



# English Language Arts Mathematics Science

## Professional Development Materials Administrator Booklet

grades

3-11

Louisiana Department of  
**EDUCATION**

Paul G. Pastorek  
State Superintendent of Education

November 2008

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<sup>1</sup> Excerpts from *Bulletin 118*

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## Introduction

The LEAP Alternate Assessment, Level 1 (LAA 1) is a standards based assessment designed to evaluate the academic progress of students with significant cognitive disabilities. LAA 1 is based on the Extended Standards that are extensions of the State content standards. The Extended Standards capture the essence of the content standards and provide a way for students who take LAA 1 to access the general education curriculum.

### Purpose of the Professional Development Materials

The redesigned LAA 1 is a standardized assessment with specific directions for its administration. These LAA 1 professional development materials have been prepared to familiarize test administrators and students with the LAA 1 test materials and their use. By using these materials with their LAA 1 students, teachers can help them to become comfortable with the format of the test prior to testing. Sharing these materials with parents may answer many of their questions about LAA 1.

### Professional Development Materials

LAA 1 performance tasks are administered individually using directions that are read aloud to the student. A variety of materials are necessary to prepare for and administer the LAA 1 test.

Test Administrator Booklet	Includes directions, scoring rubrics, the correct answers, and reproductions of pages from the Student Booklet.
Student Booklet	A large-print and graphics-based booklet used by the student.
Response Document	A sample response document is provided as a reference. For the operational test, the test administrator will record students' scores.
Manipulatives List	Suggested manipulatives to use on performance tasks.
Task Descriptions	Descriptions of certain performance tasks that are not accessible to students who cannot see or otherwise access the graphics.
Electronic Versions of Graphics	Electronic versions of the graphics used in the performance tasks for use with assistive technology (available online for professional development materials at <a href="http://www.louisianaschools.net/">http://www.louisianaschools.net/</a> ).

## General Instructions

Before using these professional development materials with your students, read the performance tasks, directions, and scoring rubrics in this booklet and review the Student Booklet. Gather any manipulatives and graphics from the LDE website you may need before using these materials with your students.

There are 1- and 2-point performance tasks. For 2-point performance tasks there are two correct responses, each worth one point. Some 2-point tasks ask for two examples of the same thing (e.g., Which two objects are cold?). After repeating the question, if the student points to the same example twice, you may say, “Show me a different object that is . . . .” (e.g., Show me a different object that is cold.)

For students who are visually impaired-blind, it is understood that you will make minor adjustments to the scripts as needed. In addition, a list of descriptions of selected practice tasks is provided.

For students who use assistive technology, the graphics used in the practice tasks are available at <http://www.louisianaschools.net/>.

Following are some reminders:

- Use only accommodations that you use in routine classroom instruction.
- Remember that you may stop the assessment to suit the student’s pace and return to it later. If the student is tired, stop and take a break; then return to the task where you left off.
- Ensure that equipment (e.g., hearing aids, communication devices) is in good working order.
- Use the task-specific rubric to determine the student’s score.

Enter the student’s score on the Response Document, being careful to darken the correct circle for the correct task using a #2 pencil.

Blank Page

## LAA 1 Practice Tasks

Page	Task	Subject*	Grade or Grade-Span	Standard or Strand	Extended Standard	Complexity Level Descriptor (1 to 3)	Max Points Possible
5	1	English Language Arts	3–4	Reading: Standard 1 (Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.)	ES-1/1: Use affixes that indicate negation and plurals	3 Given a word with an affix, determine its meaning	1
7	2	Science	4	Life Science: Organisms and their Environments	ES-C1: Match common animals to their habitat type (i.e., water, land)	2 Match more than one common animal to a habitat type	2
9	3	English Language Arts	5–6	Speaking and Listening	ES-34/33: Follow multi-step directions	3 Follow a three-step direction.	2
11	4	Mathematics	5–6	Number and Number Relations	ES-2/4: Recognize fractions	3 Identify the fraction associated with a given model	1
13	5	English Language Arts	7–8	Writing	ES-15/15: Write a composition that is organized with <ul style="list-style-type: none"> <li>• established central idea</li> <li>• organizational patterns (e.g., logical, sequential order, order of importance, chronological order) appropriate to the topic</li> <li>• elaboration (e.g., facts, examples, and/or supporting details)</li> <li>• overall structure, including an introduction, a body/middle, and a conclusion</li> </ul>	3 Given a topic, write a composition that expresses a central/main idea and is organized with a beginning, body/middle, and conclusion	2
17	6	Science	8	Science as Inquiry	ES-A2: Identify a process to solve a science problem	1 Recognize a step that helps solve a simple science problem	2
19	7	English Language Arts	9–10	Reading: Standard 1 (Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.)	ES-2/2: Identify story elements, including: <ul style="list-style-type: none"> <li>• character</li> <li>• character trait</li> <li>• setting</li> <li>• main idea</li> </ul>	2 Identify details/event/idea in a selection	1
21	8	Mathematics	9–10	Geometry	ES-23/16: Use and read a map/grid	3 Find the horizontal and vertical lengths of a path between two points on a grid	2

\*Science is assessed at only grades 4, 8, and 11

Say: **Look at each picture. Listen to the sentence.**

Point to each picture on the top of page 1 of the student booklet as you read. Emphasize the suffix –s.

Say: **Students are reading.**

Say: **Which picture shows the meaning of the word students?**

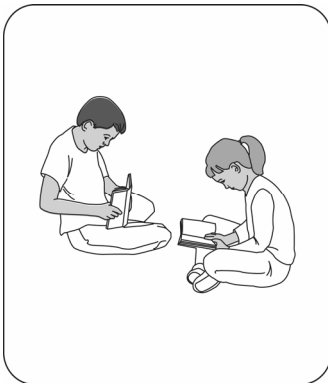
Point to the other pictures on page 1 of the student booklet (pausing between pictures).

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

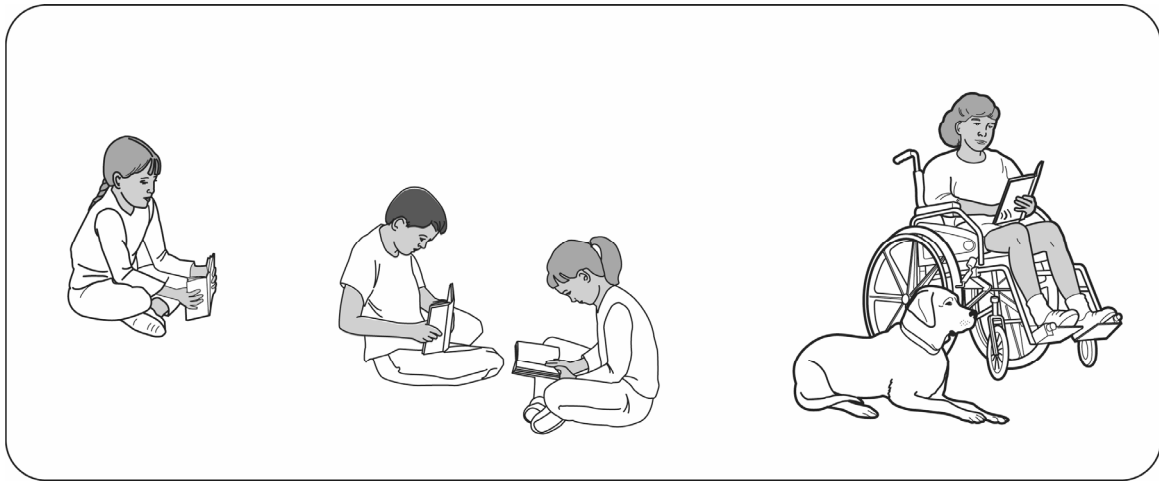
At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student's performance on this task by darkening the appropriate circle in the student's response document.

Score	Description
1	Student response is correct. The student identifies the picture of two students reading.
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.

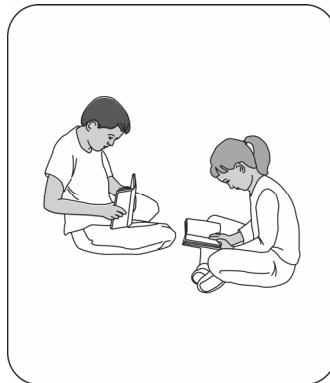
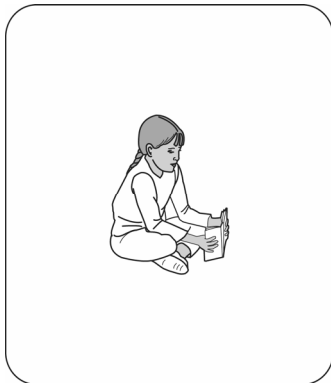






Students are reading.

---



Say: **Look at the pictures.**

Point to the pictures on page 2 of the student booklet and *read the captions aloud*.

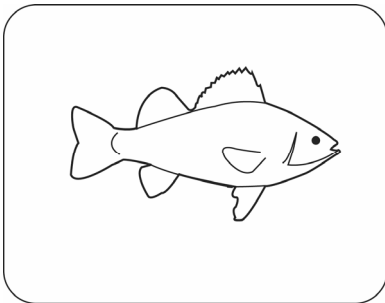
Say: **Which two animals spend much of their lives in water?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

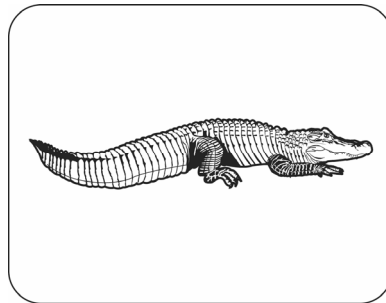
At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student's performance on this task by darkening the appropriate circle in the student's response document.

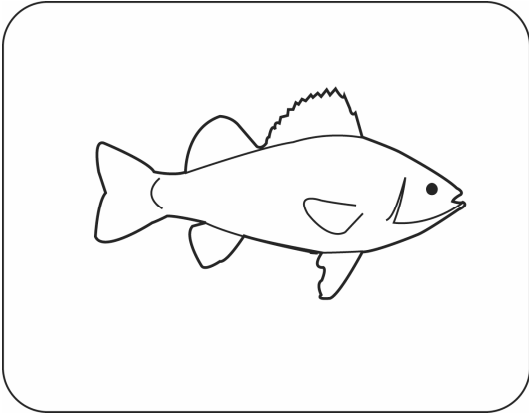
Score	Description
2	Student response is complete. The student identifies the fish <b>and</b> the alligator.
1	Student response is partial. The student identifies only the fish <b>or</b> the alligator.
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.



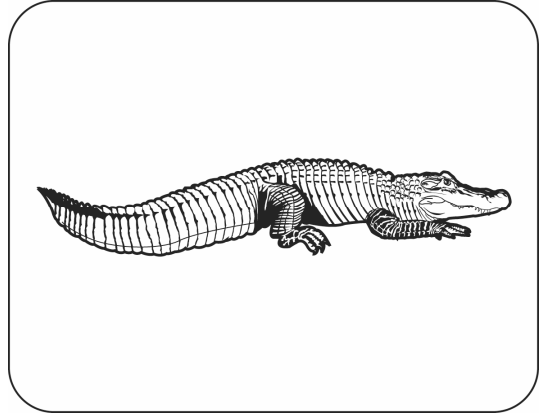
fish



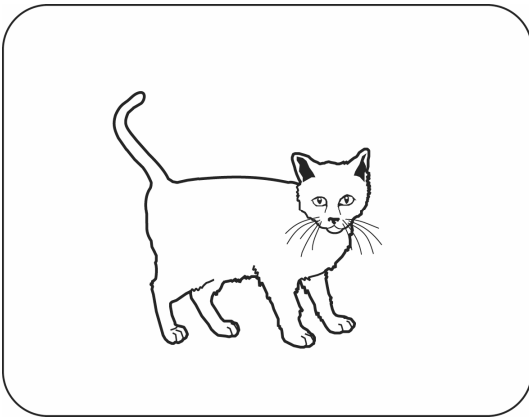
alligator



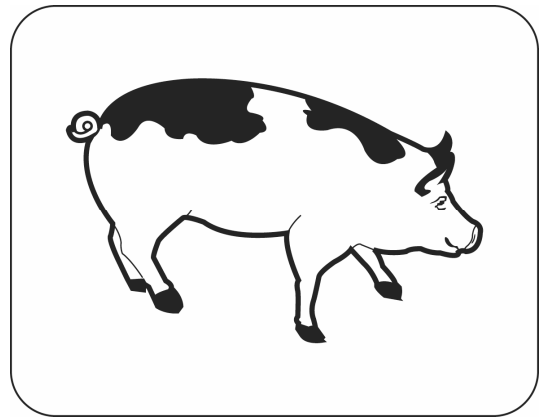
fish



alligator



cat



pig

This task assesses the student's listening skills. Do not show the student the pictures until after reading the directions.

Say: **Listen to the directions for putting on socks and shoes.**

Say: **First, put on the sock. Next, put on the shoe. Finally, tie the shoe.**

Say: **Which picture shows what happens first?**

Point to each picture on page 3 of the student booklet (pausing between pictures).

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the task and the question. The task and the question may be repeated more than once.

Say: **Which picture shows what happens after putting on the shoe?**

Point to each picture on page 3 of the student booklet (pausing between pictures).

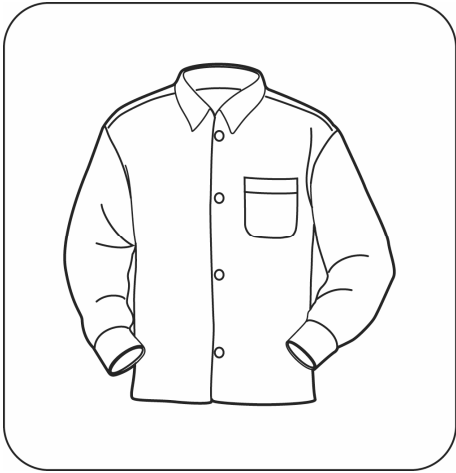
Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student's performance on this task by darkening the appropriate circle in the student's response document.

Score	Description
2	Student response is complete. The student identifies the pictures of putting on the sock first <b>and</b> tying the shoe last.
1	Student response is partial. The student identifies only the picture of putting on the sock first <b>or</b> tying the shoe last.
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.





Say: **A pizza is cut into two equal parts.**

Say: **A girl takes 1 part.**

Point to the picture on the top of page 4 of the student booklet.

Say: **What fraction of the pizza is left?**

Point to the fractions on page 4 of the student booklet.

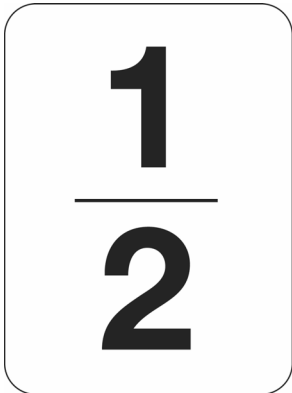
Say: **One out of two. One out of four. One.**

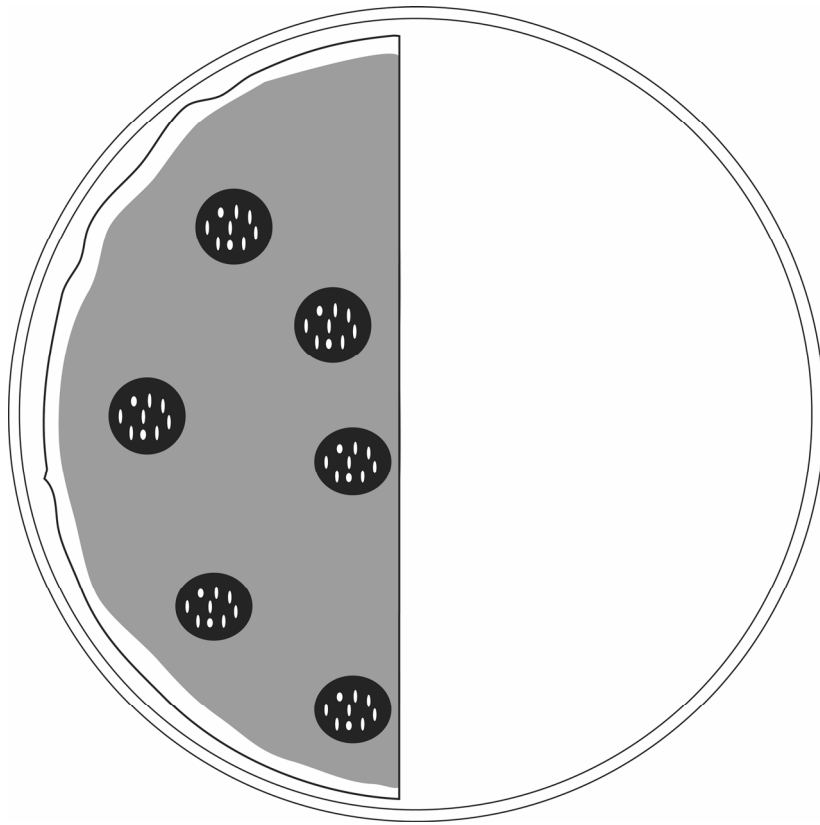
Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student's performance on this task by darkening the appropriate circle in the student's response document.

Score	Description
1	Student response is correct. The student identifies the fraction $\frac{1}{2}$ .
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.





$$\frac{1}{2}$$

$$\frac{1}{4}$$

$$1$$

Say: **Listen to the story as I read it to you. You will be filling in the box.**

Point to each line on the top of page 5 of the student booklet as you read.

Say: **The Bryant family had a barbecue.  
They cooked hamburgers and (PAUSE).  
Everyone ate and had a lot of fun.**

Point to the box on the top of page 5 of the student booklet.

Say: **What is the best ending to this sentence?**

Point to each answer option on the bottom of page 5 of the student booklet (pausing between answers).

Say: **They cooked hamburgers and ice cream.  
They cooked hamburgers and hot dogs.  
They cooked hamburgers and cereal.**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the task and the question. The task and the question may be repeated more than once.

Point to each line on the top of page 5a of the student booklet as you read.

Say: **The Bryant family had a barbecue.  
They cooked hamburgers and (PAUSE).  
Everyone ate and had a lot of fun.**

Say: **What is the best ending to this story?**

Point to each answer option on the bottom of page 5a of the student booklet (pausing between answers).

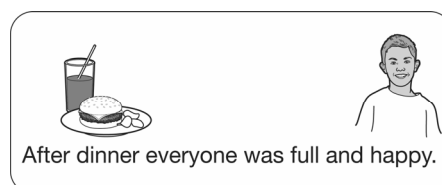
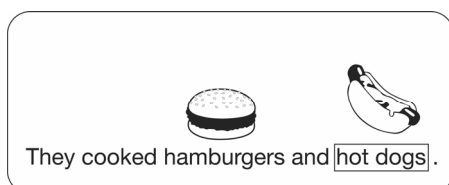
Say: **Then they watched a movie.  
Before dinner they walked the dog.  
After dinner everyone was full and happy.**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student's performance on this task by darkening the appropriate circle in the student's response document.

Score	Description
2	Student response is complete. The student identifies "hot dogs" first <b>and</b> "After dinner everyone was full and happy." last.
1	Student response is partial. The student identifies only "hot dogs" first <b>or</b> "After dinner everyone was full and happy." last.
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.







The Bryant family had a barbecue.



They cooked hamburgers and .



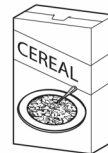
Everyone ate and had a lot of fun.



They cooked hamburgers and .



They cooked hamburgers and .



They cooked hamburgers and .





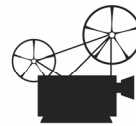
The Bryant family had a barbecue.



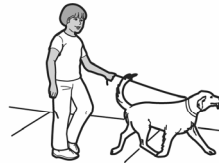
They cooked hamburgers and .



Everyone ate and had a lot of fun.



Then they watched a movie.



Before dinner they walked the dog.



After dinner everyone was full and happy.

Say: **Look at the pictures.**

Point to the pictures on page 6 of the student booklet and *read the captions aloud*.

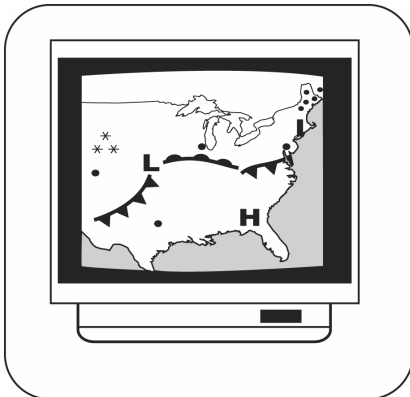
Say: **Which two pictures show a way to tell the temperature outside?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

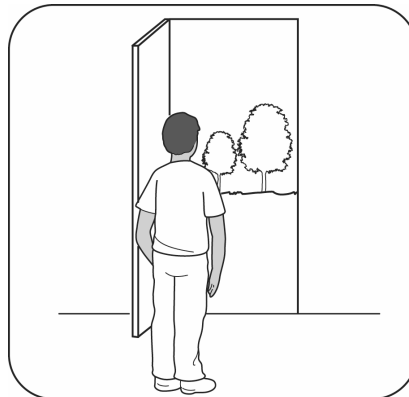
At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student's performance on this task by darkening the appropriate circle in the student's response document.

Score	Description
2	Student response is complete. The student identifies "watch the weather on TV" <b>and</b> "go outside."
1	Student response is partial. The student identifies only "watch the weather on TV" <b>or</b> "go outside."
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.



watch the weather on TV



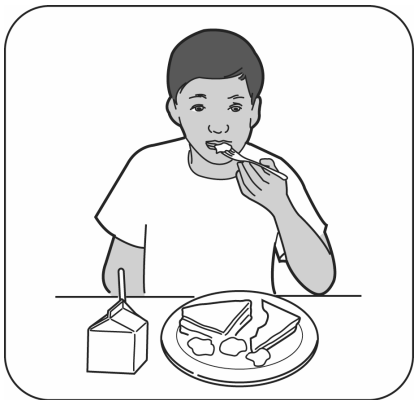
go outside



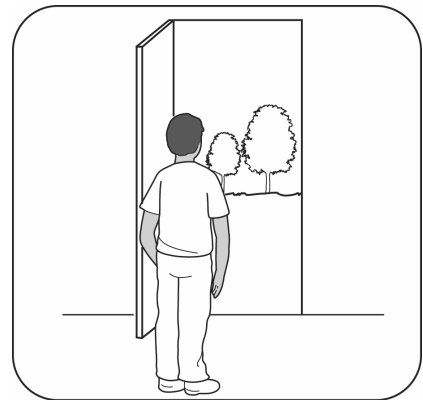
watch the weather on TV



take a nap



eat lunch



go outside

Say: **Look at each picture. Listen to the story.**

Point to each picture on page 7 of the student booklet as you read.

Say: **It took Auntie a week to make my first pair of boot moccasins.**

**She sat in her rocker each evening while she worked. With a knife, Auntie cut the leather into strips. She sewed the strips together to make my boots.**

**When Auntie finished, she soaked the boots in water.**

**The boots were still wet when I put them on. I wore them until they dried. The boots fit me well.**

Say: **Which picture shows something that happened in the story?**

Point to each picture one at a time (pausing between pictures).

Say: **She put the coat on a hanger. The dog sat quietly. She soaked the boots in water.**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student's performance on this task by darkening the appropriate circle in the student's response document.

Score	Description
1	Student response is correct. The student identifies "She soaked the boots in water."
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.



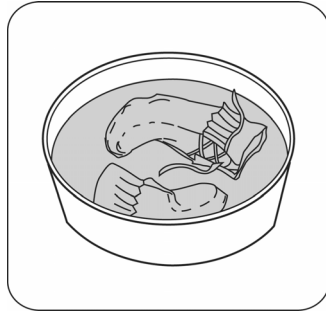
She soaked the boots in water.



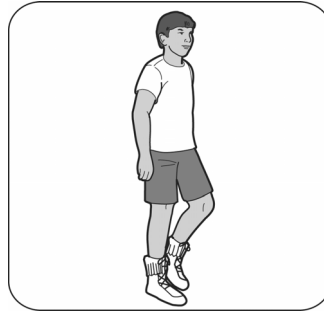
It took Auntie a week to make my first pair of boot moccasins.



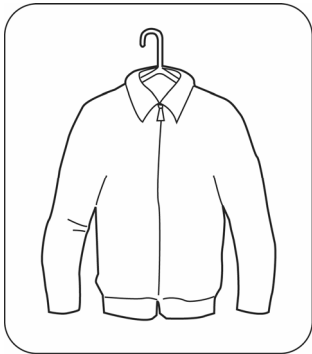
She sat in her rocker each evening while she worked. With a knife, Auntie cut the leather into strips. She sewed the strips together to make my boots.



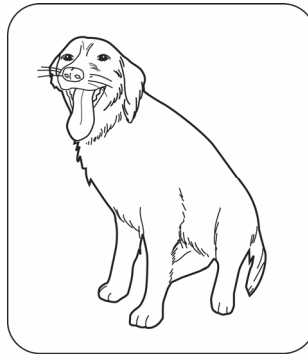
When Auntie finished, she soaked the boots in water.



The boots were still wet when I put them on. I wore them until they dried. The boots fit me well.



She put the coat on a hanger.



The dog sat quietly.



She soaked the boots in water.

Say: **Look at the grids.**

Point to the pictures on the top of page 8 of the student booklet.

Say: **The two points show where a store and a library are.**

Point to each point on the grids and *read aloud store and library.*

Say: **There is a line drawn between the two points. Which line is four units long?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

Go to the bottom of the page.

Say: **Look at the grids.**

Point to the pictures on the bottom of page 8 of the student booklet.

Say: **The two points show where a park and a zoo are.**

Point to each point on the grid and *read aloud park and zoo.*

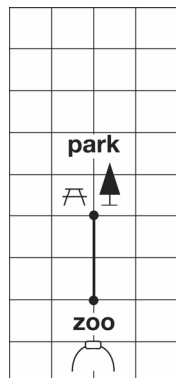
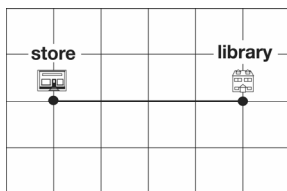
Say: **There is a line drawn between the two points. Which line is two units long?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

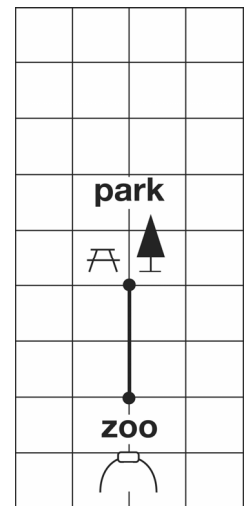
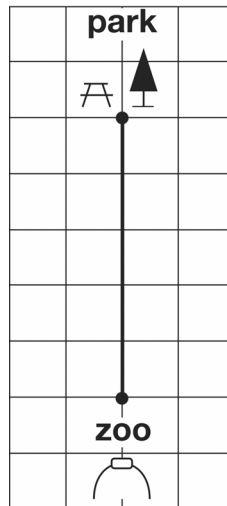
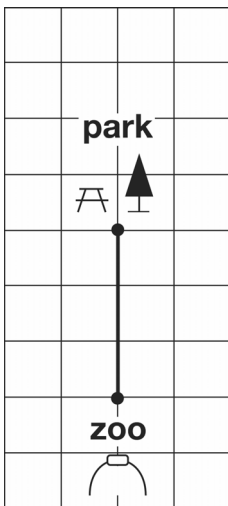
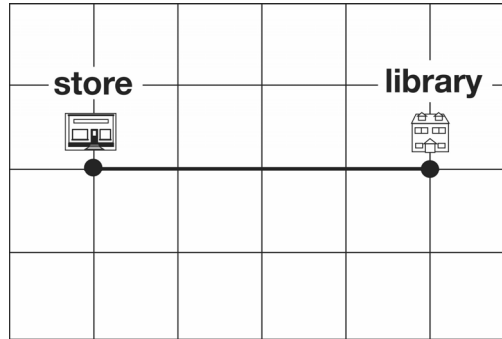
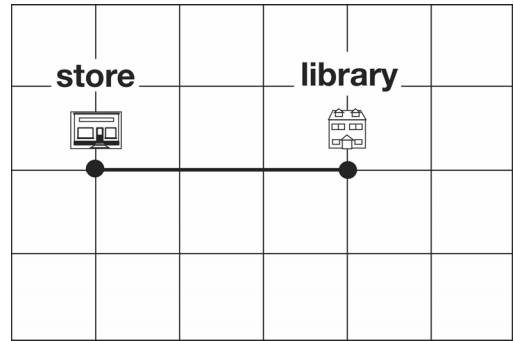
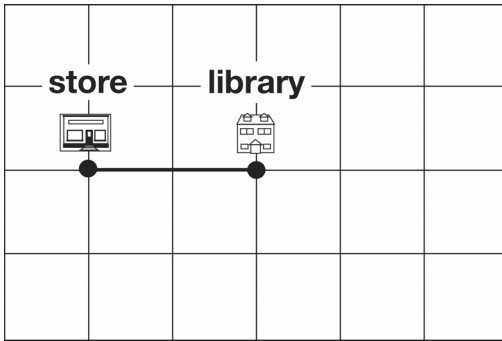
At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student's performance on this task by darkening the appropriate circle in the student's response document.

Score	Description
2	Student response is complete. The student identifies the grid where the line between the store and the library is four units long <b>and</b> where the line between the park and zoo is two units long.
1	Student response is partial. The student identifies only the grid where the line between the store and the library is four units long <b>or</b> where the line between the park and zoo is two units long.
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.













**Louisiana Department of Education  
Office of Student and School Performance  
Division of Assessments and Accountability**