

Interpretive Guide

Grades 3–8, 11
ELA and Mathematics
Spring 2020

**LEAP
CONNECT**



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This public document was published at a cost of \$1,000. This Web-only document was published for the Louisiana Department of Education, P.O. Box 94064, Baton Rouge, LA 70804-9064, by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. This material was printed in accordance with the standards for printing by State Agencies established pursuant to R.S. 43:31.

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INTRODUCTION TO THE INTERPRETIVE GUIDE

OVERVIEW

Purpose of the Interpretive Guide

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

TEST DESIGN

The LEAP Connect ELA and mathematics assessments are aligned to the Louisiana Student Standards and the Louisiana Connectors. LEAP Connect is an online assessment made up mostly of selected-response items written at four levels of complexity. To access the age- and grade-appropriate general curriculum content and to build skills and knowledge in ELA and mathematics, students with significant cognitive disabilities often need adaptations, scaffolds, and supports. For students to accurately demonstrate what they know and can do, these age- and grade-appropriate adaptations, scaffolds, and supports also need to be present within the assessment process. The assessment items incorporate important aspects of item design related to both varying levels of cognitive complexity and the degree and type of scaffolds and supports. The assessment is designed to be administered one-on-one online. The passages, items, and response options are read to the student by the online testing platform or test administrator. The LEAP Connect tests permit student-specific accommodations that are consistent with the student's IEP, such as assistive technology for student response modes.

Both the ELA and mathematics assessments contain items that are being field tested. The number of field test items varies by grade and content area.

Only a student's performance on the operational items will count toward a student's final score. The field test questions do not count toward a student's final score on the test; they provide information that will be used to help develop future test forms.

The ELA Test

The ELA content covered by the LEAP Connect measures foundational reading skills (at grades 3 and 4), writing, vocabulary, and comprehension of varied text types that are age- and grade-appropriate.

Reading items assess students' developing use of vocabulary and reading skills with literary and informational texts in grade-appropriate contexts.

- literature questions focus on beginning comprehension skills (such as describing characters in a story) as well as more advanced comprehension skills (such as analyzing the development of theme)
- informational questions focus on, for example, identifying the purpose of charts and diagrams as well as integrating information from multiple sources

NOTE: In grades 5–8 and 11, some content standards require evaluation of content across more than one passage. These skills are measured using “paired passage sets.” All paired passages are written in the informational text type.

Writing items assess students' developing writing skills and focus on different types of writing—narrative, explanatory, and argument—at different grade-appropriate levels.

At grades 3 and 4, **Foundational Reading** items include the assessment of early decoding skills (e.g., independently identifying a grade-level word). These questions allow for responses that are either verbal or nonverbal. Students with clear and consistent oral speech are administered the open-response (OR) Foundational Reading items. Students using communication other than oral speech, such as Augmentative and Alternative Communication (AAC) devices, American Sign Language (ASL), braille, or eye gaze are administered selected-response (SR) Foundational Reading items.

The LEAP Connect ELA tests have four sessions.

Sessions 1 and 2 consist of literary and informational reading passages and associated selected-response (SR) Reading questions and Foundational Reading questions (grades 3 and 4 only).

Session 3 consists of selected-response (SR) Writing questions.

Session 4 consists of one constructed-response (CR) Writing item.

Table 1 (next page) outlines the types and number of passages and questions in each session of the test for each grade.

More information regarding test design can be found in the assessment guide at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

Table 1: Spring 2020 LEAP Connect ELA Test Design (Grades 3–8, 11)				
Session	Focus	Grade	Type (Number) of Passages	Types (Number) of Questions
Session 1	Reading	Grade 3	Literary (1), Informational (2)	SR (16), OR (5)
		Grade 4	Literary (2), Informational (1)	SR (18), OR (5)
		Grade 5	Literary (2), Informational (2)	SR (19)
		Grade 6	Literary (1), Informational (3)	SR (18)
		Grades 7–8, 11	Informational (3), Literary (1)	SR (19)
Session 2	Reading (includes field test SR items)	Grade 3	Informational (2) or Literary (1), Informational (1)*	SR (10–11), OR (5)
		Grade 4	Informational (2) or Literary (1), Informational (1)*	SR (9–10), OR (5)
		Grade 5	Informational (2) or Literary (1), Informational (1)	SR (9–10)
		Grade 6	Literary (1), Informational (1) or Literary (2)*	SR (11–12)
		Grade 7	Literary (1), Informational (1) or Literary (2)*	SR (10–13)
		Grade 8	Literary (1), Informational (2) or Literary (2)*	SR (10–13)
		Grade 11	Literary (1), Informational (2) or Literary (2)*	SR (8–11)
Session 3	Writing	Grade 3	N/A	SR (10)
		Grades 4–5	N/A	SR (8)
		Grade 6	N/A	SR (9)
		Grades 7–8, 11	N/A	SR (10)
Session 4	Writing	Grades 3–5	Literary (1)	CR (1)
		Grades 6–8, 11	Informational (1)	CR (1)

*All students completed the same operational passage set for their testing grade.

The Mathematics Test

The mathematics content covered by the LEAP Connect in the elementary grades focuses on whole number operations and relations, spatial relations, and measurement. In grades six through eight and high school grades, tests assess student proficiency in problem solving and reasoning.

Sessions 1 and 2: Consist of selected-response (SR) mathematics questions and constructed-response (CR) mathematics completion items (in grades 3–5 and 8)

Table 2 (below) shows the total number of questions for each item type by grade and test session.

Table 2: Spring 2020 LEAP Connect Mathematics Test Design (Grades 3–8, 11)	
Grade	Types (Number) of Questions (all sessions include field test items)
Session 1	
3	SR (19), CR (1)
4	SR (18), CR (2)
5	SR (18–19), CR (1–2)
6	SR (20)
7	SR (20)
8	SR (19), CR (1)
11	SR (20)
Session 2	
3	SR (18), CR (2)
4	SR (17), CR (2)
5	SR (19–20), CR (1–2)
6	SR (20)
7	SR (20)
8	SR (18), CR (2)
11	SR (21)

ELA Item Types and Scoring

The LEAP Connect ELA assessments include four types of items, as described below.

Selected Response (SR)—The student can earn 1 point by choosing the correct response from three options (two options for Tier 1 questions).

Multiple Part Selected Response (MPSR)—The student answers 2–3 SR items grouped together and assessing the same Louisiana Connector (LC). The correct response for each SR is worth 1 point and the overall MPSR is worth 2–3 points.

Open Response (OR)—Each cluster of 5 OR Foundational Reading items are worth 1 point; students are presented with a word and must read it aloud (verbal students) or point to an image of it (nonverbal students).

Constructed Response (CR)—The student responds to a writing prompt through a structured process led by their test administrator. Professionally trained personnel score each CR using a 3-dimensional rubric.

Mathematics Item Types and Scoring

The LEAP Connect mathematics assessments include two item types.

Selected Response (SR)—The student can earn 1 point by choosing the correct response from three options (two options for Tier 1 questions).

Constructed Response (CR)—The student responds to a mathematics problem that does not provide options for selection. The test administrator scores the student’s responses with a 1-point rubric after students provide a response.

INTERPRETING SCORES AND ACHIEVEMENT LEVELS

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

Scale Score

Definition

Scale scores are derived from **raw scores** (the sum of points for all items on the test) using methods that take into account differences in difficulty among forms within a content area or grade. The use of scale scores avoids a misunderstanding associated with scores such as raw scores or percentage correct, in which the percentage of items answered may be interpreted as absolute judgment about percentage of mastery of the subject matter. Since test items represent only a sample of questions that could be asked, it is false to assume that a percentage of those items represents some actual percentage of information learned in that content area. For LEAP Connect ELA and mathematics assessments, scale scores range from 1200 to 1290 for all grades. Refer to Table 3 on page 5 to see the scale-score ranges by achievement level for each content area.

Uses

Scale scores are used to represent student performance on LEAP Connect tests. A higher scale score represents more knowledge, skill, and ability than a lower scale score. Scale scores for the same test can be compared regardless of when students were tested or which form was taken. For example, the scale-score range for the Level 1 achievement level on the LEAP Connect grade 4 mathematics assessment is 1200–1232. Because the range does not change from year to year, a student who receives a scale score within this range on the LEAP Connect grade 4 mathematics assessment in any year will score at the Level 1 achievement level. Scale scores are also averaged together to represent the overall performance of a school, a school system, and the state (see the Average Scale Score section on page 4 for more information).

Comparability

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

Average Scale Score

Definition

The average scale score is obtained by adding the scale scores of all the students in a school, school system, or state and dividing the sum by the number of students tested. Higher average scale scores represent better performance. The average scale score is comparable regardless of when students were tested or which test form was taken.

Uses

Average scale scores, provided in school and school system reports, summarize the overall group performance. The best use of average scale scores is to compare one group's (school or school system) performance to another's and to monitor the performance of a school or school system over time. For example, a school may compare the 2019 and 2020 average scale scores for the grade 6 mathematics assessment to help analyze patterns in performance, which may help determine future instructional choices.

Comparability

Like scale scores, average scale scores are comparable for results within the same grade and the same content area across years.

Achievement Level

Definition

Achievement levels describe how students perform based on Louisiana's expectations and how prepared they are for the next level of study.

Establishing Performance Standards

Achievement Level Descriptors for ELA and mathematics at grades 3–8 and 11 were developed through an iterative process involving multiple stakeholder groups. The achievement levels for each grade summarize the knowledge, skills, and abilities that the average student demonstrates within each scale-score range. Each achievement level is understood to include the knowledge, skills, and abilities of the preceding levels.

Table 3 (below) lists the range of scale scores for each achievement level.

Uses

The number and percent in achievement levels are reported at the school, school system, and state levels. Since this information is based on scale scores, it is comparable across groups for the same test regardless of when the test was taken or which form was taken. Unlike scale scores, it may be used to monitor group performance over time. For example, if 15 percent of grade 4 students taking the ELA assessment had scores in the Level 3 achievement level range in 2019, but 12 percent of those same students have scores in the Level 3 achievement level for the Spring 2020 grade 5 test, then there has been a

decrease in the number of students with scores in the Level 3 achievement level for that group. This could mean that a greater percentage of students scored at a higher achievement level, a lower achievement level, or some students scored at a higher level while others scored at a lower level.

Limitations

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

Table 3: 2020 LEAP Connect ELA and Mathematics Assessments Scale-Score Ranges							
English Language Arts							
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Level 4	1251–1290	1258–1290	1256–1290	1253–1290	1255–1290	1250–1290	1255–1290
Level 3	1240–1250	1240–1257	1240–1255	1240–1252	1240–1254	1240–1249	1240–1254
Level 2	1234–1239	1234–1239	1232–1239	1231–1239	1236–1239	1230–1239	1236–1239
Level 1	1200–1233	1200–1233	1200–1231	1200–1230	1200–1235	1200–1229	1200–1235
Mathematics							
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Level 4	1254–1290	1251–1290	1255–1290	1249–1290	1254–1290	1249–1290	1249–1290
Level 3	1240–1253	1240–1250	1240–1254	1240–1248	1240–1253	1240–1248	1240–1248
Level 2	1236–1239	1233–1239	1231–1239	1234–1239	1232–1239	1234–1239	1234–1239
Level 1	1200–1235	1200–1232	1200–1230	1200–1233	1200–1231	1200–1233	1200–1233

STUDENT-LEVEL REPORTS

Sample Student Report: Explanation of Results and Terms

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

The Student Report summarizes the student's performance in ELA and mathematics. One sample student report is provided in this guide.

- **Sample Student Report**—grade 3 LEAP Connect ELA and mathematics

The sample student report presents realistic data for a fictitious student and includes circled numbers that identify important parts of the reports. The information that follows explains what each circled number represents and how that information may be used when analyzing the reports. It may be helpful to refer to the explanations found in the earlier section, Interpreting Scores and Achievement Levels (see page 4), when reading through this section.

1 OVERVIEW

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

2 OVERALL STUDENT PERFORMANCE

Results are reported according to four achievement levels: Level 4, Level 3, Level 2, Level 1. Scale scores range from 1200–1290 (refer to Table 3 on page 5 of this guide to see the ranges of scores for each achievement level by content area).

On the sample report, John's scale score for the ELA assessment was 1235. This corresponds to the Level 2 achievement level.

3 SCHOOL SYSTEM AND STATE AVERAGE

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

The sample report shows that John's overall score of 1235 for ELA was lower than the school system average score of 1245, but better than the overall state average score of 1234 for ELA. However, both John's score and the state average score are within the Level 2 achievement level.

4 ACHIEVEMENT LEVELS

The Student Achievement Level chart shows the score ranges that correspond with the achievement levels for the current grade and subject.

Student: JOHN DOE
LASID: 1234567890
Date of Birth: 01/01/2009

Grade: 3
School: 003 Magnolia Elementary
School System: 040 Pelican Parish

Report Date: XX/XX/XXXX

OVERVIEW 1

The LEAP Connect assessment measures the academic progress of students with significant disabilities in English Language Arts (ELA) and mathematics. This report includes your student's overall score and achievement level in two content areas.

This test is just one measure of how your student is progressing academically. Other information, such as teacher feedback, classroom performance, and scores on other assessments, will help determine your student's academic strengths and weaknesses. For more information about this test, please visit: <http://www.louisianabelieves.com/docs/default-source/assessment/parent-guide-to-leap-connect.pdf?sfvrsn=4>.

STUDENT PERFORMANCE

LEVEL 2
SCORE 1235

OVERALL STUDENT PERFORMANCE - ENGLISH LANGUAGE ARTS

Students performing at this level use built-in supports to show what they know and can do. A student is generally able to:

- use brief literary texts with clear ideas and simple and compound sentences to
 - identify the central idea and supporting details,
 - answer questions about what the text says,
 - describe the relationship between characters and character and setting,
 - use context to define multiple meaning words;
- use brief informational texts with clear ideas and simple and compound sentences to
 - identify the purpose of and use information presented in charts, graphs, diagrams, or timelines to answer questions,
 - identify and support the main idea of a text with details,
 - use context to define multiple meaning words;
- develop an explanatory text by identifying a category related to a set of facts.

SCHOOL SYSTEM AVERAGE 3

LEVEL 3
SCORE 1245

STATE AVERAGE

LEVEL 2
SCORE 1234

STUDENT PERFORMANCE 2

LEVEL 3
SCORE 1245

OVERALL STUDENT PERFORMANCE - MATHEMATICS

Students performing at this level use built-in supports to show what they know and can do. A student is generally able to:

- solve addition, subtraction, and multiplication problems using mathematical language and symbolic representations (e.g. $<$, $>$, $=$);
- check the correctness of an answer;
- find the missing term in a list of numbers that follows a pattern;
- round numbers;
- identify figures divided into equal parts;
- compare fraction models;
- count unit squares to total the area of a rectangle;
- complete a bar graph.

SCHOOL SYSTEM AVERAGE 3

LEVEL 3
SCORE 1242

STATE AVERAGE

LEVEL 2
SCORE 1237

ACHIEVEMENT LEVELS

LEAP Connect scale scores are used to assign a student's achievement in English language arts and mathematics in one of four levels. The key to the right shows the scale score ranges for the current grade and content area.

	LEVEL 4	ELA	MATH
	(1251-1290)	(1251-1290)	(1254-1290)
	LEVEL 3	(1240-1250)	(1240-1253)
	LEVEL 2	(1234-1239)	(1236-1239)
	LEVEL 1	(1200-1233)	(1200-1235)

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SCHOOL ROSTER REPORT

Sample School Roster Report: Explanation of Results and Terms

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

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

The sample school roster report provided shows ELA and mathematics results for fictitious grade 5 students and includes circled numbers that identify important parts of the report. The information that follows explains what each circled number represents and how that information may be used when analyzing the report. It may be helpful to refer to the explanations found in the earlier section, Interpreting Scores and Achievement Levels (see page 4), when reading through this section.

1 ACHIEVEMENT LEVELS

The scale score ranges associated with each achievement level are shown at the bottom of the report page. These ranges can be useful for understanding the achievement level rankings in relation to one another and in determining how close a student's score may be in relation to another achievement level. For example, a student receiving a scale score of 1239 on the mathematics assessment would be at the Level 2 achievement level, but only one point away from the Level 3 achievement level.

2 ROSTER OF STUDENTS TESTED

In the far left column of the sample school roster report, a list of students who tested in the school is printed alphabetically by last name and first name. The second column from the left lists the student's state identification number.

3 PERFORMANCE DATA

Each student's performance on the ELA and mathematics assessments can be found in the columns to the right of the student information, with ELA followed by mathematics. When reading across each row, users will see the student's achievement level and scale score.

For example, in the sample school roster report, Brian Johnson received a scale score of 1237 on the ELA assessment which corresponds to the Level 2 achievement level. Continuing across the row, Brian's overall achievement level for mathematics is listed as Level 3. His scale score for mathematics is 1248.

The roster facilitates a comparison among students in the same class or school for the same content area. For example, Mattie Bellard and Bruce Genot both scored at the Level 3 achievement level for mathematics.

By comparing this school-level information to an individual student's performance, a school can determine a student's relative standing. For instance, on page 10, Mattie Bellard's achievement level of Level 3 in mathematics is the same as 35 percent of students.

The asterisk (*) next to Bethany Harvey's ELA scale score indicates she received no score because her test was voided due to a test security violation. Tests that are voided due to testing irregularities are included in the total participation count but not included in the school, school system, or state averages.

If a student did not take a test and did not have a valid accountability code, the Achievement Level and Scale Score would be blank. For example, on page 9 of the sample school roster report, Robin Andrepont did not attempt either test; therefore, there is no performance information in his row.

4 SCHOOL PERCENT IN ACHIEVEMENT LEVEL

The table on the last page of the report, titled Percent of Students at Each Achievement Level, shows the percentage of students in the school that scored at each achievement level. This table also includes the average scale score for each content area by school, school system, and state. To protect the privacy of students, data may be suppressed in schools with a small number of students testing.

Sample School Roster Report



LEAP Connect
English Language Arts and Mathematics
Spring YYYY



Grade: 5

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

2	Student Name	LASID	English Language Arts		Mathematics	
			Achievement Level	Scale Score	Achievement Level	Scale Score
	ANDREPONT, ROBERT	999999999				
	AVERETT, DEVAN	999999999	Level 3	1244	Level 3	1248
	BAVERETT, DONALD	999999999	Level 2	1235	Level 3	1246
	BELLARD, MATTIE	999999999	Level 4	1256	Level 3	1245
	EICH, JULIA	999999999	Level 4	1280	Level 2	1238
	LOPEZ, MARIE	999999999	Level 2	1236	Level 2	1234
	FELLARD, JACK	999999999	Level 3	1246	Level 1	1230
	GENOT, BRUCE	999999999	Level 1	1223	Level 3	1240
	HARVEY, BETHANY	999999999		*	Level 1	1229
	JOHNSON, BRIAN	999999999	Level 2	1237	Level 3	1248
	LANCHER, DANIELE	999999999	Level 3	1242	Level 3	1246
	MOAST, SHONDRIK	999999999	Level 2	1239	Level 3	1245
	NOUREAUX, MICHAEL	999999999	Level 1	1230	Level 2	1235
	PRIGGS, CHRISTINE	999999999	Level 3	1240	Level 3	1244
	RALAIS, MAREY	999999999	Level 1	1229	Level 2	1235
	ROWNY, HESTER	999999999	Level 3	1248	Level 4	1256
	SCORMER, MARY	999999999	Level 3	1246	Level 4	1280
	TARBY, MINDY	999999999	Level 3	1245	Level 2	1236
	TELKE, DARIN	999999999	Level 2	1238	Level 3	1246
	WALLIN, SYDNEY	999999999	Level 2	1234	Level 1	1223

ACHIEVEMENT LEVELS 1

LEAP Connect scale scores are used to assign a student's achievement in English language arts and mathematics in one of four levels. The keys to the right show the scale score ranges for the current grade and content areas.

English Language Arts

- LEVEL 4 (1256-1290)
- LEVEL 3 (1240-1255)
- LEVEL 2 (1232-1239)
- LEVEL 1 (1200-1231)

Mathematics

- LEVEL 4 (1255-1290)
- LEVEL 3 (1240-1254)
- LEVEL 2 (1231-1239)
- LEVEL 1 (1200-1230)

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school, school system, or state averages.

Sample School Roster Report (continued)



LEAP Connect
English Language Arts and Mathematics
Spring YYYY



Grade: 5

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

Percent of Students at Each Achievement Level 4

	English Language Arts					Mathematics				
	Percent of Students at Each Level				Average Scale Score	Percent of Students at Each Level				Average Scale Score
	Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1	
School	15	35	33	17	1238	18	28	23	31	1247
School System	13	25	35	27	1245	16	35	29	20	1236
State	12	28	34	26	1241	13	30	36	21	1242

ACHIEVEMENT LEVELS

LEAP Connect scale scores are used to assign a student's achievement in English language arts and mathematics in one of four levels. The keys to the right show the scale score ranges for the current grade and content areas.

English Language Arts

- LEVEL 4 (1256-1290)
- LEVEL 3 (1240-1255)
- LEVEL 2 (1232-1239)
- LEVEL 1 (1200-1231)

Mathematics

- LEVEL 4 (1255-1290)
- LEVEL 3 (1240-1254)
- LEVEL 2 (1231-1239)
- LEVEL 1 (1200-1230)

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school, school system, or state averages.

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