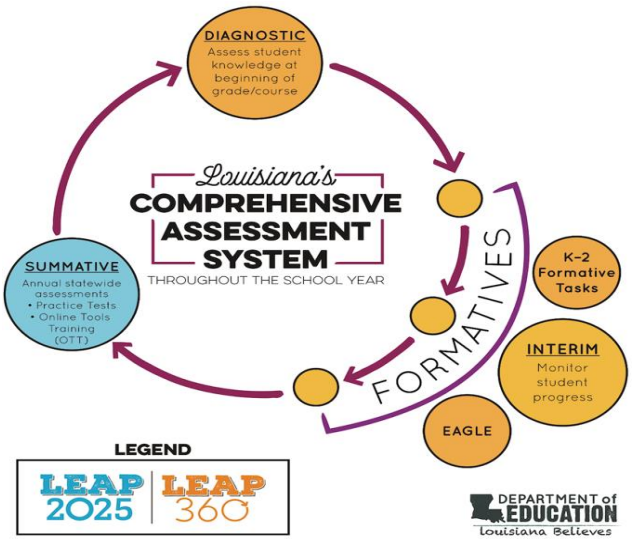
A TEACHER'S GUIDE TO LEAP 360

Louisiana's Comprehensive Assessment System includes the LEAP 2025 end-of-year summative assessments and the optional LEAP 360 non-summative tools. LEAP 360 offers formative assessments designed to help teachers, schools, and school systems monitor student learning and adjust instructional support as necessary.



This guide includes the following sections:

LEAP 360: IN THE CLASSROOM

LEAP 360 Overview

LEAP 360 is designed to provide "real time" results to gauge student learning.

	Diagnostic Assessments	Interim Assessments	K-2 Formative Tasks and EAGLE Items
When	Beginning of the year or start of a course	For ELA: a checkpoint to help determine student learning For Math: two checkpoints after large periods of instruction based on curriculum and instructional pacing	Embedded throughout the year, as needed
What	Assessments that provide a general sense of readiness for grade-level content and the level of support anticipated. In ELA, items have been developed using readily accessible and moderately complex texts. In math, items assess students' mastery of prerequisite standards for the major course work. They are not pre-tests which determine pre-existing content knowledge.	Assessments to help educators identify student misconceptions and learning patterns to check for understanding and target support. ELA tasks and passage sets assess reading and writing skills and knowledge. Math items assess chunks of curricular content and should be given only after instruction on that content has occurred. They are not "mini-summatives" or isolated test prep materials.	High-quality items designed to be woven into the day-to-day practices of classroom instruction
Where	DRC INSIGHT Portal	DRC INSIGHT Portal	DRC INSIGHT Portal (K-2 Formative Tasks) LDOE EAGLE website
Who	Students in grades 3-8 (ELA and math), English I, English II, Algebra I, and Geometry	Students in grades 3-8 (ELA and math), English I, English II, Algebra I, and Geometry	Formative Tasks: Students in Kindergarten through grade 2; EAGLE: students in grades K-HS (math), grades 3-HS (science and social studies)

AN IMPORTANT NOTE ABOUT REDUCING 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, the Department is committed to helping school systems reduce local assessment minutes; 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 number and quality of their assessments in order to reduce testing time while improving quality. School systems should do a thorough examination of their practices to ensure assessments are necessary and aligned to the curriculum.

LEAP 360 and Goal-Setting Practices

Connecting the Dots

LEAP 360 provides teachers with connected assessments designed to give meaningful information about student performance throughout the year. These assessments are aligned to both the Louisiana Student Standards *and* to the approach of LEAP 2025 and may also help in setting goals.

The table below outlines what this process might look like for teachers.

LEAP 360 Diagnostic Assessments (Start-of-Year)	LEAP 360 Interim Assessments (During the School Year)	LEAP 2025 Assessments (End-of-Year)
1. Analyze the results of LEAP 360 Diagnostic Assessment(s). Refer to Using LEAP 360 Diagnostics for more specific guidance. 2. Determine learning gaps. 3. Create a plan to address learning gaps through engagement with high-quality curricular resources. Refer to Addressing Unfinished Learning Gaps for specific guidance for ELA and math. 4. Use the instructional support materials, such as the Supports Flow Chart, to develop targeted supports to meet the individual needs of students.	1. Review results of LEAP 360 Interim Assessment(s) to identify possible areas of strengths and opportunities for improvement. 2. Evaluate progress toward learning goals. 3. Develop next steps using the structural support materials to help students progress. 4. Consider how to address students' needs as they continue to proceed through the curriculum.	1. Administer LEAP 2025 statewide assessments. 2. Use statewide scores (available during the summer) to study student performance data and determine the degree to which goals were realized. 3. Reflect on effectiveness of instruction and determine areas for growth for the next school year.

More information on setting goals is available here.

LEAP 360: MAKING MEANING

Zeroing in on Results

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

Test Session Summary Reports should be used to get a quick overview of the average performance of all students assigned to a test session. Reports for the diagnostics will be available in September. The release date for interim reports will be announced later.

Test Session Response Maps should be used to guide instructional decisions based on identifying patterns of strengths and weaknesses. Complete reports are available 24 hours after Educator Scoring is done.

Individual Summary Reports should be used to understand an individual student's overall performance. Complete reports are available 24 hours after Educator Scoring is done.

Student Response Maps should be used to dig deeper for specific students or groups of students who may need targeted instructional support. Complete reports are available 24 hours after Educator Scoring is done.

Below are some questions that teachers should consider when analyzing the LEAP 360 data:

Diagnostic Reports

- What does the analysis of the data suggest about my current students' readiness for their grade level?
- What patterns am I seeing in my students' responses that I can use to inform my instruction?
- What information from the data analysis is most useful in developing individual plans for my students with the most significant learning gaps?

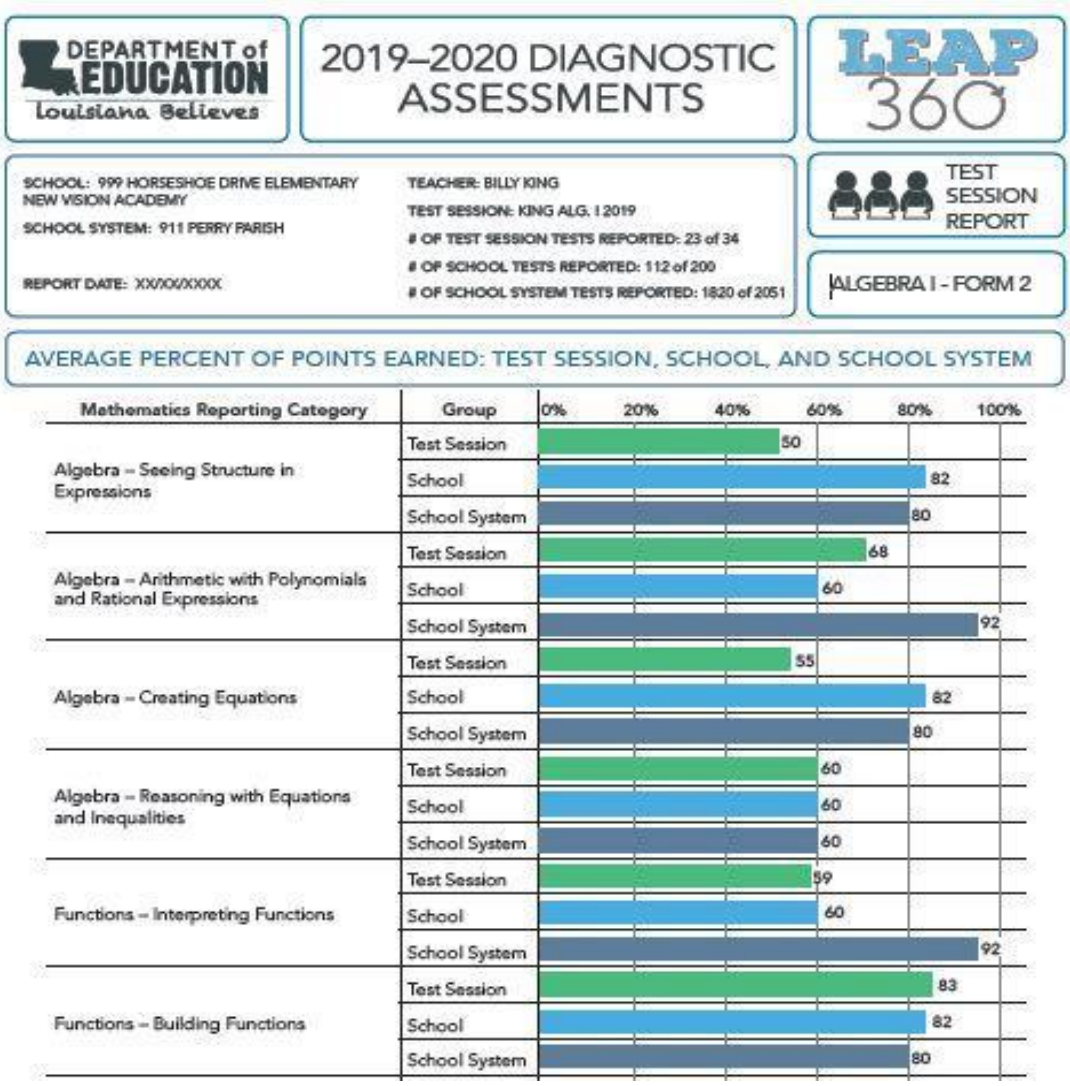
Interim Reports

- What patterns am I seeing in my students' data that I can use to inform my instruction?
- What is the best way to address general strengths and weaknesses as I continue to move through the curriculum?

Sample Reports

Session Summary Reports provide information on the performance of a group of students who tested together. The most common group is a class, but depending on how schools and school systems set up test sessions, other groupings can be used as well.

Sample Test Session Summary Report



Test Session Response Maps provide information about each individual item and how students responded to each. Color coding helps teachers identify possible areas of need or preparedness (green indicates a correct answer, yellow indicates a partially correct answer, and white indicates an incorrect response).

Sample Test Session Response Map

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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

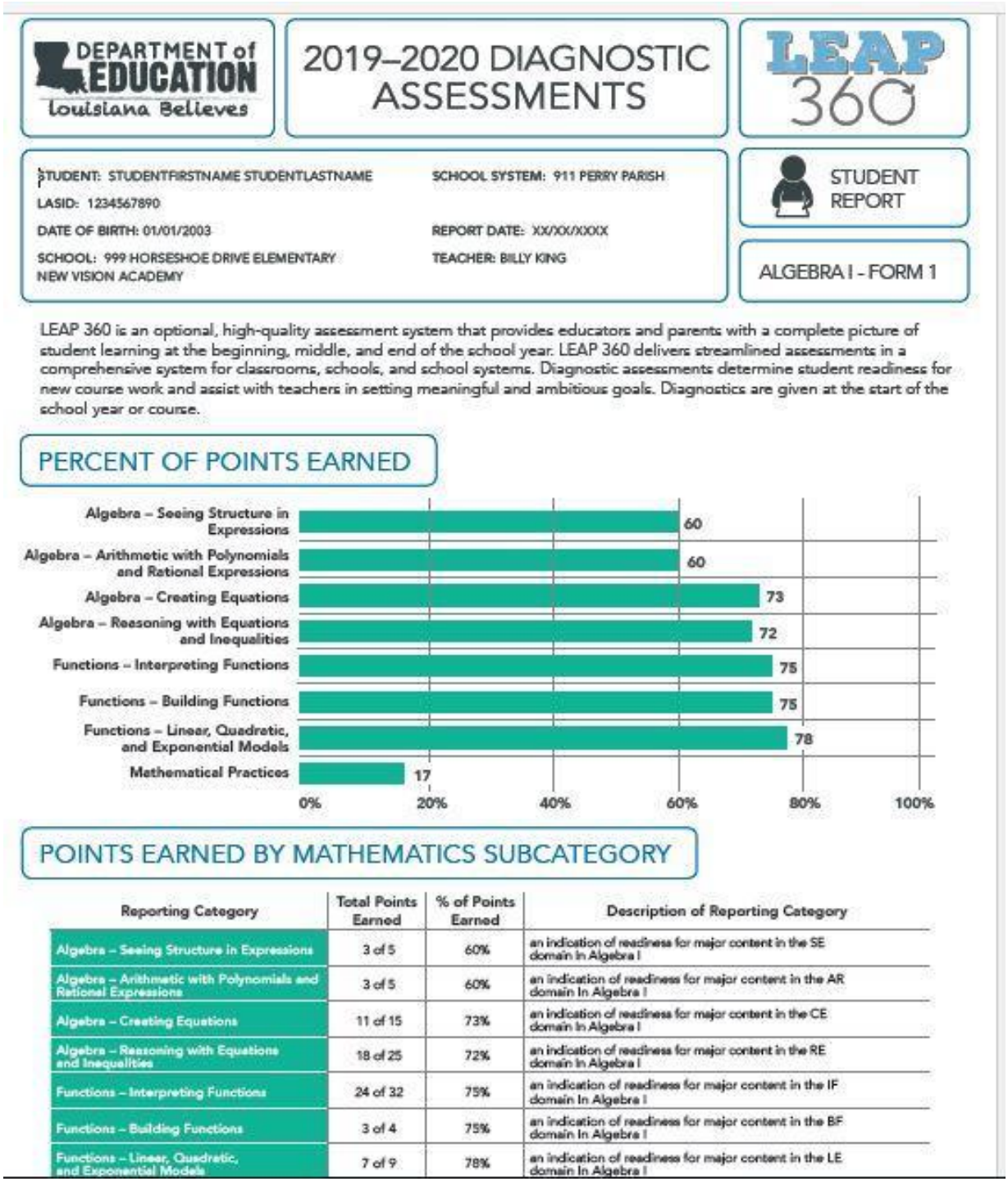
TEST SESSION REPORT

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 Summary Reports provide educators with information about a single student's performance.

Sample Student Summary Report



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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 utilize color-coding to help teachers quickly identify correct and incorrect answers.

Sample Student Response Map

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2019–2020 DIAGNOSTIC ASSESSMENTS

ALGEBRA I - FORM 1 RESPONSE MAP

NAME: SAMPLE STUDENT
LASID: ##########
GRADE: 9
SCHOOL: ### SAMPLE SCHOOL
SCHOOL SYSTEM: ### SAMPLE DISTRICT
TEACHER: BILLY JOHNSON
REPORT DATE: XX/XX/XXXX

LEAP 360

STUDENT 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
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 and Instructional Planning

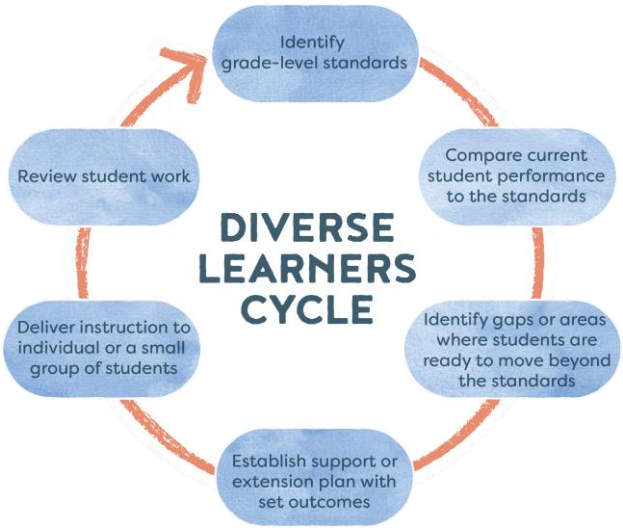
Using LEAP 360 in the English Language Arts Classroom

A high-quality English language arts curriculum includes instruction in the study and analysis of complex, grade-level texts. This approach extends into the LEAP 360 assessments as well. However, the results from these assessments are only valuable if they are incorporated into instructional planning.

Where to Go and What to Do

LEAP 360 assessments may indicate that individual students, groups of students, or even whole classes are in need of additional support in specific areas. The K-12 ELA Planning Resources page provides links to a variety of resources, including ELA Guidebooks, instructional strategies, and LEAP 2025 assessment guides.

The Diverse Learners Guide describes the design principles of the units in the ELA Guidebooks and the strategies and materials that are included to support all learners—including those students who learn in a different way and at a different pace than their peers. Based on this definition, all students can be classified as "diverse learners" at some point in the instructional process and can benefit from the steps shown in the graphic to the right.



Additionally, the Supports Flow Chart takes this a step further. Each column in the chart, shown in part below, addresses a step in the cycle. The chart identifies standards, highlights observable student behaviors, details possible issues or misconceptions at play, and suggests supports to intervene.

Standard(s)	Observations	Possible Issues	Possible Supports
Identify grade-level standards	Compare current student performance to the standards	Identify gaps between current performance and standards	Establish support plan with set outcomes

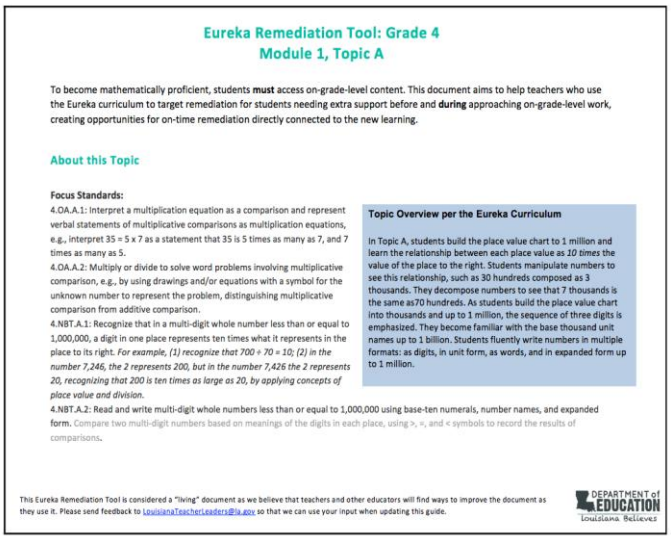
LEAP 360 provides an additional opportunity outside of the ELA Guidebooks and other high-quality ELA assessments and lessons to check progress toward grade-level readiness. It should be incorporated into the rhythm of the classroom and act as a complement to the curriculum.

Using LEAP 360 in the Mathematics Classroom

Students in Louisiana are ready for college or a career if they are able to meet college and workplace expectations without needing remediation in mathematics skills and concepts. The K-12 Louisiana Student Standards for Mathematics define what Louisiana students should know, understand, and be able to do mathematically and represent the steps students must take along the way to be able to meet this goal. LEAP 360 assessments provide teachers and learners with high-quality assessments of these standards through an approach that mirrors that of the LEAP 2025 statewide summative tests. However, the results from the math assessments are only valuable if they are incorporated into instructional pacing, planning, and remediation.

Where to Go and What to Do

LEAP 360 assessments will likely indicate that individual students, groups of students, or even whole classes need remediation in specific areas. The K-12 Math Planning Resources page provides links to resources including sample year plans, companion documents, LEAP 2025 assessment guides, and other tools.



Eureka Remediation Tool: Grade 4
Module 1, Topic A

To become mathematically proficient, students **must** access on-grade-level content. This document aims to help teachers who use the Eureka curriculum to target remediation for students needing extra support before and **during** approaching on-grade-level work, creating opportunities for on-time remediation directly connected to the new learning.

About this Topic

Focus Standards:

4.OA.A.1: Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., Interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7, and 7 times as many as 5.

4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and/or equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.NBT.A.1: Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in the place to its right. *For example, (1) recognize that 700 ÷ 70 = 10; (2) in the number 7,246, the 2 represents 200, but in the number 7,426 the 2 represents 20, recognizing that 200 is ten times as large as 20, by applying concepts of place value and division.*

4.NBT.A.2: Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded **form.** Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Topic Overview per the Eureka Curriculum

In Topic A, students build the place value chart to 1 million and learn the relationship between each place value as *10 times* the value of the place to the right. Students manipulate numbers to see this relationship, such as 30 hundreds composed as 3 thousands. They decompose numbers to see that 7 thousands is the same as70 hundreds. As students build the place value chart into thousands and up to 1 million, the sequence of three digits is emphasized. They become familiar with the base thousand unit names up to 1 billion. Students fluently write numbers in multiple formats: as digits, in unit form, as words, and in expanded form up to 1 million.

This Eureka Remediation Tool is considered a "living" document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to LouisianaTeacherLeaders@la.gov so that we can use your input when updating this guide.

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The Eureka Remediation Tools aim to help teachers who use the Eureka curriculum to target remediation for students needing extra support before and while approaching on-grade-level work, creating opportunities for timely adjustments directly connected to the new learning.

Because the LEAP 360 Diagnostic Assessment is based on previous grade-level standards, this assessment can be used to determine which areas students may struggle with in the future. To best use this data, teachers should compare student trends with the standards addressed in each unit of instruction and plan to address the gaps in knowledge and opportunities to complete "unfinished learning" using this valuable tool.

Because LEAP 360 Interim Assessments have each been designed to align to a selected group of on-grade-level standards, teachers should use these whenever possible as they complete instruction on the specified standards. The guides to Implement Tier 1 Curricula provide sample implementation calendars that clearly illustrate when to administer LEAP 360 Interim Assessments according to the scope and sequence of student learning.

Lastly, this series of assessments aligns to the approach of LEAP 2025 Summative Assessments, but in smaller chunks of learning. When students do not perform well on portions of an interim assessment, the Remediation Guides can serve as a valuable tool to pinpoint previous grade-level standards to target with individual students or in small groups.

Using the K-2 Formative Assessments

The K-2 Formative Assessments are available to early elementary teachers and may be integrated into instruction throughout the year. The tasks are designed to engage students in learning while the teacher observes how students demonstrate proficiencies with respect to the standards embedded in the tasks. Observations can be easily recorded using checklists and charts which can then be used to make informed decisions. These tasks can be found in DRC INSIGHT Portal, which also contains links to an overview document describing all of the tasks and Frequently Asked Questions documents for both ELA and Math.

Key Features

The chart below highlights the key features that have been included in every task.

English Language Arts	Mathematics
● Opportunities for students to engage with authentic texts of appropriate complexity for the grade level ● Activities designed to demonstrate teacher modeling ● Student practice and application of grade-level ELA standards ● Checklists and/or rubrics and sample annotated scoring responses ● Tips and ideas to support student learning based on student responses	● Embedded mathematical practices ● Options to support students who are struggling and to extend the learning experiences of students who are ready ● A Get Ready, Get Set, Go! feature which includes research-based information regarding how students learn the mathematics involved in the task as well as common student misconceptions and errors ● Observation checklists to record student progress in the learning trajectory ● Printable materials and templates

When to Use

Recommendations are based on whether the tasks are best suited for the first or second semester, but teachers should use the tasks based on their students' needs and at the times they fit best in their curriculum.

In ELA, recommendations include literary and information tasks. In math, each task focuses on one to three content standards and one to three standards for mathematical practice. Some of the tasks have multiple parts and could be split across the year. Recommendations for this are included with some of the tasks. There may be times to use the task with only a portion of the class to gain insight about those students.

Using EAGLE

EAGLE items for math, science, and social studies are now available as instructional resources in grade-level documents that teachers can download from the EAGLE webpage and incorporate into their daily instruction. To access EAGLE items, a password key will be required to open the file. Please see your school test coordinator to obtain the password. Since the items are the property of the Department, please do not share the password with students or parents or any type of school system public communication outlets.

The table below offers general information about how the EAGLE content might be used in different content areas.

Louisiana STUDENT STANDARDS MATHEMATICS	**EAGLE and the Math Classroom** (Kindergarten-Grade 8, Algebra I, Geometry, Algebra II) ● Supports remediation practices and provides access to high-quality items to incorporate into instruction ● Includes a variety of math items to practice modeling and reasoning skills
Louisiana STUDENT STANDARDS SOCIAL STUDIES	**EAGLE and the Social Studies Classroom** (Grades 3-8, U.S. History) ● Supports the implementation of state scope and sequence documents with high-quality assessments and tasks ● Includes complete item sets to accompany units
Louisiana STUDENT STANDARDS SCIENCE	**EAGLE and the Science Classroom** (Grades 3-8, Physical Science, Biology) ● Supports the implementation of statewide science standards ● Includes both stand-alone items and complete item sets with a variety of item types

LEAP 360: ASSESSMENT DESIGN

In this section, descriptions of the design of each LEAP 360 assessment is provided by content area. These guides include information about the number of sessions, total points, suggested times, and assessable content. The specific guides are as follows:

- Diagnostic Assessment Guide for English Language Arts
- Interim Assessment Guide for English Language Arts
- Diagnostic Assessment Guide for Mathematics
- Interim Assessment Guide for Mathematics

ENGLISH LANGUAGE ARTS

LEAP 360 Diagnostic Assessment Guide

The LEAP 360 Diagnostic Quick Start Guide provides general information about the purpose, administration, scoring, and reporting of the diagnostic assessments. The guide also includes details on how teachers may access the online assessments in Google Chrome by using the LEAP 360 Diagnostic Assessment Teacher Access link and log-in information.

Paper-based diagnostic assessments for grades 3 and 4 and their grade-level Teacher Study Guides are available for download from the DRC INSIGHT Portal under the Documents tab. Computer-based tests (CBT) for grades 3 through HS are administered through the Data Recognition Corporation (DRC) INSIGHT testing platform.

For information about best practices before, during, and after administering the LEAP 360 Diagnostic Assessments, refer to Using LEAP 360 Diagnostic Assessments.

ELA Diagnostic Test Structure

The LEAP 360 ELA diagnostic assessment includes reading and writing.

Reading, Sessions 1 and 2, is built around diverse literary (lit) and informational (info) passages. In grades 3 and 4, only single passages are included, but at grades 5 through high school, paired passages are also included. All reading forms include readily accessible (RA) and moderately complex (MOD) text selections. Each session includes a mix of multiple-choice (MC) and evidence-based selected-response (EBSR) items.

Writing, Session 3, has three choices of prompts, allowing school systems to choose the prompt that best suits their needs. Students will read one or two passages depending on the prompt and then write an extended response. Each prompt is based on readily accessible texts from the previous grade level. The responses will be scored by the teacher using rubrics that are designed specifically for the diagnostic assessments (the tasks on the interim assessment are scored using the LEAP 2025 rubrics). The Diagnostic Writing Rubrics used to score student responses include dimensions that measure student readiness for the current grade based on the writing and conventions standards of the previous grade level. For example, the rubric for English I is based on the Grade 8 writing and conventions standards. These unique rubrics are available in the Documents tab in DRC INSIGHT Portal. Scoring guidance, which features authentic student work samples to assist educators with using the diagnostic rubrics with confidence and accuracy, can be found in DRC INSIGHT Portal under the Documents tab.

The tables that follow outline the design of the ELA Diagnostic assessments by grade level. Keep in mind that Session 1 and Session 2 are the same for Forms 1A, 1B, and 1C and that Session 3 in Forms 1A, 1B, and 1Ccontains a different writing prompt. Forms 2A, 2B, and 2C provide one of the three different writing prompts only so that schools can give students practice writing to different types of prompts. The times in the table are suggestions only and may be extended as needed.

LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C									
Grade/ Course	**Session**	**Number of Passages**	**Focus**	**Number/Type of Items**			**Points**	**Suggested Time***	**Content Assessed**
				MC	**EBSR**	**ER**			
3	Session 1	2	RA lit RA info	11	9		29	35 minutes	RI.2.1-6, 8; RL.2.1-6
	Session 2	2	1 RA info 1 MOD lit	10	10		30	35 minutes	
	Session 3: Option A	1	Opinion			1	10	35-40 minutes	W.1, 10; L.1–2, plus language skills from previous grades
	Session 3: Option B	1	Expository			1	10	35-40 minutes	W.2, 10; L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			1	10	35-40 minutes	W.3, 10; L.1–2, plus language skills from previous grades
	Total Points: 69								
4	Session 1	2	RA lit MOD info	7	13		33	35 minutes	RI.3.1-8; RL.3.1-6
	Session 2	2	RA info MOD lit	10	10		30	35 minutes	
	Session 3: Option A	1	Opinion			1	10	40 minutes	W.1, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option B	1	Expository			1	10	40 minutes	W.2, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			1	10	40 minutes	W.3, 4, 10; L.1–2, plus language skills from previous grades
	Total Points: 73								

MC: Multiple Choice (1 point each); **EBSR**: Evidence-Based Selected Response (2 points each); **ER**: Extended Response (10 points total); **RA**: Readily Accessible; **MOD**: Moderately Complex; **RI**: Reading Informational text; **RL**: Reading Literary text; **W:** Writing; **L:** Language

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

LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C									
Grade/ Course	**Session**	**Number of Passages**	**Focus**	**Number/Type of Items**			**Points**	**Suggested Time***	**Content Assessed**
				MC	**EBSR**	**ER**			
5	Session 1	2	MOD info MOD lit	11	9		29	40 minutes	RI.4.1-6, 8-9; RL.4.1-6, L.4.5
	Session 2	3	RA/MOD info RA lit	11	9		29	40 minutes	
	Session 3: Option A	1	Expository			1	10	40-45 minutes	W.2, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option B	2	Opinion			1	10	45 minutes	W.1, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			1	10	40 minutes	W.3, 4, 10; L.1–2, plus language skills from previous grades
	Total Points: 68								
6	Session 1	2	RA lit RA lit	9	9		27	35 minutes	RI.5.1-6, 8; RL.5.1-6
	Session 2	3	RA/MOD info pair MOD lit	11	11		33	45 minutes	
	Session 3: Option A	2	Opinion			1	10	45 minutes	W.1, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option B	1	Expository			1	10	40 minutes	W.2, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			1	10	40 minutes	W.3, 4, 10; L.1–2, plus language skills from previous grades
	Total Points: 70								

MC: Multiple Choice (1 point each); **EBSR**: Evidence-Based Selected Response (2 points each); **ER**: Extended Response (10 points total); **RA**: Readily Accessible; **MOD**: Moderately Complex; **RI**: Reading Informational text; **RL**: Reading Literary text; **W:** Writing; **L:** Language

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

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**	**Number/Type of Items**			**Points**	**Suggested Time***	**Content Assessed**
				MC	**EBSR**	**ER**			
7	Session 1	3	RA/MOD lit pair RA info	10	10		30	45 minutes	RI.6.1-6, 8-9; RL.6.1-6
	Session 2	3	MOD/MOD info pair 1 RA lit	10	10		30	45 minutes	
	Session 3: Option A	1	Argument			1	10	45 minutes	W.1, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option B	2	Expository			1	10	50 minutes	W.2, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			1	10	45 minutes	W.3, 4, 10; L.1–2, plus language skills from previous grades
	Total Points: 70								
8	Session 1	3	RA/MOD lit pair MOD info	10	10		30	45 minutes	RI.7.1-6, 8-9; RL.7.1-6
	Session 2	3	RA/MOD info pair 1 RA lit	10	10		30	45 minutes	
	Session 3: Option A	2	Argument			1	10	50 minutes	W.1, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option B	2	Expository			1	10	50 minutes	W.2, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			1	10	50 minutes	W.3, 4, 10; L.1–2, plus language skills from previous grades
	Total Points: 70								

MC: Multiple Choice (1 point each); **EBSR**: Evidence-Based Selected Response (2 point each); **ER**: Extended Response (10 points total); **RA**: Readily Accessible; **MOD**: Moderately Complex; **RI**: Reading Informational text; **RL**: Reading Literary text; **W:** Writing; **L:** Language

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

LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C									
Grade/ Course	**Session**	**Number of Passages**	**Focus**	**Number/Type of Items**			**Points**	**Suggested Time***	**Content Assessed**
				MC	**EBSR**	**ER**			
English I	Session 1	3	RA/MOD lit pair MOD info	8	10		28	50 minutes	RI.8.1-6, 8-9; RL.8.1-6
	Session 2	2	RA/MOD info pair	6	6		18	40 minutes	
	Session 3: Option A	2	Argument			1	10	60 minutes	W.1, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option B	2	Expository			1	10	60 minutes	W.2, 4, 9, 10; L.1–2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			1	10	50 minutes	W.3, 4, 10; L.1–2, plus language skills from previous grades
	Total Points: 56								
English II	Session 1	3	RA/MOD lit pair MOD info	9	9		27	50 minutes	RI.9.1-6, 8; RL.9.1-6; L.9.5
	Session 2	2	MOD/MOD info pair	7	5		17	40 minutes	
	Session 3: Option A	2	Argument			1	10	60 minutes	W.1, 4, 9, 10; L.1–2, plus previous language skills
	Session 3: Option B	2	Expository			1	10	60 minutes	W.2, 4, 9, 10; L.1–2, plus previous language skills
	Session 3: Option C	1	Narrative			1	10	50 minutes	W.3, 4, 10; L.1–2, plus previous language skills
	Total Points: 54								

MC: Multiple Choice (1 point each); **EBSR**: Evidence-Based Selected Response (2 points each); **ER**: Extended Response (10 points total); **RA**: Readily Accessible; **MOD**: Moderately Complex; **RI**: Reading Informational text; **RL**: Reading Literary text; **W:** Writing; **L:** Language

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

ELA Diagnostic Item Types

The LEAP 360 diagnostic assessments in ELA utilize some of the same items types as those integrated into the LEAP 2025 summative assessments. The chart below describes each item type and how each type is scored.

Item Type	Description	Scoring Information
Multiple Choice	• Asks students to choose one correct answer	• Worth one point (1)
Evidence-Based Selected Response	• 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
Extended Response	• Requires students to write in response to text • Elicits evidence that students have understood a given text or texts and asks that they clearly communicate that understanding • Opinion/Argument Prompt: Students craft an argument based on one or two texts, depending on grade level. • Expository Prompt: Students write an expository response to one or two texts, depending on grade level. • Narrative Prompt: Students in all grade levels read one text and create a narrative related to that text.	Worth up to 10 pts • Content: score point of 4, 3, 2, 1, 0 • Presentation of Ideas: score point of 4, 3, 2, 1, 0 • Control of Conventions: score point of 2, 1, 0 See scoring guides in DRC INSIGHT Portal under the Documents tab for the rubrics and scoring guidance.

ELA Diagnostic Reporting Categories

Like the LEAP 2025 summative assessments, student performance on the LEAP 360 diagnostic assessments will be reported by categories and subcategories as outlined in the table below.

Category	Subcategories	Subcategory Description
Reading	Reading Literary Text (RL)	Students read and demonstrate comprehension of fiction, drama, and poetry.
	Reading Informational Text (RI)	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, and the arts.
	Reading Vocabulary (RV)	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Content, Presentation of Ideas, and Control of Conventions	

These reporting categories provide educators with valuable information about students'

- ability to read, understand, and communicate their understanding of literary and informational texts;
- performance in subcategories (which may help identify whether students need additional support or more challenging work); and
- understanding of readily accessible and moderately complex texts.

LEAP 360 Interim Assessment Guide

The LEAP 360 Interim Assessment Quick Start Guide provides information about the purpose, administration, scoring, and reporting of the interim assessments. Paper-based tests for grades 3 and 4 are available for download in the DRC INSIGHT Portal. Computer-based tests for grades 3 through high school are administered through the Data Recognition Corporation (DRC) INSIGHT testing platform. Grade-level Teacher Guides are available for download in the DRC INSIGHT Portal. Teacher Guides contain answer keys, standards alignment, and scoring information. They include a copy of the interim test with detailed item analyses to help teachers examine student responses to determine the thinking behind students' correct and incorrect answers. The scoring information includes the rubrics for scoring the writing prompts and guidelines for conducting a collaborative scoring activity.

ELA Interim Test Structure

Like the LEAP 2025 summative assessments, the interims focus on an integrated approach that reflects instruction in an effective ELA classroom. This means that the questions on the interims require that students perform close readings of grade-level texts, provide evidence to show their understanding, and address essential ideas and vocabulary.

In grades 3-8, there are two versions of the ELA Interim Assessment, forms A and B. The only difference between forms A and B is the writing prompt that appears at the end of session 1; all of the other items are the same on both forms. In grades 3-8, session 1 of form A contains a literary analysis task that asks students to read two texts and answer questions that build to the prose constructed response; session 1 of form B includes the same passages and items as form A, but the prose constructed response at the end of the session is a narrative writing task. For English I and English II, session 1 contains a research simulation task that asks students to read three texts related to a similar topic and answer questions that build to the prose constructed response. For all grades, session 2 focuses on reading comprehension and ask students to read and answer questions about a single text and/or a pair of related texts, depending on the grade level or course. The interims include similar item types as those on the LEAP 2025 summative assessments: evidence-based selected-response, multiple-select, and technology-enhanced items, and prose-constructed responses.

The table below outlines the design of Forms A and B for the Grades 3-8 Interim assessments. Please note that LEAP 360 assessments are not timed; the suggested time is for planning purposes only.

LEAP 360 Interim Assessment Structure Grades 3-8 Forms A and B*							
Form	**Session**	**Number of Passages**	**Focus**	**Number/ Type of Items**	**Points**	**Suggested Time**	**Assessable ELA Student Standards (by subcategory)**
A	1	2	Literary Analysis Task	6 SR and 1 PCR	27 (grade 3) 31 (grades 4-8)	60-75 minutes	RL standards 1-3, 5-10; Vocabulary (RV) standards: RL.4, L.4, and L.5; Writing (WE) standards W.1 or 2, 4, 9, 10; Conventions (WKL) standards L.1 and L.2
	2	2-3	Reading Literary and Informational Texts	10 SR	20	30-45 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total: 47 points (grade 3); 51 points (grades 4-8)							
B	1	2	Modified Narrative Writing Task	6 SR and 1 PCR	24 (Grades 3-5) 27 (Grades 6-8)	60-75 minutes	RL standards 1-3, 5-10; Vocabulary (RV) standards: RL.4, L.4, and L.5; Writing (WE) standard W.3; Conventions (WKL) standards L.1 and L.2
	2	2	Reading Literary and Informational Texts	10 SR	20	30-45 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total: 44 points (grades 3-5); 47 points (grades 6-8)							

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;
Reading Subcategories: **RI**: Reading Informational text; **RL**: Reading Literary text; **RV**: Reading Vocabulary
Writing Subcategories: **WE**: Written Expression; **WKL**: Written Knowledge and Use of Language Conventions

*The only difference between forms A and B is the writing prompt that appears at the end of session 1; all other items are the same on both forms.

The following table outlines the design of the interim assessments for English I and English II. Please note that LEAP 360 assessments are not timed; the suggested time is for planning purposes only.

LEAP 360 Interim Assessment Structure English I and English II						
Session	**Number of Passages**	**Focus**	**Number/ Type of Items**	**Points**	**Suggested Time**	**Assessable ELA Student Standards (by subcategory)**
1	3	Research Simulation Task	8 SR and 1 PCR	35	60-75 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, 7-10; Conventions (WKL) standards L.1 and L.2
2	3	Reading Literary and Informational Texts	10 SR	20	30-45 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total: 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
Reading Subcategories: **RI**: Reading Informational text; **RL**: Reading Literary text; **RV**: Reading Vocabulary
Writing Subcategories: **WE**: Written Expression; **WKL**: Written Knowledge and Use of Language Conventions

ELA Interim Item Types

The LEAP 360 interim assessments in ELA utilize the same items types as those integrated into the LEAP 2025 summative assessments. The chart below describes each item type and how it is scored.

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 up to two points (2, 1, or 0)
		• TE Items that are part of an EBSR follow the same general rules as EBSR items.
		• Full credit (2 points): All responses correct—whether one or two parts—and ordered correctly, if required, OR if item includes six or more responses, student chooses all or nearly all correct responses (number of correct responses minus 1)
		• Partial credit (1 point): depends on item type
		  ○ For most one-part TE items: at least half of the responses are correct
		  ○ For TE items that require paired responses: student chooses at least half of the correctly paired responses
		  ○ For TE items that require ordering (e.g., steps in a process): student chooses and correctly orders more than half of the correct responses
		  ○ For summary items that include at least two extra options: student chooses all correct responses but does not place them in the correct order OR student 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

Item Type	Description	Scoring Information*
Grades 3-8, Form A: Prose Constructed Response (PCR) for Literary Analysis Task (LAT)	• Requires students to show understanding of a pair of related literary texts • Requires evidence from texts • Measures Reading Comprehension and Written Expression, and Written Knowledge and Use of Language Conventions	LAT: Worth up to 15 points (grade 3) and up to 19 points (grades 4-8) • 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 • Written Knowledge and Use of Language Conventions dimension (3, 2, 1, 0)
Grades 3-8, Form B: 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 Written Knowledge and Use of Language Conventions	NWT: Worth up to 12 points (grades 3-5) or 15 points (Grades 6-8) • 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 • Written Knowledge and Use of Language Conventions dimension (3, 2, 1, 0)
English I and II: PCR for Research Simulation Task (RST)	• Requires students to show understanding of a set of related texts on a given topic by writing a multi-paragraph response • Requires evidence from texts • Measures Reading Comprehension and Written Expression, and Written Knowledge and Use of Language Conventions	RST: Worth up to 19 points • 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 • Written Knowledge and Use of Language Conventions dimension (3, 2, 1, 0)

See grade-level Teacher Guides, available in the DRC INSIGHT Portal, for a more thorough explanation of the scoring of the tasks, copies of the rubrics, and a collaborative scoring activity.

ELA Interim Reporting Categories

Like the LEAP 2025 summative assessments, student performance on the LEAP 360 interim assessments will be reported by categories and subcategories as outlined in the table below.

Category	Subcategory	Subcategory Description
Reading	Reading Literary Text (RL)	Students read and demonstrate comprehension of fiction, drama, and poetry.
	Reading Informational Text (RI)	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, and the arts.
	Reading Vocabulary (RV)	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression (WE)	Students use details from provided texts to compose well-developed, organized, and clear writing.
	Written Knowledge and Use of Language Conventions (WKL)	Students use the rules of Standard English (grammar, mechanics, and usage) to compose writing.

MATHEMATICS

LEAP 360 Diagnostic Assessment Guide

The LEAP 360 Diagnostic Quick Start Guide provides general information about the purpose, administration, scoring, and reporting of the diagnostic assessments. The guide also includes details on how teachers may access the online assessments in Google Chrome by using the LEAP 360 Diagnostic Assessment Teacher Access link and log-in information.

Paper-based tests for grades 3 and 4 and the grade-level Teacher Study Guides are available for download from the DRC INSIGHT Portal under the Documents tab. Computer-based tests (CBT) for grades 3 through HS are administered through the Data Recognition Corporation (DRC) INSIGHT testing platform.

For information about best practices before, during, and after administering the LEAP 360 Diagnostic Assessments, refer to Using LEAP 360 Diagnostic Assessments.

Mathematics Diagnostic Test Structure

Like the LEAP 2025 summative assessments, each item on the LEAP 360 mathematics diagnostic assessments is referred to as a task and is identified by one of three types: Type I, Type II, or Type III. Each task type is designed to align with at least one of the Louisiana Student Standards for Mathematical Practice (MP), found on pages 6-8 in the K-12 Louisiana Student Standards for Mathematics.

Task Type	Description	Item Type	Total Tasks	Point Value
Type I	Assess conceptual understanding, fluency, and application	Multiple Choice	Varies by grade	1
Type II	Written arguments/ justifications, critique of reasoning, or precision in mathematical statements	Constructed Response	1	3 or 4
Type III	Modeling/application in a real-world context or scenario	Constructed Response	1	3

The tables that follow outline the design of the Math Diagnostic assessments by grade level or course. LEAP 360 assessments are **not** timed; suggested times are for planning purposes only.

LEAP 360 Diagnostic Assessment Design Grades 3-8, Algebra I, and Geometry							
Grade or Course	**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.6, 2.G.A.3
	2	12	4	0	16	30 minutes	
	3	12	0	3	15	25 minutes	
	(No calculator) Total Points: 47						
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
	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	16	25 minutes	
	3: Calculator	10	4	3	17	40 minutes	
	Total Points: 49						
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.EE.A.1, 7.EE.B.3, 7.NS.A.2, 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						

* 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.

Math Diagnostic Item Types

The LEAP 360 diagnostic assessments in mathematics utilize some of the same item types as those integrated into the LEAP 2025 summative assessment. The chart below describes each item type and how it is scored.

Item Type	Description	Scoring Information
Multiple Choice (MC)	• 3 or 4 answer choices • only one correct answer	• Worth 1 point
Constructed Response (CR)	**CBT (grades 3-HS)** • 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 HS). • It is strongly recommended that students be given ample practice time using the Online Tools Training to gain familiarity with all the features of the equation builder. • Students are not required to use the equation builder for symbols found on the keyboard (e.g., a student response with a forward slash [/] to represent a fraction or with an asterisk [*] to represent a multiplication dot would earn the same credit as a response using the equivalent equation builder symbols. **PBT (grades 3 & 4 only)** • Complete all parts and all components of each part • Crossed-out work will not be scored • Students may not need all the space provided, but must fit all of their answer within the space.	• Type II: worth 3 or 4 points depending on the task • Type III: worth 3 points See scoring guides in DRC INSIGHT Portal under the Documents tab for the rubrics and scoring guidance.

Math Diagnostic Reporting Categories

Student performance on the LEAP 360 mathematics diagnostic assessments is reported for the following categories. Items are based on the prerequisite standards listed.

Grade 3	
Reporting Category	**Prerequisite Standards Addressed**
Operations and Algebraic Thinking	2.OA.A.1, 2.OA.C.3, 2.OA.C.4
Numbers and Operations in Base Ten	2.NBT.A.1, 2.NBT.A.2, 2.NBT.B.7, 2.NBT.B.8
Numbers and Operations - Fractions	2.MD.A.2, 2.MD.B.6, 2.G.A.3
Math Practices	LEAP.II.3.5 (2.NBT.A.4), LEAP.III.3.2 (2.OA.A.1)

Grade 4	
Reporting Category	**Prerequisite Standards Addressed**
Operations and Algebraic Thinking	3.OA.A.1, 3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8
Numbers and Operations in Base Ten	3.OA.B.5, 3.OA.C.7, 3.NBT.A.1, 3.NBT.A.2, 3.NBT.A.3
Numbers and Operations - Fractions	3.NF.A.1, 3.NF.A.2, 3.NF.A.3
Math Practices	LEAP.II.4.5 (3.NF.A.3), LEAP.III.4.2 (3.OA.A.1 , 3.OA.A.3)

Grade 5	
Reporting Category	**Prerequisite Standards Addressed**
Operations and Algebraic Thinking	4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.OA.C.5
Numbers and Operations in Base Ten	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
Numbers and Operations - Fractions	4.OA.A.1, 4.OA.A.2, 4.NF.A.1, 4.NF.A.2, 4.NF.B.4, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7
Math Practices	LEAP.II.5.8 (4.NF.A.2), LEAP.III.5.2 (4.OA.A.3)

Grade 6	
Reporting Category	**Prerequisite Standards Addressed**
Ratio and Proportional Relationships	5.OA.B.3, 5.NF.B.3, 5.NF.B.5, 5.NF.B.7
The Number System	5.NF.B.7, 5.G.A.1, 5.G.A.2
Expressions and Equations	5.OA.A.2, 5.OA.B.3, 5.NBT.A.2
Mathematical Practice	LEAP.II.6.9 (5.NBT.A.3), LEAP.III.6.2 (5.NF.B.6, 5.NF.B.7)

Grade 7	
Reporting Category	**Prerequisite Standards Addressed**
Ratio and Proportional Relationships	6.RP.A.2, 6.RP.A.3
The Number System	6.NS.A.1, 6.NS.B.3, 6.NS.C.5, 6.NS.C.6
Expressions and Equations	6.EE.A.3, 6.EE.A.4, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8
Math Practices	LEAP.II.7.6 (6.NS.C.7), LEAP.III.7.2 (6.EE.C.9, 6.RP.A.3b)

Grade 8	
Reporting Category	**Prerequisite Standards Addressed**
Expressions and Equations	6.EE.A.1, 6.EE.B.5, 7.EE.A.1, 7.EE.B.3, 7.NS.A.3, 7.RP.A.2
Functions	7.RP.A.2
Geometry	6.G.A.3, 7.G.A.2, 7.G.B.5, 7.G.B.6
Math Practices	LEAP.II.8.3 (7.NS.A.2a, 7.NS.A.2c), LEAP.III.8.2 (7.RP.A.2b, 7.RP.A.2c, 7.NS.A.3)

Algebra I	
Reporting Category	**Prerequisite Standards Addressed**
Algebra – Seeing Structure in Expressions	8.EE.A.1
Algebra – Arithmetic with Polynomials and Rational Expressions	7.EE.A.1
Algebra – Creating Equations	8.EE.C.7, 8.EE.C.8, 8.F.A.3, 8.F.B.4
Algebra – Reasoning with Equations and Inequalities	7.EE.A.1, 8.EE.A.2, 8.EE.B.5, 8.EE.C.7, 8.EE.C.8
Functions – Interpreting Functions	7.EE.A.1, 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5, 8.EE.B.5
Functions – Building Functions	8.F.B.4
Functions – Linear, Quadratic, and Exponential Models	8.F.A.3, 8.F.B.4
Math Practices	LEAP.II.A1.9 (8.EE.B.5), LEAP.III.A1.1 (8.EE.C.8, 8.EE.C.7)

Geometry	
Reporting Category	**Prerequisite Standards Addressed**
Geometry - Congruence	7.G.A.2, 7.G.B.5, 8.G.A.2, 8.G.A.5
Geometry – Similarity, Right Triangles, and Trigonometry	7.G.B.5, 8.G.B.6, 8.G.B.7
Geometry – Expressing Geometric Properties with Equations	8.EE.B.6, 8.G.B.8, 8.F.A.3, A1: A-REI.B.4
Geometry – Modeling with Geometry	7.G.A.1, 7.G.B.6, 8.G.C.9
Math Practices	LEAP.II.8.5 (8.G.A.2, 8.G.A.4), LEAP.III.GM.1 (8.G.B.7, 8.G.C.9)

Test Materials for Math Diagnostic Assessments

Scratch Paper

Schools are required to provide scratch paper (lined, graph, and/or unlined) at all grades.

Calculator Policy

For grades/sessions in which a calculator is allowed, it is recommended that students use a hand-held calculator with which they are most familiar as long as the calculator is allowed within the guidelines found in the Appendix.

Reference Sheets

Reference sheets for the diagnostic tests at grade 6, 7, 8, Algebra, and Geometry are available both online and in the Appendix.

LEAP 360 Interim Assessment Guide

The LEAP 360 Interim Assessment Quick Start Guide provides information about the purpose, administration, scoring, and reporting of the interim assessments. Paper-based tests for grades 3 and 4 are available for download in DRC INSIGHT Portal. Computer-based tests for grades 3 through high school are administered through the Data Recognition Corporation (DRC) INSIGHT testing platform. Grade-level Teacher Guides are available for download in the DRC INSIGHT Portal. Teacher Guides contains answer keys, standards alignment, and scoring information. They include a copy of the interim test with detailed item analyses to help teachers examine student responses to determine the thinking behind students' correct and incorrect answers.

Teachers will be able to access the online assessments in Google Chrome by using the LEAP 360 Interim Assessment Teacher Access link.

Math Interim Test Structure

Like the LEAP 2025 summative assessments, each item on the LEAP 360 mathematics interim assessments is referred to as a task and is identified by one of three types: Type I, Type II, or Type III. Each task type is designed to align with at least one of the Louisiana Student Standards for Mathematical Practice (MP), found on pages 6-8 in the K-12 Louisiana Student Standards for Mathematics.

Task Type	Description	Item Type	Total Tasks	Point Value
Type I	Assess conceptual understanding, fluency, and application	Multiple Choice, Multiple Select, Short Answer, and Technology Enhanced	Varies by grade	1 or 2
Type II	Written arguments/ justifications, critique of reasoning, or precision in mathematical statements	Constructed Response	1	3 or 4
Type III	Modeling/application in a real-world context or scenario	Constructed Response	1	3

The tables that follow outline the design of the Mathematics Interim assessments by grade level/course.

Grade 3 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	18	19	5	6	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, 3.MD.C.5, 3.MD.C.6, 3.M.D.C.7, LEAP.I.3.2, LEAP.I.3.3	7	8	8	9	3.NF.A.1, 3.NF.A.2, 3.NF.A.3, LEAP.I.3.1
Additional & Supporting Content	2	2	2	2	3.NBT.A.1, 3.NBT.A.2, 3.NBT.A.3	0	0	1	2	3.G.A.2
Expressing Mathematical Reasoning	0	0	2	6	LEAP.II.3.1, LEAP.II.3.5	1	4	0	0	LEAP.II.3.8
Modeling & Application	0	0	1	3	LEAP.III.3.1	0	0	1	3	LEAP.III.3.1
TOTALS	20	21	10	17	TOTALS	8	12	10	14	
Suggested Time*	60 minutes		60 minutes		**Suggested Time***	35 minutes		35 minutes		

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

Grade 4 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	15	17	6	7	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	9	9	6	8	4.NF.A.1, 4.NF.A.2, 4.NF.B.3, 4.NF.B.4, LEAP.I.4.1
Additional & Supporting Content	5	5	1	1	4.OA.B.4, 4.MD.A.1, 4.MD.A.2, 4.MD.A.3	2	2	2	3	4.MD.C.5, 4.MD.C.7, 4.G.A.1, 4.G.A.2
Expressing Mathematical Reasoning	0	0	2	6	LEAP.II.4.1, LEAP.II.4.5	1	3	0	0	LEAP.II.4.6
Modeling & Application	0	0	1	3	LEAP.III.4.1	0	0	1	3	LEAP.III.4.1
TOTALS	20	22	10	17	TOTALS	12	14	9	14	
Suggested Time*	60 minutes		60 minutes		**Suggested Time***	35 minutes		35 minutes		

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

Grade 5 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	18	20	5	5	5.NF.A.1, 5.NF.A.2, 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, LEAP.I.5.2	5	5	5	6	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	3	3	2	2	5.OA.A.1, 5.OA.A.2, 5.MD.A.1	1	1	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	0	0	2	6	LEAP.II.5.6, LEAP.II.5.8	1	3	0	0	LEAP.II.5.3
Modeling & Application	0	0	1	3	LEAP.III.5.1	0	0	1	3	LEAP.III.5.1
TOTALS	21	23	10	16	TOTALS	7	9	8	11	
Suggested Time*	60 minutes		60 minutes		**Suggested Time***	35 minutes		35 minutes		

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

Grade 6 Interim Assessments Designs			
Reporting Category	**Form 1A**		
	Session 1 (Calculator)		**Assessable Content**
	Tasks	**Points**	
Major Content	12	8	6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.EE.A.1, 6.EE.A.2
Additional & Supporting Content	0	0	
Expressing Mathematical Reasoning	1	3	LEAP. II.6.3
Modeling & Application	1	3	LEAP. III.6.3
TOTALS	14	19	
Suggested Time*	60 minutes		

Reporting Category	**Form 2A**					**Form 2B**		
	Session 1 (No Calculator)		**Session 2 (No Calculator)**		**Assessable Content**	**Session 1 (Calculator)**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	
Major Content	16	18	5	6	6.EE.B.8, 6.NS.A.1, 6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.NS.C.8	9	11	6.EE.A.2, 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	0	0	8	8	6.NS.B.2, 6.NS.B.3, 6.NS.B.4	0	0	
Expressing Mathematical Reasoning	0	0	0	0		2	7	LEAP. II.6.6, LEAP.II.6.8
Modeling & Application	0	0	0	0		1	3	LEAP.III.6.1
TOTALS	16	18	13	14	TOTALS	12	21	
Suggested Time*	30 minutes		40 minutes		**Suggested Time***	45 minutes		

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

Grade 7 Interim Assessments Designs								
Reporting Category	**Form 1A**					**Form 2A**		
	Session 1 (No Calculator)		**Session 2 (Calculator)**		**Assessable Content**	**Session 1 (Calculator)**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	
Major Content	21	22	8	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.A.2, 7.EE.B.3, 7.EE.B.4,	5	6	7.RP.A.3
Additional & Supporting Content	1	1	2	2	7.G.A.1, 7.G.B.5, 7.G.B.6	12	13	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	2	6	LEAP.II.7.1, LEAP. II.7.7	0	0	
Modeling & Application	0	0	1	3	LEAP. III.7.3	1	3	LEAP.III.7.4
TOTALS	21	23	13	19	TOTALS	18	22	
Suggested Time*	60 minutes		60 minutes		**Suggested Time***	45 minutes		

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

Grade 7 Interim Assessments Designs										
Reporting Category	**Form 1B**					**Form 2B**				
	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**	
Major Content	21	22	8	10	7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.RP.A.1, 7.RP.A.2, 7.RP.A.3	7	8	3	3	7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4,
Additional & Supporting Content	0	0	0	0	N/A	0	0	6	7	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	0	0	1	3	LEAP.II.7.7
Modeling & Application	0	0	1	3	LEAP.III.7.4	0	0	1	3	LEAP. III.7.3
TOTALS	21	22	10	16	TOTALS	7	8	11	16	
Suggested Time*	60 minutes		45 minutes		**Suggested Time***	25 minutes		45 minutes		

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

Grade 8 Interim Assessments Designs										
Reporting Category	**Form 1**					**Form 2**				
	Session 1 (Calculator)		**Session 2 (Calculator)**		**Assessable Content**	**Session 1 (No Calculator)**		**Session 2 (Calculator)**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	**Tasks**	**Points**	
Major Content	21	21	10	10	8.EE.B.5, 8.EE.B.6, 8.EE.C.7, 8.EE.C.8, 8.G.A.1, 8.G.A.2, 8.G.A.3, 8.G.A.4	12	13	5	15	8.EE.A.1, 8.EE.A.3, 8.EE.A.4, 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	0	0	0	0	
Modeling & Application	0	0	1	3	LEAP.III.8.3	0	0	1	3	LEAP.III.8.1
TOTALS	21	21	12	16	TOTALS	12	13	8	11	
Suggested Time*	60 minutes		45 minutes		**Suggested Time***	30 minutes		45 minutes		

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

Algebra I Interim Assessments Designs										
Reporting Category	**Form 1**					**Form 2**				
	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**	
Major Content	16	19	5	9	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.B.4, LEAP.I.A1.1, LEAP.I.A1.4, 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
Additional & Supporting Content	4	4	1	1	A1: A-REI.C.6, A1: F-IF.C.7, A1: F-LE.A.2	2	3	2	3	A1: A-APR.B.3, A1: A-SSE.B.3
Expressing Mathematical Reasoning	0	0	2	6	LEAP.II.A1.3, LEAP.II.A1.9	0	0	1	4	LEAP.II.A1.2, LEAP.II.A1.4, LEAP.II.A1.5, LEAP.II.A1.7
Modeling & Application	0	0	2	6	LEAP.III.A1.2, LEAP.III.A1.3	0	0	1	3	LEAP.III.A1.1, LEAP.III.A1.2, LEAP.III.A1.3, LEAP.III.A1.4
TOTALS	20	23	10	22	TOTALS	11	14	8	17	
Suggested Time*	60 minutes		60 minutes		**Suggested Time***	30 minutes		45 minutes		

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

Geometry Interim Assessments Designs								
Reporting Category	**Form 1**					**Form 2**		
	Session 1: Calculator		**Session 2: Calculator**		**Assessable Content**	**Session 1: Calculator**		**Assessable Content**
	Tasks	**Points**	**Tasks**	**Points**		**Tasks**	**Points**	
Major Content	11	13	5	6	GM: G-CO.B.6, GM: G-SRT.A.1, GM: G-SRT.A.2, GM: G-SRT.B.5, GM: G-SRT.C.6, GM: G-SRT.C.7, GM: G-SRT.C.8, LEAP.I.GM.1	7	10	GM: G-GPE.B.6, LEAP.I.GM.2
Additional & Supporting Content	3	3	2	2	GM: G-CO.A.1, GM: G-CO.A.3, GM: G-CO.A.5, LEAP.I.GM3	4	5	GM: G-GMD.A.1, GM: G-GMD.A.3, GM: G-GMD.B.4
Expressing Mathematical Reasoning	1	3	2	6	LEAP.II.GM.2	1	3	LEAP.II.GM.1
Modeling & Application	1	3	1	3	LEAP.III.GM.3, LEAP.III.GM.4	1	3	LEAP.III.GM.5
TOTALS	16	22	10	17	TOTALS	13	21	
Suggested Time*	50 minutes		50 minutes		**Suggested Time***	40 minutes		

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

Math Interim Item Types

Like the LEAP 2025 statewide summative assessments, the LEAP 360 interim assessments include a full range of item types, including multiple-choice, multiple-select, fill-in-the-blank, constructed-response, and technology-enhanced (TE) items.

Item Type	Description	Scoring Information
Multiple Choice (MC)	**Grades 3-HS** ● 3 or 4 answer choices ● only one correct answer	● 1 point
Multiple Select (MS)	**Grades 3-5** ● 5-6 answer choices ● more than one correct answer ● Directions indicate the number of correct answers to be selected ("Select two . . .") **Grades 6-8** ● 5-7 answer choices ● more than one correct answer ● Directions may not indicate the number of correct answers to be selected ("Select each ..." or "Select ALL ...")	● 1 point ● all correct answers and no incorrect answer must be chosen ● no partial credit

Fill-in-the-Blank (FIB)	**CBT (grades 3-HS)**
	● Does not require students to enter answers into an answer grid
	● Numeric answers are keyed into entry box
	● The only symbols allowed are
	  ○ decimals (.) for grades 3-5
	  ○ negative signs (-) and decimals (.) for grades 6-8
	● Students attempting to enter symbols that are not allowed (e.g., commas, dollar signs, etc.) will receive an error message
	PBT (grades 3 & 4 only)
	● Write each part of the answer in a separate box and shade the bubble of the corresponding figure or number in the same column
	● Do not skip columns
	● Cannot grid a fraction answer; all items with potential fractional answers will be multiple-choice, multiple-select, or constructed-response. (Grade 3 students are not expected to work with decimals. All gridded responses for grade 3 will be whole number answers.)
		● 1 point

Constructed Response (CR)	**CBT (grades 3-HS)** ● 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). ● It is strongly recommended that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using all the features of the equation builder. ● Students are not required to use the equation builder for any symbols found on the keyboard. For example, a student response with a forward slash (/) to represent a fraction or with an asterisk (*) to represent a multiplication dot would earn the same credit as a student response using the equation builder symbols to build the same representations. **PBT (grades 3 & 4 only)** ● Complete all parts and all components of each part ● Crossed-out work will not be scored ● Students may not need all the space provided, but must fit all of their answer within the space	● Type II: worth 3 or 4 points, depending on the rubric ● Type III: worth 3 points See scoring guides in DRC INSIGHT Portal under the Documents tab for the rubrics and scoring guidance.
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

The following list includes the types of technology-enhanced items that may appear on the interim assessments.

- **Drag and Drop:** allows students to drag and drop answers in different ways, such as moving information into a graphic or putting information in sequential order
- **Drop-Down Menu:** allows students to open a list of answer options, usually embedded in a sentence or within a paragraph containing multiple drop-down menus
- **Hot Spot:** allows students to select areas within a graphic (e.g., area model, table)
- **Bar Graph:** allows students to create a bar graph by adjusting bar height up and down
- **Coordinate Plane:** allows students to graph and label points and lines
- **Number Line:** allows students to plot solutions on a number line

Math Interim Reporting Categories

LEAP 360 interim assessments will report out like the LEAP 2025 summative assessments, as shown in the table below.

Reporting Category	Mathematical Practice (MP)
Major Content: solve problems involving major content	Can involve any or all practices
Additional & Supporting Content: solve problems involving additional and supporting content	Can involve any or all practices
Expressing Mathematical Reasoning: express mathematical reasoning by constructing mathematical arguments and critiques	Primarily MP.3 and MP.6, but may involve any of the other practices
Modeling & Application: solve real-world problems engaging particularly in the modeling practice	Primarily MP.4, but may involve any of the other practices

ADDITIONAL RESOURCES

- A School's System Guide to LEAP 360: provides a support tool for school systems when implementing 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.
- Strong Start 2020 Library: provides resources to help schools prepare for reopening schools
- Diagnostic and Screener Guidance: provides support to school systems as they administer a screener or diagnostic assessment to students and communicate each student's readiness with parents
- Addressing Unfinished Learning Gaps: outlines school system and content-specific approaches to help schools address remaining unfinished learning
- ELA Guidebooks: provides a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- K-12 Louisiana Student Standards for ELA: explains the development of and lists the ELA content standards for Louisiana students
- Teacher Support Toolbox Library: provides links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- Online Tools Training (OTT): provides students and teachers opportunities to become familiar with the tools available in the online testing platform; available in INSIGHT or here using the Chrome browser
- LEAP 2025 Accommodations and Accessibility Features User Guide: provides information on the accessibility features and accommodations for grades 3 through 8 and high school assessments
- K-12 Louisiana Student Standards for Math: explains the development of and lists the math content standards for Louisiana students
- K-12 LSSM Alignment to Rigor: provides explanations and a standards-based alignment to assist teachers in providing a rigorous education
- LDOE Remediation Guides: provide prerequisite math standards as well as standards to be taught in advance or currently with other standards at each grade. These guides were used to determine prerequisite standards (identified in the Test Structure section of this document) for each grade.

  Grade 3 Remediation Guide
  Grade 4 Remediation Guide
  Grade 5 Remediation Guide
  Grade 6 Remediation Guide
  Grade 7 Remediation Guide
  Grade 8 Remediation Guide
  Algebra I Remediation Guide
  Geometry Remediation Guide

- K-12 Louisiana Student Standards for Math: explains the development of and lists the math content standards for Louisiana students

- K-12 LSSM Alignment to Rigor: provides explanations and a standards-based alignment to assist teachers in providing a rigorous education
- **LEAP 2025 Equation Builders**: provides teachers with information on using the equation builder within the open-response boxes on the CBT.
    - Guide to the LEAP Online Equation Builder Grades 3-5; Spanish version also available
    - Guide to the LEAP Online Equation Builder Grades 6-8; Spanish version also available
    - Guide to the LEAP Online Equation Builder for High School; Spanish version also available

APPENDIX

Diagnostic Assessment Teacher Access Links, Usernames, and Passwords

Teachers may view the online diagnostic tests using Google Chrome and the Teacher Access link. Below are the user names and passwords to access the grade-level tests.

LEAP 360 English Language Arts Diagnostic Assessment Teacher Access				
Reading & Writing Forms				
Grade	**User Name**			**Password**
	Option A	**Option B**	**Option C**	
3	DIAG_ELA1A3	DIAG_ELA1B3	DIAG_ELA1C3	LEAP360
4	DIAG_ELA1A4	DIAG_ELA1B4	DIAG_ELA1C4	LEAP360
5	DIAG_ELA1A5	DIAG_ELA1B5	DIAG_ELA1C5	LEAP360
6	DIAG_ELA1A6	DIAG_ELA1B6	DIAG_ELA1C6	LEAP360
7	DIAG_ELA1A7	DIAG_ELA1B7	DIAG_ELA1C7	LEAP360
8	DIAG_ELA1A8	DIAG_ELA1B8	DIAG_ELA1C8	LEAP360
English I	DIAG_ENG1A1	DIAG_ENG1B1	DIAG_ENG1C1	LEAP360
English II	DIAG_ENG2A1	DIAG_ENG2B1	DIAG_ENG2C1	LEAP360
Writing Forms (only)				
Grade	**User Name**			**Password**
	Option A	**Option B**	**Option C**	
3	DIAG_ELA2A3	DIAG_ELA2B3	DIAG_ELA2C3	LEAP360
4	DIAG_ELA2A4	DIAG_ELA2B4	DIAG_ELA2C4	LEAP360
5	DIAG_ELA2A5	DIAG_ELA2B5	DIAG_ELA2C5	LEAP360
6	DIAG_ELA2A6	DIAG_ELA2B6	DIAG_ELA2C6	LEAP360
7	DIAG_ELA2A7	DIAG_ELA2B7	DIAG_ELA2C7	LEAP360
8	DIAG_ELA2A8	DIAG_ELA2B8	DIAG_ELA2C8	LEAP360
English I	DIAG_ENG1A2	DIAG_ENG1B2	DIAG_ENG1C2	LEAP360
English II	DIAG_ENG2A2	DIAG_ENG2B2	DIAG_ENG2C2	LEAP360

LEAP 360 Mathematics Diagnostic Assessment Teacher Access					
Grade	**User Name**	**Password**	**Grade**	**User Name**	**Password**
3	DIAG_MATH3	LEAP360	7	DIAG_MATH7	LEAP360
4	DIAG_MATH4	LEAP360	8	DIAG_MATH8	LEAP360
5	DIAG_MATH5	LEAP360	Algebra I	DIAG_ALG1	LEAP360
6	DIAG_MATH6	LEAP360	Geometry	DIAG_GEOM	LEAP360

Interim Assessment Teacher Access Links, Usernames, and Passwords

Teachers may view the online interim tests using Google Chrome and the Teacher Access link. The tables that follow include the IDs and passwords needed for teachers to access the ELA and mathematics interim assessments.

LEAP 360 English Language Arts Interim Assessment Teacher Access				
Interim 1 Grades 3-8				
Grade	**Option 1A**		**Option 1B**	
	User Name	**Password**	**User Name**	**Password**
3	INT1_ELA1A3	LEAP360	INT1_ELA1B3	LEAP360
4	INT1_ELA1A4	LEAP360	INT1_ELA1B4	LEAP360
5	INT1_ELA1A5	LEAP360	INT1_ELA1B5	LEAP360
6	INT1_ELA1A6	LEAP360	INT1_ELA1B6	LEAP360
7	INT1_ELA1A7	LEAP360	INT1_ELA1B7	LEAP360
8	INT1_ELA1A8	LEAP360	INT1_ELA1B8	LEAP360
English I				
Form	**User Name**		**Password**	
1	INT1_ENG1		LEAP360	
English II				
Form	**User Name**		**Password**	
1	INT1_ENG2		LEAP360	

LEAP 360 Mathematics Interim Assessment Teacher Access				
Grade	**Form 1**		**Form 2**	
	User Name	**Password**	**User Name**	**Password**
3	INT1_MATH3	LEAP360	INT2_MATH3	LEAP360
4	INT1_MATH4	LEAP360	INT2_MATH4	LEAP360
5	INT1_MATH5	LEAP360	INT2_MATH5	LEAP360
6	INT1_MATH6	LEAP360	INT2A_MATH6	LEAP360
			INT2B_MATH6	LEAP360
7	INT1A_MATH7	LEAP360	INT2A_MATH7	LEAP360
	INT1B_MATH7	LEAP360	INT2B_MATH7	LEAP360
8	INT1_MATH8	LEAP360	INT2_MATH8	LEAP360
Form	**Algebra I**		**Geometry**	
	User Name	Password	User Name	**Password**
1	INT1_ALG1	LEAP360	INT1_GEOM	LEAP360
2	INT2_ALG1	LEAP360	INT2_GEOM	LEAP360

LEAP 360 (Spanish) Mathematics Interim Assessment Teacher Access (2020-2021 Forms)				
Grade	Form 1		Form 2	
	User Name	**Password**	**User Name**	**Password**
3	INT1_MATH3SP	LEAP360	INT2_MATH3SP	LEAP360
4	INT1_MATH4SP	LEAP360	INT2_MATH4SP	LEAP360
5	INT1_MATH5SP	LEAP360	INT2_MATH5SP	LEAP360
6	INT1A_MATH6SP	LEAP360	INT2A_MATH6SP	LEAP360
			INT2B_MATH6SP	LEAP360
7	INT1A_MATH7SP	LEAP360	INT2A_MATH7SP	LEAP360
	INT1B_MATH7SP	LEAP360	INT2B_MATH7SP	LEAP360
8	INT1_MATH8SP	LEAP360	INT2_MATH8SP	LEAP360
Form	**Algebra I**		**Geometry**	
	User Name	Password	User Name	**Password**
1	INT1_ALG1SP	LEAP360	INT1_GEOMSP	LEAP360
2	INT2_ALG1SP	LEAP360	INT2_GEOMSP	LEAP360

LEAP 360 Diagnostic Assessment Calculator Policy

Grades 3-6

- Students without an approved accommodation may **not** use a calculator on any session.
- Students with an approved accommodation may use a hand-held four-function calculator. Square root, percent, memory, and +/- keys are also allowed but not required.
- If a student needs an adaptive calculator (e.g., large key, talking), the student may bring their own or the school may provide one, as long as it is specified in the student's approved IEP or 504 Plan.

Grade 7

- Calculator use is allowed in session 3 only. Calculator use is **not** permitted in sessions 1 and 2. Only students with an approved accommodation may use a calculator for sessions 1 and 2.
- A hand-held four-function calculator is allowed. Square root, percent, memory, and +/- keys are also allowed but not required.
- If a student needs an adaptive calculator (e.g., large key, talking), the student may bring their own or the school may provide one, as long as it is specified in the student's approved IEP or 504 Plan.
- A four-function calculator is available online for all students in session 3.
- Hand-held calculators **must** be provided for students with the accommodation for calculator use on sessions 1 and 2.

Grade 8

- Calculator use is allowed in sessions 2 and 3 only. Calculator use is **not** permitted in session 1. Only students with an approved accommodation may use a calculator for session 1.
- A hand-held scientific calculator **without** graphing capabilities is allowed.
- Students with an approved calculator accommodation may also use a hand-held four-function calculator in addition to the scientific calculator, provided the accommodation is documented.
- If a student needs an adaptive calculator (e.g., large key, talking), the student may bring their own or the school may provide one, as long as it is specified in the student's approved IEP or 504 Plan.
- A scientific calculator is available online for all students in sessions 2 and 3.
- Hand-held calculators **must** be provided for students with the accommodation for calculator use on session 1.

Algebra I

- Calculator use is allowed in session 3 only. Calculator use is **not** permitted in sessions 1 and 2. Only students with an approved accommodation may use a calculator for sessions 1 and 2.
- A hand-held graphing calculator is allowed.
- Students with an approved calculator accommodation must be provided a hand-held graphing calculator.
- If a student needs an adaptive calculator (e.g., large key, talking), the student may bring their own or the school may provide one, as long as it is specified in the student's approved IEP or 504 Plan.
- Calculator and graphing capabilities are available online for all students in session 3.
- Hand-held calculators **must** be provided for students with the accommodation for calculator use on sessions 1 and 2.

Geometry

- Calculator use is allowed in sessions 2 and 3 only. Calculator use is **not** permitted in session 1. Only students with an approved accommodation may use a calculator for session 1.
- A hand-held graphing calculator is allowed.
- Students with an approved calculator accommodation must be provided a hand-held graphing calculator.
- If a student needs an adaptive calculator (e.g., large key, talking), the student may bring their own or the school may provide one, as long as it is specified in the student's approved IEP or 504 Plan.
- Calculator and graphing capabilities are available online for all students in sessions 2 and 3.
- Hand-held calculators **must** be provided for students with the accommodation for calculator use on session 1.

Grade 6 Diagnostic Reference Sheet

1 mile = 5280 feet	1 pound = 16 ounces	1 cup = 8 fluid ounces
1 mile = 1760 yard	1 ton = 2000 pounds	1 pint = 2 cups
		1 quart = 2 pints
		1 gallon = 4 quarts
		1 liter = 1000 cubic centimeters

Right Rectangular Prism	$V = B \times h$ or $V = l \times w \times h$

Grade 7 Diagnostic Reference Sheet

1 inch = 2.54 centimeters	1 kilometer = 0.62 mile	1 cup = 8 fluid ounces
1 meter = 39.37 inches	1 pound = 16 ounces	1 pint = 2 cups
1 mile = 5280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Rectangular Prism	$V = Bh$ or $V=lwh$

Grade 8 Diagnostic
Reference Sheet

1 inch = 2.54 centimeters
1 meter = 39.37 inches
1 mile = 5280 feet
1 mile = 1760 yards
1 mile = 1.609 kilometers

1 kilometer = 0.62 mile
1 pound = 16 ounces
1 pound = 0.454 kilograms
1 kilogram = 2.2 pounds
1 ton = 2000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallons
1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d \text{ or } C = 2\pi r$
General Prisms	$V = Bh$

Algebra I Diagnostic

Reference Sheet

1 inch = 2.54 centimeters
1 meter = 39.37 inches
1 mile = 5280 feet
1 mile = 1760 yards
1 mile = 1.609 kilometers

1 kilometer = 0.62 mile
1 pound = 16 ounces
1 pound = 0.454 kilograms
1 kilogram = 2.2 pounds
1 ton = 2000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallons
1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d \text{ or } C = 2\pi r$
General Prisms	$V = Bh$
Cylinder	$V = \pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$
Cone	$V = \frac{1}{3}\pi r^2 h$
Pythagorean Theorem	 $a^2 + b^2 = c^2$

Geometry Diagnostic

Reference Sheet

1 inch = 2.54 centimeters
1 meter = 39.37 inches
1 mile = 5280 feet
1 mile = 1760 yards
1 mile = 1.609 kilometers

1 kilometer = 0.62 mile
1 pound = 16 ounces
1 pound = 0.454 kilograms
1 kilogram = 2.2 pounds
1 ton = 2000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallons
1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d \text{ or } C = 2\pi r$
General Prisms	$V = Bh$
Cylinder	$V = \pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$
Cone	$V = \frac{1}{3}\pi r^2 h$
Pyramid	$V = \frac{1}{3}Bh$
Pythagorean Theorem	 $a^2 + b^2 = c^2$
Quadratic Formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$