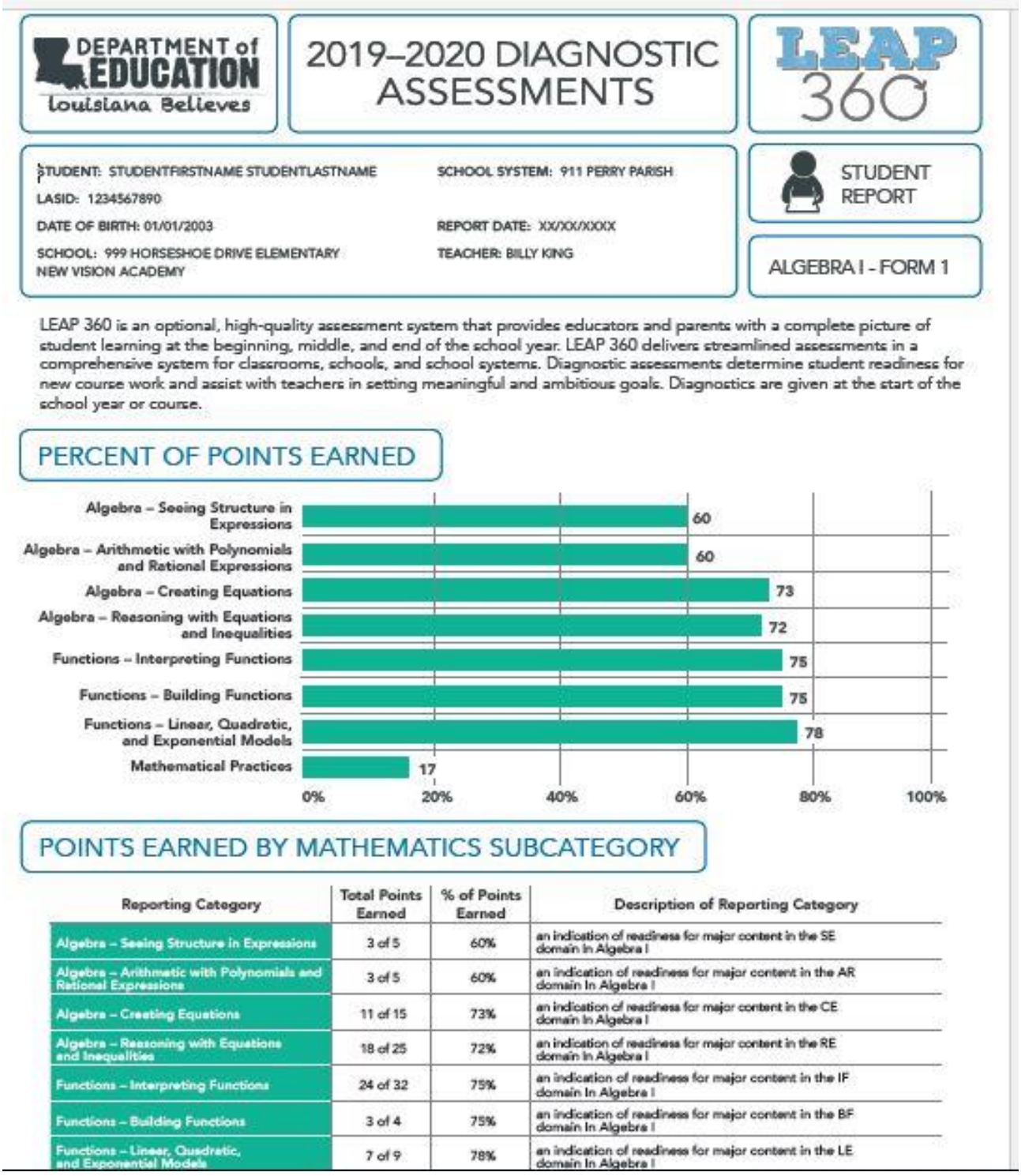
TEST SESSION REPORT

Shaded items: green = maximum number of points earned; yellow = partial number of points earned.

			Item Number	1	2	3	4	5	6	7	8	9
			Item Type	ESR	ESR	MC	MC	ESR	ESR	ESR	MC	MC
			Subcategory	RL	RV	RL	RL	RL	RL	RL	RL	RL
			Text Complexity	MOD	MOD	MOD	MOD	MOD	MOD	MOD	MOD	MOD
			Correct Response	B/D	B/D	C	D	C/D	A/A	D/D	D	B
			Total Points Possible	2	2	1	1	2	2	2	1	1
			% Student With Max Points	13	88	25	38	38	38	25	25	25
Student Name	LASID	Total % Earned										
Kathlyn Riggs	1462287050	69%	Total Points Earned	0	1	1	1	2	0	2	1	1
			Student Response	A/C	B/B	C	D	C/D	B/B	D/D	D	B
Norah Vera	7960066240	41%	Total Points Earned	1	0	1	0	0	1	1	0	0
			Student Response	B/C	A/A	C	B	2	A/B	A/D	B	A
Samuel Rosales	5820235640	50%	Total Points Earned	2	2	0	0	1	0	2	1	1
			Student Response	B/D	B/D	A	B	C/B	C/C	D/D	D	B
Lady Littlejohn	7632234990	46%	Total Points Earned	2	1	1	0	1	1	0	0	0
			Student Response	B/D	B/B	C	B	C/B	B/A	B/A	B	A
Ignacia Gauthier	4702994930	37%	Total Points Earned	0	0	1	0	2	1	2	0	0
			Student Response	A/C	D/B	C	B	C/D	A/B	D/D	C	C
Mirtha Lackey	8600942700	40%	Total Points Earned	0	0	1	1	2	2	1	0	0
			Student Response	A/C	D/B	C	D	C/D	A/A	D/B	C	A

Individual Student Summary Reports provide educators with information about a single student's overall performance and by reporting categories.

Sample Individual Student Summary Reports



DEPARTMENT of EDUCATION
Louisiana Believes

2019–2020 DIAGNOSTIC ASSESSMENTS

LEAP 360

STUDENT: STUDENTFIRSTNAME STUDENTLASTNAME
LASID: 1234567890
DATE OF BIRTH: 01/01/2003
SCHOOL: 999 HORSESHOE DRIVE ELEMENTARY
NEW VISION ACADEMY
SCHOOL SYSTEM: 911 PERRY PARISH
REPORT DATE: XX/XX/XXXX
TEACHER: BILLY KING

STUDENT REPORT

ALGEBRA I - FORM 1

LEAP 360 is an optional, high-quality assessment system that provides educators and parents with a complete picture of student learning at the beginning, middle, and end of the school year. LEAP 360 delivers streamlined assessments in a comprehensive system for classrooms, schools, and school systems. Diagnostic assessments determine student readiness for new course work and assist with teachers in setting meaningful and ambitious goals. Diagnostics are given at the start of the school year or course.

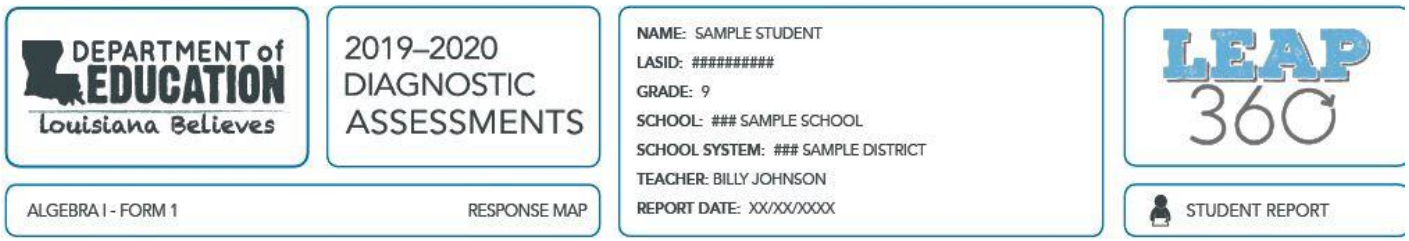
PERCENT OF POINTS EARNED

POINTS EARNED BY MATHEMATICS SUBCATEGORY

Reporting Category	Total Points Earned	% of Points Earned	Description of Reporting Category
Algebra – Seeing Structure in Expressions	3 of 5	60%	an indication of readiness for major content in the SE domain in Algebra I
Algebra – Arithmetic with Polynomials and Rational Expressions	3 of 5	60%	an indication of readiness for major content in the AR domain in Algebra I
Algebra – Creating Equations	11 of 15	73%	an indication of readiness for major content in the CE domain in Algebra I
Algebra – Reasoning with Equations and Inequalities	18 of 25	72%	an indication of readiness for major content in the RE domain in Algebra I
Functions – Interpreting Functions	24 of 32	75%	an indication of readiness for major content in the IF domain in Algebra I
Functions – Building Functions	3 of 4	75%	an indication of readiness for major content in the BF domain in Algebra I
Functions – Linear, Quadratic, and Exponential Models	7 of 9	78%	an indication of readiness for major content in the LE domain in Algebra I

Student Response Maps provide information about how students performed on items. These reports utilize color coding to help teachers quickly identify correct and incorrect answers, and to examine possible patterns or trends.

Sample Student Response Map



Shaded items: green = maximum number of points earned; yellow = partial number of points earned.

Item Number	1	2	3	4	5	6	7	8	9
Reporting Category	RE	IF/LE	SE	IF	CE/RE	AR/RE/IF	CE/RE	IF	IF/LE
Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC
Standard	8.EE.A.2	8.F.A.3	8.EE.A.1	8.F.A.1	8.EE.C.7	7.EE.A.1	8.EE.C.8	8.F.B.5	8.F.A.3
Correct Response	A	A	A	B	C	A	C	D	B
Student Response	B	D	A	B	C	A	B	D	B
Total Points Possible	1	1	1	1	1	1	1	1	1
Total Points Earned	0	0	1	1	1	1	0	1	1

Item Number	10	11	12	13	14	15	16	17	18
Reporting Category	SE	CE/RE	IF	AR/RE/IF	RE	CE/RE	IF/LE	SE	CE/RE
Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC
Standard	8.EE.A.1	8.EE.C.7	8.F.B.5	7.EE.A.1	8.EE.A.2	8.EE.C.8	8.F.A.3	8.EE.A.1	8.EE.C.7
Correct Response	B	D	A	B	A	D	C	B	C
Student Response	B	D	A	B	A	D	C	B	B
Total Points Possible	1	1	1	1	1	1	1	1	1
Total Points Earned	1	1	1	1	1	1	1	1	0

‘

LEAP 360 Frequently Asked Questions

Question: Is there a difference between a diagnostic assessment and a pretest?
Answer: Pretests often focus on end-of-the year objectives by assessing standards to be covered throughout the year, but diagnostic assessments focus on existing strengths and weaknesses by assessing previously covered standards. Teachers can use results from the diagnostic assessment to design remediation strategies early in the year so that students are better prepared to address on-level instruction.

Question: What assessments should a school system look to remove from curriculum?
Answer: School systems should perform assessment audits prior to the start of the academic year to discontinue assessments that are not well-aligned to state standards or do not come from Tier 1 resources. For guidance utilize Assessment Inventory resources.

Question: What is the purpose of LEAP 360?
Answer: The overall purpose of LEAP 360 is to provide students with access to high quality, standards aligned items, to inform and drive classroom instruction, and to reduce testing.

Question: Where can I get LEAP 360 updates throughout the year?
Answer: Updates can be found posted in DRC INSIGHT under announcements and on the LEAP 360 site. In addition, DTCs can access important LEAP 360 updates on monthly Assessment and Accountability calls. Questions can be directed to assessment@la.gov or during weekly Office Hours.

Question: How should I select a form for interim/diagnostic test administration?
Answer: Use the charts referenced in Appendix A and your school-system approved curriculum.

Question: Why is there no bar for a reporting category in the bar graph on summary reports?
Answer: If there is no bar, then no points were earned. For example, if a student earns 0 of 3 points on a modeling item, then there will not be a bar for modeling.

Question: Why are some standards not covered?
Answer: The standards listed as Assessable Content are eligible for inclusion on forms. These charts were designed based on the grade-level standards in order to establish checkpoints throughout the year.

Question: What do I do if a standard is not covered on an interim assessment?
Answer: High quality assessment items for grade-level standards can be found in Tier I instructional materials.

Question: Is there a cost to school systems for the use of LEAP 360?
Answer: LEAP 360 is free of charge for the 2019-2020 school year. Schools must sign and return the LEAP 360 MOU (2019-2020) Amendment found in the Assessment Library.

Appendix A: Diagnostic/Interim Assessment Design

Diagnostic Assessments: ELA

The tables that follow outline the design of the ELA Diagnostic assessments by grade level.

LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C**									
Grade/ Course	**Sessions**	**Number of Passages**	**Focus**	**Points per Item Type**			**Total Points**	**Suggested Time***	**Content Assessed**
				MC	**EBSR**	**PCR**			
3	Session 1	2	1 RA lit 1 MOD info	12	16		28	35 minutes	RI.2.1-4, 6, 8; RL.2.1-6; W.2.1-3; L.2.1
	Session 2	2	1 MOD lit 1 RA info	11	20		31	35 minutes	
	Session 3: Option A	1	Opinion			10	10	35-40 minutes	Writing standards W.1, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option B	1	Expository			10	10	35-40 minutes	Writing standards W.2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	35-40 minutes	Writing standards W.3, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Total Points: 69								
4	Session 1	2	1 RA lit 1 MOD info	7	26		33	35 minutes	RI.3.1-8; RL.3.1-6; W.3.1-3; L.3.1
	Session 2	2	1 MOD lit 1 RA info	9	20		29	35 minutes	
	Session 3: Option A	1	Opinion			10	10	40 minutes	Writing standards W.1, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option B	1	Expository			10	10	40 minutes	Writing standards W.2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	40 minutes	Writing standards W.3, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Total Points: 72								

EBSR: Evidence-Based Selected-Response (EBSR); **MC**: Multiple-Choice; **PCR**: Prose-Constructed Response, which requires an extended written response; **RI**: Reading Informational text subclaim; **RL**: Reading Literary text subclaim; **RV**: Reading Vocabulary subclaim; **WE**: Written Expression subclaim; **WKL**: Written Knowledge of Language and Conventions; **RA**: Reading accessible; **MOD/RA**=Moderately Complex to Readily Accessible; **MOD**: Moderately Complex

LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C**									
Grade/ Course	**Sessions**	**Number of Passages**	**Focus**	**Points per Item Type**			**Total Points**	**Suggested Time***	**Content Assessed**
				MC	**EBSR**	**PCR**			
5	Session 1	2	MOD lit 1 RA info	10	18		28	40 minutes	RI.4.1-6, 8-9; RL.4.1-6; W.4.1-3; L.4.1
	Session 2	3	1 pair: RA lit/MOD info 1 RA lit	11	20		31	40 minutes	
	Session 3: Option A	1	Expository			10	10	40-45 minutes	Writing standards W.1, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option B	2	Opinion			10	10	45 minutes	Writing standards W.2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	40 minutes	Writing standards W.3, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Total Points: 69								
6	Session 1	2	1 RA lit 1 MOD lit	11	18		29	40 minutes	RI.5.1-6, 8; RL.5.1-6; W.5.1-3; L.5.1
	Session 2	3	RA/MOD info pair 1 RA lit	10	20		30	40 minutes	
	Session 3: Option A	2	Opinion			10	10	45 minutes	Writing standards W.1, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option B	1	Expository			10	10	40 minutes	Writing standards W.2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	40 minutes	Writing standards W.3, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Total Points: 69								

EBSR: Evidence-Based Selected-Response (EBSR); **MC**: Multiple-Choice; **PCR**: Prose-Constructed Response, which requires an extended written response; **RI**: Reading Informational text subclaim; **RL**: Reading Literary text subclaim; **RV**: Reading Vocabulary subclaim; **WE**: Written Expression subclaim; **WKL**: Written Knowledge of Language and Conventions; **RA**: Reading accessible; **MOD/RA**=Moderately Complex to Readily Accessible; **MOD**: Moderately Complex

LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C**									
Grade/ Course	**Sessions**	**Number of Passages**	**Focus**	**Points per Item Type**			**Total Points**	**Suggested Time***	**Content Assessed**
				MC	**EBSR**	**PCR**			
7	Session 1	3	RA/MOD lit pair 1 RA info	10	20		30	45 minutes	RI.6.1-6, 8-9; RL.6.1-6; W.6.1-3; L.6.1
	Session 2	3	RA/MOD info pair 1 MOD lit	10	20		30	45 minutes	
	Session 3: Option A	1	Argument			10	10	45 minutes	Writing standards W.1, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option B	2	Expository			10	10	50 minutes	Writing standards W.2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	45 minutes	Writing standards W.3, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Total Points: 70								
8	Session 1	3	RA/MOD lit pair 1 RA info	10	20		30	45 minutes	RI.7.1-6, 8-9; RL.7.1-6; W.7.1-3; L.8.1
	Session 2	3	RA/MOD info pair 1 MOD lit	10	20		30	45 minutes	
	Session 3: Option A	2	Argument			10	10	50 minutes	Writing standards W.1, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option B	2	Expository			10	10	50 minutes	Writing standards W.2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	50 minutes	Writing standards W.3, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Total Points: 70								

EBSR: Evidence-Based Selected-Response (EBSR); **MC**: Multiple-Choice; **PCR**: Prose-Constructed Response, which requires an extended written response; **RI**: Reading Informational text subclaim; **RL**: Reading Literary text subclaim; **RV**: Reading Vocabulary subclaim; **WE**: Written Expression subclaim; **WKL**: Written Knowledge of Language and Conventions; **RA**: Reading accessible; **MOD/RA**=Moderately Complex to Readily Accessible; **MOD**: Moderately Complex

LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C**									
Grade/ Course	**Sessions**	**Number of Passages**	**Focus**	**Points per Item Type**			**Total Points**	**Suggested Time***	**Content Assessed**
				MC	**EBSR**	**PCR**			
English I	Session 1	3	1 MOD lit RA/MOD lit pair	9	18		27	45 minutes	RI.8.1-6, 8-9; RL.8.1-6; W.8.1-3; L.8.1
	Session 2	3	RA/MOD info pair 1 MOD lit	6	12		18	45 minutes	
	Session 3: Option A	2	Argument			10	10	60 minutes	Writing standards W.1, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option B	2	Expository			10	10	60 minutes	Writing standards W.2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	50 minutes	Writing standards W.3, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Total Points: 55								
English II	Session 1	3	1 MOD lit RA/MOD lit pair	9	18		27	45 minutes	RI.9.1-6, 8; RL.9.1-6; W.9.1-3; L.9.1
	Session 2	3	RA/MOD info pair 1 MOD lit	6	12		18	45 minutes	
	Session 3: Option A	2	Argument			10	10	60 minutes	Writing standards W.1, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option B	2	Expository			10	10	60 minutes	Writing standards W.2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	50 minutes	Writing standards W.3, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
	Total Points: 55								

EBSR: Evidence-Based Selected-Response (EBSR); **MC**: Multiple-Choice; **PCR**: Prose-Constructed Response, which requires an extended written response; **RI**: Reading Informational text subclaim; **RL**: Reading Literary text subclaim; **RV**: Reading Vocabulary subclaim; **WE**: Written Expression subclaim; **WKL**: Written Knowledge of Language and Conventions; **RA**: Reading accessible; **MOD/RA**=Moderately Complex to Readily Accessible; **MOD**: Moderately Complex

Interim Assessments: ELA

The tables that follow outline the design of the ELA Interim assessments by grade level.

The table below outline the design for the first interim assessment for Grades 3-8.

LEAP 360 Interim Assessment Structure Grades 3-8 Interim 1A and 1B*							
Form	**Session**	**Number of Passages**	**Focus**	**Number/ Type of Items**	**Total Points**	**Suggested Time***	**Assessable ELA Student Standards (by subclaim)**
1A	1	2	Modified Research Task	5 SR and 1 PCR	25 (grade 3) 29 (grades 4-8)	60-75 minutes	RI standards 1-3, 5-10; Vocabulary (RV) standards: RI.4, L.4, and L.5; Writing standards W.1 or 2, 4, 7-9; Conventions L.1 and L.2
	2	2	Reading Literary Texts	5 SR	10	20-30 minutes	RL standards 1-3, 5-10 and Vocabulary (RV) standards RL.4, L.4, and L.5
	3	2	Reading Literary and Informational Texts	6 SR	12	20-30 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
1B	1	2	Reading Informational Texts	5 SR		20-30 minutes	RI standards 1-3, 5-10 and vocabulary standards RI.4, L.4, and L.5
	2	2	Modified Literary Analysis Task	5 SR and 1 PCR		60-75 minutes	RL standards 1-3, 5-10; RV standards: RL.4, L.4, and L.5; Writing (WE) standards W.1 or 2, 4, 9; Conventions (WKL) standards L.1 and L.2
	3	2	Reading Literary and Informational Texts	6 SR		20-30 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 47 points (grade 3)/51 points (grades 4-8)							

*The only difference between forms 1A and 1B is the writing prompt that appears at the end of session 1 or session 2. All other items are the same on both forms.
SR: Selected-Response items, which include Evidence-Based Selected-Response (EBSR) and Multiple-Select (MS) items
PCR: Prose-Constructed Response, which requires an extended written response
RI: Reading Informational text subcategory; **RL**: Reading Literary text subcategory; **RV**: Reading Vocabulary subcategory
WE: Written Expression subcategory; **WKL**: Written Knowledge of Language and Conventions
**LEAP 360 assessments are not timed; suggestions are included for planning purposes only.

The table below outline the design for the second interim assessment for Grades 3-8.

LEAP 360 Interim Assessment Structure Grades 3-8 Interim 2A and 2B*							
Form	**Session**	**Number of Passages**	**Focus**	**Number/ Type of Items**	**Total Points**	**Suggested Time***	**Assessable ELA Student Standards (by subclaim)**
2A	1	2	Modified Research Task	4 SR and 1 PCR	23 (grade 3) 27 (grades 4-8)	75 minutes	RI standards 1-3, 5-10; Vocabulary (RV) standards: RI.4, L.4, and L.5; Writing (WE) standards W.1 or 2, 4, 7-9; Conventions (WKL) standards L.1 and L.2
	2	4	Reading Literary and Informational Texts	12 SR	24	60 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 47 points (grade 3); 51 points (grades 4-8)							
2B	1	2	Modified Narrative Task and a Reading passage	3 SR and 1 PCR + 3 SR	24 (grade 3) 27 (grades 4-8)	75 minutes	RL standards 1-3, 5-10 and Vocabulary (RV) standards RL.4, L.4, and L.5; Writing (WE) standards 3 and 4; Conventions (WKL) standards L.1 and L.2
	2	4	Reading Literary and Informational Texts	10 SR	20	60 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 44 points (grade 3); 47 points (grades 4-8)							

*The only difference between forms 2A and 2B is the writing prompt that appears in session 1. All other items are the same on both forms.

SR: Selected-Response items, which include Evidence-Based Selected-Response (EBSR), Multiple-Select (MS), and Technology-Enhanced (TE) items **PCR**: Prose-Constructed Response, which requires an extended written response **RI**: Reading Informational text subclaim; **RL**: Reading Literary text subcategory; **RV**: Reading Vocabulary subcategory **WE**: Written Expression subcategory; **WKL**: Written Knowledge of Language and Conventions subcategory

**LEAP 360 assessments are not timed; suggestions are included for planning purposes only.

The following tables outline the design for the interim assessments for English I and English II.

LEAP 360 Interim Assessment Structure English I and English II Interim Form 1: Narrative Writing Task (NWT)						
Session	**Number of Passages**	**Focus**	**Number/ Type of Items**	**Total Points**	**Suggested Time***	**Assessable ELA Student Standards (by subclaim)**
1	1	NWT	4 SR and 1 PCR	23	60 minutes	RL standards 1-3, 5-10; RV standards: RL.4, L.4, and L.5; Writing (WE) standard W.3, 4; Conventions (WKL) standards L.1 and L.2
2	4	Reading Literary and Informational Texts	14 SR	28	60 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 51 points						

SR: Selected-Response items, which include Evidence-Based Selected-Response (EBSR), Multiple-Select (MS), and Technology-Enhanced (TE) items **PCR**: Prose-Constructed Response, which requires an extended written response
RI: Reading Informational text subclaim; **RL**: Reading Literary text subclaim; **RV**: Reading Vocabulary subclaim
WE: Written Expression subclaim; **WKL**: Written Knowledge of Language and Conventions subclaim
*LEAP 360 assessments are not timed; suggestions are included for planning purposes only.

LEAP 360 Interim Assessment Structure English I and English II Interim Form 2: Modified Research Simulation Task (RST)						
Session	**Number of Passages**	**Focus**	**Number/ Type of Items**	**Total Points**	**Suggested Time***	**Assessable ELA Student Standards (by subclaim)**
1	2	Modified RST	6 SR and 1 PCR	31	75 minutes	RI standards 1-3, 5-10; Vocabulary (RV) standards: RI.4, L.4, and L.5; Writing (WE) standards W.1 or 2, 4, 7-9; Conventions (WKL) standards L.1 and L.2
2	3	Reading Literary and Informational Texts	12 SR	24	60 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 55 points						

SR: Selected-Response items, which include Evidence-Based Selected-Response (EBSR), Multiple-Select (MS), and Technology-Enhanced (TE) items **PCR**: Prose-Constructed Response, which requires an extended written response
RI: Reading Informational text subclaim; **RL**: Reading Literary text subclaim; **RV**: Reading Vocabulary subclaim
WE: Written Expression subclaim; **WKL**: Written Knowledge of Language and Conventions subclaim
*LEAP 360 assessments are not timed; suggestions are included for planning purposes only.

LEAP 360 Interim Assessment Structure English I and English II Interim Form 3: Modified Literary Analysis Task (LAT)						
Session	**Number of Passages**	**Focus**	**Number/ Type of Items**	**Total Points**	**Suggested Time***	**Assessable ELA Student Standards (by subclaim)**
1	2	Modified LAT	5 SR and 1 PCR	29	75 minutes	RL standards 1-3, 5-10; Vocabulary (RV) standards: RI.4, L.4, and L.5; Writing (WE) standards W.1 or 2, 4, and 9; Conventions (WKL) standards L.1 and L.2
2	3	Reading Literary and Informational Texts	13 SR	26	60 minutes	RI and RL standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 55 points						

SR: Selected-Response items, which include Evidence-Based Selected-Response (EBSR), Multiple-Select (MS), and Technology-Enhanced (TE) items **PCR**: Prose-Constructed Response, which requires an extended written response
RI: Reading Informational text subclaim; **RL**: Reading Literary text subclaim; **RV**: Reading Vocabulary subclaim
WE: Written Expression subclaim; **WKL**: Written Knowledge of Language and Conventions subclaim
*LEAP 360 assessments are not timed; suggestions are included for planning purposes only.

Diagnostic Assessments: Math

The tables that follow outline the design of the Math Diagnostic assessments by grade level.

LEAP 360 Diagnostic Assessment Design Grades 3-8, Algebra I and Geometry							
Grade	**Session**	**Points per Task Type**			**Total Points**	**Suggested Time***	**Assessed Prerequisite Content**
		Type I	**Type II**	**Type III**			
3	1	16	0	0	16	25 minutes	2.OA.A.1, 2.OA.C.3, 2.OA.C.4, 2.NBT.A.1, 2.NBT.A.2, 2.NBT.A.4, 2.NBT.B.7, 2.NBT.B.8, 2.MD.A.2, 2.MD.B., 2.G.A.3
	2	13	4	0	17	30 minutes	
	3	16	0	0	16	25 minutes	
	(No calculator.) Total Points 48						
4	1	19	0	0	19	30 minutes	3.OA.A.1, 3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8, 3.NBT.A.1, 3.NBT.A.2, 3.NBT.A.3, 3.NF.A.1, 3.NF.A.2, 3.NF.A.3
	2	11	3	0	14	30 minutes	
	3	11	0	3	14	30 minutes	
	(No calculator.) Total Points 47						
5	1	22	0	0	22	35 minutes	4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.OA.C.5, 4.NF.A.1, 4.NF.A.2, 4.NF.B.4, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.6, 4.MD.A.2
	2	14	4	0	18	35 minutes	
	3	18	0	3	21	40 minutes	
	(No calculator.) Total Points 61						
6	1	12	0	3	15	30 minutes	5.OA.A.2, 5.OA.B.3, 5.NBT.A.2, 5.NBT.A.3, 5.NF.B.3, 5.NF.B.5, 5.NF.B.6, 5.NF.B.7, 5.G.A.1, 5.G.A.2
	2	16	0	0	16	30 minutes	
	3	12	4	0	16	25 minutes	
	(No calculator.) Total Points 47						
7	1: No calculator	16	0	0	16	25 minutes	6.RP.A.2, 6.RP.A.3; 6.NS.A.1, 6.NS.B.3, 6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.EE.A.3, 6.EE.A.4, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8, 6.EE.C.9
	2: No calculator	16	0	0	18	25 minutes	
	3: Calculator	10	4	3	17	40 minutes	
	Total Points 51						
8	1: No calculator	14	0	0	14	25 minutes	6.EE.A.1, 6.EE.B.5; 6.G.A.3; 7.RP.A.2, 7.RP.A.2b, 7.RP.A.2c; 7.EE.A.1, 7.EE.B.3, 7.NS.A.2a, 7.NS.A.2c, 7.NS.A.3, 7.G.A.2, 7.G.B.5, 7.G.B.6
	2: Calculator	15	3	0	18	35 minutes	
	3: Calculator	15	0	3	18	35 minutes	
	Total Points 50						
Algebra I	1:No calculator	20	0	0	20	30 minutes	7.EE.A.1, 8.EE.A.1, 8.E.A.2, 8.EE.B.5, 8.EE.C.7, 8.EE.C.8, 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5
	2: No calculator	20	0	0	20	30 minutes	
	3: Calculator	13	3	3	19	45 minutes	
	Total Points 59						
Geometry	1: No calculator	18	0	0	18	30 minutes	7.G.A.1, 7.G.A.2, 7.G.B.5, 7.G.B.6, 8.G.A.2, 8.G.A.4, 8.G.A.5, 8.G.B.6, 8.G.B.7, 8.G.B.8, 8.G.C.9; 8.EE.B.6, 8.F.A.3, A1: A-REI.B.4
	2: Calculator	18	0	3	21	40 minutes	
	3: Calculator	17	3	0	20	40 minutes	
	Total Points 59						

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

**Note: Calculator use is not allowed on the grade 6 mathematics diagnostic assessment because the prerequisite material is from grade 5, which does not allow calculator use on any assessments.

Interim Assessments: Math

The tables that follow outline the design of the Math Interim assessments by grade level.

Grade 3 Interim Assessments Designs								
Reporting Category	**Form 1**			**Form 2**				
	One Session		**Assessable Content**	**Session 1**		**Session 2**		**Assessable Content**
	Tasks	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	18	20	3.OA.A.1, 3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.6, 3.OA.C.7, 3.OA.D.8, 3.MD.A.1, 3.MD.A.2, LEAP.I.3.2, LEAP.I.3.3, LEAP.I.3.4	10	11	10	11	3.NF.A.1, 3.NF.A.2, 3.NF.A.3, 3.MD.C.5, 3.MD.C.6, 3.MD.C.7, LEAP.I.3.1
Additional & Supporting Content	3	4	3.NBT.A.2, 3.NBT.A.3	1	1	1	2	3.G.A.2
Expressing Mathematical Reasoning	1	3	LEAP.II.3.1, LEAP.II.3.2, LEAP.II.3.5, LEAP. II.3.6, LEAP.II.3.8	1	4	0	0	LEAP.II.3.1, LEAP. II.3.3, LEAP.II.3.4, LEAP.II.3.5, LEAP.II.3.7, LEAP.II.3.8
Modeling & Application	1	3	LEAP.III.3.1	0	0	1	3	LEAP.III.3.1
TOTALS	23	30	TOTALS	12	16	12	15	
Suggested Time*	70 minutes		**Suggested Time***	35 minutes		35 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only

Grade 4 Interim Assessments Designs								
Reporting Category	**Form 1**			**Form 2**				
	One Session		**Assessable Content**	**Session 1**		**Session 2**		**Assessable Content**
	Tasks	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	16	18	4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.6, LEAP.I.4.2, LEAP.I.4.3 LEAP.I.4.4, LEAP.I.4.5, LEAP.I.4.7, LEAP.I.4.8	10	10	6	8	4.NF.A.1, 4.NF.A.2, 4.NF.B.3, 4.NF.B.4, 4.OA.A.2, LEAP.I.4.1, LEAP.I.4.6
Additional & Supporting Content	5	6	4.OA.B.4, 4.MD.A.1, 4.MD.A.2, 4.MD.A.3	2	2	3	4	4.OA.B.5, 4.MD.A.2, 4.MD.B.4, 4.MD.C.5, 4.MD.C.6, 4.MD.C.7, 4.G.A.1, 4.G.A.2, 4.G.A.3
Expressing Mathematical Reasoning	1	3	LEAP.II.4.1, LEAP.II.4.3, LEAP.II.4.5, LEAP.II.4.6	1	3	0	0	LEAP.II.4.1, LEAP.II.4.2, LEAP.II.4.4, LEAP. II.4.5, LEAP.II.4.6, LEAP.II.4.7
Modeling & Application	1	3	LEAP.III.4.1	0	0	1	3	LEAP.III.4.1
TOTALS	23	30	TOTALS	13	15	10	15	
Suggested Time*	70 minutes		**Suggested Time***	35 minutes		35 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

Grade 5 Interim Assessments Designs								
Reporting Category	**Form 1**			**Form 2**				
	One Session		**Assessable Content**	**Session 1**		**Session 2**		**Assessable Content**
	Tasks	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	17	19	5.NBT.A.1, 5.NBT.A.2, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.B.5, 5.NBT.B.6, 5.NBT.B.7, LEAP.I.5.1	8	8	8	10	5.NF.A.1, 5.NF.A.2, 5.NF.B.3, 5.NF.B.4, 5.NF.B.5, 5.NF.B.6, 5.NF.C.7, 5.MD.C.3, 5.MD.C.4, 5.MD.C.5, LEAP.I.5.2
Additional & Supporting Content	4	5	5.OA.A.1, 5.OA.A.2, 5.MD.A.1	3	4	2	2	5.OA.A.1, 5.OA.A.2, 5.MD.A.1, 5.MD.B.2, 5.G.B.3, 5.G.B.4
Expressing Mathematical Reasoning	1	4	LEAP.II.5.1, LEAP.II.5.2, LEAP.II.5.3, LEAP. II.5.4, LEAP.II.5.5, LEAP.II.5.6	1	3	0	0	LEAP.II.5.2, LEAP. II.5.3, LEAP.II.5.6, LEAP.II.5.7, LEAP.II.5.8, LEAP.II.5.9
Modeling & Application	1	3	LEAP.III.5.1	0	0	1	3	LEAP.III.5.1
TOTALS	23	31	TOTALS	12	15	11	15	
Suggested Time*	70 minutes		**Suggested Time***	35 minutes		35 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

Grade 6 Interim Assessments Designs										
Reporting Category	**Form 1A**					**Form 2A**				
	Session 1		**Session 2**		**Assessable Content**	**Session 1**		**Session 2**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	7	8	10	12	6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.EE.A.2, 6.EE.A.4, 6.EE.B.5, 6.EE.B.6, 6.EE.B.8, 6.EE.C.9, 6.NS.A.1,	16	18	0	0	6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.NS.C.8
Additional & Supporting Content	4	4	0	0	6.NS.B.2, 6.NS.B.3, 6.NS.B.4	0	0	5	6	6.G.A.1, 6.G.A.2, 6.G.A.3, 6.G.A.4
Expressing Mathematical Reasoning	0	0	1	4	LEAP.II.6.2, LEAP. II.6.3, LEAP.II.6.4, LEAP.II.6.5, LEAP. II.6.8	0	0	1	4	LEAP.II.6.1, LEAP. II.6.6, LEAP.II.6.7, LEAP.II.6.8
Modeling & Application	0	0	1	3	LEAP.III.6.1, LEAP. III.6.3	0	0	1	3	LEAP.III.6.1
TOTALS	11	12	12	19	TOTALS	16	18	7	13	
Suggested Time*	25 minutes		50 minutes		**Suggested Time***	30 minutes		40 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

Grade 6 Interim Assessments Designs										
Reporting Category	**Form 1B**					**Form 2B**				
	Session 1		**Session 2**		**Assessable Content**	**Session 1**		**Session 2**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	13	15	4	5	6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.NS.A.1, 6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.NS.C.8	7	7	9	11	6.EE.A.1, 6.EE.A.2, 6.EE.A.3, 6.EE.A.4, 6.EE.B.5, 6.EE.B.6, 6.EE.B.7 6.EE.B.8, 6.EE.C.9
Additional & Supporting Content	4	4	0	0	6.NS.B.2, 6.NS.B.3, 6.NS.B.4	0	0	5	6	6.G.A.1, 6.G.A.2, 6.G.A.3, 6.G.A.4
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.6.2, LEAP. II.6.3, LEAP.II.6.4, LEAP.II.6.5, LEAP. II.6.8	0	0	1	3	LEAP.II.6.1, LEAP. II.6.6, LEAP.II.6.7, LEAP.II.6.8
Modeling & Application	0	0	1	3	LEAP.III.6.1, LEAP. III.6.3	0	0	1	3	LEAP.III.6.1
TOTALS	17	19	6	11	TOTALS	7	7	16	23	
Suggested Time*	40 minutes		35 minutes		**Suggested Time***	15 minutes		55 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

Grade 7 Interim Assessments Designs										
Reporting Category	**Form 1A**					**Form 2A**				
	Session 1		**Session 2**		**Assessable Content**	**Session 1**		**Session 2**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	14	16	7	8	7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.RP.A.1, 7.RP.A.2, 7.EE.A.1, 7.EE.B.3, 7.EE.B.4,	9	10	0	0	7.EE.B.3, 7.RP.A.3
Additional & Supporting Content	0	0	0	0	N/A	5	6	7	7	7.G.A.1, 7.SP.A.1, 7.SP.A.2, 7.SP.B.3, 7.SP.B.4, 7.SP.C.5, 7.SP.C.6, 7.SP.C.7, 7.SP.C.8
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.7.1, LEAP. II.7.2, LEAP.II.7.3, LEAP.II.7.4, LEAP. II.7.6,	0	0	1	4	LEAP.II.7.1, LEAP. II.7.4, LEAP.II.7.5, LEAP.II.7.7
Modeling & Application	0	0	1	3	LEAP.III.7.1, LEAP. III.7.3, LEAP.III.7.4	0	0	1	3	LEAP.III.7.1, LEAP. III.7.3, LEAP.III.7.4
TOTALS	14	16	9	14	TOTALS	14	16	9	14	
Suggested Time*	30 minutes		40 minutes		**Suggested Time***	30 minutes		40 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

Grade 7 Interim Assessments Designs										
Reporting Category	**Form 1B**					**Form 2B**				
	Session 1		**Session 2**		**Assessable Content**	**Session 1**		**Session 2**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	17	19	4	5	7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.RP.A.1, 7.RP.A.2	10	11	6	7	7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4, 7.RP.A.1, 7.RP.A.2,7.RP.A.3
Additional & Supporting Content	0	0	0	0	N/A	0	0	5	6	7.G.A.1, 7.G.B.4, 7.G.B.5, 7.G.B.6
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.7.1, LEAP. II.7.2, LEAP.II.7.3, LEAP.II.7.4, LEAP. II.7.6, LEAP.II.7.7	0	0	1	4	LEAP.II.7.1, LEAP. II.7.4, LEAP.II.7.5
Modeling & Application	0	0	1	3	LEAP.III.7.1, LEAP. III.7.3, LEAP.III.7.4	0	0	1	3	LEAP.III.7.1, LEAP. III.7.3, LEAP.III.7.4
TOTALS	17	19	6	11	TOTALS	10	11	13	20	
Suggested Time*	30 minutes		40 minutes		**Suggested Time***	25 minutes		50 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

Grade 8 Interim Assessments Designs										
Reporting Category	**Form 1**					**Form 2**				
	Session 1		**Session 2**		**Assessable Content**	**Session 1**		**Session 2**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	19	22	2	2	8.EE.A.1, 8.EE.A.3, 8.EE.A.4, 8.G.A.1, 8.G.A.2, 8.G.A.3, 8.G.A.4, 8.G.B.7	10	10	9	11	8.EE.B.5, 8.EE.B.6, 8.EE.C.7, 8.EE.C.8, 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.G.B.7
Additional & Supporting Content	0	0	0	0	N/A	0	0	2	3	8.G.C.9
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.8.3, LEAP.II.8.5	0	0	1	3	LEAP.II.8.1, LEAP. II.8.2, LEAP.II.8.3, LEAP.II.8.4, LEAP. II.8.5
Modeling & Application	0	0	1	3	LEAP.III.8.1, LEAP.III.8.3, LEAP.III.8.4	0	0	1	3	LEAP.III.8.1, LEAP. III.8.3, LEAP. III.8.4
TOTALS	19	22	4	8	TOTALS	10	10	13	20	
Suggested Time*	45 minutes		25 minutes		**Suggested Time***	25 minutes		45 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

Algebra I Interim Assessments Designs															
Reporting Category	**Form 1**					**Form 2**					**Form 3**				
	Session 1: No Calculator		**Session 2: Calculator**		**Assessable Content**	**Session 1: No Calculator**		**Session 2: Calculator**		**Assessable Content**	**Session 1: No Calculator**		**Session 2: Calculator**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	9	10	4	8	A1: A-REI.B.3 A1: A-REI.D.10 A1: A-REI.D.12 A1: A-CED.A.3 A1: A-CED.A.4 A1: F-IF.A.1 A1: F-IF.A.2 A1: F-IF.B.5 LEAP.I.A1.1 LEAP.I.A1.2 LEAP.I.A1.6	9	11	4	7	A1: A-REI.B.4 A1: A-REI.D.10 A1: A-REI.D.11 A1: A-APR.A.1 A1: A-SSE.A.1 A1: A-SSE.A.2 A1: A-CED.A.4 LEAP.I.A1.4 LEAP.I.A1.5 LEAP.I.A1.6	6	8	7	10	A1: F-IF.B.4 A1: F-IF.B.5 A1: F-IF.B.6 LEAP.I.A1.2 LEAP.I.A1.4 LEAP.I.A1.5
Additional & Supporting Content	2	3	2	3	A1: A-REI.C.6 A1: F-IF.C.7 A1: F-IF.C.9 A1: F-BF.B.3 A1: F-LE.A.2 LEAP.I.A1.7	2	3	2	3	A1: A-APR.B.3 A1: A-SSE.B.3	4	6	0	0	A1: F-BF.B.3 A1: F-IF.C.7 A1: F-IF.C.8 A1: F-IF.C.9
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.A1.1 LEAP.II.A1.3 LEAP.II.A1.6 LEAP.II.A1.7 LEAP.II.A1.10	0	0	1	4	LEAP.II.A1.2 LEAP.II.A1.4 LEAP.II.A1.5 LEAP.II.A1.7	0	0	1	3	LEAP.II.A1.4
Modeling & Application	0	0	1	3	LEAP.III.A1.1 LEAP.III.A1.2 LEAP.III.A1.3 LEAP.III.A1.4	0	0	1	3	LEAP.III.A1.1 LEAP.III.A1.2 LEAP.III.A1.3 LEAP.III.A1.4	0	0	1	3	LEAP.III.A1.3 LEAP.III.A1.4
TOTALS	11	13	8	17	TOTALS	11	14	8	17	TOTALS	10	14	9	16	
Suggested Time*	30 minutes		40 minutes		**Suggested Time***	30 minutes		45 minutes		**Suggested Time***	30 minutes		40 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

Geometry Interim Assessments Designs															
Reporting Category	**Form 1**					**Form 2**					**Form 3**				
	Session 1: No Calculator		**Session 2: Calculator**		**Assessable Content**	**Session 1: No Calculator**		**Session 2: Calculator**		**Assessable Content**	**Session 1: No Calculator**		**Session 2: Calculator**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	8	13	2	3	GM: G-CO.B.6 LEAP.I.GM.1 LEAP.I.GM.2	10	17	7	7	GM: G-SRT.A.1 GM: G-SRT.A.2 GM: G-SRT.B.5 GM: G-GPE.B.6 LEAP.I.GM.1 LEAP.I.GM.2	6	8	7	10	GM: G-SRT.C.6 GM: G-SRT.C.7 GM: G-SRT.C.8 LEAP.I.GM.2
Additional & Supporting Content	3	5	3	3	GM: G-CO.A.1 GM: G-CO.A.3 GM: G-CO.A.5	0	0	0	0	N/A	2	3	2	2	GM: G-GMD.A.1 GM: G-GMD.A.3 GM: G-GMD.B.4
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.GM.1 LEAP.II.GM.2 LEAP.II.GM.4	0	0	1	3	LEAP.II.GM.1 LEAP.II.GM.2 LEAP.II.GM.4	0	0	1	3	LEAP.II.GM.3 LEAP.II.GM.4
Modeling & Application	0	0	1	3	LEAP.III.GM.1 LEAP.III.GM.4 LEAP.III.GM.5	0	0	1	3	LEAP.III.GM.1 LEAP.III.GM.4 LEAP.III.GM.5	0	0	1	3	LEAP.III.GM.1 LEAP.III.GM.3 LEAP.III.GM.4 LEAP.III.GM.5
TOTALS	11	18	7	12	TOTALS	10	17	9	13	TOTALS	8	11	11	18	
Suggested Time*	40 minutes		40 minutes		**Suggested Time***	40 minutes		40 minutes		**Suggested Time***	25 minutes		45 minutes		

*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

Appendix B: EAGLE 2.0 Items

EAGLE 2.0 ELA Passage and Item Information

Item Type	Description	Scoring Information
Evidence-Based Selected Response (EBSR)	• Two-part item • Part A measures reading comprehension • Part B asks for evidence to support part A	• Worth up to two points (2, 1, or 0) • Full credit (2 points): both parts correct • Partial credit (1 point): Part A is correct; Part B is not correct • No credit (0 points): **only** Part B is correct or neither part is correct
Multiple Select (MS)	• Requires more than one answer (required number of correct answers in **boldface** in questions) • Can have one part (e.g., asks student to select **three** summary details) or two parts (e.g., Part A asks students to choose two themes; Part B asks for evidence for themes)	• Worth up to two points (2, 1, or 0) • Full credit (2 points): All answers correct • Partial credit (1 point): for one-part MS item or an EBSR with MS in Part A 1 of 2 or 2 of 3 answers are correct • No credit (0 points): When MS is in Part A or for a one-part MS item, 0 of 2 or only 1 of 3 answers are correct OR **only** Part B is correct.

Technology Enhanced (TE)	• May have one part OR be part of an EBSR item
	• Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, match interaction within a table (refer to TEI document for more information)
		• Worth 2 points (2, 1, or 0)
		• Full credit (2 points): all correct responses—whether one or two parts— and ordered correctly, if required
		• Partial credit (1 point): depends on item type
		  ○ For most one-part TE items: 1 point if student chooses at least half of the correct responses
		  ○ For one-part TE items that require only ordering (e.g., 5 steps in a process, with no extra steps): 1 point if student correctly orders more than half of the correct responses
		  ○ For summary items that include at least two extra options (e.g., 6 summary details, but student chooses 4 and has to order them correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses
		• No credit (0 points): does not meet partial credit rules or for a two-part TE item, only part B is correct

Prose Constructed Response (PCR) for Narrative Writing Task (NWT)	• Asks students to create a narrative related to a text (e.g., finish the story, retell the story in another narrative form or from a different point of view) • Measures Written Expression and Knowledge of Language and Conventions	NWT: Worth up to 12 pts (gr. 3-5) or 15 pts (gr. 6-8, English I, English II) • Written Expression dimension: score point of 3, 2, 1, 0 (grades 3-5) or 4, 3, 2, 1, 0 (grades 6-8); holistic score is multiplied by 3 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0)

Item Type	Description	Scoring Information
		See scoring tables in ELA Assessment Guides for a more thorough explanation. See Assessment Guidance page for links to ELA rubrics.
Prose Constructed Response (PCR) for Literary Analysis Task and Modified Research Simulation Task (RST)	• Requires students to show understanding of a pair of texts on a given topic by writing a multi-paragraph response • Requires evidence from texts • Measures Reading Comprehension and Written Expression, and Knowledge of Language and Conventions	LAT/RST: Worth up to 15 points (grade 3) and up to 19 points (grades 4-8, English I, English II) • Reading Comprehension and Written Expression dimension: score point of 3, 2, 1, 0 (grade 3) or 4, 3, 2, 1, 0 (grades 4-8) ; holistic score is multiplied by 4 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0) See scoring tables in ELA Assessment Guides for a more thorough explanation. See Assessment Guidance page for links to ELA rubrics.

Grade	Guidebook Unit	Passage Name	Passage Identifier	Item Identifiers	Date Added
3	Cajun Folktales	Brother Rabbit	127390	827574, 827575, 827576, 827577, 827578, 827579, 910146, 826845, 827580, 983418	5/18
3	Stories Julian Tells	Julian	131451	966959, 966958, 983410, 983411, 983412, 983413, 983414, 983415, 983416, 826844, 966961	5/18
4	Hurricanes	Hurricanes	132488	983493, 983494, 983545, 983655, 983749, 983750, 983751	5/18
4	American Revolution	American Revolution	132487	983447, 983449, 983450, 983451, 983452, 983460, 983470, 983486, 983488, 983489, 983490	5/18
5	The Making of a Scientist	The Making of a Scientist	132485	983419, 983420, 983421, 983422, 983423, 829606, 983424	5/18
5	The Birchbark House	Pedro's Journal	127447	827941, 827942, 910206, 827943, 910203, 827944, 827945, 827946, 827947, 983417	5/18
5	The Lion, the Witch, and the Wardrobe	The Legendary Kingdom of Shambhala	132771	986960, 987005, 987018, 987020, 987022, 987023, 987025, 986961	6/18
5	Wonderstruck	Frindle	127446	986792, 910204, 827912, 910207, 910208, 827913, 910205, 827914, 986793	6/18
6	Steve Jobs	Steve Jobs	127647	927920, 983795, 927916, 983796, 983797,	5/18

Grade	Guidebook Unit	Passage Name	Passage Identifier	Item Identifiers	Date Added
				983798	
6	Hatchet	Hatchet	132543	983763, 983767, 983768, 983769, 983770, 983771, 983772, 983773, 983774, 983775, 983776, 983777, 983779, 983780, 983781	5/18
7	Written in Bone	Written in Bone	127487	910242, 983816, 983817, 910245, 927925, 910246, 983818	5/18
7	Christmas Carol	Christmas	127490	828906, 828907, 828908, 910243, 910244, 983819	5/18
8	Call of the Wild	Call of the Wild	132550	983843, 983844, 983845, 983846, 983847, 983848, 983849, 983550	5/18
9	The Odyssey	The Odyssey	127527	829651, 983851, 910293, 983852, 983853, 983854, 910294, 983855	5/18
10	Rhetoric	Grade 10: Rhetoric	132576	984043, 984044, 984047, 984048, 984049, 984050	5/18

EAGLE 2.0 Math Items

Item Type	Description	Scoring Information
Multiple-Choice (MC)	• 3 or 4 answer choices • only one correct answer	• 1 point
Multiple-Select	• 5 – 6 answer choices • more than one correct answer	• 1 point
Constructed-Response (CR)	• Complete all parts and all components of each part • Tasks contain an equation builder tool with commonly-used, grade-specific math symbols (grades 3-5, 6-8, and High School).	• Scoring Rubric provided • Type II: worth three (3, 2, 1, or 0) or 4 (4, 3, 2,, 1, or 0) points, depending on the rubric • Type III: worth up to three points (3, 2, 1, or 0)

Item Type	Description	Scoring Information
Technology-enhanced (TE)	• It is strongly recommended that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using a variety of TE items. • Types: drag and drop, drop-down menu, hot spot (table or objects), bar graph (includes histogram), coordinate plane, number line (includes line plots)	• 1 point

Grade	Item Identifiers	Standard	Date Added
K	996496	K.CC.A.1	7/31/2018
K	996497	K.CC.A.1	7/31/2018
K	996499	K.CC.A.2	7/31/2018
K	996500	K.CC.A.2	7/31/2018
K	996501	K.CC.A.2	7/31/2018
K	996503	K.CC.A.3	7/31/2018
K	996504	K.CC.A.3	7/31/2018
K	996505	K.CC.A.3	7/31/2018
K	996508	K.CC.B.5b	7/31/2018
K	996509	K.CC.B.5c	7/31/2018
3	994179	3.NBT.A.2	6/27/2018
3	994180	3.NBT.A.2	6/27/2018
3	994181	3.NBT.A.3	6/27/2018
3	994182	3.OA.A.3	6/27/2018
3	994193	3.OA.A.4	6/27/2018
3	994195	3.OA.B.5	6/27/2018
3	994196	3.OA.C.7	6/27/2018
3	994198	3.OA.C.7	6/27/2018
3	994211	3.OA.D.8	6/27/2018
3	996273	LEAP.III.3.1 3.MD.C.7b	7/30/2018

Grade	Item Identifiers	Standard	Date Added
		3.OA.D.8	
3	996270	LEAP.II.3.1 3.OA.D.9	7/30/2018
3	996214	3.MD.A.1b	7/30/2018
3	996278	3.MD.A.1b	7/30/2018
3	996281	3.MD.A.1b	7/30/2018
3	996306	3.MD.A.1b	7/30/2018
3	996283	3.MD.C.7c	7/30/2018
3	996291	3.MD.C.7c	7/30/2018
3	996274	3.MD.A.1b	7/30/2018
3	996599	3.MD.C.7c	8/1/2018
3	996595	3.MD.C.7c	8/1/2018
3	996598	3.MD.C.7c	8/1/2018
4	994153	4.MD.A.3	6/26/2018
4	994155	4.MD.A.3	6/26/2018
4	994156	4.NBT.A.1	6/26/2018
4	994160	4.NBT.A.2	6/26/2018
4	994163	4.NBT.B.5	6/26/2018
4	994164	4.NBT.B.6	6/26/2018
4	994166	4.NF.A.2	6/26/2018
4	994167	4.NF.B.3b	6/26/2018
4	994168	4.NF.B.3b	6/26/2018
4	994169	4.NF.B.4a	6/26/2018
4	994445	4.G.A.1	6/29/2018
4	994446	4.G.A.1	6/29/2018
4	994450	4.MD.A.2	6/29/2018
4	994461	4.MD.A.2	6/29/2018

Grade	Item Identifiers	Standard	Date Added
4	994469	4.MD.A.2	6/29/2018
4	994448	4.MD.A.2	6/29/2018
4	994449	4.MD.A.2	6/29/2018
4	994447	4.MD.C.5c	6/29/2018
4	994471	4.NF.B.4c	6/29/2018
4	994472	4.OA.B.4a	6/29/2018
5	994542	5.NF.A.2a	7/1/2018
5	994543	5.NF.A.2a	7/1/2018
5	994544	5.NF.A.2b	7/1/2018
5	994545	5.OA.A.1	7/1/2018
5	994546	5.OA.A.1	7/1/2018
5	996542	LEAP.III.5.1 5.NF.A.2a	7/31/2018
5	996546	5.NBT.A.2	7/31/2018
5	996548	5.NBT.A.3a	7/31/2018
5	996550	5.NBT.A.3a	7/31/2018
5	996551	5.NBT.A.3a	7/31/2018
5	996552	5.NBT.A.3a	7/31/2018
5	996553	5.NBT.A.3a	7/31/2018
5	996633	5.NBT.A.3b	8/1/2018
5	996937	5.NBT.A.3b	8/1/2018
5	996939	5.NBT.A.3b	8/1/2018
6	994547	6.EE.A.3	7/1/2018
6	994548	6.EE.A.3	7/1/2018
6	994549	6.EE.B.6	7/1/2018
6	994550	6.NS.A.1	7/1/2018
7	994361	7.RP.A.2b	6/27/2018

Grade	Item Identifiers	Standard	Date Added
7	994852	7.EE.A.1	7/3/2018
7	994853	7.EE.A.1	7/3/2018
7	994854	7.EE.A.2	7/3/2018
7	994855	7.EE.A.2	7/3/2018
7	994856	7.EE.B.3	7/3/2018
7	994975	7.EE.B.3	7/3/2018
7	994858	7.EE.B.4a	7/3/2018
7	994859	7.EE.A.1	7/3/2018
7	994965	7.EE.B.4a	7/3/2018
7	994967	7.RP.A.1	7/5/2018
7	994969	7.RP.A.1	7/5/2018
7	995004	7.RP.A.2b	7/6/2018
7	995005	7.RP.A.2c	7/6/2018
7	995008	7.RP.A.2d	7/6/2018
7	995063	7.RP.A.2b	7/6/2018
7	995065	7.RP.A.3	7/6/2018
7	995066	7.RP.A.3	7/6/2018
7	995067	7.RP.A.3	7/6/2018
7	995072	7.RP.A.3	7/6/2018
7	995073	7.RP.A.3	7/6/2018
7	995074	7.RP.A.3	7/6/2018
7	995076	7.RP.A.3	7/6/2018
7	995078	7.RP.A.3	7/6/2018
7	995079	7.RP.A.3	7/6/2018
7	995161	7.RP.A.3	7/9/2018
7	995162	7.RP.A.3	7/9/2018
7	995163	7.RP.A.3	7/9/2018

Grade	Item Identifiers	Standard	Date Added
7	995164	7.RP.A.3	7/9/2018
7	995165	7.G.B.5	7/9/2018
7	995168	7.G.B.5	7/9/2018
7	995171	7.SP.A.1	7/9/2018
7	995174	7.SP.B.4	7/9/2018
7	995201	7.SP.B.4	7/10/2018
7	995209	7.SP.C.6	7/10/2018
7	995220	7.G.B.6	7/10/2018
7	995211	7.G.B.4	7/10/2018
8	994228	8.EE.A.1	6/27/2018
8	994232	8.EE.C.7b	6/27/2018
8	994233	8.EE.C.8b	6/27/2018
8	994296	8.EE.C.8c	6/27/2018
8	994307	8.EE.A.1	6/27/2018
8	994324	8.EE.B.5	6/27/2018
8	994332	8.EE.C.7	6/27/2018
8	994328	8.EE.C.7b	6/27/2018
8	994304	8.EE.C.8b	6/27/2018
8	994331	8.EE.C.8c	6/27/2018
8	994335	8.F.A.2	6/27/2018
8	994342	8.F.B.4	6/27/2018
8	994271	8.F.A.1	7/6/2018
8	995826	LEAP.II.8.2 8.EE.C.7b	7/20/2018
8	995827	8.G.B.8	7/20/2018
8	995862	8.G.B.8	7/20/2018
8	996294	8.F.A.2	7/30/2018

Grade	Item Identifiers	Standard	Date Added
8	996269	LEAP.III.8.1 8.F.A.2 8.EE.C.8c	7/30/2018
8	996643	8.EE.C.7a	8/1/2018
8	996645	8.G.B.7	8/1/2018
8	996646	8.EE.C.7	8/1/2018
8	996647	8.EE.C.7	8/1/2018
10	995814	LEAP.II.GM.2 GM: G-CO.C.10	7/20/2018
10	996640	LEAP.III.GM.2 GM: G-MG.A.3	8/1/2018

EAGLE 2.0 Science Passage and Item Information

Item Type	Description	Scoring Information
Multiple-Choice (MC)	• 3 or 4 answer choices • only one correct answer	• 1 point
Constructed-Response (CR)	• Complete all parts and all components of each part • Tasks contain an equation builder tool with commonly-used, grade-specific math symbols (grades 3-5, 6-8, and High School).	• Scoring Rubric provided
Technology-enhanced (TE)	• It is strongly recommended that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using a variety of TE items. • Types: drag and drop, drop-down menu, hot spot (table or objects), bar graph (includes histogram), coordinate plane, number line (includes line plots)	• 1 point

Grade	Unit	Passage Name	Passage Identifier	Item Identifiers	Date Added

EAGLE 2.0 Social Studies Passage and Item Information

Item Type	Description	Scoring Information
Multiple-Choice (MC)	• 3 or 4 answer choices • only one correct answer	• 1 point
Constructed-Response (CR)	• Complete all parts and all components of each part	• Scoring Rubric provided
Technology-enhanced (TE)	• It is strongly recommended that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using a variety of TE items. • Types: drag and drop, drop-down menu, hot spot (table or objects), bar graph (includes histogram), coordinate plane, number line (includes line plots)	• 1 point

Grade	Unit	Passage Name	Passage Identifier	Item Identifiers	Date Added
3	1	Geography and Resources	127663	910856, 910857, 910858, 910859, 910860, 910861, 910862, 910863, 958287, 958291, 965557	January 2018
3	2	Native Americans of Louisiana	127636	870589, 870989, 910674, 910677, 910678, 910679, 910682, 910683, 910685, 910687, 910688, 910689	2017
3	3	La Balise	127621	870305, 910470, 910471, 910472, 910473, 910474, 910475, 910476, 910477, 910478, 910479, 910480, 910481, 910482, 910483	2017
3	3	Early Settlement of Louisiana	127665	910866, 910867, 910868, 910869, 910870, 910871, 910872, 910873, 965567	Jan 2018
3	4	Becoming a State	127757	911283, 911284, 911285, 911286, 911287, 911288, 965576	Jan 2018
3	4	Citizenship	127760	896149, 911259, 911260, 911261, 911262, 911263, 911264, 911265	2017

Grade	Unit	Passage Name	Passage Identifier	Item Identifiers	Date Added
3	5	Louisiana Culture	127664	910864, 910865, 958299, 958321, 958405, 965313, 965314, 965565	Jan 2018
3	5	Individuals Contribute to the Economy	127756	911273, 911274, 911275, 911276, 911277, 911278, 911279, 911280, 911281, 911282, 958439, 958440, 965568	Jan 2018
4	1	Regions of the United States	127623	870542, 870543, 870544, 870963, 870964, 870992, 910484, 910485, 910486, 910487, 910496, 937820	2017
4	3	Constitutional Convention	127635	870484, 870959, 870990, 870991, 910664, 910667, 910668, 910669, 910672	2017
4	4	Transcontinental Railroad	127628	870541, 910565, 910566, 910567, 910569, 910570, 910572, 910574, 910575, 910577	2017
4	4	Louisiana Purchase	127631	870499, 870539, 870540, 870961, 910612, 910613, 910615, 910616, 910618	2017
5	1	Indigenous People of North America	127629	870588, 870973, 871007, 910578, 910579, 910581, 910582, 910584, 910586, 910589	2017
5	1	Indigenous Cultures	127747		2017
5	2	Columbus	127624	870585, 870586, 870587, 870972, 871003, 910497, 910498, 910499, 910500, 910501, 910503, 910504, 910505, 910507, 910508	2017
5	3	Colonial Regionalism	127745		2017
5	4	Early Colonization of North America	127652		2017

Grade	Unit	Passage Name	Passage Identifier	Item Identifiers	Date Added
5	5	French and Indian War	127632	870566, 870583, 870584, 870967, 871001, 910619, 910620, 910622, 910624, 910625, 910627, 910629, 910630, 910632, 910634	2017
6	1	Geography and Civilization	127653	894959, 895006, 910702, 910705, 910706, 910707, 910710, 910711, 910713, 910715, 910717, 910719	2017
6	2	River Valley Civilizations	127755	894972, 895007, 911248, 911249, 911250, 911251, 911252, 911253, 911254, 911255, 911256, 911257, 911258	2017
6	3	Ancient Greece and Rome	127654	894954, 895005, 910721, 910723, 910724, 910725, 910726, 910729, 910730, 910732, 910733, 910735, 910736	2017
6	3	Hellenism	127758	911289, 911290, 911291, 911292, 911293, 911294, 911295, 911296, 911297, 911298, 965604	Jan. 2018
6	4	Han Dynasty	127625	910510, 910512, 910513, 910514, 910517, 910518, 910520, 958880, 965589	Jan. 2018
6	5	Shifting From Middle Ages to Renaissance	127729	896151, 909861, 910747, 910749, 910751, 910753, 910755, 910757, 910758, 910759, 910760, 910762, 910763	2017
6	5	The Crusades	127759	911299, 911300, 911301, 911302, 911303, 911304, 911305, 911306, 911307, 958457, 965606	Jan. 2018
7	1	Independence from Britain	127656	896158, 910765, 910767, 910768, 910770, 910772, 910774, 910775, 910777	2017
7	1	Key Events of the American Revolution	127660	896163, 910824, 910825, 910827, 910829, 910830, 910831, 910833	2017

Grade	Unit	Passage Name	Passage Identifier	Item Identifiers	Date Added
7	2	Government for the New Nation	127657	896153, 910779, 910781, 910782, 910784, 910785, 910787, 910788, 910789, 910790, 910792, 910794, 910795, 910796	2017
7	2	Structure of U.S. Government	127658	896162, 910798, 910799, 910800, 910802, 910804, 910805, 910807, 910809	2017
7	3	Washington's Farewell Address	127633	910635, 910637, 910638, 910640, 910641, 910643, 910644, 958458, 958459, 965607	Jan. 2018
7	3	Expansion and Conflict	127754	896152, 911266, 911267, 911268, 911269, 911270, 911271, 911272	2017
7	3	Jacksonian Democracy	127659	896159, 910810, 910812, 910813, 910815, 910817, 910819, 910820, 910822	2017
7	4	Immigration	127662	910849, 910850, 910851, 910852, 910853, 910854, 910855, 958461, 958609	Jan. 2018
7	6	Reconstruction	127661	910835, 910837, 910839, 910840, 910842, 910844, 910845, 910846, 910848, 958460, 965608	Jan. 2018
8	1	Colonial Louisiana	127627		Jan. 2018
8	1	Geography and Settlement	127665		Jan. 2018