Louisiana Believes

LEAP 360:
Assessment Inventory

DEPARTMENT of EDUCATION

Overview

Today, we will:

- Reflect on current assessment systems
- Discuss quantity, quality, and use of assessments

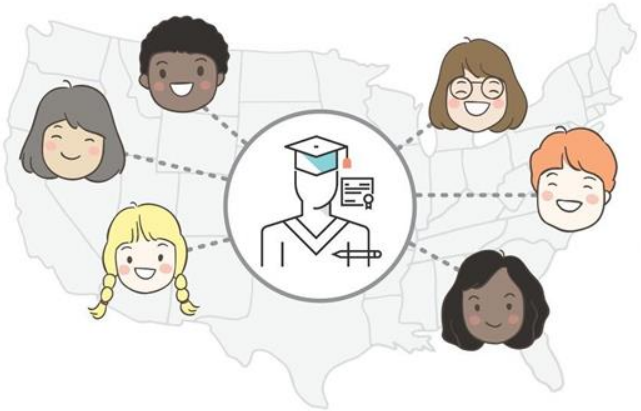
Every day in Louisiana, educators are committed to ensuring that *every child* has the opportunity to grow and thrive.

As a result of this vision, Louisiana has a relentless focus on these five areas:

- Unified Early Childhood Systems
- Academic Alignment
- Educator and Leader Preparation
- Pathways to College or a Career
- Struggling Schools

As a result of this process and focus, by 2025, Louisiana's birth through 12 system will:

ensure students are ready for the next level of study,



give all students access to the same opportunities as their peers across the country, and

provide families and communities with an accurate picture of school and system performance and quality.

In order to reach this goal,
every day, students in Louisiana should...

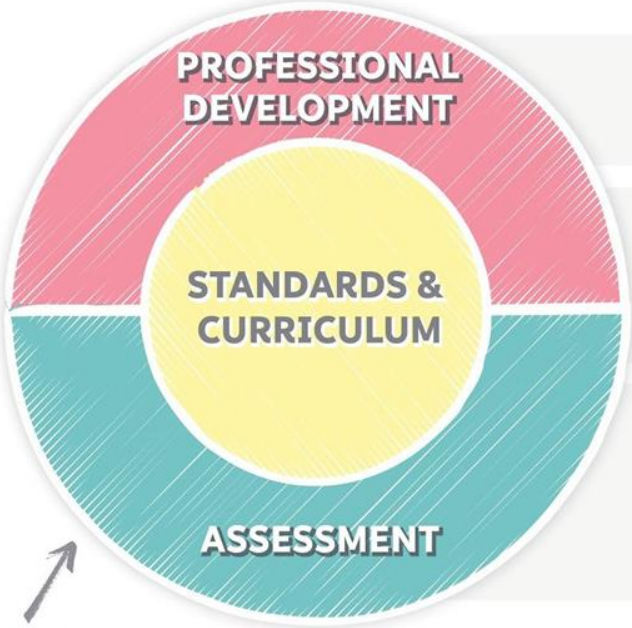
build knowledge of the world,

read meaningful texts,

express ideas through writing and speaking, and

solve complex problems.

ACADEMIC ALIGNMENT



ENSURE COHERENCE AND QUALITY:
Components are interconnected and of the highest quality.

BUILD TRUST IN THE FIELD:
Build trust through ongoing support, collaboration and communications structures for school systems, principals and teachers.

FACILITATE STRATEGIC PARTNERSHIPS:
Facilitate partnerships between school systems and education partners to ensure teachers and students have access to instructional materials and professional development.

Assessment System Goals

- **Fewer**, more purposeful assessments,
- **Aligned** to standards and curriculum, and
- **Connected** to goal setting, observation and feedback, and PLCs to adjust instruction.

Activity: Let's Talk Dates

- Think about your school system and choose a school with which you work very closely.
- This can be any grade level or type.
- Using the document provided (and thinking *specifically* about your school) let's walk through the assessment year.

Step One:

- ~~Draw a line through~~ the school days that are vacation days or "No Student" days.

Activity: Let's Talk Dates

Step Two:

- Mark a "D" on the school days during which you'd want to administer, score, and analyze LEAP 360 diagnostic assessments.

Activity: Let's Talk Dates

Step Three:

- Mark a "I" on the school days during which you'd want to administer, score, and analyze LEAP 360 interim assessments.

Let's Talk About Dates

Step Four:

- What about dates for the LEAP 2025 summatives?
- What other "dates" need to considered?
  - Weekly assessments? Major assessments?
  - LEAP 2025 Practice tests in ELA, math, science, *and* social studies?
  - Exams? District benchmarks?
  - Field trips? Homecoming? Pep rallies?
- How many instructional days are *left*?

All of these dates add up.

Sharing

- Discuss with your table what you noticed about your calendar.
- Which assessments most overlap in your district or school?

Why do we assess?

There are three main purposes for classroom assessment:

- Know where students are when they enter a classroom
- Monitor how students are learning content over the year
- Verify what students have learned

Purpose of Assessments

	DECISIONS to be made	INFORMATION needed	USES of information	TIME FRAME for administering
Classrooms				
Schools				
Districts				

Purpose of Assessments

	DECISIONS to be made	INFORMATION needed	USES of information	TIME FRAME for administering
Classrooms	• What content knowledge and skills are our students learning or not?	***Students, teachers, parents:*** Evidence of what is and is not being learned by each student	• Determine how to adjust instruction to ensure all students meet learning goals	• Daily formative assessment
Schools	• Which teachers are meeting their goals and helping all students learn content knowledge and skills?	***Teacher teams/leaders, principals, curriculum staff:*** Evidence of what is and is not being learned across classrooms	• Determine focus for observation and collaboration with teachers	• Common assessments given at the end of each unit
Districts	• Are schools progressing toward their performance goals?	***District Staff:*** Evidence of progress toward end-of-year performance goals on statewide assessments	• Determine focus for instructional staff • Evaluate overall impact	• LEAP 360 Interim Assessments • Benchmark assessments given at end of semester • Standardized assessments given annually

Sharing

- What are your next steps for ensuring fewer, more purposeful assessments in your district?

Assessment System Goals

- **Fewer**, more purposeful assessments,
- **Aligned** to standards and curriculum, and
- **Connected** to goal setting, observation and feedback, and PLCs to adjust instruction.

Resources

The ELA and Math assessment evaluation tools help educators determine whether assessments and sets of assessments are aligned to the standards.

- ELA Assessment Evaluation Tool
- Math Assessment Evaluation Tool

Quality ELA Assessments

Quality assessments should measure the key learning in English language arts.

Assessments should measure whether students can **read and understand complex texts**:

a) **Use language and vocabulary to comprehend what the text says**

b) **Use topics, themes, and main ideas to comprehend what the text means**

Assessments should measure whether students can **express understanding of complex texts:**

c) **Build opinions about the text using evidence (through discussion)**

d) **Assert claims about the text using evidence (through writing)**

ELA Assessment Passage Changes

Grade 5 Traditional Assessment Text	Grade 5 Complex Assessment Text
Have you ever noticed that bubbles have colors? Look closely, and you can see lots of pretty colors on bubbles. The colors happen when light falls on bubbles. Then the light goes from the bubble to your eyes. Next time you see bubbles, look to at what colors there are. Do you see green or blue? Purple or yellow? Sometimes you can see a rainbow!	Bubbles can also teach us about light. The light from the sun is made up of many different colors. Mixed together, they look white. However, it is possible to separate the different colors of light from each other with a prism. Small drops of water or ice crystals can work like a prism. You have seen this for yourself if you have ever seen a rainbow. *From "Bubblology," from an online site "Science for Kids"*

ELA Assessment Passage Changes

Review the following indicators on the Assessment Evaluation Tool: **1a, 1b, and 1c.**

- How do these indicators reflect the shifts in texts expected of the standards and our ELA goal for students?

ELA Assessment Item Changes

Traditional Item	LSS-Aligned Item
Which character in the story does not like the swamp? A. Uncle Hamp B. Jake's mother* C. Jake D. Mattie Lou	**What is the main reason that Jack wants the canoe to be a success?** A. He wants to feel that he is independent of his father. B. He thinks the canoe will impress his father.* C. He wants to be able to travel deep into the swamp without his father. D. He wants to show his father that he can paddle a canoe as well as a grown-up.

(Grade 3 items based on an excerpt from *Tree Castle Island* by Jean Craighead George)

ELA Assessment Item Changes

LSS-Aligned Item- EBSR

Part A: What is Anthony's viewpoint about the proper role of government?

A. Government should define and establish human rights.
B. Government should be preserved even when citizens are dissatisfied.
C. Government should be structured to define different roles for different people.
D. Government should ensure that human rights are not infringed upon.*

Part B: Which two details from the speech show Anthony persuading her listeners to agree with her viewpoint about government?

A. "We assert the province of government to be to secure the people in the enjoyment of their unalienable rights."*
B. "And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them…"*

[additional options not shown]

(Grade 10 item based on "Is It a Crime for a Citizen of the United States to Vote?" by Susan B. Anthony)

ELA Assessment Item Changes

Traditional Item	LSS-Aligned Item
Read this sentence from paragraph 5. *Bubbles are pretty incredible, but who knew?* **What do the words "but who knew?" mean in this sentence?** A. The ideas are surprising.* B. The ideas are familiar. C. The ideas are simple. D. The ideas are important.	**Part A: What does "circulate" mean as used in paragraph 2?** A. Get stronger B. Gather together C. Break down D. Travel around* **Part B: Which words from the passage best help the reader understand the meaning of "circulate"?** A. "must first be digested" B. "through your arteries to your muscles"* C. "another set of membranes" D. "look for a cluster of them, and watch closely"

(Grade 5 items based on an article titled "Bubblology," from an online site "Science for Kids"

ELA Assessment Item Changes

Traditional Item	LSS-Aligned Item
What kind of figurative language is the phrase "tiny human insects" in paragraph 3? A. personification B. metaphor* C. simile D. onomatopoeia	**Why does the author use the phrase "tiny human insects" in paragraph 3?** A. To suggest that the lives of individuals are not considered important in Winesburg B. To suggest the vast contrast in size between the farmland and the farmers* C. To suggest that George's decision to leave Winesburg will not affect his life in a significant way D. To suggest the relative insignificance of farming as an occupation

(Grade 9 items based on a short story from *Winesburg, Ohio* by Sherwood Anderson)

ELA Assessment Changes

Review the provided assessment thinking about how well the assessments meet the following criteria:

- **Structure**
  - ✓ Reading, writing, and language are integrated
- **Passages**
  - ✓ Authentic, complex texts provide opportunities for assessing multiple standards
- **Items**
  - ✓ Focus on understanding text(s) through analysis and application over recall and identification
  - ✓ Focus on vocabulary essential to the meaning of text(s)
  - ✓ Measure multiple standards in the same question at the depth indicated by the standards
  - ✓ Expect students to provide evidence to demonstrate their understanding

Math Assessments

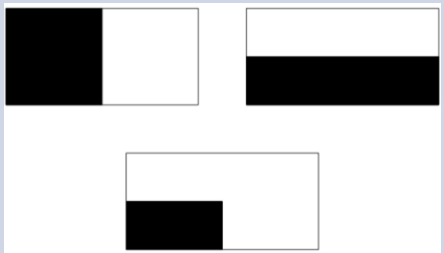
Key Skills in Mathematics

1. Demonstrate understanding of the math concept, not just the procedure
2. Apply their understanding to real world examples
3. Use accurate procedures and skills to answer questions
4. Demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision

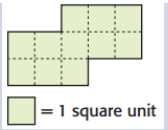
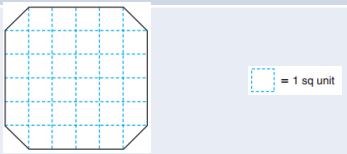
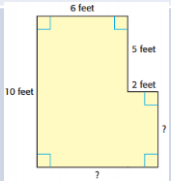
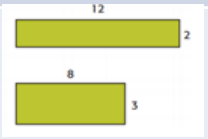
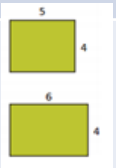
Math Assessments- Understanding

From	To
Cover content that is a “mile-wide and an inch-deep”	Assess fewer topics at each grade (as required by the Standards)
Give equal importance to all content	Dedicate large majority of score points to the major work* of the grade
Assessment as a checklist of individual standards	Items that connect standards, clusters, and domains (as is natural in mathematics) as well as items that assess individual standards
Each topic in each year is treated as an independent event	Consistent representations are used for mathematics across the grades, and Content connects to and builds on previous knowledge

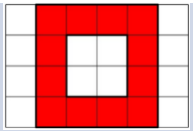
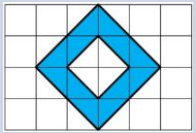
Math Assessments- Understanding

Traditional Approach (Grade 2 Geometry)	LSS-Aligned Approach (2.G.A.3)
Shawn cut a rectangle along two lines of symmetry. How many equal shares will he have?	Ms. Nim gave her students a picture of a rectangle. Then she asked them to shade in one half of the rectangle. Here are three pictures:  Which ones show one half? Explain. Source: Illustrative Mathematics. https://www.illustrativemathematics.org/illustrations/827

Math Assessments: Consistent Progressions

Traditional Progressions (Perimeter and Area)		
Grade 3:	Write the area of the shape.	
Grade 4:	Determine the area of the shape in square units.	
Grade 5:	Find the perimeter of the figure.	
Grade 6:	Select the rectangle with an area of 24 square units and a perimeter of 20 units.	 

Math Assessments: Consistent Progressions

LSS-Aligned Progressions (Area and Surface Area)	
3.MD.C.6:	Find the area of each colored figure.  
4.MD.A.3:	Karl's rectangular vegetable garden is 20 feet by 45 feet, and Makenna's is 25 feet by 40 feet. Whose garden is larger in area? How much larger is that garden?
5.NF.B.4b:	An aerial photo of farmland shows the dimensions of a field in fractions of a mile. Create a model to show the area, in square miles, of a field that is 3/4 mile by 1/3 mile.
6.G.A, 6.RP.A.3:	Alexis needs to paint the four exterior walls of a large rectangular barn. The length of the barn is 80 feet, the width is 50 feet, and the height is 30 feet. The paint costs $28 per gallon, and each gallon covers 420 square feet. How much will it cost Alexis to paint the barn? Explain your work.

Math Assessments: Assessing at the Cluster Level

LSS-Aligned Item at the Cluster Level (5.NBT.A: Understand the place value system)

Are these equivalent to 9.52?

Isaiah is thinking of the number 9.52 in his head. Decide whether each of these has the same value as 9.52 and discuss your reasoning.

a. Nine and fifty-two tenths

b. 9 + 0.5 + 0.02

c. 9 ones + 5 tenths + 2 hundredths

d. $(9 \times 1) + \left(5 \times \frac{1}{10}\right) + \left(2 \times \frac{1}{100}\right)$

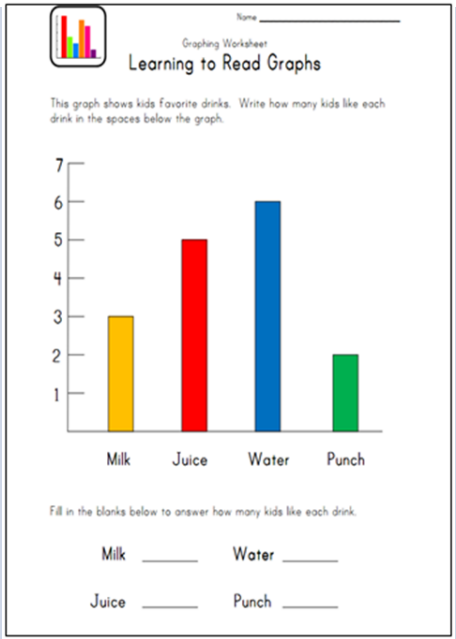
e. 952 tenths

f. 952 hundredths

Source: Illustrative Mathematics. https://www.illustrativemathematics.org/illustrations/1813

Math Assessments: Supporting Work Reinforcing Major Work

Traditional Approach (Grade 1)	LSS-Aligned Approach (1.MD.C.4)



Name _____

Graphing Worksheet

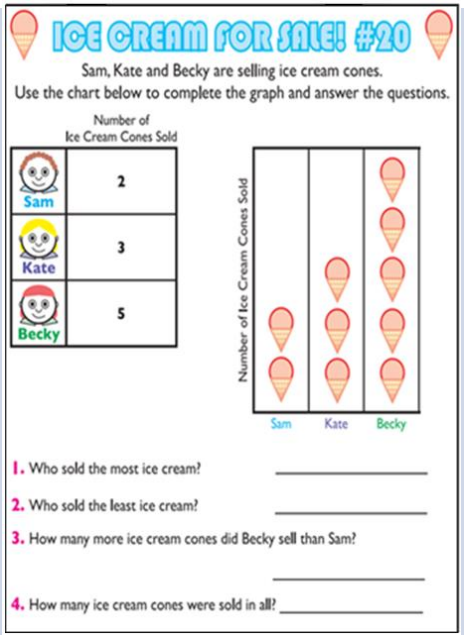
Learning to Read Graphs

This graph shows kids Favorite drinks. Write how many kids like each drink in the spaces below the graph.

Fill in the blanks below to answer how many kids like each drink.

Milk _____ Water _____

Juice _____ Punch _____



ICE CREAM FOR SALE! #20

Sam, Kate and Becky are selling ice cream cones.

Use the chart below to complete the graph and answer the questions.

Number of Ice Cream Cones Sold

Sam	2
Kate	3
Becky	5

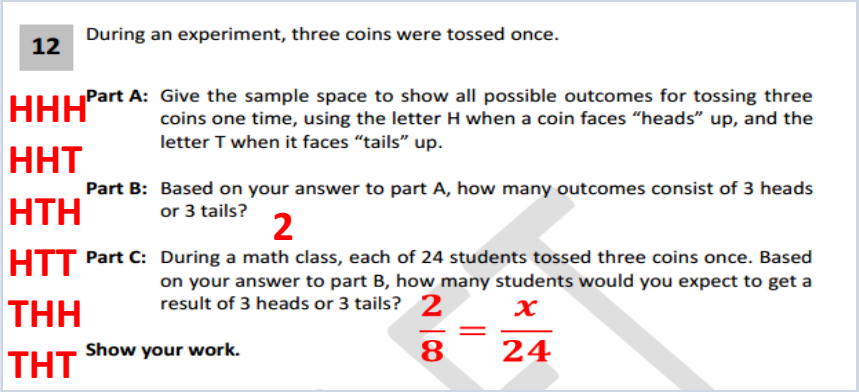
1. Who sold the most ice cream? _____

2. Who sold the least ice cream? _____

3. How many more ice cream cones did Becky sell than Sam? _____

4. How many ice cream cones were sold in all? _____

Math Assessments: Supporting Work Reinforcing Major Work

Traditional Approach (Grade 7)	LSS-Aligned Approach (7.SP.C.8)
A coin is flipped three times. **Part A:** Draw a tree diagram that shows all possible outcomes. **Part B**: Create an organized list that shows all possible outcomes.	 12 During an experiment, three coins were tossed once. **Part A:** Give the sample space to show all possible outcomes for tossing three coins one time, using the letter H when a coin faces "heads" up, and the letter T when it faces "tails" up. **Part B:** Based on your answer to part A, how many outcomes consist of 3 heads or 3 tails? **Part C:** During a math class, each of 24 students tossed three coins once. Based on your answer to part B, how many students would you expect to get a result of 3 heads or 3 tails? **Show your work.** HHH HHT HTH HTT THH THT TTH TTT 2 $\frac{2}{8} = \frac{x}{24}$ $x = 6$ students expected to get 3 heads or 3 tails Source: EngageNY. http://www.engageny.org/sites/default/files/resource/attachments/math-grade-7.pdf

Math Assessments

Review the following indicators on the Assessment Evaluation Tool: **1, 2, 3, and 5.**

How do these indicators reflect the first Key Skill:

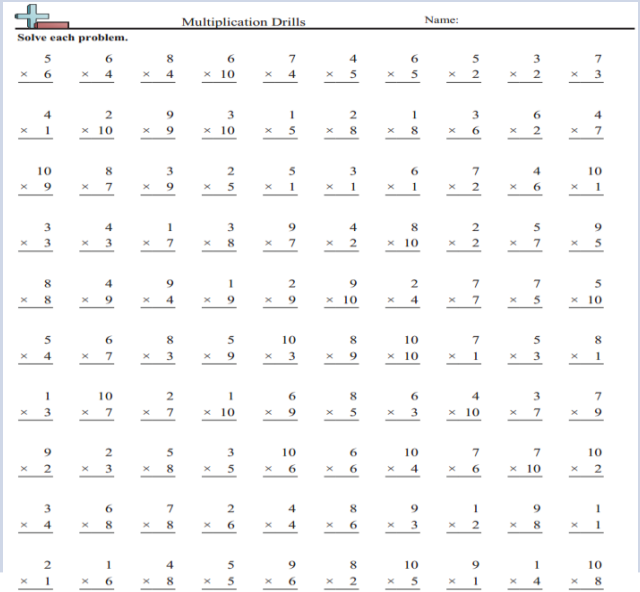
Demonstrate understanding of the math concept, not just the procedure

Math Assessments

From	To
Unbalanced emphasis on procedure or application	Assessment of fluency, procedure, and application in balance
A lack of items that require conceptual understanding	Items that require students to demonstrate **conceptual understanding** of the mathematics, not just the procedures
Fluency items that are only routine and ordinary	**Fluency** items that are presented in new ways, as well as some that are routine and ordinary
Application of mathematics to routine and contrived word problems	**Application** of mathematics to authentic non-routine problems and real-world situations

Math Assessments: Assessing Procedural Skill and Fluency

Traditional Approach



Multiplication Drills Name:

Solve each problem.

5 × 6	6 × 4	8 × 4	6 × 10	7 × 4	4 × 5	6 × 5	5 × 2	3 × 2	7 × 3
4 × 1	2 × 10	9 × 9	3 × 10	1 × 5	2 × 8	1 × 8	3 × 6	6 × 2	4 × 7
10 × 9	8 × 7	3 × 9	2 × 5	5 × 1	3 × 1	6 × 1	7 × 2	4 × 6	10 × 1
3 × 3	4 × 3	1 × 7	3 × 8	9 × 7	4 × 2	8 × 10	2 × 2	5 × 7	9 × 5
8 × 8	4 × 9	9 × 4	1 × 9	2 × 9	9 × 10	2 × 4	7 × 7	7 × 5	5 × 10
5 × 4	6 × 7	8 × 3	5 × 9	10 × 3	8 × 9	10 × 10	7 × 1	5 × 3	8 × 1
1 × 3	10 × 7	2 × 7	1 × 10	6 × 9	8 × 5	6 × 3	4 × 10	3 × 7	7 × 9
9 × 2	2 × 3	5 × 8	3 × 5	10 × 6	6 × 6	10 × 4	7 × 6	7 × 10	10 × 2
3 × 4	6 × 8	7 × 8	2 × 6	4 × 4	8 × 6	9 × 3	1 × 2	9 × 8	1 × 1
2 × 1	1 × 6	4 × 8	5 × 5	9 × 6	8 × 2	10 × 5	9 × 1	1 × 4	10 × 8

LSS-Aligned Approach

9 × 2 = ____	____ × 7 = 56
24 ÷ 6 = ____	5 × 8 = ____
7 × 6 = ____	27 ÷ 3 = ____
35 ÷ 5 = ____	64 ÷ 8 = ____
9 × ____ = 36	____ × 7 = 21

Math Assessments: Assessing Conceptual Understanding

Traditional Approach	LSS-Aligned Approach
Factor: $6y + 24$ Expand: $7(b + 5)$	Circle all the expressions that are equivalent. $7(b + 5) + 3$ $\quad$ $b + 38$ $7b + 7 \times 8$ $\quad$ $7b + 38$ $7b + (7 \times 5) + 3$ Show that the expressions you circled above are equivalent. Source: Achieve the Core. http://achievethecore.org/page/910/extending-previous-understandings-of-properties-mini-assessment-detail-pg

Math Assessments: Not Always Together, Not Always Separate

Traditional Approach

Use the given information to write the equation of each quadratic function.

2. Its graph is a parabola with x-intercepts (2, 0) and (–1, 0) and y-intercept (0, 6).

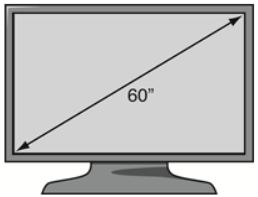
equation: _____

3. The function has zeros (5, 0) and (1, 0) and f(0) = 1.

equation: _____

LSS-Aligned Approach

5. TV screens are measured on the diagonal. The diagram below shows a 60" TV screen.



For this TV, the ratio of height to width^2 is 0.618.

a. What is the area of this TV screen? (2 points)

b. For any TV screen with a height-to-width ratio of 0.618, write a function $A(d)$ that gives the screen area A, in square inches, when the length of the diagonal is d (measured in inches). (1 point)

c. The cost of making any size TV screen is $0.0373A(d) + 0.5d + 10$. What is the largest screen size that can be built for $75? (2 points)

Math Assessment Review

Math assessments should meet the following criteria:

- ✓ Major work is emphasized
- ✓ Reflects balance of procedure, skill, and application.
- ✓ Meaningfully connects standards and math practices
- ✓ Mathematical reasoning is addressed

Assessment

LEAP 360 provides high quality formative assessments to inform instruction and significantly reduces time spent on assessments.

Current state: 80% of school systems currently use LEAP 360.

Promising Evidence in Growing Districts:

Data show that school systems using LEAP 360 saw greater improvement in the percent of students scoring mastery and above on average compared to school systems not using LEAP 360.

In particular, the scale of improvement was greatest when students participated in the non-summative assessments—LEAP 360 diagnostic, LEAP 360 interim—and the complementary LEAP 2025 practice tests.

Sharing

- Based on what you learned, which assessments do you feel most urgent about reviewing to ensure their quality and alignment?

Assessment System Goals

- **Fewer**, more purposeful assessments,
- **Aligned** to standards and curriculum, and
- **Connected** to goal setting, observation and feedback, and PLCs to adjust instruction.

Professional Development

Effective professional development plans are

- **Focused:** Build plans around curricular and assessment needs
- **Relevant:** Ensure the right people attend the right trainings
- **Coordinated:** Provide time and opportunity for those who attend the trainings to share information and have system in place to act on the information districtwide

Building an Effective Professional Development Plan

Step One: Build a PD calendar

A. Determine PD needs
B. Determine available PD
C. Choose additional PD

Step Two: Leverage content leaders and teacher leaders

A. Build a team of the right people
B. Make sure they attend the right trainings
C. Determine how they will redeliver the content
D. Establish structures to support content leaders and teacher leaders and provide follow up

Determine PD Needs

Think about professional development in your district or school. Determine what has most translated to a majority of your teachers' classrooms.

- What was unique about the training(s)?
- What worked well and why?

Determine PD Needs

Two areas to consider:

1. Student performance
   - Assessment data, progress data
   - Observations
2. Principal and teacher needs
   - Focus groups
   - Surveys

Build a PD Calendar: Determine Available PD

Event	Team	Resources
Teacher Leader Summit		
Content Leader Institutes		
Teacher Leader Collaborations		
District Purchased PD		

Components of Quality Plans

Components of an effective curricular plan	Components of a quality assessment system
Content: Ensure content is fully aligned to standards and assessments. **Accessibility**: Ensure teachers can access and connect the tools. **Use**: Ensure teachers are prepared to effectively use the program.	**Quantity:** Give the right amount to get most useful information. **Quality:** Ensure assessments are aligned to standards and curriculum. **Use:** Determine how to use results for goal setting, feedback and collaboration, and planning for the next school year.

Resources

- PD Vendor Guide
- Louisiana's Instructional Materials Reviews
- Curriculum Implementation Observation Tools
- School System Planning Resources
- Assessment Inventory

Assessment Audits in Action

Iberville

- District team met multiple times during Summer to complete audit
- Gathered feedback from educators on thoughts on district mandates
- Made a calendar and chart with all assessments to use as guide for discussion
- Used calendar to eliminate duplicates and unnecessary assessments
- Changed iReady from mandate to teacher choice
- Math assessments: End-of-module from Eureka and all interims are required
- Curriculum coaches used scope and sequence and Guidebooks to schedule dates and form choice
- Reviewed assessment plan in principal meetings then to teachers

Assessment Audits in Action

Beaureguard

- Any grade and subject that has a LEAP 360 assessment is used in place of all other assessments.
- Rolled out plan and training to administrators and counselors in July

St. Charles

- LEAP 360 only (implementation plan seen here)
- Other formative assessments must come from Guidebook or Eureka items.

High School LEAP 360 Plan

	HHS Administration	DHS Administration	
English I	**Full-Year Course** Diagnostic—Aug. 17/20 and 21/22 Interim #3—Oct. 17/18 and 19/22 Interim #2—Feb. 18/19 and 20/21 **Business English/English I** Diagnostic—December Interim #3—Feb. 21 and 22 Interim #2—March 25 and 26	**Fall** Diagnostic —Aug. 16, 17, and 20 Interim #3—Sept. 20 and 21 Interim #2—Oct. 30 and 31	**Spring** Diagnostic (Eng. I)—Jan. 10, 11, and 14 Interim #3—Feb. 26 and 27 Interim #2—March 28 and 29
	*Diagnostic Form C (Narrative Writing) will be administered. *Interim #1 NWT will be utilized for instruction and practice between ELA Guidebook units.		
English II	Diagnostic—Aug. 17/20 & 21/22 Interim #2—Oct. 17/18 and 19/22 Interim #3—Feb. 18/19 and 20/21	**Fall** Diagnostic—Aug. 16, 17, 20 Interim #2—Sept. 20 and 21 Interim #3—Oct. 29 and 30	**Spring** Diagnostic—Jan. 10, 11, and 14 Interim #2—Feb. 26 and 27 Interim #3—March 28 and 29
	*Diagnostic Form C (Narrative Writing) will be administered. *Interim #1 NWT will be utilized for instruction and practice between ELA Guidebook units.		
Algebra I	**Full-Year Course** Diagnostic—Aug. 17/20 and 21/22 Interim #1—Nov. 28/29 Interim # 2—April 4/5 **Math Essentials 9/Algebra I** Diagnostic—Aug. 17 and 20 Interim #1—March 11 Interim #2—April 2 **Intensive Algebra I** Diagnostic—Aug. 17 and 20 Interim #1—By early Nov. Interim #2—By early Feb. Interim #3—By early April	**Fall** Diagnostic—Aug. 16-20 Interim #1—Sept. 28 Interim #2—Nov. 19 or 30 **Math Essentials 9/Algebra I** Diagnostic—Aug. 16-20 Interim #1—Feb. 22 Interim #2—March 28 or 29	**Spring** Algebra I Diagnostic—Jan. 10-14 Interim #1—Feb. 22 Interim #2—March 28 or 29
Geometry	Diagnostic—Aug.17/20 and 21/22 Interim #1—Nov. 8/9 Interim # 2—March 14/15	**Fall** Diagnostic—Aug. 15-16 Interim #1—Sept. 19-20 Interim #2—Nov. 1-2	**Spring** Diagnostic—Jan. 9-10 Interim #1—Feb. 14-15 Interim #2—April 5-8

Scoring & Data Analysis

- The LEAP 2025 Practice Test and any un-administered LEAP 360 interims may utilized for additional practice.
- LEAP 360 teachers will review the Teacher's Guide to LEAP 360 during the August 3rd district pullout session. Guidance from this document will be utilized to support scoring and data analysis.
- Schools will determine plans to share the Parent Guide to LEAP 360 with parents.
- C&I staff and/or ELA/math administrators will facilitate **score calibration** prior to/following the administration of each LEAP 360 assessment during collaborative planning meetings at each school.
- Following score calibration, teachers will have one week to complete scoring of prose constructed response items in DRC (scores in DRC will be uploaded into Illuminate as soon as the day after the one-week scoring window).
- C&I staff and/or ELA/math administrators will facilitate an initial **data analysis** session following the scoring of each LEAP 360 assessment during collaborative planning meetings at each school.
  - Teachers will read and answer all assessment items for the designated assessment prior to data analysis meetings.
  - Teachers will continue to examine Test Session Response Maps and Student Response Maps following the initial data analysis meeting.
  - Special Ed. Resource teachers will review their students' Student Response Maps for LEAP 360 math and ELA.

Next Steps

- **Quantity:** Determine what assessments to give and when.
- **Quality:** Ensure assessments are aligned to standards and curriculum.
- **Use:** Determine how to use results for goal setting, feedback and collaboration, and planning for the next school year.

Email assessment@la.gov with questions.