

LEAP
2025

Interpretive Guide

Grades 3–8

ELA, Mathematics, Social Studies, and Science

Spring 2025



LOUISIANA DEPARTMENT OF
EDUCATION

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INTRODUCTION TO THE INTERPRETIVE GUIDE

OVERVIEW

Purpose of the Interpretive Guide

This interpretive guide is designed to help school system and school administrators, teachers, parents, and the general public better understand the LEAP 2025 English language arts (ELA), mathematics, social studies, and science assessments. Through a better understanding of the assessments, school and school system personnel will be able to use the results in more strategic ways.

The information that follows describes the grades 3–8 LEAP 2025 ELA, mathematics, science, and social studies assessments administered in spring 2025 and provides information about how to read and interpret the data on the 2025 assessment reports.

TEST DESIGN

The ELA Test

The LEAP 2025 ELA tests are each comprised of three sessions. One of the three sessions contains a writing task. The LEAP 2025 ELA assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom and measures a student's ability to understand what they read and express that understanding in writing. All students will take either a Research Simulation Task, a Literary Analysis Task, **or** a Narrative Writing Task. The tasks are described below.

- **Research Simulation Task**—mirrors the research process by presenting two texts (grade 3) or three texts (grades 4–8) on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts.

- **Literary Analysis Task**—provides students an opportunity to show their understanding of literature. Students read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that compares and/or explains key literary ideas or elements in the texts.
- **Narrative Writing Task**—asks students to read a literary text, answer a set of selected-response questions about the text, and then create a narrative related to the text.

Session 1 consists of a writing task, either a Research Simulation Task, a Literary Analysis Task, or a Narrative Writing Task. Some sessions may include an additional passage.

Sessions 2 and 3, Reading Literary/Informational Texts, consist of passage sets only. The reading selections may include fiction (e.g., short stories, novel and drama excerpts, poems) and nonfiction (e.g., informational texts from across the disciplines of science, history, and the arts). Students will answer only selected-response questions about each text. No writing is included in these sessions.

Table 1 (next page) outlines the three possible designs of the LEAP 2025 ELA Assessment. The number of texts listed in session 2 of the table reflects the operational test only. An additional passage set will also be included for field test purposes.

More information regarding test design can be found in the [LEAP 2025 Assessment Guide for Grades 3–8 English Language Arts](#).

Table 1: Spring 2025 LEAP 2025 ELA Test Design (Grades 3–8)

Literary Analysis Task Administered				
Test Session	Focus of Session	Number of Passages	Number/Type of Items	Subcategories Measured
Session 1	Literary Analysis Task	2	6 questions about texts, 1 writing prompt	Reading Literary Text, Reading Vocabulary, Written Expression, and Knowledge of Language and Conventions
	Reading Passage Set (grades 6–8 only)	1	4 questions	Reading Literary Text or Reading Informational Text, and Reading Vocabulary
Session 2	Reading Literary and Informational Texts	1–2	4–6 questions	Reading Literary Text and/or Reading Informational Text, and Reading Vocabulary
Session 3		2–3	10 questions	Reading Literary Text, Reading Informational Text, and Reading Vocabulary
OR				
Narrative Writing Task Administered				
Test Session	Focus of Session	Number of Passages	Number/Type of Items	Subcategories Measured
Session 1	Narrative Writing Task	1	4 questions about text 1 writing prompt	Reading Literary Text, Reading Vocabulary, Written Expression, and Knowledge of Language and Conventions
	Reading Passage Set (all grade levels)	1–2	4–6 questions	
Session 2	Reading Literary and Informational Texts	1–2	4–6 questions	Reading Literary Text and/or Reading Informational Text, and Reading Vocabulary
Session 3		2–3	10 questions	Reading Literary Text, Reading Informational Text, and Reading Vocabulary
OR				
Research Simulation Task Administered				
Test Session	Focus of Session	Number of Passages	Number/Type of Items	Subcategories Measured
Session 1	Research Simulation Task	2–3	6–8 questions about texts, 1 writing prompt	Reading Informational Text, Reading Vocabulary, Written Expression, and Knowledge of Language and Conventions
Session 2	Reading Literary and Informational Texts	1–2	4–6 questions	Reading Literary Text and/or Reading Informational Text, and Reading Vocabulary
Session 3		2–3	10 questions	Reading Literary Text, Reading Informational Text, and Reading Vocabulary

The Mathematics Test

Each item on the LEAP 2025 mathematics assessment is referred to as a task and is identified by one of three types: Type I, Type II, and Type III. Each of the three task types is aligned to one of three reporting categories: Major Content, Additional & Supporting Content, and Mathematical Reasoning & Modeling.

Type I tasks, designed to assess conceptual understanding, fluency, and application, are aligned to the major content specified for each grade (reported in subcategory A, Major Content) and additional and supporting content (reported in subcategory B, Additional & Supporting Content). Type II tasks are designed to assess student reasoning ability with the major content for the current grade level or previous grade level, and Type III tasks are designed to assess student modeling ability with specified content of the current grade level or previous grade level (both Type II and Type III tasks are reported in subcategory C, Mathematical Reasoning & Modeling).

These reporting categories will provide parents and educators valuable information about overall student performance, including readiness to continue further study in mathematics; student performance, which may help identify when students need additional support or more challenging work; and how well schools and school systems are helping students achieve higher expectations. The Major Content reporting category will be further divided into subcategories based on the Achievement Level Descriptors for the corresponding grade level. More information about Achievement Level Descriptors can be found in the [Assessment Library](#).

Table 2 shows the total number of points for each type of task by grade.

Table 2: LEAP 2025 Mathematics Points per Grade by Subcategory			
Subcategory	Type	Grades 3–5	Grades 6–8
Major Content	I	36	36
Additional and Supporting Content			
Mathematical Reasoning & Modeling	II	7	10
	III	9	9
Total		52	55

The Social Studies Test

The LEAP Social Studies assessments reflect the vision and instructional priorities for social studies by providing students with opportunities to answer questions that allow them to demonstrate knowledge of social studies content and concepts, apply social studies skills and practices, and express and develop claims supported by information and evidence with explanation and reasoning.

The LEAP Social Studies assessments include item sets, tasks, and stand-alone items, which are not part of a set. Sets are designed around one to five related sources and include three to six questions. First and foremost, all test items require students to demonstrate their understanding of social studies content knowledge. Some test items require students to, not only demonstrate their understanding of social studies content knowledge, but to also apply their social studies skills and practices. Test items will not direct students to “use your social studies content knowledge” because the expectation is for students to use their social studies content knowledge on every test item. The majority of questions within a set will include a purpose-setting statement directing students to “use” a given source or sources. Students are not expected to go to a source to find social studies content knowledge; rather, the sources are provided to support or add to their social studies content knowledge. In some cases, such as two-part dependent items or extended-response items, students are expected to deliberately and decisively use the sources to support or refute claims. Some item sets or tasks may contain one or two questions that do not have purpose-setting statements directing them to a source or sources. These are foundational items intended to provide a low-difficulty entry point for all students, but particularly for students with disabilities and English Learners. Some standalone items will require students to use only their social studies knowledge and some may include a source that serves to stimulate thinking or to increase accessibility for students with disabilities and English Learners. The social studies assessment will include a variety of source types, such as adapted excerpts from texts, maps, charts, tables, graphs, diagrams, historical propaganda, timelines, and lists of events.

Students may engage with excerpts from course-relevant and grade-appropriate primary, secondary, and tertiary texts, which may be presented in original or adapted format, as appropriate. Excerpts in their original format may include footnotes to define unfamiliar words or phrases, may introduce clarifying text in brackets or parentheses, and may omit extraneous text as shown by ellipses. Adapted, a term which refers to a text or excerpt that is changed from its original format, promotes accessibility and comprehension. Excerpts that are in an adapted format may include features such as

using familiar words or phrases directly in place of those that are unfamiliar, adjusting capitalization and punctuation, and/or separating especially long sentences into two or more shorter sentences.

Students will also engage with a wide range of visual sources, such as maps, graphs, bar graphs, double bar graphs, histograms, circle/pie graphs, linear and nonlinear line graphs, and simplified scatter plots. When creating graphics, the designers use color palettes that take colorblindness into account as well as apps and software to evaluate the accessibility of the graphics.

Educator review committees review all potential sources and graphics to determine whether the materials are appropriate for all Louisiana students, including English Learners and students with disabilities. Test content developers only use sources and graphics that have been approved for use by the source review committees.

Table 3: LEAP 2025 Social Studies Test Design

Grade	Test Components	MC, MS, TEI, TPI, TPD	CR	ER	Total All
Grades 3–4	Number of Operational Items	43	1	-	44
	Number of Operational Points	49	4	-	53
	Number of Field-Test Items	6	1	-	7
Grade 5	Number of Operational Items	39	1	1	41
	Number of Operational Points	49	4	4	57
	Number of Field-Test Items	9	1		10
Grade 6	Number of Operational Items	41	1	1	43
	Number of Operational Points	49	4	4	57
	Number of Field-Test Items	9	1		10
Grades 7–8	Number of Operational Items	44	1	1	46
	Number of Operational Points	49	4	4	57
	Number of Field-Test Items	9	1		10

The Science Test

The spring 2025 operational test assesses a student’s understanding of the grade level Louisiana Student Standards for Science (LSS for Science) reflecting the multiple dimensions of the standards. The standards call for students to

1. apply content knowledge;
2. investigate, evaluate, and reason scientifically; and
3. connect ideas across disciplines.

The LEAP 2025 science assessments have a set-based design. The tests include item sets, task sets, and standalone items. A scientific phenomenon provides the anchor for each set or standalone item. Stimulus materials, related to the scientific phenomenon, provide context and focus for sets. A variety of stimulus materials provide context for each described phenomenon. Art is used to help convey information in a simplified form, examples include maps, charts, data tables, bar or line graphs, diagrams, pictures, photographs, or artist’s renderings. In addition to the information presented in the stimulus materials, the questions require students to bring in content knowledge from the course to demonstrate their understanding of science. Some item sets culminate with a short constructed-response and the task set culminates with an extended-response item. Each test includes a few standalone items which are not part of an item set or task set.

Table 4 outlines the design of the LEAP 2025 science assessment.

**Table 4: LEAP 2025 Science Test Design
(Grades 3–8)**

Grade	Test Session	Component	Number and Types of Questions
Grade 3	Session 1	2 Item Sets	6 Item Sets, 12 Standalone Items
		Standalone Items	
	Session 2	4 Item Sets	
		Standalone Items	
Grade 4	Session 1	3 Item Sets	7 Item Sets, 8 Standalone Items
		Standalone Items	
	Session 2	4 Item Sets	
Grades 5–8	Session 1	3 Item Sets	5 Item Sets, 1 Task Set, 12 Standalone Items
		3 Standalone Items	
	Session 2	1 Item Set	
		1 Task Set	
		3 Standalone Items	
	Session 3	1 Item Set	
		6 Standalone Items	

SCORING

LEAP 2025 ELA, mathematics, social studies, and science tests contain multiple types of items that allow students the opportunity to demonstrate their knowledge in different ways. More detailed information on these item types and scoring rubrics can be found in the [LEAP 2025 ELA, Mathematics, Social Studies, and Science Assessment Guides](#).

ELA Item Types and Scoring

The 2025 LEAP 2025 ELA assessment includes several types of items, as described below.

Evidence-Based Selected Response (EBSR): This item type consists of two parts; one part asks students to show their understanding of a text and the other part asks students to identify evidence to support and extend that understanding. The EBSR items are worth two points, and students can earn partial credit (1 point). For more information about how to score the EBSR items, see the [LEAP 2025 ELA Practice Test Guidance](#).

Multiple-Select (MS): This item type asks students to choose more than one correct answer and may appear as a one-part question or as part of an EBSR item. Whenever this item type is used, the question always identifies in bold-face print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point). For more information about how to score the MS items, see the [LEAP 2025 ELA Practice Test Guidance](#).

Technology-Enhanced (TE): This item type uses technology (e.g., drag and drop, drop-down menu, text highlighting/select) to capture student comprehension of texts. Each TE item is worth two points, which means students can earn partial credit (1 point). For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).

Prose Constructed Response (PCR): This item type appears at the end of the task and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions. For detailed information about the scoring of the PCRs, see the [LEAP 2025 Assessment Guide for Grades 3–8 English Language Arts](#).

Mathematics Item Types and Scoring

The LEAP 2025 mathematics assessment, administered in spring 2025, also includes several different types of items. All of the following item types, except for the technology-enhanced items, appear on both the paper-based and computer-based versions of the tests.

Multiple-Choice (MC): This item type consists of a question and four answer options with only one correct answer. The MC items are worth one point each.

Multiple-Select (MS): This item type consists of a question and five to seven answer choices with more than one correct answer. The MS items are worth one point each. However, all correct options must be chosen and no incorrect options may be chosen. No partial credit is given.

Short Answer (SA): This item type asks students to key numeric answers into an entry box using the keyboard and may appear as a one-part question, as part of a two-part question, or as a part of a CR item. The SA items are worth one point. Unless specified in the question, a student will earn credit for an answer that is equivalent to the correct numerical answer. Answers to SA items must be entered as whole numbers or in decimal form.

Constructed-Response (CR): This item type requires students to demonstrate reasoning or modeling ability with mathematics skills and concepts by writing or typing a response into a response box. Students testing online have access to an equation builder tool to help type specific mathematics characters. The items are worth three, four, or six points each.

Keypad Input (KI) (Grades 5–8 only): This item type asks students to key numeric or algebraic answers in the form of fractions, mixed numbers, expressions, equations, or inequalities. This item type may appear as a one-part question, as part of a two-part question, or as a part of a constructed response item. The KI items are worth one point. Unless specified in the question, a student will earn credit for an answer that is equivalent to the correct numeric or algebraic response.

Technology-Enhanced (TE): This item type uses innovative, engaging ways to assess student understanding. A TE item may require the student to sort shapes into categories by using a drag-and-drop tool, show a fraction or an area by selecting cells in a figure, or create angles by rotating rays. They are worth one point each. For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).

Social Studies Item Types and Scoring

The social studies assessments in grades 3 through 8 include the following item types.

Selected Response (SR): This item type includes traditional multiple-choice (MC) questions with four answer options and only one correct answer, as well as multiple-select (MS) questions with five to seven answer options and more than one correct answer. For MS items, the question identifies the number of correct answers. All SR items are worth one point each.

Technology Enhanced (TE): Through TE items, students are able to demonstrate their understanding and comprehension of subject matter by engaging in interactive questioning techniques that encourage higher order thinking skills. TE items are worth up to two (in grades 3 and 4) or three (in grades 5–8) points. A student may receive partial credit based on item-specific scoring rules. The Online Tools Training allows students to experience TE items and practice answering them to prepare for the computer-based test. Students taking the grade 3 paper-based test will not interact with technology-enhanced items.

- Drag and Drop: students select and move (drag) options and place (drop) them in answer areas.
- Drop-down: students open a list (menu) of options and select a choice.*
- Hot Spot: students select spots within a graphic.
- Match Interaction: students select areas or “buttons” within a chart/table.**
- Text Highlight: students choose from pre-identified portions of text within an excerpt to support an idea or show a concept.

Two-part item: This item type requires students to answer two related questions, worth two points. Two-part items may combine SR and TE item types.

- Two-part Dependent (TPD): requires students to answer two related questions in which the answer to the second question is dependent on the answer to the first question. A student may receive partial credit by answering the first part correctly.
- Two-part Independent (TPI): requires students to answer two related questions in which the answer to the second question does not depend on the answer to the first question. A student may receive partial credit by answering either part correctly.

Constructed Response (CR): This item type requires students to write a short response to a prompt in which they provide an answer that shows their social studies knowledge and will be scored using a 4-point rubric. Check out the [Using LEAP Social Studies Rubrics](#) for more details about using LEAP Social Studies CR rubrics.

Extended Response (ER) (Grades 5–8 only): This item type requires students to write a response to a prompt in which they present their claim and include supporting information with evidence from their social studies knowledge and the sources with analysis and reasoning. Extended Response items will be scored using a 4-point rubric. Check out the [Using LEAP Social Studies Rubrics](#) for more details about using LEAP Social Studies CR and ER rubrics.

Science Item Types and Scoring

Selected Response (SR): This item type includes traditional multiple-choice (MC) questions with four answer options and only one correct answer, as well as multiple-select (MS) questions with five or six answer options and more than one correct answer. For MS items, the question identifies the number of correct answers. All SR items are worth one point each.

Technology Enhanced (TE) (Grades 5–8 only): This item type uses technology to capture student comprehension in authentic ways, previously difficult to score by machine for large-scale assessments. TE items are worth up to two points and may include item types such as, but not limited to, drag and drop, drop-down menus, and hot spots. For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).

Two-part item: This item type requires students to answer two related questions, worth two points. Two-part items may combine SR and TE item types.

- Two-part Dependent (TPD): the first part must be correct in order to earn credit for the second part.
- Two-part Independent (TPI): each part is scored independently.

Constructed Response (CR): This item type requires a brief response provided by the student and will be scored using a 2-point rubric. These items may require a brief paragraph, a few sentences, and/or completion of a chart.

Extended Response (ER) (Grades 5–8 only): This item type asks students to write a response that expresses the students' ability to apply all three dimensions of the LSS for Science and will be scored using a 9-point rubric.

INTERPRETING SCORES AND ACHIEVEMENT LEVELS

This section explains some key terms used in the LEAP 2025, along with explanations about how to best use the information in the reports. Please refer to this section as needed when reading other sections of this guide or when using LEAP 2025 test reports to understand student performance or the performance of a school, a school system, or the state.

Scale Score

Definition

Scale scores are derived from **raw scores** (the sum of points for all items on the test) using methods that take into account differences in difficulty among forms within a content area or grade. The use of scale scores avoids a misunderstanding associated with scores such as interpreting percentage correct to mean the same thing as percentage of subject matter mastered. Since test items represent only a sample of questions that could be asked, it is false to assume that a percentage of those items represents some actual percentage of information learned in that content area. LEAP 2025 scale scores have a range of 650 to 850 for all grades and content areas. Refer to Table 5 on page 8 to see the scale-score ranges.

Uses

Scale scores are used to represent student performance on LEAP 2025 tests. A higher scale score represents more knowledge, skill, and ability than a lower scale score. Scale scores for the same test can be compared regardless of when students were tested or which form was taken. For example, the scale-score range for the *Basic* achievement level on the LEAP 2025 grade 4 mathematics test is 725–749. Because the range does not change from year to year, a student who receives a scale score within this range on the LEAP 2025 grade 4 mathematics test in any year will score at the *Basic* achievement level.

Comparability

Scale scores are comparable for results within the same grade and the same content area across years.

Table 5: LEAP 2025 ELA, Mathematics, and Science Scale-Score Ranges							
Content Area	Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA	<i>Advanced</i>	810–850	790–850	799–850	790–850	785–850	794–850
	<i>Mastery</i>	750–809	750–789	750–798	750–789	750–784	750–793
	<i>Basic</i>	725–749					
	<i>Approaching Basic</i>	700–724					
	<i>Unsatisfactory</i>	650–699					
MATHEMATICS	<i>Advanced</i>	790–850	796–850	790–850	788–850	786–850	801–850
	<i>Mastery</i>	750–789	750–795	750–789	750–787	750–785	750–800
	<i>Basic</i>	725–749					
	<i>Approaching Basic</i>	700–724					
	<i>Unsatisfactory</i>	650–699					
SOCIAL STUDIES	<i>Advanced</i>	774–850	779–850	779–850	773–850	783–850	780–850
	<i>Mastery</i>	750–773	750–778	750–778	750–772	750–782	750–779
	<i>Basic</i>	729–749	728–749	731–749	728–749	730–749	730–749
	<i>Approaching Basic</i>	707–728	710–727	706–730	702–727	705–729	709–729
	<i>Unsatisfactory</i>	650–706	650–709	650–705	650–701	650–704	650–708
SCIENCE	<i>Advanced</i>	773–850	778–850	781–850	782–850	790–850	782–850
	<i>Mastery</i>	750–772	750–777	750–780	750–781	750–789	750–781
	<i>Basic</i>	725–749					
	<i>Approaching Basic</i>	698–724	704–724	698–724	701–724	702–724	694–724
	<i>Unsatisfactory</i>	650–697	650–703	650–697	650–700	650–701	650–693

Achievement Level

Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana's five achievement levels:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations and are well prepared for the next level of study in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations and are prepared for the next level of study in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations and will need extensive support to be prepared for the next level of study in this content area.

Table 5 (on page 8) lists the range of scale scores for each achievement level. More information on the Achievement Level Descriptors can be found in the [Assessment Library](#).

Uses

The number and percent in achievement levels are reported at the school, school system, and state levels. Since this information is based on scale scores, it is comparable across groups for the same test regardless of when the test was taken or which form was taken. Unlike scale scores, it may be used to monitor group performance over time. For example, if 15 percent of grade 4 students taking the ELA test had scores in the *Mastery* achievement level range last year, but 12 percent of those same students have scores in the *Mastery* achievement level for the Spring 2025 grade 5 test, then there has been a decrease in the number of students with scores in the *Mastery* achievement level for that

group. This could mean that a greater percentage of students scored at a higher achievement level, a lower achievement level, or some students scored at a higher level while others scored at a lower level.

Limitations

Because the achievement-level definitions are the same across grade levels, the achievement-level information offers more comparison opportunities than the scale scores. However, the achievement level only tells part of the student's story, so other relevant information (e.g., student work samples, course grades, teacher observations, etc.) should be examined when analyzing achievement levels.

Student Rating by Reporting Category and Subcategory

Definition

Performance is also broken down into categories and subcategories within each subject. Included with each category or subcategory is a rating of one to three stars and a performance description (Strong, Moderate, or Weak). These ratings are linked to raw scores within each category or subcategory. Although the performance rating is determined only by the items included within a category or subcategory, the level of knowledge and ability needed to achieve a performance rating is connected to the level of knowledge and ability required by the subject-level achievement tests:

- a Strong rating requires similar knowledge and ability of at least the *Mastery* achievement level;
- a Moderate rating requires similar knowledge and ability as the *Basic* achievement level; and
- a Weak rating is comparable to the knowledge and ability required below the *Basic* achievement levels.

The raw score needed to obtain each performance rating within a category or subcategory can vary by form and content area.

Uses

The ratings are used to show student performance within each category or subcategory. When working with the student rosters, a school or school system can use the ratings to compare student performance within the school, school system, or state average. This information shows a student's relative standing compared to the reference group. By analyzing the subcategory performance across a group of students, a school can determine areas of weaknesses and strengths and adjust instruction accordingly.

Limitations

The performance-based rating system only allows for broad interpretation of the score received in each category or subcategory and does not give a specific number value. For instance, if a student receives a Moderate rating within a subcategory, it is not known if that student's performance is closer to the Strong performance rating or closer to the Weak performance rating. There are fewer points in each subcategory, which means the information should be used in conjunction with other relevant information (e.g., student work samples, course grades, observations of teachers, etc.), especially when discussing individual student interventions.

STUDENT-LEVEL REPORTS

Sample Student Report: Explanation of Results and Terms

Online Student Reports for each school are posted by grade and may be downloaded and printed from DRC INSIGHT Portal (<https://la.drcedirect.com>) by school systems and by schools. Schools should print two copies of each report for each student. One copy should be sent home and the second copy filed in the student's cumulative folder.

The Student Report summarizes the student's performance in ELA, mathematics, and science. The following sample student reports are provided in this guide:

- **Sample Student Report A**—grade 5 LEAP 2025 ELA
- **Sample Student Report B**—grade 5 LEAP 2025 mathematics
- **Sample Student Report C**—grade 5 LEAP 2025 social studies
- **Sample Student Report D**—grade 5 LEAP 2025 science

Also available on the LDOE website is the *Parent Guide to the LEAP 2025 Student Reports*. This document should be included when sending individual student reports home so parents can better understand how to read and use their child's ELA, mathematics, and science reports.

The sample student reports present realistic data for a fictitious student and include circled numbers that identify important parts of the reports. The information that follows explains what each circled number represents and how that information may be used when analyzing the reports. It may be helpful to refer to the explanations found in the earlier section, Interpreting Scores and Achievement Levels (see page 7), when reading through this section.

1 OVERVIEW

This section provides a brief explanation of the purpose of testing and scope of the report. It also includes information about where to find additional resources regarding testing, interpreting results, and instructional resources.

2 OVERALL STUDENT PERFORMANCE

Results are reported according to five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. Scale scores range from 650 to 850 (refer to Table 5 on page 8 of this guide to see the ranges of scores for each achievement level by content area).

On sample report A, John's scale score for the ELA test is 757. This corresponds to Level 4, the *Mastery* achievement level.

Sample report B shows a mathematics scale score of 739 for John. This corresponds to Level 3, the *Basic* achievement level.

Sample report C shows a social studies scale score of 739 for John. This corresponds to Level 3, the *Basic* achievement level.

Sample report D shows John's scale score for the science test is 731. This corresponds to Level 3, the *Basic* achievement level.

3 SCHOOL SYSTEM AND STATE AVERAGE

For a more complete picture of the student's performance, it is helpful to compare the student's achievement level and scale score to the school system and state averages, located on the right of the Overall Student Performance information.

Sample report B shows that John's overall score of 739 for mathematics is better than the school system average score of 724, but lower than the overall state average score of 748 for mathematics. However, both John's score and the state average score are within the *Basic* achievement level.

4 REPORTING CATEGORY PERFORMANCE INDICATORS

Reporting category performance indicators are located below the Overall Student Performance field. Within each content area there are specific skill sets students demonstrate.

These reporting categories are not reported using scale scores or achievement levels. Instead, they are rated using the 3-tiered system shown on the student report.

- Three stars indicate a Strong Performance and that the student exceeded or met expectations and is prepared for further study.
- Two stars indicate a Moderate Performance and that the student nearly met expectations and may need additional support to be fully prepared for further study.
- One star indicates a Weak Performance and that the student partially met or did not meet expectations and will need significant support for further study.

Sample Student Report: Explanation of Results and Terms (continued)

ELA Reporting Categories

The ELA test measures the major categories of Reading and Writing and includes performance ratings for each category. A student's performance on these categories can be compared to the state percent for these categories. For example, on sample report A, the student's performance rating for Reading is Moderate, which indicates the student may need additional support to be fully prepared for further study. When comparing this student's Reading performance to the state ratings, the student did as well as the 50 percent of students in the state who also achieved a Moderate performance rating, but did not perform as well as the 30 percent of students who achieved the Strong performance rating for this category. However, this student did outperform the 20 percent of students in the state who achieved a Weak performance rating in Reading.

Student performance in Reading is also broken down further by including information about performance by subcategory.

Reading Subcategories

- Literary Text
- Informational Text
- Vocabulary

These performance indicators can help parents and educators understand which specific areas they might focus on to help the student be better prepared for the next level of study. For example, on sample report A, John's performance rating in the Informational Text subcategory is Moderate, meaning he may need additional support going forward. John's Strong performance rating in the subcategory Literary Text indicates John is able to read and understand complex grade-level fiction, drama, and poetry. If John had shown a Weak performance rating in the Informational Text subcategory this may have been a specific area that John could focus on to improve his overall Reading performance in the future.

Mathematics Reporting Categories

The mathematics test is reported by:

- Major Content with grade-specific subcategories
- Additional & Supporting Content
- Mathematical Reasoning & Modeling

Like the subcategories for ELA, the performance indicators on each mathematics category can help parents and educators understand which specific areas they can focus on to help the student be better prepared for the next level of study. For example, on sample report B, John's Moderate performance rating on the Major Content and Strong performance rating on Additional and Supporting Content may indicate that although John has a fair understanding of grade-level mathematics content, he struggles with other aspects of his understanding.

Social Studies Reporting Categories

All LEAP social studies tests for grades 3–8 and civics will be reported using two types of reporting categories.

- Content Reporting Categories – The Louisiana Student Standards for Social Studies (LS4) were written with the goal of producing individuals who have (1) a broad and deep knowledge of U.S. and world history, (2) a firm grasp and appreciation of the civic principles that underlie our system of government, (3) a solid understanding of fundamental economic principles and the ability to make wise financial decisions, and (4) a proficiency in both physical and human geography. All assessment items have a primary content reporting alignment.
- Skills and Practices Reporting Categories – To achieve the goals outlined in the LS4, students should build content knowledge through engagement with authentic primary and secondary sources and express arguments about social studies topics. The skills and practices for each grade and course are specified in the LS4. The majority of assessment items have a primary skills and practices reporting alignment.

For example, on sample report C, John's Strong performance rating on Examining Sources and Expressing Claims may indicate that John is well prepared to review source materials and make historical inferences at the next level of study.

Science Reporting Categories

The science test measures the reporting categories of Investigate, Evaluate, and Reason Scientifically, and includes performance ratings for each reporting category. For example, on sample report D, John's performance rating for Evaluate is Moderate, which indicates he may need additional support to be fully prepared for further study.

⑤ PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

The chart on the lower right side of the student report lists the percentage of students in each achievement level by school, school system, and the state. This information allows users to compare an individual student's overall achievement level with the achievement level of their peers. Sample report B shows that John's achievement level is *Basic*. John's report shows his scale score is slightly above average for one of the most common achievement levels among students in his school system.

Totals in this category may not equal 100 percent due to rounding.

⑥ ACHIEVEMENT-LEVEL DESCRIPTORS

The left side of the Student Achievement Level chart shows the score ranges and short definitions that correspond with the achievement levels. This information helps define the expectations relative to each achievement level.

PARENT GUIDE TO THE LEAP 2025 STUDENT REPORTS

HOW DID MY CHILD PERFORM ON THE LEAP 2025 TESTS THIS YEAR?

At the top of each report is information about your child's overall performance, which includes

- overall achievement level
- overall scale score
- the type of support your child will need based on their performance on the test

STUDENT PERFORMANCE
 Your student scored 739 on a scale of 660 to 850 and performed at Level 3. Students performing at this level have nearly met college and career readiness expectations and may need additional support to be successful in college and career settings.

SCALE SCORE
739
LEVEL 3
BASIC

Basic to meet graduation requirements.

A chart at the bottom of the report outlines what each of the achievement levels means in terms of how well your child met the expectations for that grade and subject. **The score ranges change slightly across grade levels and subjects.**

ACHIEVEMENT LEVELS AND DESCRIPTORS				
LEVEL 4	ADVANCED (800-850)	Exceeded Expectations		
LEVEL 3	MASTERY (750-800)	Met Expectations		
LEVEL 2	BASIC (725-749)	Nearly Met Expectations		
LEVEL 1	APPROACHING BASIC (700-724)	Partially Met Expectations		
LEVEL 0	UNSATISFACTORY (650-699)	Expectations Not Met		

Performance is also broken down into reporting categories and/or subcategories, as shown in the example below.

In each reporting category and subcategory, your child is provided a rating of one to three stars, with a description of performance in the specific area and the support needed moving forward.

★ ★ ★
STRONG PERFORMANCE
 This student demonstrated a strong understanding of the concept and applied it to solve the problem.

★ ★
NEARLY MET PERFORMANCE
 This student demonstrated a good understanding of the concept and applied it to solve the problem.

★
NEARLY MET PERFORMANCE
 This student demonstrated a basic understanding of the concept and applied it to solve the problem.

★ ★ ★
STRONG PERFORMANCE
 This student demonstrated a strong understanding of the concept and applied it to solve the problem.

★ ★
NEARLY MET PERFORMANCE
 This student demonstrated a good understanding of the concept and applied it to solve the problem.

★
NEARLY MET PERFORMANCE
 This student demonstrated a basic understanding of the concept and applied it to solve the problem.

HOW SHOULD THESE RESULTS BE USED?

The scores and ratings may be used to help teachers identify students who need additional support or more challenging work in each subject. The information will also be used to measure how well schools and school systems are helping students achieve higher expectations.

As a parent, you can use the test results to guide a discussion with your child's teacher(s) about additional supports or enrichment that may be needed in class and at home.

Here are some suggested questions to ask when discussing the results with your child's teacher(s):

- In what areas is my child doing well and in what areas does my child need improvement?
- What can be done in the classroom to help improve my child's area(s) of weakness?
- What can be done to appropriately challenge my child in areas where expectations have been exceeded?
- How can I help support my child's learning at home?
- How do we ensure that my child continues to progress?

Discover additional Family Tools and Resources to support student learning at home.

THIS IS A MATH SAMPLE.
The ELA, science, and social studies performance areas also use a three-star rating system.



Revised November 22, 2024



Student: JOHN DOE
LASID: XXXXXXXXXX
Date of Birth: MM/DD/YYYY

Grade: 5
School: XXX Sample School
School System: XXX Sample School System

Report Date: MM/YYYY

1 OVERVIEW

The English language arts (ELA) assessment measures whether students are on track to be successful in ELA coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as teacher feedback and scores on other assessments, will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <https://doe.louisiana.gov/families-and-students>.

2 STUDENT PERFORMANCE

LEVEL 4	SCORE 757	MASTERY
---------	-----------	---------

OVERALL STUDENT PERFORMANCE

Your student scored **757** on a scale of **650 to 850** and performed at **Level 4**. Students performing at this level have met college and career readiness expectations and are prepared for the next level of study in this content area.

LEVEL 2	SCORE 719	LEVEL 3	SCORE 737
APPROACHING BASIC			BASIC

READING PERFORMANCE

STATE PERCENT OF STUDENTS AT EACH RATING	STRONG PERFORMANCE	MODERATE PERFORMANCE	WEAK PERFORMANCE
★★★	30%	50%	20%

STRONG PERFORMANCE

LITERARY TEXT
In this area, your student did as well as or better than students who met the expectations. The student is able to read and show understanding of complex grade-level fiction, drama, and poetry.

MODERATE PERFORMANCE

INFORMATIONAL TEXT
In this area, your student did almost as well as students who met the expectations. The student is able to read and show understanding of less complex grade-level nonfiction, including texts about history, science, art, and music.

STRONG PERFORMANCE

VOCABULARY
In this area, your student did as well as or better than students who met the expectations. The student is able to use context to determine the meanings of words and phrases in complex grade-level texts.

4 WRITING PERFORMANCE

STATE PERCENT OF STUDENTS AT EACH RATING	STRONG PERFORMANCE	MODERATE PERFORMANCE	WEAK PERFORMANCE
★★★	45%	20%	35%

In this area, your student did almost as well as students who met the expectations. The student may require additional support to be able to compose writing that correctly applies the rules of Standard English (including those for mechanics, grammar, and usage) and may require additional support to be able to compose well-developed, organized, and clear writing, using details from what the student has read.

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

Level	Achievement Level Performance	Achievement Level Descriptor	School	School System	State
5	Advanced (799-850)	Exceeded Expectations	10%	15%	16%
4	Mastery (750-798)	Met Expectations	20%	23%	24%
3	Basic (725-749)	Nearly Met Expectations	40%	30%	35%
2	Approaching Basic (700-724)	Partially Met Expectations	20%	25%	15%
1	Unsatisfactory (650-699)	Expectations Not Yet Met	10%	7%	10%

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values from 0 through 1 are reported as < 1%. Percentages from 99 through 100 are reported as > 99%. If there are fewer than 10 students in a group, the percentage will not be reported (i.e., NR)

doe.louisiana.gov/school-system-leaders/measuring-results



Student: JOHN DOE
LASID: XXXXXXXXXX
Date of Birth: MM/DD/YYYY

Grade: 5
School: XXX Sample School
School System: XXX Sample School System

Report Date: MM/YYYY

1 OVERVIEW

The Mathematics assessment measures whether students are on track to be successful in math coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as teacher feedback and scores on other assessments, will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <https://doe.louisiana.gov/families-and-students>.

2

	STUDENT PERFORMANCE	
	LEVEL 3	SCORE 739
BASIC		

OVERALL STUDENT PERFORMANCE

Your student scored 739 on a scale of 650 to 850 and performed at Level 3. Students performing at this level have nearly met college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.

3

	SCHOOL SYSTEM AVERAGE	
	LEVEL 2	SCORE 724
APPROACHING BASIC		
	STATE AVERAGE	
	LEVEL 3	SCORE 748
BASIC		

MAJOR CONTENT

★ ★ MODERATE PERFORMANCE
In this area, your student did almost as well as students who met the expectations. The student is able to demonstrate some understanding of solving problems involving volume of prisms and adding, subtracting, multiplying, and dividing with multi-digit whole numbers, decimals, and fractions.

★ ★ MODERATE PERFORMANCE

★ ★ MODERATE PERFORMANCE

★ ★ STRONG PERFORMANCE

★ ★ WEAK PERFORMANCE

OPERATIONS WITH DECIMALS/READ, WRITE, & COMPARE DECIMALS

SOLVE FRACTION PROBLEMS

INTERPRET FRACTIONS, PLACE VALUE, & SCALING

RECOGNIZE, REPRESENT, & DETERMINE VOLUME/MULTIPLY & DIVIDE WHOLE NUMBERS

4

★ ★ STRONG PERFORMANCE

ADDITIONAL & SUPPORTING CONTENT

In this area, your student did as well as or better than students who met the expectations. The student is able to integrate knowledge and skills to solve real-world and mathematical problems, represent and solve problems with mathematical symbols or models, reason quantitatively, logically justify solutions, and analyze the reasoning of others in applied contexts.

★ ★ WEAK PERFORMANCE

MATHEMATICAL REASONING & MODELING

In this area, your student did not do as well as students who met the expectations. The student struggles to integrate some knowledge and skills to solve real-world and mathematical problems, represent and solve problems with mathematical symbols or models, reason quantitatively, logically justify solutions, and analyze the reasoning of others in applied contexts.

★ ★ STRONG PERFORMANCE

★ ★ MODERATE PERFORMANCE
May need additional support to be prepared for further study

★ ★ MODERATE PERFORMANCE

★ ★ WEAK PERFORMANCE
Will need significant support to be further study

★ ★ WEAK PERFORMANCE

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

5

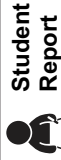
Level	Achievement Level Performance	Achievement Level Descriptor	School	School System	State
5	Advanced (790-850)	Exceeded Expectations	10%	15%	16%
4	Mastery (750-789)	Met Expectations	20%	23%	24%
3	Basic (725-749)	Nearly Met Expectations	40%	30%	35%
2	Approaching Basic (700-724)	Partially Met Expectations	20%	25%	15%
1	Unsatisfactory (650-699)	Expectations Not Yet Met	10%	7%	10%

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values from 0 through 1 are reported as ≤ 1%. Percentages from 99 through 100 are reported as ≥ 99%. If there are fewer than 10 students in a group, the percentage will not be reported (i.e., NR)

doe.louisiana.gov/school-system-leaders/measuring-results



LEAP 2025
Social Studies
<Season> <YYYY>



Student: JOHN DOE
LASID: XXXXXXXXXX
Date of Birth: MM/DD/YYYY



Grade: 5
School: XXX Sample School
School System: XXX Sample School System

Report Date: MM/YYYY

1 OVERVIEW

The Social Studies assessment measures whether students are on track to be successful in social studies coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as teacher feedback and scores on other assessments, will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <https://doe.louisiana.gov/families-and-students>.

2		STUDENT PERFORMANCE	
		LEVEL 3	SCORE 739
BASIC			

	SCHOOL SYSTEM AVERAGE		3		STATE AVERAGE	
	LEVEL 2	SCORE 724			LEVEL 3	SCORE 748
APPROACHING BASIC			BASIC			

OVERALL STUDENT PERFORMANCE
Your student scored 739 on a scale of 650 to 850 and performed at Level 3. Students performing at this level have nearly met college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.

- MODERATE PERFORMANCE** In this area, your student did almost as well as students who met the expectations. The student is able to identify the geographic and political structures of Europe, Southwest Asia, North Africa, and the West African Kingdoms during the Middle Ages.
- MODERATE PERFORMANCE** In this area, your student did almost as well as students who met the expectations. The student is able to identify the geographic and political structures of Indigenous civilizations of the Americas.
- MODERATE PERFORMANCE** In this area, your student did almost as well as students who met the expectations. The student is able to identify the historical developments of the Protestant Reformation and Scientific Revolution and identify the effects of exploration by Europeans.

- STRONG PERFORMANCE** In this area, your student did as well as or better than students who met the expectations. The student is able to use a sequence of events to compare and contrast developments and events in world history and describe change and continuity; use geographic representations to describe places and how physical geography influenced the development of civilizations and empires; and describe the origin and spread of major world religions.

- WEAK PERFORMANCE** In this area, your student did not do as well as students who met the expectations. The student struggles to use a source to identify social studies content and identify a claim to demonstrate an understanding of social studies content.

- STRONG PERFORMANCE** Prepared for further study
- MODERATE PERFORMANCE** May need additional support to be prepared for further study
- WEAK PERFORMANCE** Will need significant support for further study

5 PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

Level	Achievement Level Performance	Achievement Level Descriptor	School	School System	State
5	Advanced (779-850)	Exceeded Expectations	10%	15%	16%
4	Mastery (750-778)	Met Expectations	20%	23%	24%
3	Basic (731-749)	Nearly Met Expectations	40%	30%	35%
2	Approaching Basic (706-730)	Partially Met Expectations	20%	25%	15%
1	Unsatisfactory (650-705)	Expectations Not Yet Met	10%	7%	10%

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values from 0 through 1 are reported as ≤ 1%. Percentages from 99 through 100 are reported as ≥ 99%. If there are less than 10 students in a group, the percentage will not be reported (i.e., NR). doe.louisiana.gov/school-system-leaders/measuring-results

SCHOOL ROSTER REPORT

Sample School Roster Report: Explanation of Results and Terms

The School Roster Report is posted in PDF format and may be downloaded and printed from DRC INSIGHT Portal (<https://la.drcedirect.com>) by school systems and by schools. For most schools, the report has multiple pages.

The School Roster Report, which provides summary information about student performance on the ELA, mathematics, social studies, and science tests, is a useful tool for identifying regular or special education students who might be performing below the school average in specific content areas. The report lists regular education students and special education students separately. It can also be helpful in determining if there are school-wide strengths or weaknesses in a particular content area.

The sample school roster report provided shows ELA, mathematics, social studies, and science results for fictitious grade 5 regular and special education students and includes circled numbers that identify important parts of the report. The information that follows explains what each circled number represents and how that information may be used when analyzing the report. It may be helpful to refer to the explanations found in the earlier section, Interpreting Scores and Achievement Levels (see page 7), when reading through this section.

1 ACHIEVEMENT-LEVEL SCALE-SCORE RANGES

The scale-score ranges associated with each achievement level are shown at the bottom of the report page. These ranges can be useful for understanding the achievement level rankings in relation to one another and in determining how close a student's score may be in relation to another achievement level. For example, a student receiving a scale score of 724 on the science test will be at the *Approaching Basic* achievement level, but only one point away from the *Basic* achievement level.

2 SCHOOL PERCENT IN ACHIEVEMENT LEVEL AND RATINGS

The table on the first page of the report, titled School-Level Percent of Students at Each Achievement Level and Rating by Category/Subcategory, shows the percentage of students in the school that scored at each achievement level and the percentage of students who scored in each rating category within the categories and/or the subcategories that comprise the test.

On the sample roster report, a total of 48 percent of students in the school scored at lower achievement levels for the mathematics test, with 24 percent at the *Approaching Basic* achievement level and 24 percent at the *Unsatisfactory* achievement level.

The percent of students in the ELA table can also provide a quick overview of which subcategory areas might be targeted when making instructional decisions. For instance, the Literary Text and Vocabulary subcategories are where the most students (44 percent) received a Weak performance rating. This information might lead to an evaluation of reading instruction to see how student performance in this area might be improved.

3 SCHOOL AVERAGE

Scale-score averages for ELA, mathematics, social studies, and science are presented near the bottom of the school roster reports. The first page of the sample school roster report shows the average for all students in the school who took the grade 5 test. Students with tests that were voided due to testing irregularities are included in the participation count, but they are not included in the school's average scale-score calculations.

These percentages can be used to help assess a student's relative standing within a grade level. For example, on page 22, the sample school roster report shows Claire Carmouche's scale score of 735 on the ELA test is higher than the average scale score of 730 for the school, but Thomas Blake's scale score of 655 on the mathematics test is lower than the average scale score of 727 for the school (page 26). For the science test, Joseph Jones's scale score of 734 is lower than the average score of 738 for the school.

Sample School Roster Report: Explanation of Results and Terms (continued)

4 ROSTER OF STUDENTS TESTED

In the far left column of the sample school roster report, a list of students who tested in the school is printed alphabetically by last name and first name. The second column from the left lists the student's state identification number. Pages 22, 23, and 24 of the sample ELA school roster report provide information for regular and special education students.

5 PERFORMANCE DATA

Each student's performance on the tests can be found in the columns to the right of the student information on each school roster report by content area, with ELA followed by mathematics, social studies, and then by science. When reading across each row, users will see the student's achievement level and scale score, followed by the performance rating for each category and/or subcategory.

For example, in the sample school roster report, Kenneth Carlson received a scale score of 665 on the ELA test, which corresponds to the *Unsatisfactory* achievement level. Kenneth's overall performance rating in Reading, as well as his performance rating in Informational Text and Vocabulary, is listed as Weak, while his rating in the Literary Text subcategory is Strong. Kenneth's overall performance rating for Writing is Moderate. Continuing to the mathematics School Roster Report, Kenneth's overall achievement level for mathematics is listed as *Unsatisfactory*. His scale score for mathematics is 665. His performance score in the subcategories of Major Content, Operations with Decimals, and Solve Fraction Problems are all listed as Weak. On the science test, Kenneth received a scale score of 725, which corresponds with the *Basic* achievement level. His performance ratings are different between the three reporting categories. His performance rating in Investigate is Strong, in Reason Scientifically is Moderate, and in Evaluate is Weak.

The rosters facilitate a comparison among students in the same school for the same content area, categories, and/or subcategories. For example, Nina Garcia and Alex McDonald both scored at the *Basic* achievement level for mathematics. However, when comparing their subcategory ratings, Nina's rating is higher on the category of Mathematical Reasoning & Modeling and the same on the subcategories of Operations with Decimals and Solve Fraction Problems.

By comparing this school-level information to an individual student's performance, a school can determine a student's relative standing.

The asterisk (*) replacing Jennifer Evans' ELA scale score indicates she received no score because her test is voided due to a test security violation.

If a student did not take a test and did not have a valid accountability code, the Achievement Level, Scale Score, and all performance ratings for the categories and subcategories will be blank. For example, on pages 23 and 24 of the sample school roster reports, Ralph Unger did not attempt to take the ELA test.

Sample ELA School Roster Report



LEAP 2025
English Language Arts
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

School-Level Percent of Students at Each Achievement Level and Rating by Category/Subcategory

2 English Language Arts							
Achievement Level	% at Each Achievement Level	Performance Rating	Reading Performance	Reading Subcategory			Writing Performance
				Literary Text	Informational Text	Vocabulary	
Advanced	13	Strong (S)	16	23	28	19	40
Mastery	22						
Basic	22	Moderate (M)	42	33	33	37	19
Approaching Basic	26	Weak (W)	42	44	40	44	42
Unsatisfactory	17						

Scale Score Average

3 School Average (All Students)
730

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	799-850	750-798	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Sample ELA School Roster Report (continued)



LEAP 2025
English Language Arts
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

		5 English Language Arts						
Regular Education Students		Achievement Level	Scale Score	Reading Performance	Reading Subcategory			Writing Performance
4 Student Name	LASID				Literary Text	Informational Text	Vocabulary	
BLAKE, THOMAS	999999999	U	655	W	M	W	W	W
BROWNING, LEISHA	999999999	M	755	S	M	S	M	M
CARLSON, KENNETH	999999999	U	665	W	S	W	W	M
CARMOUCHE, CLAIRE	999999999	B	735	W	M	M	M	W
CARTER, SAMUAL	999999999	AB	705	S	W	M	S	W
COLE, ANDREW	999999999	M	775	S	W	M	M	S
COOK, JAMES	999999999	A	795	S	M	S	M	S
COOPER, DANIEL	999999999	AB	715	M	S	W	M	W
EVANS, JENNIFER	999999999		*					
GARCIA, NINA	999999999	B	735	W	M	M	M	W
JONES, JOSEPH	999999999	AB	705	S	W	M	S	W
KOBER, KRISTINE	999999999	M	775	S	W	M	M	S
LEHR, KACIE	999999999	A	795	S	M	S	M	S
LEWIS, ALEX	999999999	AB	715	M	S	W	M	W

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	799-850	750-798	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Sample ELA School Roster Report (continued)



LEAP 2025
English Language Arts
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

Regular Education Students		English Language Arts						
Student Name	LASID	Achievement Level	Scale Score	Reading Performance	Reading Subcategory			Writing Performance
					Literary Text	Informational Text	Vocabulary	
MCDONALD, ALEX	9999999999	B	745	M	M	S	M	W

	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	799-850	750-798	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

Sample ELA School Roster Report (continued)



LEAP 2025
English Language Arts
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

		5 English Language Arts						
Special Education Students		Achievement Level	Scale Score	Reading Performance	Reading Subcategory			Writing Performance
4 Student Name	LASID				Literary Text	Informational Text	Vocabulary	
JOHNSON, WILL	9999999999	U	655	W	M	W	W	W
PARIS, KYLIE	9999999999	M	755	S	M	S	M	M
PHILLIPS, CHRIS	9999999999	U	665	W	S	W	W	M
ROWELL, KENDALL	9999999999	B	735	W	M	M	M	W
SMITH, JANE	9999999999	AB	705	S	W	M	S	W
STELMACH, JANE	9999999999	M	775	S	W	M	M	S
TEMPEST, MAXWELL	9999999999	A	795	S	M	S	M	S
TRIMBLE, SETH	9999999999	AB	715	M	S	W	M	W
UNGER, RALPH	9999999999		*					
WATSON, ELIZABETH	9999999999	B	735	W	M	M	M	W

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	799-850	750-798	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Sample Mathematics School Roster Report



LEAP 2025
Mathematics
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

School-Level Percent of Students at Each Achievement Level and Rating by Category/Subcategory

2 Mathematics									
Achievement Level	% at Each Achievement Level	Performance Rating	Mathematics Reporting Category						
			Major Content	Major Content Subcategory				Additional & Supporting Content	Mathematical Reasoning & Modeling
				Operations with Decimals/Read, Write, & Compare Decimals	Solve Fraction Problems	Interpret Fractions, Place Value, & Scaling	Recognize, Represent, & Determine Volume/Multiply & Divide Whole Numbers		
Advanced	12	Strong (S)	12	16	20	32	24	24	48
Mastery	20								
Basic	20	Moderate (M)	64	52	56	48	52	24	20
Approaching Basic	24	Weak (W)	24	32	24	20	24	52	32
Unsatisfactory	24								

Scale Score Average

3 School Average (All Students)
727

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	790-850	750-789	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Sample Mathematics School Roster Report (continued)



LEAP 2025
Mathematics
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

5 Mathematics										
Regular Education Students		Achievement Level	Scale Score	Mathematics Reporting Category						
4 Student Name	LASID			Major Content	Major Content Subcategory				Additional & Supporting Content	Mathematical Reasoning & Modeling
					Operations with Decimals/Read, Write, & Compare Decimals	Solve Fraction Problems	Interpret Fractions, Place Value, & Scaling	Recognize, Represent, & Determine Volume/Multiply & Divide Whole Numbers		
BLAKE, THOMAS	9999999999	U	655	W	W	W	M	M	W	M
BROWNING, LEISHA	9999999999	M	755	M	M	M	S	W	M	S
CARLSON, KENNETH	9999999999	U	665	W	W	W	S	W	M	W
CARMOUCHE, CLAIRE	9999999999	B	735	M	M	S	W	S	W	S
CARTER, SAMUAL	9999999999	AB	705	S	S	M	S	S	W	W
COLE, ANDREW	9999999999	M	775	M	M	M	M	S	S	S
COOK, JAMES	9999999999	A	795	M	W	M	M	M	S	S
COOPER, DANIEL	9999999999	AB	715	M	M	M	M	M	W	M
EVANS, JENNIFER	9999999999	U	685	W	W	W	W	M	M	W
GARCIA, NINA	9999999999	B	735	M	M	M	S	W	W	S
JONES, JOSEPH	9999999999	AB	705	S	S	M	S	M	W	W
KOBER, KRISTINE	9999999999	M	775	M	M	S	M	S	S	S

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	790-850	750-789	725-749	700-724	650-699

PERFORMANCE RATING
S: Strong M: Moderate W: Weak

Sample Mathematics School Roster Report (continued)



LEAP 2025
Mathematics
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

Mathematics										
Regular Education Students		Achievement Level	Scale Score	Mathematics Reporting Category						
Student Name	LASID			Major Content	Major Content Subcategory				Additional & Supporting Content	Mathematical Reasoning & Modeling
					Operations with Decimals/Read, Write, & Compare Decimals	Solve Fraction Problems	Interpret Fractions, Place Value, & Scaling	Recognize, Represent, & Determine Volume/Multiply & Divide Whole Numbers		
LEHR, KACIE	9999999999	A	795	M	S	W	M	M	S	S
LEWIS, ALEX	9999999999	AB	715	M	W	S	M	M	W	M
MCDONALD, ALEX	9999999999	B	745	M	M	M	M	M	W	W

	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	790-850	750-789	725-749	700-724	650-699

PERFORMANCE RATING
S: Strong M: Moderate W: Weak

Sample Mathematics School Roster Report (continued)



LEAP 2025
Mathematics
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

5 Mathematics										
Special Education Students		Achievement Level	Scale Score	Mathematics Reporting Category						
4 Student Name	LASID			Major Content	Major Content Subcategory				Additional & Supporting Content	Mathematical Reasoning & Modeling
					Operations with Decimals/Read, Write, & Compare Decimals	Solve Fraction Problems	Interpret Fractions, Place Value, & Scaling	Recognize, Represent, & Determine Volume/Multiply & Divide Whole Numbers		
JOHNSON, WILL	999999999	U	655	W	W	W	S	W	W	M
PARIS, KYLIE	999999999	M	755	M	M	M	M	M	M	S
PHILLIPS, CHRIS	999999999		*							
ROWELL, KENDALL	999999999	B	735	M	M	M	M	S	W	S
SMITH, JANE	999999999	AB	705	S	S	M	S	W	W	W
STELMACH, JANE	999999999	M	775	M	M	M	W	S	S	S
TEMPEST, MAXWELL	999999999	A	795	M	M	M	M	M	S	S
TRIMBLE, SETH	999999999	AB	715	M	M	M	M	M	W	M
UNGER, RALPH	999999999	U	685	W	W	W	W	W	M	W
WATSON, ELIZABETH	999999999	B	735	M	M	S	S	M	W	S

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	790-850	750-789	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Sample Social Studies School Roster Report



LEAP 2025
Social Studies
<Season> <YYYY>



Grade: 5 School: XXX Sample School
Report Date: MM/YYYY School System: XXX Sample School System

School-Level Percent of Students at Each Achievement Level and Rating by Category

2 Social Studies							
Achievement Level	% at Each Achievement Level	Performance Rating	Social Studies Reporting Category				
			Medieval Europe and the West African Kingdoms	Civilizations in the Americas	Renaissance, Reformation, and Colonization	Establishing Context	Examining Sources and Expressing Claims
Advanced	13	Strong (S)	17	35	13	26	30
Mastery	22						
Basic	22	Moderate (M)	48	30	61	22	26
Approaching Basic	13	Weak (W)	35	35	26	52	43
Unsatisfactory	30						

Scale Score Average

3 School Average (All Students)
718

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	779-850	750-778	731-749	706-730	650-705

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Sample Social Studies School Roster Report (continued)



LEAP 2025
Social Studies
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

Regular Education Students		5 Social Studies						
4 Student Name	LASID	Achievement Level	Scale Score	Social Studies Reporting Category				
				Medieval Europe and the West African Kingdoms	Civilizations in the Americas	Renaissance, Reformation, and Colonization	Establishing Context	Examining Sources and Expressing Claims
BLAKE, THOMAS	999999999	U	655	W	W	W	W	W
BROWNING, LEISHA	999999999	M	755	M	S	M	M	M
CARLSON, KENNETH	999999999	U	665	W	W	W	W	W
CARMOUCHE, CLAIRE	999999999	B	735	M	M	M	W	S
CARTER, SAMUAL	999999999	U	705	W	M	S	W	M
COLE, ANDREW	999999999	M	775	M	M	M	S	S
COOK, JAMES	999999999	A	795	M	S	M	S	S
COOPER, DANIEL	999999999	AB	715	S	W	M	W	W
EVANS, JENNIFER	999999999		*					
GARCIA, NINA	999999999	B	735	M	M	M	W	W
JONES, JOSEPH	999999999	U	705	W	M	S	W	W
KOBER, KRISTINE	999999999	M	775	M	M	M	S	S
LEHR, KACIE	999999999	A	795	M	S	M	S	S
LEWIS, ALEX	999999999	AB	715	S	W	M	W	W
MCDONALD, ALEX	999999999	B	745	M	S	M	W	W

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	779-850	750-778	731-749	706-730	650-705

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Sample Social Studies School Roster Report (continued)



LEAP 2025
Social Studies
<Season> <YYYY>



Grade: 5
Report Date: MM/YYYY

School: XXX Sample School
School System: XXX Sample School System

Special Education Students		5 Social Studies						
4 Student Name	LASID	Achievement Level	Scale Score	Social Studies Reporting Category				
				Medieval Europe and the West African Kingdoms	Civilizations in the Americas	Renaissance, Reformation, and Colonization	Establishing Context	Examining Sources and Expressing Claims
JOHNSON, WILL	999999999	U	655	W	W	W	W	W
PARIS, KYLIE	999999999	M	755	M	S	M	S	S
PHILLIPS, CHRIS	999999999	U	665	W	W	W	W	W
ROWELL, KENDALL	999999999	B	735	S	W	M	M	M
SMITH, JANE	999999999	U	705	W	S	W	M	M
STELMACH, JANE	999999999	M	775	M	S	W	M	M
TEMPEST, MAXWELL	999999999	A	795	S	S	M	S	S
TRIMBLE, SETH	999999999	AB	715	W	M	S	W	W
UNGER, RALPH	999999999		*					
WATSON, ELIZABETH	999999999	B	735	M	W	M	M	M

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	779-850	750-778	731-749	706-730	650-705

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Sample Science School Roster Report



LEAP 2025
Science
Spring YYYY



Grade: 5
Report Date: MM/YYYY

School: 002 Egret High School
School System: 040 Pelican Parish

School-Level Percent of Students at Each Achievement Level and Rating by Category

2 Science					
Achievement Level	% at Each Achievement Level	Performance Rating	Science Reporting Category		
			Investigate	Evaluate	Reason Scientifically
Advanced	2	Strong (S)	37	23	28
Mastery	28				
Basic	37	Moderate (M)	35	40	30
Approaching Basic	19	Weak (W)	28	37	42
Unsatisfactory	14				

Scale Score Average

3 School Average (All Students)
738

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	781-850	750-780	725-749	698-724	650-697

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Page 1

Sample Science School Roster Report (continued)



LEAP 2025
Science
Spring YYYY



Grade: 5
Report Date: MM/YYYY

School: 002 Egret High School
School System: 040 Pelican Parish

Regular Education Students		5 Science				
4 Student Name	LASID	Achievement Level	Scale Score	Science Reporting Category		
				Investigate	Evaluate	Reason Scientifically
BLAKE, THOMAS	999999999	M	751	M	M	S
BROWNING, LEISHA	999999999	AB	704	M	M	W
CARLSON, KENNETH	999999999	B	725	S	W	M
CARMOUCHE, CLAIRE	999999999	M	760	S	S	M
CARTER, SAMUAL	999999999	A	786	M	S	S
COLE, ANDREW	999999999	U	695	S	W	W
COOK, JAMES	999999999	M	751	S	M	S
COOPER, DANIEL	999999999	B	749	W	S	S
EVANS, JENNIFER	999999999	M	758	W	M	S
GARCIA, NINA	999999999	AB	704	W	W	W
JONES, JOSEPH	999999999	AB	734	S	W	S
KOBER, KRISTINE	999999999	M	765	S	S	W
LEHR, KACIE	999999999	M	751	W	S	W
LEWIS, ALEX	999999999		*			
MCDONALD, ALEX	999999999	B	744	S	M	W

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	781-850	750-780	725-749	698-724	650-697

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

Sample Science School Roster Report (continued)



LEAP 2025
Science
Spring YYYY



Grade: 5
Report Date: MM/YYYY

School: 002 Egret High School
School System: 040 Pelican Parish

Special Education Students		5 Science				
4 Student Name	LASID	Achievement Level	Scale Score	Science Reporting Category		
				Investigate	Evaluate	Reason Scientifically
JOHNSON, WILL	999999999	U	689	W	W	W
PARIS, KYLIE	999999999	AB	704	M	M	W
PHILLIPS, CHRIS	999999999	B	749	M	M	M
ROWELL, KENDALL	999999999	M	767	S	M	S
SMITH, JANE	999999999	M	751	S	M	M
STELMACH, JANE	999999999	B	736	S	M	W
TEMPEST, MAXWELL	999999999	B	725	W	M	M
TRIMBLE, SETH	999999999	M	758	S	M	S
UNGER, RALPH	999999999	AB	712	M	W	M
WATSON, ELIZABETH	999999999	B	725	M	W	W

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	781-850	750-780	725-749	698-724	650-697

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are included in the total participation count, but the scores are not included in the school averages.

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2025 **Interpretive Guide**

LEAP
2025