

Louisiana Believes

**LEAP 2025 Practice Test
Webinar for Teachers and Supervisors
2019-2020**

LEAP 2025 Practice Tests

The LEAP 2025 practice tests are intended to be used as instructional tools and **not** to predict performance on the summative test.

That is because the items on the practice test have not gone through the same review process as the LEAP 2025 operational test items, such as field-testing and data review.

Best First Step

Take the practice test yourself; follow time limits, use testing materials, and provide actual responses, especially to items requiring written responses.

Agenda

The purpose of this webinar is to provide support in using the practice test as an instructional tool.

- How to Use and How Not to Use
- Interpreting and Using Results
- General Practice Test Structure
- Administering and Scoring
- Accessing Reports

How to Use and How Not to Use

How to Use: Content

- Examine your instructional materials and strategies.
 - Understand how items align to instructional shifts or goals.
 - Understand how items require students to apply content knowledge.
 - Understand the variety of ways standards may be assessed.
- Compare to purchased and open-source assessments.
 - Guide selection in terms of rigor, approach, and item variety.
- Examine and use rubrics, scoring notes, and/or scoring guides
 - Better understand expectations for students' written responses.
 - Plan regular collaborative scoring meetings with colleagues.

Examples

Examine your instructional materials and strategies.

Literary Analysis Task from Grade 7 Practice Test:

You have read passages from the novels *The Georges and the Jewels* and *Black Beauty: The Autobiography of a Horse*. Both were written in the first person point of view. Write an essay in which you compare the way the authors use first person point of view to develop the characters. Be sure to cite specific examples from both passages.

Build ELA content knowledge and skills by:

- Providing opportunities for all students to meet standards through scaffolds or supports (e.g., [Diverse Learners Guide](#))
- Including a variety of [instructional strategies](#)
- Facilitating discussion to help students make meaning of a text before responding to a writing prompt

Examples

Compare to purchased and open-source materials.

A quality-control technician at a candle factory tested eight 16-ounce candles, each 3 inches in diameter. These candles came from the same production run. The table shows the decrease in weight of each candle after burning for 3 hours. Candle makers believe that the rate at which the candles burn is constant.

Candle	1	2	3	4	5	6	7	8
Weight Loss (ounces)	0.5	0.6	0.5	0.7	0.7	0.5	0.5	0.6

Write an equation that can be used to model the weight, w of such a candle as a function of the number, h of hours burning. Then, explain how the equation can be used to predict the weight of a candle that has burned for 5 hours.

In ***Eureka Algebra I Module 2 Lesson 2*** Exploratory Challenge, students are posed the following question:

Do you think that a straight line would be a good way to describe the relationship between the mean number of clear days and elevation?

Why do you think this?

Examples

Examine and use rubrics and/or scoring notes/guides.

Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.

The Silk Road was the road of trade. It wasn't just the trade of goods, but the trade of ideas.

One way the Silk Road affected the social development of Europe and Asia is that they can spread their cultures with other cultures. This is called **cultural diffusion**. Socially, **religion was spread, like Buddhism**. For example, **Buddhism was a popular religion in India**. This religion traveled through out China because of the Silk Road. **John Major, from source 4, stated, " Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street."**

Economically, the countries of Eurasia procured resources that weren't available in their own countries. **Intricate glass from Rome was traded for jade and horses from China.** **China set up many customs posts along the Silk road as stated in Source 3. At these places, traders paid taxes and terifs on goods.**

orange - student claims; blue - course knowledge; green - evidence from the sources

Examples

Examine and use rubrics and/or scoring notes/guides.

The Silk Road affected the economic and social development of Eurasia (Europe and Asia) in many ways.

One way the Silk Road affected the economic development of Eurasia is by allowing them to expand trade with many countries, causing them to grow wealthier. Merchants traveling on different

countries' grounds paid taxes for goods on their grounds. **Source three shows that ancient China had customs posts where traders/merchants paid taxes.** China could use the profits to benefit them.

Another way the Silk Road affected Eurasia economically is by allowing countries' goods to be bought from farther places, making the rare goods more expensive in those places. **Source one shows that**

Roman traders would have to travel a long distance to get silk from China themselves, so if silk from China was brought (or **bartered, bought, or traded from another country**) to Rome, it would be a very

rare, making its prices go up. However, traveling the Silk Road could be very dangerous, both in natural and human ways (**such as sandstorms or bandits**). With that being said, merchants could lose all of their wealth to negative affects of the Silk Road.

The Silk Road not only affected the development of Europe and Asia economically, but also socially. **One way the Silk Road affected the social development of Eurasia is by spreading cultures from one country to another** as merchants bought and sold goods from or to other countries. **Source four states,**

"...the Silk Road enriched...the people of countries and cultures all across Eurasia." Another way the

Silk Road affected Eurasia socially is by spreading a country's religious beliefs all across Europe and Asia. **Sometimes merchants would tell Asian people about being Catholic and the bible and sometimes**

Asian merchants would tell them about being Hindi or a Buddhist. In conclusion, the Silk Road had a vital impact on Europe and Asia, both economically and socially.

Examples

Examine and use rubrics and/or scoring notes/guides.

The student's response:

- Develops a [³ **relevant**, ⁴ **valid**] claim that [⁴ **effectively**] expresses a [³ **general**, ⁴ **solid**] understanding of the topic;
- [⁴ **Thoroughly**] Supports the claim with [³ **sufficient**, ⁴ **well-chosen**] evidence from the sources;
- Provides an [⁴ **logically**] organized [⁴ **cohesive and in-depth**] explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.

One way the Silk Road affected the social development of Europe and Asia is that they can spread their cultures with other cultures.

John Major, from source 4, stated, " Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street."

Economically, the countries of Eurasia procured resources that weren't available in their own countries.

China set up many customs posts along the Silk road as stated in Source 3.

At these places, traders paid taxes and tariffs on goods.

One way the Silk Road affected the economic development of Eurasia is by allowing them to expand trade with many countries, causing them to grow wealthier.

Source three shows that ancient China had customs posts where traders/merchants paid taxes. Source one shows that Roman traders would have to travel a long distance to get silk from China themselves

One way the Silk Road affected the social development of Eurasia is by spreading cultures from one country to another

Source four states, "...the Silk Road enriched...the people of countries and cultures all across Eurasia."

Examples

Examine and use rubrics and/or scoring notes/guides.

The student's response:

- Reflects [³ **general**, ⁴ **thorough**] knowledge of how the Silk Road affected the economic and social development of Europe and Asia by incorporating [³ **adequate**, ⁴ **ample**, **focused**] factual information from prior knowledge and the sources;
- Contains [³ **mostly**] accurate understandings with [³ **minimal**, ⁴ **no**] errors [³ **that do not substantially**, ⁴ **significant enough to**] detract from the overall content of the response;
- [⁴ **Fully**] Addresses all parts of the prompt.

John Major, from **source 4**, stated, " Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street." cultural diffusion. religion was spread, like Buddhism. Buddhism was a popular religion in India. Intricate glass from Rome was traded for jade and horses from China. China set up many customs posts along the Silk road as stated in **Source 3**. At these places, traders paid taxes and tariffs on goods.

Source three shows that ancient China had customs posts where traders/merchants paid taxes. **Source one** shows that Roman traders would have to travel a long distance to get silk from China themselves, bartered, bought, or traded from another country such as sandstorms or bandits **Source four** states, "...the Silk Road enriched...the people of countries and cultures all across Eurasia." Sometimes merchants would tell Asian people about being Catholic and the bible and sometimes Asian merchants would tell them about being Hindi or a Buddhist.

How NOT to Use: Content

Avoid the following practices:

- Prioritizing content
- Limiting instructional strategies
- Designing lessons solely around a specific set

The following uses of the practice test are **strongly discouraged**:

- Using as a data-gathering tool
- Limiting stimuli, passages, sources, and/or contexts
- Focusing on superficial concerns in student written responses
- Focusing only on the qualities of the responses with the highest scores

How to Use: Testing Conditions

- Facilitate testing discussions between teachers and students. Discuss timing/pacing, item types, and elements of complete responses.
- Have students practice with the test mode.
 - CBT (grades 3-HS):
 - Practice typing.
 - Discuss strategic use of tools.
 - PBT (grades 3-4):
 - Discuss strategic use of tools.
 - Practice bubbling responses and writing within response boxes.
 - Encourage students to list skipped questions on scratch paper.

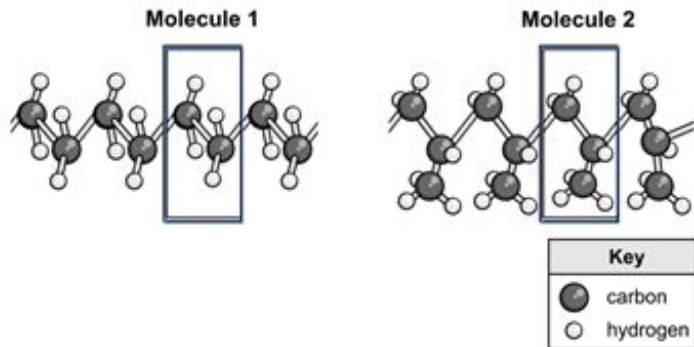
Examples

Facilitate testing discussions.

Crude oil, also known as petroleum, is a liquid that is found within the earth. This liquid can be refined to form products such as gasoline, rubber, and different plastics. The oil is made up of different types of hydrocarbon molecules, which often contain repeating units of hydrogen and carbon atoms. The hydrocarbon molecules removed from the crude oil can then be used to produce other large molecules.

Part A

Drag the molecule pieces into the correct boxes that best complete the partial model of the two molecules formed from hydrocarbon molecules.



Part B

Which structural feature of the two molecules **best** explains the answer to Part A?

- Ⓐ Both molecules should contain carbon and hydrogen atoms.
- Ⓑ **The arrangement of carbon and hydrogen atoms should repeat in a regular pattern.**
- Ⓒ The hydrogen atoms should be smaller than the carbon atoms.
- Ⓓ The number of hydrogen atoms should be greater than the number of carbon atoms.

Examples

Have students practice timing and pacing.

As you work through all parts of the writing process to build writing fluency, note the time needed for each part of the process.

After students are successful with the entire process, consider the best approach for testing (e.g., focus on general plan, evidence from texts, etc.).

Practice timed writing by administering **one** task from the practice test or from a unit from the ELA [Guidebooks](#) to simulate testing conditions.

Let's Express Our Understanding! ▾

The diagram shows a writing template with a vertical timeline on the left side, marked with horizontal lines and three blue dots. The template is divided into five colored sections:

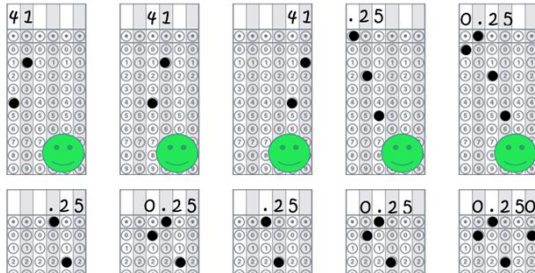
- Introduction (pink)
- Main Idea Sentence/Thesis Statement (green)
- Reason One + Details (yellow)
- Reason Two + Details (blue)
- Conclusion (green)

Examples

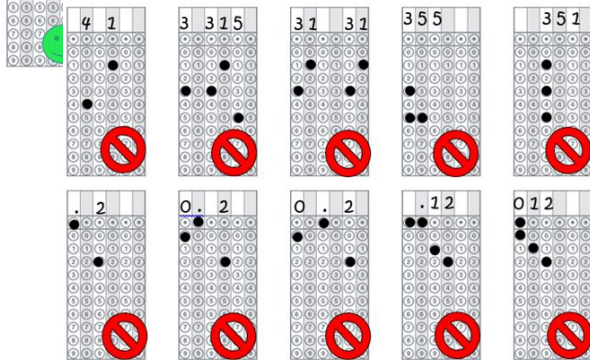
Have students practice with the test mode.

APPENDIX: GRIDDING HANDOUT*

Acceptable Ways to Grid Answers



Unacceptable Ways to Grid Answers



16. An animal weighs 4 pounds. A bald eagle weighs 3 times as much as this animal. How many pounds does the bald eagle weigh?

Enter your answer in the box.

Enter your answer in the box.



limit 6 characters
numbers
decimal point

typing letters or other symbols

Invalid Character Entered

OK

How NOT to Use: Testing Conditions

The following practices are **strongly discouraged**.

- Being overly focused on testing time, test prep, and test-taking strategies.
- Timing **all** assessments.
- Administering all sessions **within a single day**.
- Altering classroom and/or school schedules to administer the practice tests.

How to Use: Format

- Sequence questions in meaningful ways.
 - Build understanding through structure and/or by scaffolding.
- Incorporate set-based assessments (science and social studies).
- Incorporate practice test items into instruction.
 - Review previously taught content.
 - Check for understanding of current content.
 - Expand discussions beyond content and correct answers to include skills and strategies for making connections.
- Incorporate test materials/tools into lessons.

Examples

Sequence questions to help build understanding.

motivation

Which statement explains why Roman merchants **most likely** took long journeys along the Silk Road, as shown in Source 1?

response

Using Source 2, which statement describes a reason China **most likely** used paper money?

response

Based on Source 3, which statement **best** describes an outcome of the growth of trade along the Silk Road?

response

Which statement explains why the Han Dynasty **most likely** expanded the Silk Road, as shown in Source 1?

effect

Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.

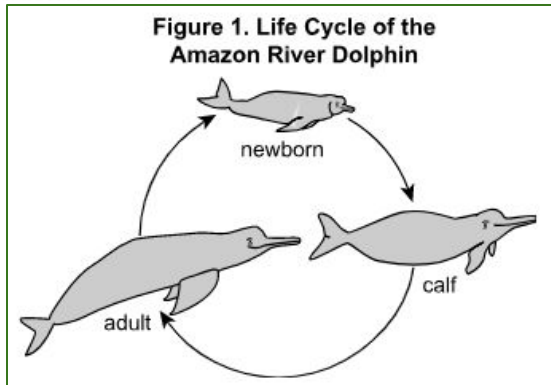
Examples

Incorporate set-based assessments.

Use the information about Amazon River dolphins and your knowledge of science to answer the questions.

Amazon River Dolphins

Amazon River dolphins live mostly in fresh water. They live in the Amazon River in South America. Figure 1 shows the life cycle of the Amazon River dolphin.



Amazon River dolphins live in groups of up to six dolphins. These groups help the dolphins survive. These are some things Amazon River dolphins do in groups:

- hunt together
- take turns eating and watching for predators
- make groups around their young to protect them
- whistle and click to talk to one another

Use the information in Figure 1 to answer the question.

The life cycle of humans is similar to the life cycle of dolphins. The life cycle of humans is shown in the figure.



Based on their life cycles, how are Amazon River dolphins and humans most alike?

b Both are born and then grow larger.

A student claims that living in groups helps Amazon River dolphins survive.

Which evidence **best** supports the student's claim?

d The dolphins are able to protect each other.

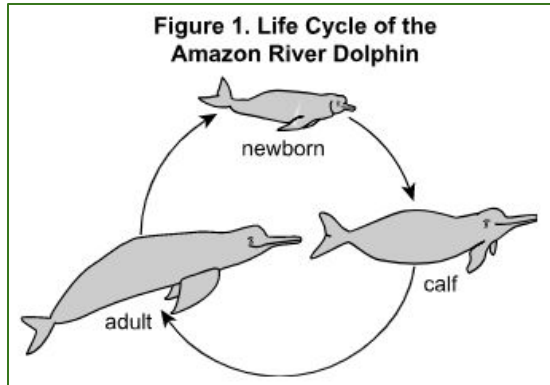
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- hunt together
- take turns eating and watching for predators
- make groups around their young to protect them
- whistle and click to talk to one another

Part A

Over time, the number of Amazon River dolphin deaths has decreased.

Which prediction **best** describes what will happen first as a result of a decreased death rate?

- c The population will increase because more dolphins will survive and reproduce.

Part B

What will **most likely** occur second as a result of a decreased death rate?

- d The population will begin to decrease because there will not be enough food for all the dolphins.

Sometimes a dolphin will be forced out of its group. Predict one effect of a dolphin living without a group. Use evidence to support your response.

The dolphin might be more likely to be eaten by predators as there are no other dolphins to provide protection from predators.

Examples

Incorporate practice test items into instruction.

13. What value of x makes the equation $3(x - 6) - 8x = -2 + 5(2x + 1)$ true?

Review Previously
Taught Content



- Separate each expression
- Have students simplify each expression

Check for Understanding
of Grade Level Content



- Have students write out the process for solving as a list of steps
- Have students compare and critique solving steps

Examples

Incorporate online tools practice into instruction.

Have students compare how they solved the problem and how they entered their work.

EQ

keyboard only, not using equation builder

$$\frac{3}{5} \times 9 + 8^2 \text{ or } \frac{3}{5} * 9 + 8^2$$

keyboard only, using equation builder

$$\frac{3}{5} \bullet 9 + 8^2 \text{ or } \frac{3}{5} \cdot 9 + 8^2$$

mix keyboard and buttons, using equation builder

$$\frac{3}{5} \times 9 + 8^2 \text{ or } \frac{3}{5} \times 9 + 8^2$$

How NOT to Use: Format

Avoid the following practices.

- Making every classroom assignment and assessment mirror the practice test in items, sets, style, and design.
- Using sets, CRs, and ERs as the sole measure of necessary content for each topic.

Interpreting and Using Results

Cautions Around Interpreting Results

Not intended to predict student performance on the summative tests

Not inclusive of all content covered by the Louisiana Student Standards

Do not make assumptions about a student's score (i.e., 70% equals a D).

Using Results

Look for Patterns in Student Performance

- Responses that indicate gaps in content knowledge or skills
- Difficulty with items that require analysis of sources or stimuli
- Selection of only one correct answer for multiple-select item
- Difficulty analyzing and/or evaluating stimuli, sources, and/or demonstrating understanding of content knowledge
- Inability to complete sessions within the time allowed
- Skipping of difficult questions with intentions to return, but experiencing difficulty finding all skipped questions on review

The [Practice Test Guidance documents](#) provide recommendations for teachers if they observe any of the patterns listed above as well as other content-specific patterns.

General Practice Test Structures

ELA Practice Test Design

Session	Practice Test Contents	Time in minutes
1	LAT by itself (gr. 3) LAT & passage set, 1 text (grs. 4-10)	75 (gr. 3); 90 (grs. 4-10)
2	RST (grs. 3-10)	75 (gr. 3); 90 (grs. 4-10)
3	NWT & passage set, 1 text (gr. 3) NWT & passage set, 1-2 texts (grs. 4-8)	75 (gr. 3); 90 (grs. 4-10)
4	RL & RI passage sets, 1-2 texts (grs. 3-10)	30* (grs. 3-5); 50* (grs. 6-10)

The practice test has **3** writing tasks, but, on the operational test, students will take **only 2 of the 3** tasks: RST and either LAT **or** NWT.

*Reduced 30 minutes because practice test doesn't include field-test set.

Mathematics Practice Test Design

Grades or Courses	Session	Calculator	Components	Practice Test Timing
3 – 5	1	No	All Type Tasks	75 minutes
	2			70* minutes
	3			75 minutes
6 – 8	1	No	Type I Tasks	60 minutes
	2	Yes	All Type Tasks	90 minutes
	3			75* minutes
Algebra I and Geometry	1a	No	Type I Tasks	25 minutes
	1b	Yes	All Type Tasks	40* minutes
	2			80 minutes
	3			80 minutes

*Reduced by 15 minutes to account for one less constructed response item than the operational test.

New Science Assessment Designs

Grades 3-8

The 2019-2020 science assessments will **continue** to:

- ask students to 1) apply content knowledge; 2) investigate, evaluate, and reason scientifically; and 3) connect ideas across disciplines,
- report student performance to five achievement levels, and
- report three categories (i.e., Investigate, Evaluate, and Reason Scientifically).

The new design will:

- reduce **from three sessions to two sessions**,
- eliminate the task (grades 3 and 4) and four standalone items,
- reduce time spent on the assessments, and
- administer a field test session to a **sample** of schools (grades 5-8).

Science Grades 3 and 4 Operational Test vs. Practice Test

Session	Operational Test Components	Operational Timing	
		Grade 3	Grade 4
1	Item Sets and Standalone Items	70 minutes	75 minutes
2	Item Sets and Standalone Items	70 minutes	75 minutes

Session	Practice Test Components	Practice Test Timing	
		Grade 3	Grade 4
1	Item Sets and Standalone Items	50 minutes	60 minutes
2	Task and Standalone Items	20 minutes	25 minutes
3	Item Sets and Standalone Items	50 minutes	60 minutes

Science Grades 5-8

Operational Test vs. Practice Test

Session	Operational Test Components	Operational Timing	
		Grade 5	Grade 6-8
1	Item Sets and Standalone Items	80 minutes	90 minutes
2	Task, Item Sets and Standalone Items	80 minutes	90 minutes

Session	Practice Test Components	Practice Test Timing	
		Grade 5	Grade 6-8
1	Item Sets and Standalone Items	60 minutes	65 minutes
2	Task and Standalone Items	25 minutes	30 minutes
3	Item Sets and Standalone Items	60 minutes	65 minutes

Biology

Operational Test vs. Practice Test

Session	Session Components	Test Timing in Minutes	
		Operational	Practice
1	Item Sets and Standalone Items	75	75
2	Task and Standalone Items	90	45*
3	Item Sets and Standalone Items	75	75

*Reduced by 45 minutes because there are no field test items on practice test.

Social Studies Grades 3 and 4

Operational Test vs. Practice Test

Session	Operational Test Components	Operational Timing
1	Item Sets and Standalone Items	75 minutes
2	Item Sets and Standalone Items	75 minutes

Session	Practice Test Components	Practice Test Timing
1	Item Sets and Standalone Items	75 minutes
2	Item Set and Task	60 minutes
3	Item Sets and Standalone Items	60* minutes

* Reduced by 15 minutes to account for one less item set than the operational test.

Social Studies Grades 5-8

Operational Test vs. Practice Test

Session	Session Components	Test Timing in Minutes	
		Operational	Practice
1	Item Sets and Standalone Items	65 (gr. 5) 85 (grs. 6-8)	75* (gr. 5) 95* (grs. 6-8)
2	Item Set and Task	65 (grs. 5-8)	65 (grs. 5-8)
3	Item Sets and Standalone Items	65 (grs. 5-8)	65 (grs. 5-8)

*Grades 5-8 include additional time over the operational time to account for the inclusion of one extra item set, no longer part of the operational design.

U.S. History

Operational Test vs. Practice Test

Session	Session Components	Test Timing in Minutes	
		Operational	Practice
1	Item Sets and Standalone Items	80	80
2	Item Set and Task	65	65
3	Item Sets and Standalone Items	80	60*

*Reduced by 20 minutes because the practice test does not have embedded field test items.

Administering and Scoring

Practice Test Quick Start Guide

The [Practice Test Quick Start Guide](#) provides all of the resources needed to

- access the practice tests and practice test guidance documents,
- prepare for online administration,
- score the practice tests, and
- access the computer-based practice test reports.

● ● ● PRACTICE TEST QUICK START GUIDE 2018-2019

LEAP
2025

DEPARTMENT of
EDUCATION
Louisiana Believes

1. Introduction

Students in grades 3 through high school may take practice tests in English language arts, mathematics, science, and social studies to help prepare them for the LEAP 2025 statewide tests administered later in the school year. The practice tests allow students to do the following:

- become familiar with the testing format
- practice using the online tools for computer-based tests
- respond to some of the types of questions they may find on the LEAP 2025 tests

Paper-based practice tests for grades 3 and 4 are available in the [Practice Test Library](#) of the Department's website or in eDIRECT. Computer-based practice tests for grades 3 through high school are administered through the Data Recognition Corporation INSIGHT testing platform.

2. Practice Test Guidance

Teachers use the [English language arts](#), [mathematics](#), [science](#), and [social studies](#) Practice Test Guidance documents to understand how the practice tests can be used to support instructional goals. The guidance documents include the following sections:

- General Test Structure
- Recommended Uses
- General Cautions
- Item Types
- Interpreting and Using Results
- Resources

Teachers may access the online practice tests by copying and pasting the teacher access link into Google Chrome: <https://write.drc.edirect.com/LA/#portal/la/510848/ott/0/username/password/false>. Currently, teacher access to the all high school practice tests are available, teacher access to the grades 3-8 practice tests will be available this Fall. Below are the user names by content area and grade level. The password for all content areas, grades, and courses is teach2025.

ELA Teacher Access		Math Teacher Access		Social Studies Teacher Access		Science Teacher Access	
Grade or Course	User Name	Grade or Course	User Name	Grade or Course	User Name	Grade or Course	User Name
3	ela03	3	math03	3	ss03	3	sci03
4	ela04	4	math04	4	ss04	4	sci04
5	ela05	5	math05	5	ss05	5	sci05
6	ela06	6	math06	6	ss06	6	sci06
7	ela07	7	math07	7	ss07	7	sci07
8	ela08	8	math08	8	ss08	8	sci08
English I	eng1	Algebra I	alg1	US History	ushist	Biology	bio
English II	eng2	Geometry	geo				








Accessing Materials

Material	Practice Test Library	Assessment Library	DRC Portal (eDIRECT)	INSIGHT
CBT				✓
PBT	✓		✓	
Teacher Access Print			✓	
Answer Key	✓		✓	
Large Print, CAS, Human Reader, Kurzweil	✓		✓	
Text-to-Speech				✓
Braille version			✓	

Accessing Materials

Material	Practice Test Library	Assessment Library	DRC Portal (eDIRECT)	INSIGHT
Spanish Math	✓			✓
Quickstart Guide	✓	✓	✓	
eDIRECT User Guide			✓	
Practice Test Guidance	✓			
Annotated Social Studies Items	✓			
Educator Scoring Guidance			✓	
Online Tools Training				✓
Tutorials			✓	

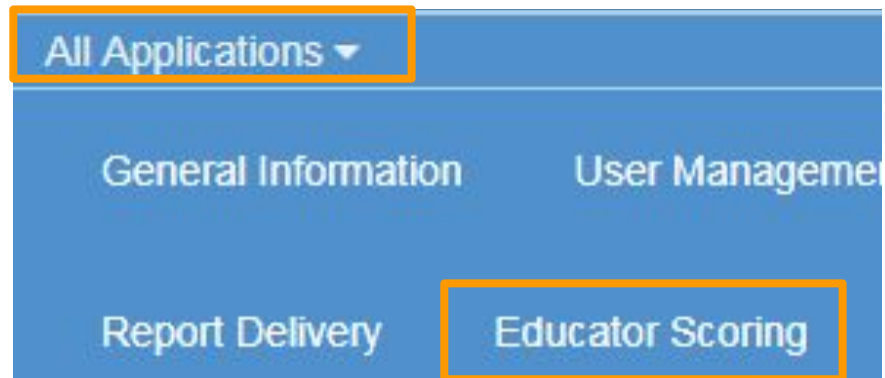
General Scoring Information

Item Type	Content Area	Computer Scored	Teacher Scored
Selected Response (SR)	All		
Evidence-Based Selected Response (ESR)	ELA		
Technology Enhanced (TE)	All		
Short Answer (SA)	Math		
Keypad Input (KI)	Math		
Constructed Response (CR)	All		
Extended Response (ER)	Social Studies Science		

Using DRC INSIGHT Portal (eDIRECT) for Educator Scoring

The Educator Scoring User Guide provides screenshots and step-by-step directions for scoring tests using the Educator Scoring application.

Once logged into DRC INSIGHT Portal (eDIRECT), choose **All Applications** → **Educator Scoring**.



Printing Student Responses

1. Select Administration, District, and Content Area (required)

Administration
Practice Test 2018-2019 ▼ *

District
DRC USE ONLY - 999 ▼ *

School
(All) ▼

Content Area
English Language Arts ▼ *

Assessment
(All) ▼

Session

2. Click **Show Session**. 

Responses *must* be printed before starting educator scoring.

To print responses for all students:

3. Click **Print Student Responses** icon;
responses display as pdf



4. Click **Print** icon



Printing Student Responses

Responses *must* be printed before starting educator scoring.

To print responses for a specific student:

1. Click **Show Students** icon



The Scoring Status window will display

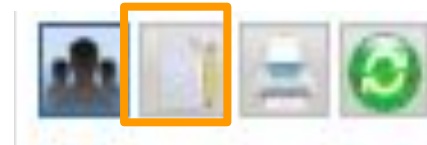
2. Click **Print Student Responses** icon; responses display as pdf
3. Click **Print** icon to print the responses



Scoring Student Responses

To score all student responses

1. Click **Score Session** icon;
you will be signed in to Educator Scoring



To score responses for specific student

1. Click **Show Students** icon



The Scoring Status window will display

2. Click **Score Student** icon;
you will be signed in to Educator Scoring



Scoring Student Responses

1. Evaluate response and select score
2. Click **Submit**, next student's response displays automatically
3. Click **Exit Scoring** to end scoring

2

1

3

The screenshot shows a digital scoring interface. At the top is a green button labeled "Submit". Below it, there are two rows of score selection options. The first row is labeled "A" and has two circular buttons with the numbers "0" and "1". The second row is labeled "Score" and has three circular buttons with the numbers "0", "1", and "2". Below these is a section labeled "NonScorable" with a single circular button containing the letter "N". At the bottom of the interface is a red button labeled "Exit Scoring".

Scoring Responses

A few general notes about using the Educator Scoring application:

- Rubrics and scoring guides for CRs and ERs are in the answer keys.
- DRC INSIGHT does not need to be installed for scoring.
- Use a computer or laptop with Chrome or Internet Explorer 11.
- Teachers may include comments and other notations on responses.
- Student responses can be **batch-printed** prior to scoring.
- Teachers can also access student responses using the Student Lookup feature.

Collaborative Scoring

Use the Scoring Activity in the [Practice Test Guidance](#) documents to

- establish common expectations for students' writing,
- learn to use a rubric and identify qualities of responses that meet standards,
- reveal grade-specific expectations in a school, and
- learn about and discuss different approaches that can improve instruction.

Collaborative Scoring

- 2019 [Social Studies 101](#)
- 2018 [Social Studies Assessment Results Make the Case](#)
- 2018 [ELA Assessment Results Make Case Grades 3-5](#)
- 2018 [ELA Assessment Results Make Case Grades 6-10](#)
- 2018 [Math Assessment Make the Case 3-5](#)
- 2018 [Math Assessment Make the Case 6-8](#)

Accessing Reports

Accessing Reports

The [eDIRECT User Guide](#) explains how to access the computer-based test reports in DRC INSIGHT Portal (eDIRECT) and gives an explanation of the reports provided. All reports are available under the Reports Delivery tab.

Report Delivery

Online Testing Statistics

Status Reports

Student Reports

View Online Results

View Reports

Practice Test Reporting

The ***Student Response Map*** provides information about:

- Correct response and student response for auto-scored items
- Points possible and points awarded for teacher-scored items

The practice tests were not designed to provide summary data. Cells in the **Total % Earned** column will be empty.

Student Name	LASID	Total % Earned	Item Number
ELEVENTHA NONE	1000010500		Item Type
			Reporting Category
			Correct Response
			Total Points Possible
			Total Points Earned
			Student Response

Next Steps

Next Steps

- Access the [Practice Test Quick Start Guide](#).
- Access and use the [Practice Test Guidance](#).
- Share the resources and materials needed to administer the practice test.
- Encourage colleagues to view the Practice Test Webinar. The presentation and recording will be located in the [Practice Test Library](#).
- Plan collaborative scoring events.
- Email assessment@la.gov if you have additional questions.