



Office of Assessments, Analytics, and Accountability

# LEAP Mathematics Practice Test Guidance

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# How to Use and Not Use

The recommendations and cautions that follow are meant not only to help prepare students for the LEAP administration, but to help teachers better understand key mathematics expectations and to help administrators better understand what should and should not be done with the practice tests.

General Use	Specific Guidance	How to Use	How Not to Use
<b>Examine practice test CONTENT to evaluate instruction.</b>	Make connections between items and Assessable Content (detailed in Appendix A of the Assessment Guides).	<ul style="list-style-type: none"> <li>• Understand the types of items associated with assessable content to provide clarity. The answer key for each practice test provides the Louisiana Student Standard for Mathematics (LSSM) or LEAP Evidence Statement to which each item is aligned.</li> <li>• Helps answer questions like: “What does this assessable content look like as an assessment item?” and “How does my interpretation of the standards compare with the reasoning and modeling applications detailed in the assessable content?”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Avoid</b> limiting instruction to content, standards, strategies, and evidence statements assessed on the practice test. The practice test does not represent all of the content eligible for actual LEAP assessments.</li> <li>• <b>Do not</b> use the practice test to gather cumulative data about overall student performance and preparedness. Items on the practice test have not gone through the same review process as the LEAP operational test items, such as field-testing and data review.</li> </ul>
<b>Examine practice test CONTENT to evaluate instruction.</b>	Use the practice test as a basis of comparison for purchased and open-source assessments.	<ul style="list-style-type: none"> <li>• Use the practice test as a guide when selecting assessments (or assessment items) in terms of test length, rigor-level, content, item types and variety, and scoring.</li> <li>• Helps answer questions like: “Does the unit assessment provided in the curriculum offer the item variety and flexibility similar to the practice test?” and “What ways can I adjust a pre-made assessment to meet the rigor-level expected of my students?”</li> <li>• Use in conjunction with <a href="#">Instructional Materials Evaluation Tools</a> provided by the LDOE.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do not use only</b> strategies assessed in the practice test for classroom instruction.</li> <li>• <b>Avoid</b> designing lessons based <b>solely</b> around the items and tasks within the practice test.</li> </ul>

	Examine and use the rubrics in the Answer Key documents to understand the expectations for student responses to modeling and reasoning items.	<ul style="list-style-type: none"> <li>• Illustrate how student responses connect to the math practices.</li> <li>• Illustrate the level of reasoning expected in student responses.</li> <li>• Expectations for a complete response include addressing all parts (e.g., part A, part B, etc.) of an item and all components of each part (e.g., within one part make a claim, justify a claim, and show work with each component worth points).</li> <li>• Use the Scoring Activity with fellow teachers and with students to establish common expectations for written and detailed responses in mathematics.</li> <li>• Links to annotated student responses for some reasoning and/or modeling tasks used in the practice test for each grade are provided in the Annotated Student Response section of this document.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Avoid</b> giving constructed-response items to students without instruction and support on how they will be scored and the expectations for earning full points.</li> <li>• <b>Avoid</b> giving repeated constructed-response tasks without providing remediation or further instruction and support to improve student performance and understanding of the tasks.</li> <li>• <b>Avoid</b> focusing only on the qualities of the responses with the highest scores; instead, find positive qualities at every score point to help students identify their individual strengths and weaknesses.</li> </ul>
	Sequence questions in meaningful ways	<ul style="list-style-type: none"> <li>• Build lessons, instructional tasks, and classroom assessments that sequence questions in a purposeful way to help build understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Avoid</b> making every classroom question like items on the practice test.</li> </ul>
<b>Simulate TESTING CONDITIONS to help students feel prepared for actual test administration.</b>	Facilitate testing discussions between teachers and students.	<ul style="list-style-type: none"> <li>• Discuss timing and pacing, the various item types, and the components of complete responses with students.</li> <li>• Encourage students to answer all questions and complete all parts of constructed-response tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do not</b> overwhelm students by being overly focused on testing times. Instead, focus on building content knowledge.</li> </ul>
	Practice timing pacing.	<ul style="list-style-type: none"> <li>• Practice timed writing by administering the task set from the practice test, simulating testing conditions to help students become more mindful and at ease with timed setting.</li> <li>• Adjust the practice test to fit within regular instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Avoid</b> administering the entire practice test in a single day; Sessions can be administered individually over the course of the school year.</li> <li>• <b>Avoid</b> altering classroom and school schedules to administer the practice test.</li> </ul>

	<p>Find different ways to expose students to test format – Computer-Based test (CBT) or Paper-Based test (PBT).</p>	<p><b>CBT (grades 3 through 8, Algebra I, and Geometry)</b></p> <ul style="list-style-type: none"> <li>• When skipping items to come back to, students should be sure to use the “flag” button so that they may see all skipped items when accessing the “Review” page.</li> <li>• It is strongly recommended that students be afforded ample practice time using the Online Tools Training (<a href="#">OTT</a>) to gain familiarity with using all the features of the CBT.</li> </ul> <p><b>PBT (grade 3 only)</b></p> <ul style="list-style-type: none"> <li>• Highlighting text or placing an X to the right of the text in an option are recommended ways for students to eliminate options.</li> <li>• Crossing out options may create scoring issues if bubbles are marked through.</li> <li>• When skipping items to come back to, students may want to make a list (on scratch paper) of question numbers to return to.</li> <li>• Students need to be sure that they have filled in a bubble, or bubbles each question.</li> <li>• Students should make sure they mark only one bubble per column with no empty columns between used columns on answer grids.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Avoid</b> spending too much instructional time on test-prep; instead, focus on building procedural skill and fluency, conceptual understanding, and application of content knowledge.</li> <li>• <b>Avoid</b> overwhelming students with test-taking strategies, especially in the days prior to the assessment; instead, incorporate the analysis of classroom assessments into daily instruction (e.g., have students discuss the wrong answers they chose on a classroom assessment to discover their level of understanding).</li> </ul>
<p>Using practice test CONTENT to inform instruction and assessment.</p>	<p>Facilitate opportunities to learn new strategies.</p>	<ul style="list-style-type: none"> <li>• Discussion of tasks should not be limited to content and correct answers, but should expand to include solving strategies and exploring alternative reasoning/modeling methods.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Avoid</b> learning new test taking strategies in the weeks prior to the test, instead incorporate these strategies <b>throughout</b> the school year.</li> </ul>
	<p>Template for teacher-made assessments.</p>	<ul style="list-style-type: none"> <li>• Provide a variety of item types and tasks to assess skills as appropriate.</li> <li>• Use the <a href="#">Achievement Level Descriptors</a> to help identify or create assessment items requiring different cognitive levels.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Avoid</b> repeatedly assessing content/skills in the same format or to the same depth.</li> </ul>

# Interpreting and Using Results

The LEAP practice tests are intended to be used as an instructional tool and not to predict student performance on the summative tests. The practice tests should not be used to place students in achievement levels. Assessing student performance in this way would yield inaccurate results. The practice tests are designed to provide students and teachers a look at the different item types on the summative assessment and are not inclusive of all content covered by the [Louisiana Student Standards for Mathematics](#).

When analyzing student performance on the practice tests, do not make assumptions about a student’s score (i.e., 70% equals a D). To interpret the results of the practice test in this way would be inaccurate. Unlike classroom tests, statewide assessments (i.e., LEAP) are not scored on a grading scale where, for example, answering 95% of questions correctly is always an A, nor answering only 40% of questions correctly is always an F.

Instead of focusing on individual student performance, consider general patterns, such as those presented in the table that follows, and how to best address those issues in classroom instruction.

Observable Pattern	Examples of Pattern	Recommendations
<b>Content Patterns: <i>Best Observed as Whole Class and Not by Individual Student</i></b>		
Inform remediation needs	Students may have missed an item aligned to a particular standard that has been previously taught and assessed by other measures.	Incorporate the material into current lessons, as extensions of homework assignments, or as bell-ringer discussion. <a href="#">Learning Acceleration Guidance</a> documents are located in the K-12 Mathematics Planning Resource and can help teachers in this task.
Type II tasks	Student responses indicate gaps and assumptions in the reasoning process.	Incorporate more writing activities wherein students explain the reasoning of others.
Type III tasks	Student responses indicate difficulty when explaining how a given model supports the correct answer.	Incorporate more writing activities wherein students connect a given model to the correct response using precise mathematical language.
Inform remediation of securely-held knowledge	Students incorrectly solve a problem which requires knowledge of formulas or other information not provided on a reference sheet.	Incorporate this skill as part of class activities to refresh and strengthen.

Observable Pattern	Examples of Pattern	Recommendations
<b>Administration Patterns</b>		
Multiple Choice vs. Multiple Select, PBT <sup>1</sup>	Students choose more than one answer for multiple-choice.	Have students create comparison charts, with examples, to illustrate the difference between the two question types.
Multiple Select	Students only select one correct bubble for multiple-select when more than one correct answer is required.	Create multiple-select items for lessons as discussion topics for groups. Indicate the number of correct answers. Carefully, weigh each answer option. Discuss why each correct answer is correct and vice versa.
Short Answer, PBT	Students do not fill in the grids correctly.	Using the <a href="#">Appendix</a> , have students compare the acceptable grids to the unacceptable grids and determine what makes for an unacceptable grid. Groups should present their findings to facilitate a whole class discussion.
Constructed Response	Students address all parts of a task, but not all components of each part.	Have students score their own responses according to the rubric to see how points are awarded for each component.
Constructed Response, CBT	Student responses indicate difficulty using the equation builder.	Using the OTT, have students practice entering specific inputs with the equation builder, regardless of what the actual task requires as an answer.
Testing strategies, PBT	Students skip difficult questions with intentions to return, but cannot find all skipped questions on review.	Have students practice making a list of skipped questions on scratch paper during classroom assessments. Have the class brainstorm other strategies to not forget skipped questions.
Testing strategies, CBT	Students skip difficult questions with intentions to return, but cannot find all skipped questions on review.	Have students practice the flagging feature in the OTT by deliberately selecting the “flag” button for specific questions. Once students have flagged the specified questions, have them select “Review/Exit” to see which questions have been answered, which are unanswered, and which have been flagged. Students can practice returning to flagged and unanswered questions to provide answers, and to answered questions to check their work.

<sup>1</sup> PBT will not allow students to select more than one answer for a multiple-choice item.

# General Practice Test Structure

Specific information about the operational test structure by grade level is included in the [LEAP Assessment Guides](#). The LEAP assessment is available as computer-based tests (CBT) for grades 3-8, Algebra I, and Geometry; districts may choose to administer paper-based tests (PBT) for grade 3. The tables shown include the test sessions, points per task type, and permitted testing times for the LEAP mathematics tests.

Grades or Courses	Session	Calculator Allowed	Components	Practice Test Timing (minutes)
3 – 5	1	No	All Type Tasks	65
	2	No	All Type Tasks	65*
	3	No	All Type Tasks	65
6 – 8	1	No	Type I Tasks	60
	2	Yes	All Type Tasks	75
	3	Yes	All Type Tasks	75*
Algebra I and Geometry	1a	No	Type I Tasks	25
	1b	Yes	All Type Tasks	55*
	2	Yes	All Type Tasks	80
	3	Yes	All Type Tasks	80

\*The LEAP **Practice Tests do not include embedded field test items** which are included in the operational form. An additional constructed response task will also be included in the operational tests for field test purposes. Because the testing timing for the operational test includes the field test constructed response, **we recommend the reduced times noted with an asterisk (\*) to better simulate actual testing time**, since the practice tests include only the number of operational tasks.

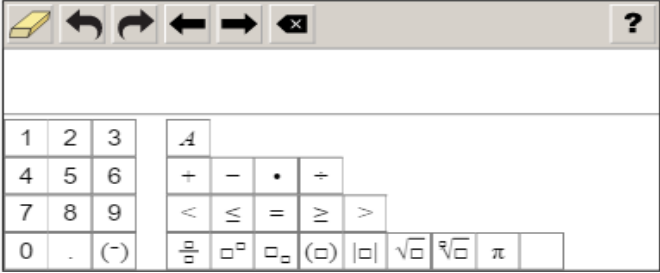
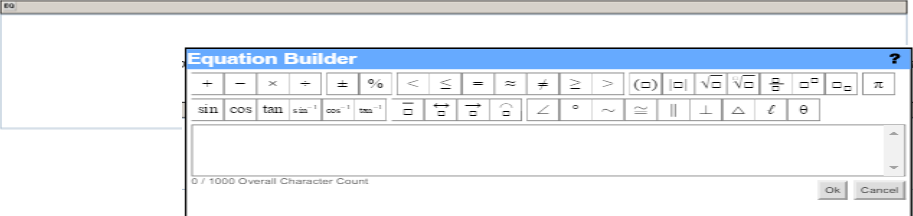
# Item Types

Practice with various item types: multiple-choice, multiple-select, technology-enhanced, constructed- and extended-response items.

Type	Specifics	Scoring
<b>Multiple Choice (MC)</b>	<b>CBT/PBT (all grades/courses)</b> <ul style="list-style-type: none"> <li>3 or 4 answer choices</li> <li><b>only one</b> correct answer</li> </ul>	<ul style="list-style-type: none"> <li>1 point</li> </ul>
<b>Multiple Select (MS)</b>	<b>CBT/PBT Grades 3-5</b> <ul style="list-style-type: none"> <li>5-6 answer choices</li> <li>more than one correct answer</li> <li>directions indicate the number of correct answers to select (“Select <b>two...</b>”)</li> </ul> <b>CBT/PBT Grades 6-8, Algebra I, and Geometry</b> <ul style="list-style-type: none"> <li>5-7 answer choices</li> <li>more than one correct answer</li> <li>directions <b>may or may not</b> indicate the number of correct answers to select (“Select <b>two...</b>”, “Select <b>each...</b>” or “Select <b>ALL...</b>”)</li> </ul>	<ul style="list-style-type: none"> <li>1 point</li> <li>all correct answers and no incorrect answer must be chosen</li> <li><b>no partial credit</b></li> </ul>
<b>Short Answer (SA)</b>	<b>CBT (all grades/courses)</b> <ul style="list-style-type: none"> <li>Does not require students to bubble answers into an answer grid</li> <li>Numeric answers are keyed into entry box using the keyboard</li> <li>The only symbols allowed are decimals (.) for all grades/courses and negative signs (-) for grades 6-8, Algebra I, and Geometry</li> <li>Students attempting to enter any other symbols (e.g., commas, dollar signs, etc.) will receive an error message</li> </ul> <div style="display: flex; align-items: center; margin-left: 400px;"> <div style="border: 1px solid black; padding: 2px 10px; margin-right: 5px;">Enter your answer in the box.</div> <div style="margin-left: 10px;">inches</div> </div> <b>PBT (grade 3 only)</b> <ul style="list-style-type: none"> <li>Does require students to bubble answers into an answer grid</li> <li>Write each part of the answer in a separate box and shade the bubble of the corresponding figure or number in the same column (see <a href="#">Appendix</a>)</li> <li>Do not skip columns</li> <li>Cannot grid a fraction answer, all items with potential fractional answers will be multiple-choice, multiple-select, or constructed-response<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>1 point</li> </ul>

<sup>2</sup> Grade 3 students are not expected to work with decimals. All gridded responses for grade 3 will be whole number answers.



Type	Specifics	Scoring
<b>Keypad Input (KEI)</b>	<p><b>CBT only (grades 5-8, Algebra I, and Geometry)</b></p> <ul style="list-style-type: none"> <li>Numbers, expressions, or equations can be entered into entry box</li> <li>Numbers and symbols are provided for students to select from a keypad, not from the keyboard</li> <li>Symbols provided on the keypad vary depending on the content of the test item.</li> </ul> 	<ul style="list-style-type: none"> <li>1 point</li> </ul>
<b>Constructed Response (CR)</b>	<p><b>CBT (all grades/courses)</b></p> <ul style="list-style-type: none"> <li>Complete all parts and all components of each part</li> <li>Tasks contain an equation builder tool with commonly-used, grade-specific math symbols (grades <a href="#">3-5</a>, <a href="#">6-8</a>, and <a href="#">High School</a>).</li> <li>It is <b>strongly recommended</b> that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using all the features of the equation builder.</li> <li>Students are <b>not</b> required to use the equation builder for any symbols found on the keyboard. For example, a student response with a forward (/) slash to represent a fraction or with an asterisk (*) to represent a multiplication dot would earn the same credit as a student response using the equation builder symbols to build the same representations. The LEAP Equation Builder guides for grades <a href="#">3-5</a>, <a href="#">6-8</a> and <a href="#">High School</a> provides more detailed information.</li> </ul> <p><b>PBT (grade 3 only)</b></p> <ul style="list-style-type: none"> <li>Complete all parts and all components of each part</li> <li>Crossed-out work will not be scored</li> <li>Students may not need all the space provided, but must fit all of their answer within the space</li> </ul> 	<p><b>Grades 3-8</b></p> <p><b>Type II/III</b></p> <ul style="list-style-type: none"> <li>two 3-point tasks</li> <li>one 4-point task for grades 3-5 <b>or</b> three for grades 6-8</li> <li>one 6-point task</li> </ul> <p><b>Algebra I/Geometry</b></p> <p><b>Type II</b></p> <ul style="list-style-type: none"> <li>one 3-point task</li> <li>two 4-point tasks</li> </ul> <p><b>Type III</b></p> <ul style="list-style-type: none"> <li>three 3-point tasks</li> <li>one 6-point task</li> </ul>
<b>Technology enhanced (TE)</b>	<p><b>CBT only (all grades/courses)</b></p> <ul style="list-style-type: none"> <li>It is <b>strongly</b> recommended that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using a variety of TE items.</li> <li>Types: drag and drop, dropdown menu, match interaction, hot spot, bar graph (includes histogram), coordinate graph, number line (includes line plots). Refer to <a href="#">TE Item Guide</a> for more details.</li> </ul>	<ul style="list-style-type: none"> <li>1 point</li> </ul>

## Accessing the Practice Tests

The [Practice Test Quick Start Guide](#) provides information about test administration, scoring, and reporting. Use the links in the table below to access the grades 3 and 4 paper-based practice tests and grades 3-8 answer keys. These resources and all accommodated forms and materials are available in the Practice Test Library and DRC Insight Portal.

Grade/Course in Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Geometry
Computer-Based Resources	<a href="#">Answer Key</a>	<a href="#">Answer Key</a>	<a href="#">Answer Key</a>	<a href="#">Answer Key</a>	<a href="#">Answer Key</a>	<a href="#">Answer Key</a>	<a href="#">Answer Key</a>	<a href="#">Answer Key</a>
Paper-Based Resources	<a href="#">Practice Test Answer Key</a>							

The computer-based practice test for grades 3-8, Algebra I, and Geometry are available in INSIGHT. Teachers may access the online practice tests by copying and pasting the link into Google Chrome:

<https://wbte.drctdirect.com/LA/#portal/la/510848/adminId=510848>. The table below contains the user names to log into teacher access; **the password for all grades/courses and content areas is teach2025.**

Grade/Course in Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Geometry
Username (English)	math03	math04	math05	math06	math07	math08	alg1	geo
Username (Spanish)	math03sp	math04sp	math05sp	math06sp	math07sp	math08sp	alg1sp	geosp

## Administering and Scoring Practice Tests, and Accessing Reports

The [DRC Insight Portal User Guide](#) provides directions on how to prepare for the online administration of the practice tests.

The CBTs are scored using a combination of automated and teacher scoring. Selected-response (e.g., multiple choice and multiple select) and technology-enhanced items are automatically scored by the online system, while written responses are scored by teachers. The DRC Insight Portal User Guide explains how teachers access and use the Educator Scoring application in DRC Insight Portal to score students' answers to constructed- and extended-response items. Prior to using the Educator Scoring application, teachers should retrieve the scoring

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rubrics from the answer key documents, found in the [Practice Test Library](#) or DRC Insight Portal (available in the General Information tab under Documents). All items on the PBTs are scored by teachers using the PBT answer keys.

Additionally, the DRC Insight Portal User Guide outlines how to access the CBT reports and explains the reports provided.

## Scoring Activity

We recommend that teachers use the scoring activity to develop their own scoring materials. This activity, when done with a group of teachers who teach the same grade level/course, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of expectations for student responses, they also discover strengths and weaknesses and how they might be addressed within their own classroom or within their school systems. Teachers can use the same activity with students as well. By having students work through the scoring process, they learn so much about what is expected, and they see the rubric in action as they score and discuss other students' papers. We also encourage school and school system leaders to incorporate the scoring activity into their professional development and/or set aside time for teachers to engage in the kind of discussions about student work that are at the heart of the scoring activity.

### Scoring Activity: Scoring Student Responses Using Rubrics

**PURPOSE:** To establish common expectations for student written responses

**OUTCOMES:**

- Learn to use a rubric and identify qualities of written responses that meet standards
- Reveal grade-specific expectations in a school
- Learn about and discuss different approaches that can improve instruction

**PROCESS:**

1. Have students respond in writing to a common constructed-response task.
2. Collect students' written responses.
3. Work collaboratively to understand the rubric.
  - a. Review the scoring criteria on the chosen rubric. Read through each row. Highlight the key words on the rubric that show the differences between each score.
  - b. Create anchor papers for each score point. These are papers that all participants agree represent a solid score. Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.
4. Score the responses collaboratively.

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- a. Individually score the responses using the rubric and anchor set. (See sample student responses for anchor sets using the links in the tables of the previous section.)
  - b. Then come together as a group. Read each response aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
  - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
5. After the responses are scored, discuss the responses in general — strengths, weaknesses, different approaches to the task, etc. Determine any patterns that exist in the responses as a whole. Individual teachers should also consider their own students’ responses to determine any patterns.

Finally, discuss the instructional implications: “How will we address the general weaknesses? How will I address my own students’ weaknesses, etc.?” Develop a plan.

## Annotated Student Responses

The following tables include hyperlinks (by task name) to annotated student responses for **some** tasks<sup>3</sup> used in the LEAP mathematics practice tests. Alignment to LEAP Evidence Statements and LSSM has been verified for all tasks used on the LEAP practice tests.

Mathematics Type II and Type III Practice Test Tasks	
Location and Task Name	LEAP Evidence Statement and LSSM Alignment
Grade 3, Session 1 #12 <a href="#">Total Number of Buttons</a>	LEAP.II.3.5: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 2.NBT.B.6 and 2.NBT.B.7.
Grade 3, Session 1 #14 <a href="#">Packages of Pictures</a>	LEAP.III.3.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 3.OA.D.8 and 3.OA.A.3.
Grade 3 Session 2 #29 <a href="#">Library Visit</a>	LEAP.III.3.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 3.MD.A.1 and 3.OA.D.8.
Grade 3, Session 3 #41 <a href="#">Number of Stuffed Animals</a>	LEAP.II.3.5: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 3.OA.B.6.

<sup>3</sup> All student work is authentic.

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## Mathematics Type II and Type III Practice Test Tasks

Location and Task Name	LEAP Evidence Statement and LSSM Alignment
<b>Grade 3</b> , Session 3 #43 <a href="#">Lions' Score</a>	LEAP.III.3.2: Solve multi-step contextual problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in 2.OA.A, 2.OA.B, 2.NBT, and/or 2.MD.B. Tasks may have scaffolding. Content for this task is aligned to 2.OA.A.1 and 2.NBT.B.5.
<b>Grade 4</b> , Session 1 #12 <a href="#">Identify Errors</a>	LEAP.II.4.5: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 3.MD.C.
<b>Grade 4</b> , Session 1 #14 <a href="#">Cost of Clay</a>	LEAP.III.4.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 4.OA.A.3 and 4.NBT.B.4.
<b>Grade 4</b> , Session 2 #26 <a href="#">Multiplication Number Line Model</a>	LEAP.II.4.7: Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content for this task is aligned to 4.NF.B.4a and 4.NF.B.4b.
<b>Grade 4</b> , Session 2 #29 <a href="#">Tubes of Paint</a>	LEAP.III.4.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 4.OA.A.2 and 4.NF.B.4c.
<b>Grade 4</b> , Session 3 #41 <a href="#">Adding Mixed Numbers</a>	LEAP.II.4.6: Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content for this task is aligned to 4.NF.B.3c.
<b>Grade 4</b> , Session 3 #43 <a href="#">Carl's Bike Training</a>	LEAP.III.4.2: Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.D.8, 3.NBT, and/or 3.MD. Tasks may have scaffolding. Tasks do not require a student to write a single equation with a letter standing for the unknown quantity in a two-step problem, and then solve that equation. Tasks may require students to write an equation as part of their work to find a solution, but students are not required to use a letter for the unknown. Addition, subtraction, multiplication and division situations in these problems may involve any of the basic situation types with unknowns in various positions (see <a href="#">LSSM</a> , Table 1, Common Addition and Subtraction Situations, p.60; <a href="#">LSSM</a> , Table 2, Common Multiplication and Division Situations, p. 61; and <a href="#">K–5 Progression on Counting and Cardinality and Operations and Algebraic Thinking</a> ). Content for this task is aligned to 3.OA.A.3 and 3.OA.D.8.

## Mathematics Type II and Type III Practice Test Tasks

Location and Task Name	LEAP Evidence Statement and LSSM Alignment
<b>Grade 5</b> , Session 1 #12 <a href="#">Cost of Supplies</a>	LEAP.III.5.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 5.NBT.B.7 and 5.OA.A.2.
<b>Grade 5</b> , Session 2 #24 <a href="#">Use Common Denominator</a>	LEAP.II.5.8: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 5.NF.
<b>Grade 5</b> , Session 2 #29 <a href="#">How Much Larger Pea Section</a>	LEAP.III.5.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 5.NF.B.4c and 5.NF.B.4d.
<b>Grade 5</b> , Session 3 #43 <a href="#">Time on Chores</a>	LEAP.II.5.7: Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content for this task is aligned to 5.NF.B.7a and 5.NF.B.7b.
<b>Grade 6</b> , Session 2 #27 <a href="#">Estimate Length and Width</a>	LEAP.III.6.3: Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity requiring knowledge and skills articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 6.NS.B.3, 6.NS.B.4, and 6.G.A.1.
<b>Grade 6</b> , Session 2 #30 <a href="#">Explain False Equations</a>	LEAP.II.6.9: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 5.NBT.A.1 and 5.NBT.A.2.
<b>Grade 6</b> , Session 2 #31 <a href="#">Expression for Total Dollars</a>	LEAP.III.6.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 6.RP.A.3b, 6.EE.A.2a, 6.EE.A.2c, and 6.EE.B.6.
<b>Grade 6</b> , Session 2 #32 <a href="#">Distances and Locations</a>	LEAP.II.6.4: Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content for this task is aligned to 6.NS.C.6a, 6.NS.C.6c, and 6.NS.C.7c.
<b>Grade 6</b> , Session 3 #41 <a href="#">Sheets of Cardboard</a>	LEAP.II.6.3: Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content for this task is aligned to 6.NS.A.1.

## Mathematics Type II and Type III Practice Test Tasks

Location and Task Name	LEAP Evidence Statement and LSSM Alignment
<b>Grade 6</b> , Session 3 #43 <a href="#">Determine Cups of Water</a>	LEAP.III.6.2: Solve multi-step contextual problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in 5.NBT.B, 5.NF, 5.MD, and 5.G.A. Content for this task is aligned to 5.MD.A.1, 5.MD.B.2, 5.NF.A.2, and 5.NF.B.6.
<b>Grade 7</b> , Session 2 #28 <a href="#">Attendance for Last Four Years</a>	LEAP.III.7.4: Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity using skills and knowledge articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 7.NS.A.3, 7.SP.A.2, and 7.EE.B.3.
<b>Grade 7</b> , Session 2 #29 <a href="#">Cost of Ticket</a>	LEAP.III.7.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 7, requiring application of knowledge and skills articulated by the <a href="#">LSSM section of the Major Content Assessable Content table</a> . Tasks may have scaffolding. Content for this task is aligned to 7.EE.B.4a.
<b>Grade 7</b> , Session 2 #32 <a href="#">Incorrect Square</a>	LEAP.II.7.6: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content for this task is aligned to 6.NS.C.6b and 6.NS.C.8.
<b>Grade 7</b> , Session 3 #36 <a href="#">Saving Twenty Dollars</a>	LEAP.II.7.5: Given an equation, present the solution steps as a logical argument that concludes with the set of solutions (if any). Content for this task is aligned to 7.EE.B.4a.
<b>Grade 8</b> , Session 2 #30 <a href="#">Explain Solutions Conclusion</a>	LEAP.II.8.2: Given an equation or system of equations, present the solution steps as a logical argument that concludes with the set of solutions (if any). Content for this task is aligned to 8.EE.C.7a and 8.EE.C.7b.
<b>Grade 8</b> , Session 3 #37 <a href="#">Comparing Triangles</a>	LEAP.II.8.3: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content for this task is aligned to 8.G.A.5.
<b>Grade 8</b> , Session 3 #41 <a href="#">Gallons of Milk</a>	LEAP.III.8.2: Solve multi-step contextual problems with degree of difficulty appropriate to grade 8, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.3, 7.EE, 7.G, and 7.SP.B. Content for this task is aligned to 7.RP.A.1, 7.RP.A.2b, and 7.RP.A.3.
<b>Grade 8</b> , Session 3 #42 <a href="#">Similar Triangles</a>	LEAP.II.8.5: Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. Content for this task is aligned to 8.EE.B.6.
<b>Algebra I</b> Session 1b #13 <a href="#">Two Real Numbers Defined</a>	LEAP.II.A1.1: Base explanations/reasoning on the properties of rational and irrational numbers. Content for this task is aligned to A1: N-RN.B.3.

## Mathematics Type II and Type III Practice Test Tasks

Location and Task Name	LEAP Evidence Statement and LSSM Alignment
<b>Geometry</b> Session 1b #13 <a href="#">Height of Support</a>	LEAP.III.GM.3: Solve multi-step contextual word problems with degree of difficulty appropriate to the course. Content for this task is aligned to GM: G-SRT.C.8.
<b>Geometry</b> Session 3 #37 <a href="#">King-Sized Mattress</a>	LEAP.III.GM.2: Solve multi-step contextual problems with degree of difficulty appropriate to the course involving perimeter, area, or volume that require solving a quadratic equation. Content for this task is aligned to A1: A-CED.A.



# Resources

## [Assessment Guidance Library](#)

- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committee, includes information on applying for participation
- [LEAP Assessment Guides for Mathematics, Algebra I, and Geometry](#): provides information about the grades 3 through 8, Algebra I, and Geometry tests
- [LEAP Equation Builder Guides](#): provides information on using the equation builder; [Grades 3-5](#), [Grades 6-8](#), and [High School](#); Spanish versions available
- [Desmos](#): link to Desmos free online graphing calculator and resources for its use

## [Practice Test Library](#)

- [LEAP Mathematics Practice Test Answer Keys](#): includes answer keys, scoring rubrics, and alignment information
- [Practice Test Quick Start Guide](#): provides information regarding the administration and scoring of the online practice tests

## [Assessment Library](#)

- [2024-2025 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [Achievement Level Descriptors](#): descriptions of the knowledge, skills, and processes that students demonstrate with relative consistency and accuracy at each level of achievement
- [LEAP Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [LEAP Technology Enhanced Item Types](#): provides a summary of technology-enhanced items students may encounter in any of the computer-based tests (CBTs)

## [DRC Insight Portal](#)

- includes access to tutorials, manuals, and user guides

[EAGLE](#): instructional resources in grade-level documents that teachers can download from the webpage and incorporate into their daily instruction; contact school test coordinator for instructions on accessing the files. For more information, refer to [A Teacher's Guide to LEAP 360](#).

## [INSIGHT™](#)

- LEAP Mathematics Practice Tests: helps prepare students for the test
- Online Tools Training: helps students become familiar with the online testing platform

## [K-12 Math Teacher Library](#)

- [K-12 Louisiana Student Standards for Math](#): explains the development of and lists the math content standards that Louisiana students need to master
- [Teachers Companion Document 2.0](#): contains descriptions of each standard to answer questions about the standard's meaning and how it applies to student knowledge and performance
- [Learning Acceleration Guidance](#): reference guide for teachers to help them more quickly identify the specific remedial standards necessary for every standard, includes information on content emphasis
- [K-12 LSSM Alignment to Rigor](#): provides explanations and a standards-based alignment to assist teachers in providing a rigorous education

## [Contact Us](#)


- [assessment@la.gov](mailto:assessment@la.gov) for assessment questions
- [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) for curriculum and instruction questions

[Newsroom](#): Offers archive copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter


## APPENDIX: GRIDDING HANDOUT

### Acceptable Ways to Grid Answers


4	1				
0	0	0	0	0	0
1	●	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
●	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



		4	1		
0	0	0	0	0	0
1	1	1	●	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	●	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9




				4	1
0	0	0	0	0	0
1	1	1	1	1	●
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	●	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9




### Unacceptable Ways to Grid Answers


4	1				
0	0	0	0	0	0
1	1	1	●	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	●	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9




3		3	1	5	
0	0	0	0	0	0
1	1	1	●	1	1
2	2	2	2	2	2
●	3	●	3	3	3
4	4	4	4	4	4
5	5	5	5	●	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



3	1			3	1
0	0	0	0	0	0
1	●	1	1	1	●
2	2	2	2	2	2
●	3	3	3	●	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



3	5	5			
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
●	3	3	3	3	3
4	4	4	4	4	4
●	●	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



		3	5	1	
0	0	0	0	0	0
1	1	●	1	1	1
2	2	2	2	2	2
3	3	●	3	3	3
4	4	4	4	4	4
5	5	●	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

