

Interpretive Guide

English I, English II, Algebra I
Geometry, U.S. History, and Biology
2021–2022

LEAP
2025



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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 high school tests. Through a better understanding of the assessments, school and school system personnel will be able to use the results in more strategic ways.

Testing requirements for graduation are based on a student’s first entry to high school. All students must continue to pass one of each of three subject pairs as listed below:

- For All Students: Algebra I or Geometry
- For All Students: Biology or U.S. History
- For Students who entered high school prior to 2017–2018: English II or End-of-Course (EOC) English III*
- For students who entered high school in 2017–2018 or thereafter: English I or English II

*Beginning in 2019–2020, EOC English III will be administered by school systems only.

Students qualify for a COVID-19 exemption from a subject test if they earned the credit for the course in the spring of 2020 and they never took the course assessment in a prior year.

The information that follows describes the LEAP 2025 high school assessments administered in 2021–2022, and provides information about how to read and interpret the data on the 2021–2022 assessment reports.

TEST DESIGN

The English I and English II Tests

The LEAP 2025 English I and II 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. The English I and English II tests are each comprised of three sessions. Two of the three sessions contain writing

tasks. All students will take the Research Simulation Task. The other task will be **either** the Literary Analysis Task **or** the Narrative Writing Task.

The tasks are described below.

- **Research Simulation Task**—mirrors the research process by presenting three texts 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 **either** the Literary Analysis Task and an additional passage set with one text **or** the Research Simulation Task, administered by itself.

Session 2 consists of **either** the Research Simulation Task, administered by itself, **or** the Narrative Writing Task and an additional passage set with one text or a pair of related texts.

Session 3, Reading Literary and Informational Texts, asks students to read texts and answer questions to show their understanding of each text. The reading selections may include fiction (e.g., short stories, novel 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 this session.

Table 1 (on the next page) outlines the two possible designs of the LEAP 2025 English I and English II tests. The first part of the table shows the test design when the Literary Analysis Task is administered, while the second part of the table shows the test design when the Narrative Writing Task is administered. The number of texts listed in session 3 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 English I and English II](#).

Table 1: LEAP 2025 English I and English II Test Design

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

The Algebra I and Geometry Tests

Students in Louisiana are ready for college or a career if they are able to meet college and workplace expectations without needing remediation in mathematics skills and concepts. The Louisiana Student Standards for Mathematics (LSSM) support students to become mathematically proficient by focusing on three components of rigor: conceptual understanding, procedural skill and fluency, and application. The LEAP 2025 Algebra I and Geometry assessments focus on the components of rigor reflected in high-quality mathematics tasks that:

- require students to demonstrate understanding of mathematical reasoning in mathematical and applied contexts;
- assess accurate, efficient, and flexible application of procedures and algorithms;
- rely on application of procedural skill and fluency to solve complex problems; and
- require students to demonstrate mathematical reasoning and modeling in real-world contexts.

Each item on the LEAP 2025 Algebra I and Geometry assessments is aligned to one of four reporting categories: Major Content, Additional & Supporting Content, Expressing Mathematical Reasoning, and Modeling & Application. Because a large portion of the test points are reported as Major Content, it is further reported by the following subcategories.

- Algebra I:
 - Interpreting Functions
 - Solving Algebraically
 - Solving Graphically/Rate of Change
- Geometry:
 - Congruence Transformations/Similarity
 - Similarity in Trigonometry/Modeling & Applying

The points in these reporting subcategories can differ depending on the form of the test taken. Not all items assessed under Major Content are reported in reporting subcategories. More information about the reporting subcategories can be found in the assessment guides for Algebra I and Geometry at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

These reporting categories provide parents and educators with 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.

Table 2 (below) shows the total number of points for each reporting category by subject. More information regarding test design can be found in the course-level assessment guides at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

Reporting Category	Algebra I	Geometry
Major Content	28	26
Additional and Supporting Content	14	16
Expressing Mathematical Reasoning	11	11
Modeling and Application	15	15
Total	68	68

The U.S. History Test

The U.S. History test reflects the instructional priorities for social studies by providing students with opportunities to demonstrate their understanding of the content through a variety of item types and to engage with source documents while developing claims about U.S. history content and concepts. In this summative assessment, students apply their understanding of the content by making connections and showing relationships among ideas, people, and events within and across time and place. Students use both their content knowledge and source documents to develop their ideas and support their claims.

The test has a set-based design in which two to six related source documents provide the context from which students answer sets of four to seven questions. Item sets include selected-response questions (i.e., multiple choice, multiple select) and technology-enhanced items. Two item sets culminate with a constructed-response item. The task set contains selected-response questions and culminates with an extended-response item.

Sets and standalone items include a variety of source documents, such as:

- excerpts from text-based primary and/or secondary sources
- authentic and/or reproductions of historical maps
- charts, tables, and/or graphs
- timelines and/or series of events
- graphic organizers and/or diagrams
- illustrations, paintings, and/or photographs
- historical posters and/or political cartoons

The operational U.S. History test contains seven item sets, eleven standalone items, and a task set distributed across timed sessions. The test also contains embedded field-test items that do not count toward a student’s final score on the test and may be placed anywhere in the designated session; they provide information that will be used to develop future test forms.

Table 3 (below) outlines the test design. More information regarding the U.S. History test can be found in the [LEAP 2025 Assessment Guide for U.S. History](#).

Test Session	Component
Session 1	4 Item Sets
	Standalone Items
Session 2	1 Item Set
	Task Set
Session 3	2 Item Sets
	Standalone Items
Total Operational Form	7 Item Sets
	1 Task Set
	11 Standalone Items

The test will contain embedded field-test questions (one item set and three standalone items).

Student performance on the U.S. History test is reported by standard. Scores are reported for Standards 2–6. Standard 1 (Historical Thinking Skills) is not included on the student reports, but it is critical for students to demonstrate their competency with respect to Standard 1 in order to successfully answer items assessed under Standards 2–6 and to perform well on the assessment.

Table 4 (below) shows the four reporting categories and the approximate percentage of score points for each. As the standards assessed by constructed-response items and the task set vary by administration, the percentages by reporting categories do not take constructed-response items and the task set into account.

Reporting Category	Approximate Percentage of Score Points
Standard 2 – Western Expansion to Progressivism	25
Standard 3 – Isolationism through the Great War	17
Standard 4 – Becoming a World Power through World War II	28
Standards 5 and 6 – Cold War Era and the Modern Age	30
Total	100

The Biology Test

The Biology test is aligned to Louisiana Student Standards for Science, which provide appropriate content for all grades or courses, maintain high expectations and create a logical connection of content across and within grades. These standards represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace by calling for students to:

1. apply science content knowledge;
2. investigate, evaluate, and reason scientifically; and
3. connect ideas across the science disciplines of life science, physical science, earth and space science, environmental science, engineering, and technology.

All Louisiana Student Standards for Science in a Biology course are eligible for assessment. The LEAP 2025 Biology assessment examines students' performance of science and engineering practices (SEPs) in the context of disciplinary core ideas (DCIs) and crosscutting concepts (CCCs). Although these SEPs are described separately, they generally function in concert. This overlap of SEPs means that assessment items must be designed around a bundle of related performance expectations (PEs) and not tested in isolation from one another. The task, which contains the extended-response question, may assess any of the standards found in the Biology course from year to year. Table 5 (below) shows the reporting category titles and descriptions.

Reporting Category	Description	Content
Investigate	Ask Questions, Define Problems, and Plan Investigations	HS-LS1-3, HS-LS3-1
Evaluate	Analyze and Interpret Data, Use Mathematics and Computational Thinking, and Engage in Argument from Evidence	HS-LS2-1, HS-LS2-4, HS-LS2-6, HS-LS3-2, HS-LS3-3, HS-LS4-1, HS-LS4-3, HS-LS4-5
Reason Scientifically	Develop and Use Models, Construct Explanations, and Design Solutions	HS-LS1-1, HS-LS1-2, HS-LS1-4, HS-LS1-5, HS-LS1-6, HS-LS1-7, HS-LS2-7, HS-LS4-2, HS-LS4-4

HS-LS1-8 may be assessed and would be reported as part of the overall score. This particular PE does not fit neatly into any one of the three categories; rather, it partly touches all three categories.

SCORING

LEAP 2025 high school 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 Assessment Guides](#).

English I and English II Item Types and Scoring

The LEAP 2025 English I and English II assessments include several types of items, as described below.

Evidence-Based Selected Response (EBSR): This item type consists of two parts (in rare instances, three parts); one part asks students to show their understanding of a text and the other part or parts ask 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).

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 an EBSR item. Whenever this item type is used, the question always identifies in boldface 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 each of the two tasks 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 and use of language conventions. For detailed information about the scoring of the PCRs, see the [LEAP 2025 Assessment Guide for English I and English II](#).

Algebra I and Geometry Item Types and Scoring

The LEAP 2025 Algebra I and Geometry assessments include the following types of items.

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 asks students to choose **more than one** correct answer. Whenever this item type is used, the question always identifies in boldface print that more than one answer is required. The question **may or may not** specify the exact number of correct answers. The MS items are worth one point. Students must choose **all correct** answers and **no incorrect** answer can be chosen.

Short Answer (SA): This item type asks students to key numeric answers into an entry box using the keyboard. The SA items are worth one point. Unless specified in the question, a student will earn credit for an answer that is mathematically equivalent to the correct numerical answer. Answers to SA items can be positive or negative and must be entered in integer or decimal form.

Keypad Input (KI): This item type asks students to key numeric or algebraic answers in the form of fractions, mixed numbers, expressions, equations, or inequalities. 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.

Constructed Response (CR): This item type asks students to create a written explanation or justification, model a process, and/or compute an answer to earn a series of points. A student may receive partial or full credit on CR items, but maximum point values will vary by task. Maximum values for CR items are three, four, or six points. When responding to a CR item, students will type their responses into a response box and have access to an equation builder tool to help type specific algebraic or geometric characters.

Technology Enhanced (TE): This item type uses technology to capture student responses. The TE items are worth one point. Students must meet the requirements of the question exactly to receive credit. The Online Tools Training (OTT) allows students to practice answering the different types of TE questions. 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](#).

U.S. History Item Types and Scoring

The LEAP 2025 U.S. History assessment includes the items that are listed below.

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 more than four answer options and two or more correct answers. All SR items are worth one point each and students cannot earn partial credit. MS questions for U.S. History have five to seven answer options. The question identifies the number of correct answers required.

Technology Enhanced (TE): This item type appears at or near the end of item sets and uses interactive technology to capture students' understanding in ways that cannot be accomplished by selected-response (SR) items. TE items are worth up to two points and may include interactive features such as, but not limited to, drag and drop, drop-down menus, and text highlighting. 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](#).

Constructed Response (CR): This item type appears at the end of some item sets and asks students to write a brief response to a question that is scored using an item-specific rubric with a 0–2 point scale. Some CR items may include two parts in order to support the assignment of two score points.

Extended Response (ER): This item type appears at the end of the task set. The ER item asks students to write an in-depth response that expresses and develops a claim, incorporating their knowledge of the content and concepts along with evidence from the source documents. The ER item is worth up to eight points and is scored using a two-dimensional rubric that measures content and claims. Each dimension is scored using a rubric with a scale of 0–4 points.

Biology Item Types and Scoring

The LEAP 2025 Biology assessment includes the following types of items.

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): 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. Responses may be a brief paragraph of a few sentences.

Extended Response (ER): 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 high school reports, 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 level of study. 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. For LEAP 2025 high school, scale scores have a range of 650 to 850 for all subjects. Refer to Table 6 (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 high school Algebra I 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 high school Algebra I test in any year will score at the *Basic* achievement level.

Comparability

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

Achievement Level Definitions

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

- **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 6 (below) lists the range of scale scores for each achievement level. More information on the Achievement Level Descriptors can be found in the Assessment Library at <https://www.louisianabelieves.com/resources/library/assessment>.

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 students taking the grade 8 ELA LEAP 2025 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 English I test, then there has been a decrease in the percentage 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 and subjects, 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.

Table 6: LEAP 2025 Scale Score Ranges						
Content Area						
Achievement Level	English I	English II	Algebra I	Geometry	U.S. History	Biology
<i>Advanced</i>	791–850	794–850	805–850	783–850	774–850	772–850
<i>Mastery</i>	750–790	750–793	750–804	750–782	750–773	750–771
<i>Basic</i>	725–749					
<i>Approaching Basic</i>	700–724				711–724	707–724
<i>Unsatisfactory</i>	650–699				650–710	650–706

Student Rating by Reporting Category and Subcategory

Definition

Performance is also broken down into reporting 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.
- A Weak rating is comparable to the knowledge and ability of the achievement levels below *Basic*.

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 possible areas of weaknesses and strengths to 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.

Achievement Level Policy Definitions

Achievement level policy definitions (provided on page 7) describe in general terms the expectations of student performance for a student to be classified into each achievement level. The definitions have been approved by the Louisiana State Board of Elementary and Secondary Education (BESE) and are in accord with other statewide assessments. They are based on input from the Louisiana Department of Education (LDOE) Technical Advisory Committee and professional staff.

Achievement Level Descriptors

Achievement level descriptors (ALDs) are content- and grade-specific statements of the knowledge, skills, and abilities a student must demonstrate to be classified into each achievement level. A multi-step iterative process was used in developing ALDs for each assessment, which incorporated the reporting categories. Initial drafts of the ALDs were created by LDOE content staff, in cooperation with content specialists, to reflect the gradual increase in expectations across the five achievement levels. Participants from standard setting meetings had the opportunity to provide suggestions for editing the ALD drafts for each assessment based on their content recommendations for each of the cut scores. The final ALDs were produced by LDOE content staff incorporating the suggested edits generated by the standard-setting meeting participants.

Cut Scores

A cut score is the minimum scale score associated with an achievement level. The cut scores for LEAP 2025 assessments were established through a well-defined standard-setting process, which meets national best practices.

Final approval of the achievement level cut scores was given by BESE. Student scores, including the achievement level cut scores, were transformed to a reporting scale of 650 to 850 that is divided into five scale-score ranges.

STUDENT-LEVEL REPORTS

Sample Student Report: Explanation of Results and Terms

Online Student Reports for each school are posted by subject and may be downloaded and printed from the DRC INSIGHT Portal (eDIRECT) (<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 English I, English II, Algebra I, Geometry, U.S. History, and Biology. Two sample student reports are provided in this guide, one for English I and one for Algebra I.

- **Sample Student Report A—English I**
- **Sample Student Report B—Algebra I**

Both 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 6 on page 8 of this guide to see the ranges of scores for each achievement level by course).

On the first sample report, the student's scale score for the English I test was 740. This corresponds to Level 3, the *Basic* achievement level.

The second sample report shows an Algebra I scale score of 739. This corresponds to Level 3, the *Basic* achievement level.

3 REPORTING CATEGORY AND SUBCATEGORY PERFORMANCE INDICATORS

Category and subcategory performance indicators are located below the Overall Student Performance field. Within each course there are specific skill sets students demonstrate.

These categories and subcategories are not reported using scale scores or achievement levels. Instead, they are rated using the 3-tiered system described below:

- 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 approached 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)

English I and English II Reporting Categories and Subcategories

The English I and English II tests measure the major categories of Reading and Writing and include performance ratings for each reporting category.

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

Reading Subcategories

- Literary Text
- Informational Text
- Vocabulary

Writing Subcategories

- Written Expression
- Knowledge & Use of Language Conventions

These performance indicators can help parents and educators understand which areas they might focus on to help the student be better prepared for the next level of study. For example, on the first sample report, the student's performance rating in the Written Expression subcategory was Moderate, meaning the student may need additional support going forward. The Strong performance rating in the subcategory Literary Text indicates the student is able to read and understand complex grade-level fiction, drama, and poetry; however, the Weak performance rating in the Vocabulary subcategory indicates this may be a specific area the student could focus on to improve overall Reading performance in the future.

Algebra I and Geometry Reporting Categories and Subcategories

The Algebra I test is reported by:

- Major Content
 - Interpreting Functions
 - Solving Algebraically
 - Solving Graphically/Rate of Change
- Additional & Supporting Content
- Expressing Mathematical Reasoning
- Modeling & Application

The Geometry test is reported by:

- Major Content
 - Congruence Transformations/Similarity
 - Similarity in Trigonometry/Modeling & Applying
- Additional & Supporting Content
- Expressing Mathematical Reasoning
- Modeling & Application

The performance indicators on each Algebra I and Geometry category can help parents and educators understand which areas they can focus on to help the student be better prepared for the next level of study. For example, on the second sample report, the student's Moderate performance rating on the Major Content and Weak performance rating on Expressing Mathematical Reasoning may indicate that the student has a good understanding of grade-level mathematics content but struggles with how to express that understanding.

U.S. History Reporting Categories

The U.S. History test is reported by:

- Western Expansion to Progressivism
- Isolationism through the Great War
- Becoming a World Power through World War II
- Cold War Era and the Modern Age

Biology Reporting Categories

The Biology test is reported by:

- Investigate
- Evaluate
- Reason Scientifically

4 ACHIEVEMENT LEVEL DESCRIPTORS

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

Student: SAMPLE STUDENT
LASID: XXXXXXXXXX
Date of Birth: MM/DD/YYYY

Grade: 9
School: XXX Sample School
School System: XXX Sample School System

Report Date: MM/DD/YYYY

OVERVIEW 1

The English I assessment measures whether students are on track to be successful in English language arts coursework for the next level of study. This report includes your student's overall score and achievement level.

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://www.louisianabelieves.com/resources/parents-students>.

STUDENT PERFORMANCE

LEVEL 3

SCORE 740

BASIC

OVERALL STUDENT PERFORMANCE 2

Your student scored **740** 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. Students must score at least *Approaching Basic* to meet graduation requirements.

Your student is **xxx** points from *Mastery*. *Mastery* indicates full readiness for the next level of study.

MODERATE PERFORMANCE

STUDENT'S READING PERFORMANCE

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 analyze 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 analyze less complex grade-level nonfiction, including texts about history, science, art, and music.

WEAK PERFORMANCE

VOCABULARY
In this area, your student did not do as well as students who met the expectations. The student struggles to use context to determine the meanings of words and phrases in grade-level texts.

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

3

MODERATE PERFORMANCE

STUDENT'S WRITING PERFORMANCE

MODERATE PERFORMANCE

WRITTEN EXPRESSION
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 well-developed, organized, and clear writing, using details from what the student has read.

STRONG PERFORMANCE

KNOWLEDGE & USE OF LANGUAGE CONVENTIONS
In this area, your student did as well as or better than students who met the expectations. The student is able to compose writing that correctly applies the rules of Standard English, including those for mechanics, grammar, and usage.

ACHIEVEMENT LEVELS AND DESCRIPTORS

- LEVEL 5**
- LEVEL 4**
- LEVEL 3**
- LEVEL 2**
- LEVEL 1**

- ADVANCED (791-850)**
- MASTERY (750-790)**
- BASIC (725-749)**
- APPROACHING BASIC (700-724)**
- UNSATISFACTORY (650-699)**

4

<https://www.louisianabelieves.com/measuringresults>

Student: SAMPLE STUDENT **Grade:** 9 **Report Date:** <MM/DD/YYYY>
LASID: XXXXXXXXXX **School:** XXX Sample School
Date of Birth: MM/DD/YYYY **School System:** XXX Sample School System

OVERVIEW 1

The Algebra I assessment measures whether students are on track to be successful in mathematics coursework for the next level of study. This report includes your student's overall score and achievement level.

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://www.louisianabelieves.com/resources/parents-students>.

STUDENT PERFORMANCE

LEVEL 3

SCORE 739

BASIC

OVERALL STUDENT PERFORMANCE 2

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. Students must score at least *Approaching Basic* to meet graduation requirements.

Your student is **xxx points from Mastery**. *Mastery indicates full readiness for the next level of study.*

MAJOR CONTENT PERFORMANCE

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 writing and interpreting expressions and functions, calculating and interpreting average rate of change over a nonlinear interval, and solving linear and nonlinear equations algebraically and graphically.

- ★★★ MODERATE PERFORMANCE
- ★★★ MODERATE PERFORMANCE
- ★★★ STRONG PERFORMANCE

3

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 reason abstractly about rational and irrational numbers; determine equivalent forms of expressions and functions; interpret, transform, and represent functions; and summarize, represent, and interpret statistical data.

★★★ WEAK PERFORMANCE

EXPRESSING MATHEMATICAL REASONING

In this area, your student did not do as well as students who met the expectations. The student struggles to create and justify logical mathematical solutions and analyze and correct the reasoning of others in applied contexts.

★★★ MODERATE PERFORMANCE

MODELING & APPLICATION

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 real-world problems, representing and solving problems with symbols, reasoning quantitatively, and using appropriate tools as a strategy to solve problems.

★★★ 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

ACHIEVEMENT LEVELS AND DESCRIPTORS 4

- LEVEL 5** ADVANCED (805-850) Exceeded Expectations
- LEVEL 4** MASTERY (750-804) Met Expectations
- LEVEL 3** BASIC (725-749) Nearly Met Expectations
- LEVEL 2** APPROACHING BASIC (700-724) Partially Met Expectations
- LEVEL 1** UNSATISFACTORY (650-699) Expectations Not Yet Met

<https://www.louisianabelieves.com/measuringresults>

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
- how many points your child is from achieving Mastery indicating their readiness for the next level of study (English language arts and Mathematics only)

STUDENT PERFORMANCE
 LEVEL **3**
 SCORE **730**
 BASIC

OVERALL STUDENT PERFORMANCE
 Your student scored 730 on a scale of 650 to 850 and performed at Level 3. Students performing at this level are not meeting the expectations. The student may require additional support to be fully prepared for the next level of study in this content area. Students results come at least Approaching Basic to meet graduation requirements.

Your student is 20 points from Mastery. Mastery indicates full readiness for the next level of study.

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.**

Level	Achievement Level Performance	Achievement Level Descriptor
5	Advanced (799-850)	Exceeded Expectations
4	Mastery (750-798)	Met Expectations
3	Basic (725-749)	Nearly Met Expectations
2	Approaching Basic (700-724)	Partially Met Expectations
1	Unsatisfactory (650-699)	Expectations Not Yet 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.

STUDENT'S READING PERFORMANCE	STUDENT'S WRITING PERFORMANCE
<p>LITERARY TEXT PERFORMANCE *** Exceeded Expectations ** Met Expectations * Nearly Met Expectations * Approaching Basic * Unsatisfactory</p> <p>INFORMATIONAL TEXT PERFORMANCE *** Exceeded Expectations ** Met Expectations * Nearly Met Expectations * Approaching Basic * Unsatisfactory</p> <p>VOCABULARY PERFORMANCE *** Exceeded Expectations ** Met Expectations * Nearly Met Expectations * Approaching Basic * Unsatisfactory</p>	<p>WRITTEN EXPRESSION PERFORMANCE *** Exceeded Expectations ** Met Expectations * Nearly Met Expectations * Approaching Basic * Unsatisfactory</p> <p>KNOWLEDGE & USE OF LANGUAGE PERFORMANCE *** Exceeded Expectations ** Met Expectations * Nearly Met Expectations * Approaching Basic * Unsatisfactory</p>



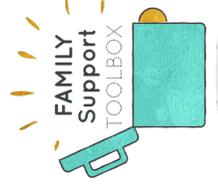
HOW SHOULD THESE RESULTS BE USED?

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?



FOR ADDITIONAL TOOLS AND RESOURCES TO HELP YOU SUPPORT STUDENT LEARNING AT HOME, visit the Family Support Toolbox at <https://www.louisianabelieves.com/resources/family-support-toolbox>

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



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 (eDIRECT) (<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 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 test results for fictitious high school 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 in the table at the top of the report. 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 English II test would be at the *Approaching Basic* achievement level, but only one point away from the *Basic* achievement level.

2 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. Page 1 of the sample school roster report provides information for regular education students, while page 2 shows information for special education students.

3 PERFORMANCE DATA

Each student's performance on the high school tests can be found in the columns to the right of the student information. When reading across each row, users will see the scale score and student's achievement level.

For example, in the sample school roster report, Kenneth Carlson received a scale score of 726 on the English II test, which corresponds to the *Basic* achievement level.

The roster facilitates a comparison among students in the same class or school for the same content area.

By comparing this school-level information to an individual student's performance, a school can determine a student's relative standing. For instance, on page 16, Kenneth Carlson's achievement level of *Basic* in English II is the same as 23 percent of students.

The asterisk (*) replacing Chris Phillips's English II scale score indicates he received no score because his test was 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 would be blank.

Sample School Roster Report



LEAP 2025 High School
English II
<Season><YYYY>



School: Sample School
School System: Sample School System

Report Date: MM/DD/YYYY

1 Achievement Level Scale Score Ranges				
Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
794-850	750-793	725-749	700-724	650-699

School Roster - Regular Education Students

2 Student Name	LASID	Grade	Scale Score	3 Achievement Level	Course Name	Teacher	Class Section
BLAKE, THOMAS	#####	10	651	Unsatisfactory	English II	S. Johnson	4001
BROWNING, LEISHA	#####	10	717R	Approaching Basic	English II	S. Johnson	4002
CARLSON, KENNETH	#####	10	726	Basic	English II	S. Johnson	4002
CARMOUCHE, CLAIRE	#####	10	791	Mastery	English II	S. Johnson	4001
CARTER, SAMUAL	#####	10	655	Unsatisfactory	English II	A. Bridges	4003
COLE, ANDREW	#####	10	760	Mastery	English II	A. Bridges	4003
COOK, JAMES	#####	10	799	Advanced	English II	S. Johnson	4001
COOPER, DANIEL	#####	10	771	Mastery	English II	S. Johnson	4002
EVANS, JENNIFER	#####	10	740	Basic	English II	S. Johnson	4002
GARCIA, NINA	#####	10	733	Basic	English II	S. Johnson	4002
JONES, JOSEPH	#####	10	758	Mastery	English II	A. Bridges	4003
KOBER, KRISTINE	#####	10	822	Advanced	English II	S. Johnson	4001
LEHR, KACIE	#####	10	844	Advanced	English II	S. Johnson	4001
LEWIS, ALEX	#####	10	736	Basic	English II	S. Johnson	4002
MCDONALD, ALEX	#####	10	680	Unsatisfactory	English II	S. Johnson	4001
JOHNSON, WILL	#####	10	690	Unsatisfactory	English II	A. Bridges	4003
PARIS, KYLIE	#####	10	762	Mastery	English II	S. Johnson	4002
PHILLIPS, CHRIS	#####	10	*		English II	S. Johnson	4002
ROWELL, KENDALL	#####	10	742R	Basic	English II	S. Johnson	4002
SMITH, JANE	#####	10	812	Advanced	English II	S. Johnson	4001
STELMACH, JANE	#####	10	820	Advanced	English II	S. Johnson	4001

* This test was voided due to a testing irregularity. The student is included in the total participation count, but no score is included in the school, school system, or state averages.

R indicates that this student is a retester for this subject.

This is a secure document. The information should not be publicly released.

Sample School Roster Report (continued)



LEAP 2025 High School
English II
<Season><YYYY>



School: Sample School
School System: Sample School System

Report Date: MM/DD/YYYY

1 Achievement Level Scale Score Ranges				
Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
794-850	750-793	725-749	700-724	650-699

School Roster - Special Education Students

2 Student Name	LASID	Grade	Scale Score	3 Achievement Level	Course Name	Teacher	Class Section
AMIN, KENZIE	#####	10	651	Unsatisfactory	English II	S. Johnson	4001
BRAVO, COHAN	#####	10	717R	Approaching Basic	English II	S. Johnson	4002
BROCK, MAEVE	#####	10	721	Approaching Basic	English II	S. Johnson	4001
CAMERON, BRENNAN	#####	10	663	Unsatisfactory	English II	A. Bridges	4003
CHANEY, RIVER	#####	10	745	Basic	English II	S. Johnson	4002
CORONA, MAY	#####	10	755	Mastery	English II	S. Johnson	4002
DUNNE, MEG	#####	10	688	Unsatisfactory	English II	S. Johnson	4001
GOULD, GABRIELA	#####	10	659	Unsatisfactory	English II	S. Johnson	4001
GUERRA, JOSEPH	#####	10	777	Mastery	English II	A. Bridges	4003
HARTMAN, LAVINIA	#####	10	747	Basic	English II	S. Johnson	4002
HERBERT, SIENA	#####	10	709	Approaching Basic	English II	S. Johnson	4001
HOBBS, HUZAIFA	#####	10	740R	Basic	English II	S. Johnson	4002
HOLCOMB, ESTHER	#####	10	690	Unsatisfactory	English II	S. Johnson	4001
HOLDER, EESHAN	#####	10	680	Unsatisfactory	English II	A. Bridges	4003
MCPHON, LOTTIE	#####	10	730	Basic	English II	S. Johnson	4002
MELNIK, JESSE	#####	10	778	Mastery	English II	S. Johnson	4002
NORTH, ADAM	#####	10	692	Unsatisfactory	English II	S. Johnson	4001
PRESCOTT, JACK	#####	10	681	Unsatisfactory	English II	S. Johnson	4001
REESE, SOPHIE	#####	10	774	Mastery	English II	A. Bridges	4003
SAVAGE, CHANICE	#####	10	741	Basic	English II	S. Johnson	4002
VELASQUEZ, ETHAN	#####	10	780	Mastery	English II	S. Johnson	4001

R indicates that this student is a retester for this subject.

This is a secure document. The information should not be publicly released.

Sample School Roster Report (continued)



LEAP 2025 High School
English II
<Season><YYYY>



School: Sample School
School System: Sample School System

Report Date: MM/DD/YYYY

Achievement Level Scale Score Ranges				
Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
794-850	750-793	725-749	700-724	650-699

Scale Score and Achievement Level Summary 3															
Course Name	Teacher	Class Section	Number of Students		Average Scale Score	Number and Percent of Students by Achievement Level **									
			Eligible	Tested		Advanced		Mastery		Basic		Approaching Basic		Unsatisfactory	
						#	%	#	%	#	%	#	%	#	%
English II	S. Johnson	4001	48	40	693	13	33	6	15	3	8	4	10	14	35
English II	S. Johnson	4002	56	52	691	9	17	6	12	20	38	8	15	9	17
English II	A. Bridges	4003	38	20	689	10	50	2	10	2	10	4	20	2	10
English II		Retester Class	10	8	677	3	38	0	0	3	38	1	13	1	13
School Summary			152	120	688	35	29	14	12	28	23	17	14	26	22

** The percentages of students across achievement levels may not total 100 due to rounding.

This is a secure document. The information should not be publicly released.

Sample School Roster Report (continued)



LEAP 2025 High School
English II
<Season><YYYY>



School: Sample School
School System: Sample School System

Report Date: MM/DD/YYYY

Course Name	Teacher	Class Section	Number of Students		Percent of Students at Each Category and Subcategory																	
					Reading Performance	Reading Subcategories									Writing Performance	Writing Subcategories						
			Eligible	Tested		Literary Text			Informational Text			Vocabulary				Written Expression			Knowledge & Use of Language Conventions			
						S	M	W	S	M	W	S	M	W		S	M	W	S	M	W	
English II	S. Johnson	4001	48	40	16	59	25	16	59	25	16	59	25	16	59	25	16	59	25	16	59	25
English II	S. Johnson	4002	56	52	12	65	23	12	65	23	12	65	23	12	65	23	12	65	23	12	65	23
English II	A. Bridges	4003	38	20	22	53	25	22	53	25	22	53	25	22	53	25	22	53	25	22	53	25
English II		Retester Class	10	8	10	60	30	10	60	30	10	60	30	10	60	30	10	60	30	10	60	30
School Summary			152	120	15	59	26	15	59	26	15	59	26	15	59	26	15	59	26	15	59	26

S = Strong M = Moderate W = Weak

This is a secure document. The information should not be publicly released.

2021-2022

Interpretive Guide

LEAP
2025