

Louisiana Believes

2017-2018 Comprehensive Assessment System Overview

Opening Activity

Think about the assessments your district administers in grade 4, grade 8, or a high school course throughout the school year.

Discuss the questions below with someone from a **different** district.

- What purpose does each assessment serve?
- What information does each assessment provide?
- Does this information provide a complete picture of student achievement?

Today's Goals

At the end of this presentation, participants will

- Understand the Department's comprehensive assessment system and the role it plays in districts, schools, and classrooms
- Know what to expect from the 2017-2018 summative assessments for grades 3 through high school to help plan and prepare
- Understand the resources available now and in the future to help monitor student learning

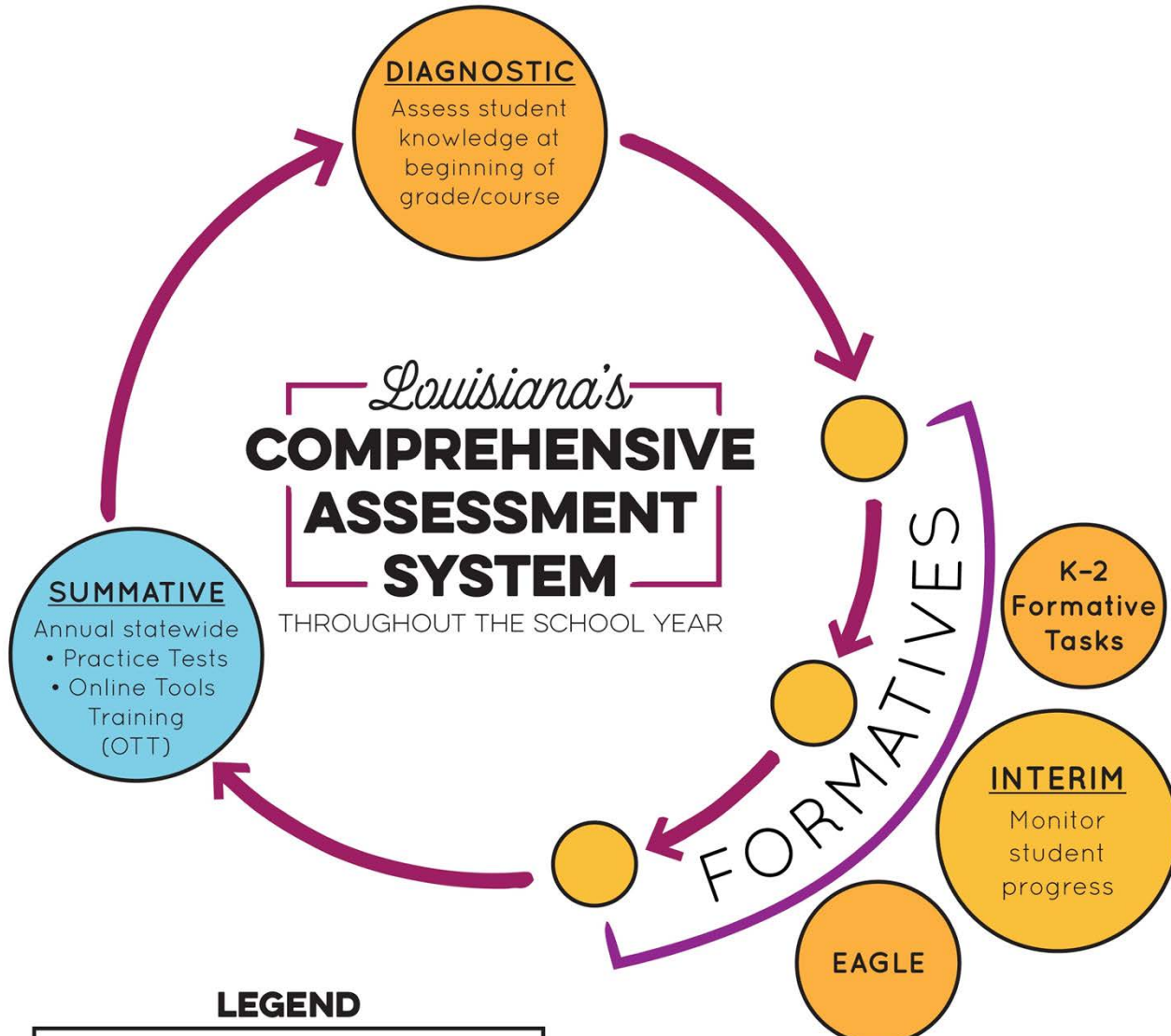


Comprehensive Assessment System for Louisiana Districts and Schools

LEAP 360

LEAP 360 is a tool to help:

- **Teachers** understand a more complete picture of student performance at the beginning, throughout, and end of the year. This understanding helps teachers
 - adjust their instruction to help all students achieve
 - set meaningful, yet ambitious, goals for student learning
 - monitor learning toward that goal
- **Principals** identify throughout the system where additional support is needed. LEAP 360 provides information to focus educators on the learning that matters most for students.
- **Districts** identify throughout the system where additional support is needed. LEAP 360 provides tools that help districts monitor progress toward goals.



LEGEND

LEAP 2025	LEAP 360
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Comprehensive Assessment System 2017-2018

Formative					
Tool	Content Area	Grade/Course	Includes	Recommended time of year to be administered	Reporting
Diagnostic	ELA Math	3-8, Algebra I, Geometry, English I, English II	1 Form	Beginning of year/course	Student, Class, School, District, State
Interims	ELA Math	3-8	2 Forms	ELA Form 1-late October Math Form 1-December Form 2-March	Student, Class, School, District, State
		Algebra I, Geometry, English I, English I	3 Forms	Form 1-October Form 2-January Form 3-March	
K-2 Tasks	ELA Math	K, 1, 2	32 tasks (16 ELA, 16 math)	throughout year, guidance provided	N/A
EAGLE	ELA, Math, Sci, SS	K-HS	over 5,500 items	throughout year	Performance, Test Session, Statistic
Summative					
End-of Year/Course (LEAP 2025)	ELA, Math, Sci, SS	3-8, Alg I, Eng I, Geom, Eng II, Bio, Eng III, US History	multiple forms spiraed at student level	April/May	Student, School, District, State

Diagnostic Assessments

Diagnostics

Tool	Content Area	Grade/Course	Includes	Recommended time of year to be administered	Reporting
Diagnostic	ELA Math	3-8, Algebra I, Geometry, English I, English II	1 Form	Beginning of year/course	Student, Class, School, District, State

The diagnostic assessments administered at the beginning of the school year identify:

- What students know and do not know from previous grade levels
- Areas of support needed for students to succeed in the coming year
- Specific students in need of unique support

ELA Diagnostic Design (Draft)

Reading Plan			Writing Plan
Complexity Focus <ul style="list-style-type: none"> • ~30-50% Readily Accessible • ~30-50% Moderately Complex • ~15% Very Complex 	Types of Texts <ul style="list-style-type: none"> • Balance of Literary and Informational Texts • Grades 3-4: Single Reads only • Grades 5-6: 1 Pair, along with Single Reads • Grades 7-HS: 2 Pairs, along with Single Reads 	Types of Items <ul style="list-style-type: none"> • Text-based vocabulary • Multiple Choice • ~40% EBSRs 	Writing Prompts <ul style="list-style-type: none"> • Text-based prompts • Unique diagnostic rubrics to indicate above grade-level, on grade-level, and below grade-level writing skills

Diagnostics are being developed by the same content specialists engaged with summative assessments to ensure consistency in quality, rigor, and alignment.

- Final diagnostic design will be shared at Teacher Leader Summit in June.

Math Diagnostic Design (Draft)

Overview	Assessable Content	Types of Item
<ul style="list-style-type: none">• Diagnostics for grades 3-8, Algebra I, and Geometry courses will include content from previous-grade and on-grade standards.	<ul style="list-style-type: none">• 2017-2018 Diagnostics will address only Major content for the purposes of determining readiness.• 2018-2019 Diagnostics will continue to address Major content, but will include Supporting and Additional content as well.	<ul style="list-style-type: none">• Type I multiple choice• Type II 3-4 points• Type III 3 points
<p><i>Diagnostics are being developed by the same content specialists engaged with Summative Assessments to ensure consistency in quality, rigor, and alignment.</i></p>		

- Final diagnostic design will be shared at Teacher Leader Summit in June.

Diagnostic Uses

Districts and schools may:

- identify how to group students for unique support
- how to direct resources to support teachers who will have a large amount of remediation work to take on

Teachers may:

- identify which students are ready or not ready for grade-level content in math
- understand student performance on readily accessible, moderately complex, and complex texts
- understand student performance on previous grade-level content that is precursor to current grade-level content

Parents may identify where their students will need support to succeed during the school year.

Diagnostic Scoring and Reporting

The diagnostic assessments will be scored similarly to the practice tests:

- Paper-based diagnostics will be scored by teachers
- Computer-based diagnostics will be scored using a combination of automated and teacher scoring
- Answer keys and scoring guidance will be provided

The following diagnostic reports will be available:

- Online student report
- Student Item-analysis report
- Class report
- Reports for school, district, and state results

Opening Activity Reflection 1

Think about the diagnostic assessments your district administers throughout the school year.

- What information does the diagnostic assessment administered in your district provide?
- Think about the information LEAP 360 diagnostic assessments provide.
- How does this information contribute to the complete picture of student achievement?

Interim Assessments

Interims

Tool	Content Area	Grade/Course	Includes	Recommended time of year to be administered	Reporting
Interims	ELA Math	3-8	2 Forms	ELA Form 1-late October Math Form 1-December Form 2-March	Student, Class, School, District, State
		Algebra I, Geometry, English I, English II	3 Forms	Form 1-October Form 2-January Form 3-March	

The interim assessments are administered throughout the school year to:

- Monitor progress of learning and toward end-of-year goals
- Allow teachers to adjust their instruction and target support for students in need
- Allows for comparison within a grade level and across grade levels
- Additional grades 3-8 ELA and math interims will be added in 2018-2019

ELA Interim Design (grades 3-8) Overview

Session	Task/Item Set	Number of EBSR	Number of PCR
1	Research Simulation Task	4-5	1*
2	Literary Analysis Task	5	
	OR		
	Narrative Writing Task and Reading Literature	6	
3	Reading Literary and Informational Texts	6	0
Totals		16	1

* There will be one PCR item in either Session 1 or Session 2 for each grade.

ELA Interim Design (English I and II)

Overview

Session	Task/Item Set	Number of EBSR	Number of PCR
1	Research Simulation Task	6	1*
	OR		
	Literary Analysis Task	5	
	OR		
	Narrative Writing Task	4	
2	Reading Literary and Informational Texts	12-14	0
Totals		18	1

* There will be one PCR item in Session 1 for each course.

Math Interim Design (grades 3-8) Overview

Subclaim	Category Description	Task Types		
		Type I	Type II	Type III
A	Major Content with Connections to Practices	16-21		
B	Additional and Supporting Content with Connections to Practices	0-5		
C	Highlighted Practices MP.3, 6 with Connections to Content (expressing mathematical reasoning)		1	
D	Highlighted Practice MP.4 with Connections to Content (modeling/application)			1
Totals		21	1	1

Math Interim Design (Algebra I and Geometry) Overview

Subclaim	Category Description	Algebra I			Geometry		
		Task Types			Task Types		
		Type I	Type II	Type III	Type I	Type II	Type III
A	Major Content with Connections to Practices	12-13			9-10		
B	Additional and Supporting Content with Connections to Practices	4			5-6		
C	Highlighted Practices MP.3, 6 with Connections to Content (expressing mathematical reasoning)		1			1	
D	Highlighted Practice MP.4 with Connections to Content (modeling/application)			1			1
Totals		16-17	1	1	14-16	1	1

Interim Uses

Districts and schools may:

- Gauge and monitor student learning across the district/school by evaluating how well instruction leading up to each interim ensures students are on track for the summative assessment
- Direct resources and support to schools, teachers, students as needed

Teachers may:

- Evaluate if students are progressing at the right pace and learning the appropriate content
- Adjust instruction and target support for students in need

Parents may receive regular updates on how their student is progressing throughout the school year and where their child needs additional support.

Interim Scoring

The interim assessments will be scored similarly to the practice tests:

- Paper-based interims will be scored by teachers
- Computer-based interims will be scored using a combination of automated and teacher scoring
- Answer keys and scoring guidance will be provided

Interim Reporting

The interims will report by cluster and subclaim. The reports will combine Interim 1, 2, and 3 data through the year to show a more complete picture of student learning.

The following interim reports will be available:

- Online student report
- Student item-analysis report
- Class report
- School, District, State results report

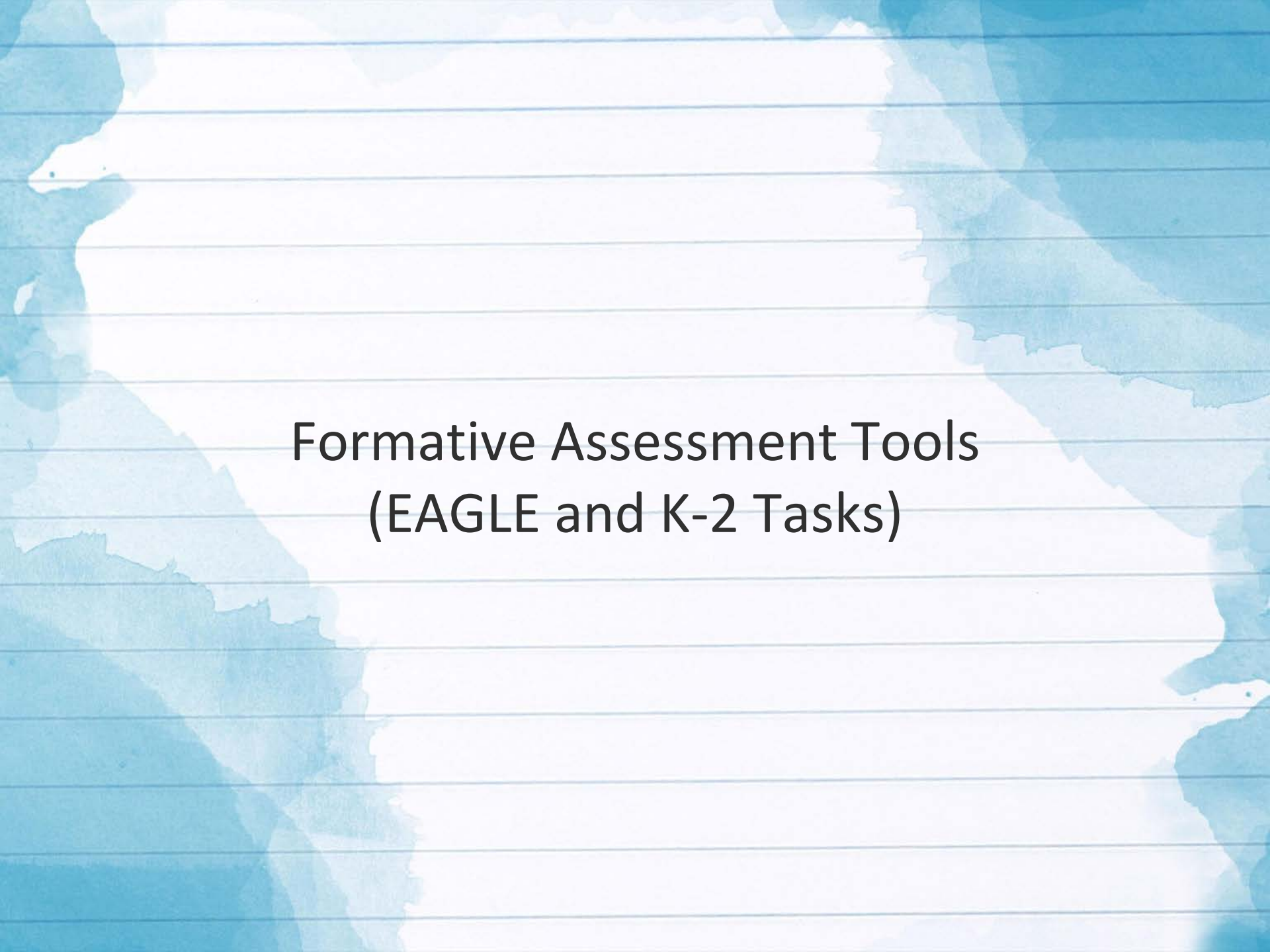
Interim Resources

Assessment Item	Description
Interim Quick Start Guide	Summer: provides all of the resources needed to access the interims, interim guidance documents, prepare for online administration, score the interims, and access the computer-based reports.
Interim Guidance documents	Summer: provides guidance on how teachers might better use the interims to support their instructional goals. Includes recommended uses, general cautions, and information about interpreting and using results
Teacher Leader Summit	June: multiple overview, content-specific, and content/grade span sessions designed for district-level personnel and classroom teachers will provide guidance on how the Comprehensive Assessment System may be used to support goals.

Opening Activity Reflection 2

Think about the interim assessments your district administers throughout the school year.

- What information do the interim assessments administered in your district provide?
- Think about the information the LEAP 360 interims provide.
- How does this information contribute to the complete picture of student achievement?



Formative Assessment Tools (EAGLE and K-2 Tasks)

K-2 Tasks and EAGLE

Tool	Content Area	Grade/Course	Includes	Recommended time of year to be administered	Reporting
Formative					
K-2 Tasks	ELA & Math	K, 1, 2	32 tasks (16 ELA, 16 math)	throughout year, guidance provided	N/A
EAGLE	ELA, Math, Sci, SS	K-HS	over 5,500 items	throughout year	Performance, Test Session, Statistic

The formative assessment tools (EAGLE 2.0 and the K-2 Formative Tasks):

- Provide quality questions/tasks that target individual skills or texts
- Integrate with tasks from teachers' curriculum
- Aid and enhance student learning while allowing teachers to make timely interventions to adjust instruction throughout the year

EAGLE Design

EAGLE 2.0 gives teachers access to over **5,500 high quality items** that can be used to support teaching and learning in the classroom. The item bank includes stand-alone and text-dependent **ELA, math, science, and social studies** items. This allows for flexibility in creating and designing teacher made tests.

In August 2017, EAGLE will be relaunched for the 2017-2018 school year. New content and system features will be available to support and improve teaching and learning.

New content will include items that:

- align to Louisiana standards and assessments
- connect to rich content linked to passages/resources
- include multiple item types (e.g., multiple select, technology enhanced, etc.)

New System Features/Enhancements

- full alignment with summative assessment platform
- educator scoring functionality for scoring and annotating written student responses
- enhanced item search features for searching and accessing content quickly
- revised reports that connect to other LEAP 360 tools

EAGLE Design

EAGLE Item Bank Goals and Priorities

- Upload 80 new Type I math items per grade/course
- Upload 10 new Type II/III math items per grade/course
- Upload 1 complete ELA assessment per guidebook unit
- Upload 3 complete social studies item sets per grade (Grade 3-8)
- Begin development of 5 complete science sets to reflect new standards and assessments; to be released 2018-2019

Preview New Content

The screenshot displays a digital assessment interface. On the left, a reading passage titled "Marksville" describes the Hopewell Culture and the Marksville tribe's dependence on natural resources. Below the text is a photograph of a grassy mound. On the right, a matching exercise is presented with two tables. The first table lists natural resources (clay, deer, rocks, trees) and their uses (hunting, travel, ceremonies). The second table lists artifacts (canoe, arrow head, pipe, bone tools) and their corresponding natural resources.

Question 1


More Text Above

Source: Christopher Goodwinn and Associates.

Source 4

Marksville

The Native Americans of Marksville were a part of the Hopewell Culture, which reached as far as Florida and Minnesota. Each tribe within the Hopewell Culture had some similarities, yet they all were all different in other ways. One idea spread through the Hopewell Culture was mound building. The Marksville people built mounds, but sometimes in different color soil. One of the mounds is a burial mound.



Source: Louisiana Department of Culture Recreation and Tourism.

The Marksville tribe depended on the natural resources of the land for their survival. They often ate deer, turtle, acorns, clams and fish.

More Text Below

Many artifacts have been found in early Native American sites. Match each artifact with the natural resource used, and its use. Some answers may be used more than once.

Natural Resource	Uses
clay	hunting
deer	travel
rocks	ceremonies
trees	

Natural Resource	Artifact	Uses
	canoe	
	arrow head	
	pipe	
	bone tools	

Review/End Test Pause Flag Options Next

Grade 3: Native American Tribes in Louisiana

EAGLE Passage Identifier: 1007205

This item set covers indigenous tribes of Louisiana from various locations and time periods.

Students read and analyze 4 sources and respond to (1) TEI, (1) CR, and (10) MC items. Teachers score and annotate student responses using the new Educator Scoring functionality.

K-2 Formative Tasks Design

K-2 Formative tasks are currently available in eDIRECT.

- Each ELA task contains 1 file with all materials needed (texts, videos, activities, checklists, rubrics)
- Each math task contains 2 files. One provides access to the task, the other contains additional checklists.

Recommendations are included based on whether the tasks are likely best suited for the first half or second half of the academic year.

Reflection activities are provided at the end of each task.

Grade	Content Area	Number of Tasks
K	ELA	6
	math	6
1	ELA	6
	math	6
2	ELA	4
	math	4
Totals		32

Formative Assessment Uses

With **EAGLE 2.0**, teachers may:

- Create student groups to target the specific needs of students
- Build and share tests across and within schools
- Access high-quality tasks, passages, and text-dependent questions
- View and share immediate results for computer-scored questions
- Make timely interventions to adjust instruction throughout the school year

With the **K-2 Formative Tasks**, teachers may:

- observe how students demonstrate proficiencies with respect to the standards embedded in the tasks
- Easily record observations using the tools provided
- Use observations to inform instructional decisions

Formative Assessment Scoring and Reporting

EAGLE 2.0 assessments are scored using a combination of automated and teacher scoring

- Multiple choice items and technology enhanced items are scored by the system.
- Constructed response items are scored by the teacher through the Educator Scoring application

The following types of reports are available now and will be evaluated this summer to ensure alignment to other LEAP 360 resources:

- Performance reports
- Test Session reports
- Statistic Reports

Opening Activity Reflection 3

Think about the assessments your district administers throughout the school year.

- What formative resources does your district use?
- What information is gained from the use of formative resources in your district?
- Think about the LEAP 360 formative tools and the resources available.
- How do these resources and tools contribute to the complete picture of student achievement?



Summative Assessments 2017-2018

Grades 3-8 LEAP 2025 Summative Assessment

Grade	Subject	2016-2017	2017-2018	2018-2019
Grades 3 through 8	ELA & Math	Same Operational Blueprints		
	Science	Standards review process/ existing test	Field test	Operational test with standard setting
	Social Studies	Operational test with standard setting	Operational test with Louisiana developed field test items embedded	Operational test with Louisiana developed field test items embedded

High School Summative Assessment Updates

Current EOC tests (Algebra I, Geometry, English II, English III, Biology and US History) report student performance to 4 levels. This spring, US History field test items are embedded in the test forms to develop 5-level operational tests for administration in 2017-2018.

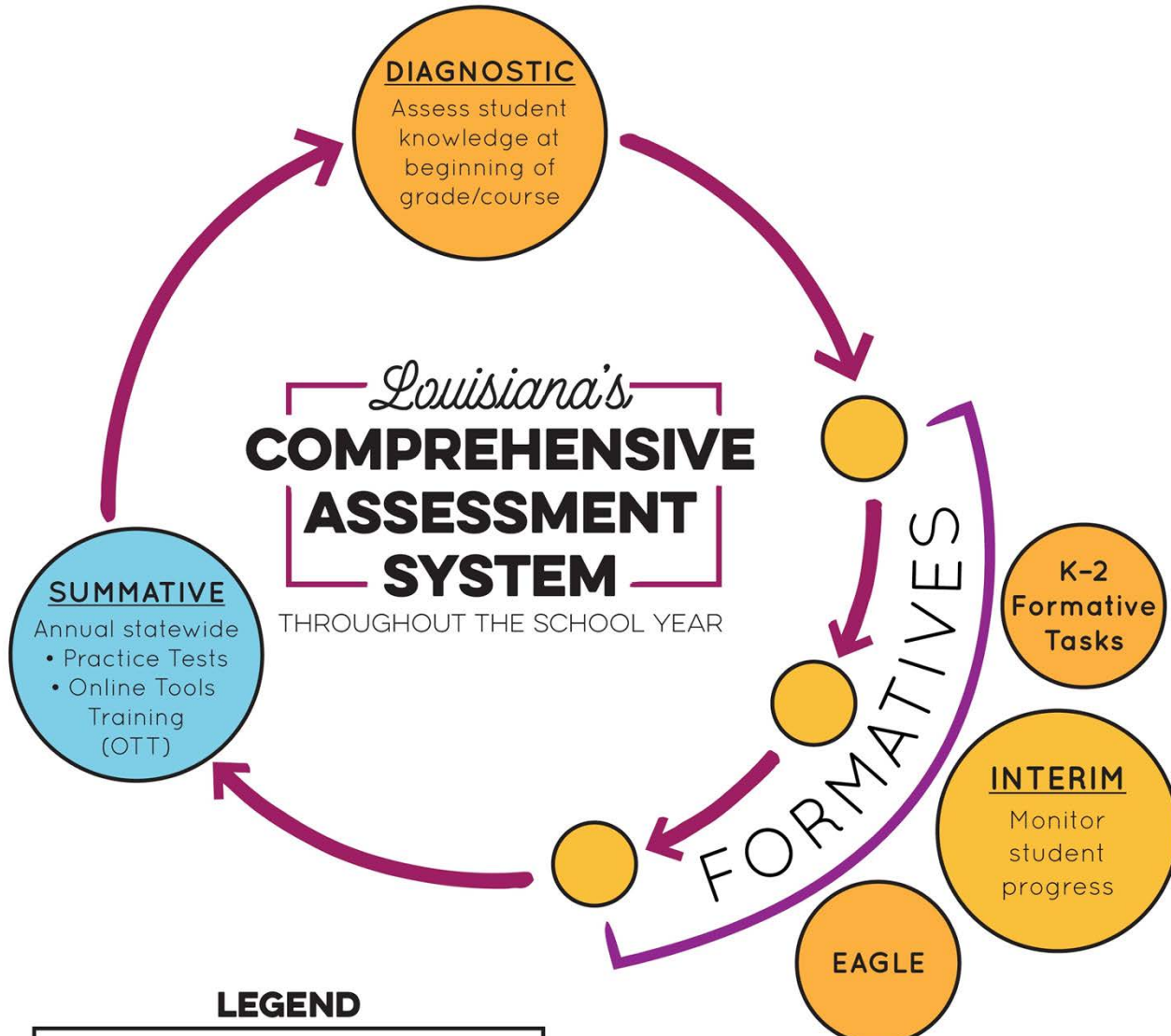
New EOC tests (Algebra I, Geometry, **English I**, English II, US History) will be administered in 2017-2018. The new EOC tests will be reported on the same scale using the same 5-level performance standards as grades 3 through 8.

- Similar test designs as those used in grades 3 through 8
- Tests will be timed

Practice tests for Algebra I, Geometry, English I, and English II will be available this Fall.

High School Summative Assessment Schedule

Content Area	2016-2017 Assessments	2017-2018 Assessments	2018-2019 Assessments
ELA	English II (4-level) English III (4 level)	English I (5-level) English II (5-level) English III (4-level)	English I (5-level) English II (5-level) English III (4-level)
Mathematics	Algebra I (4-level) Geometry (4-level)	Algebra I (5-level) Geometry (5-level)	Algebra I (5-level) Geometry (5-level)
Science	Biology (4-level)	Biology (4-level) with embedded field test	Biology operational (5-level) with standard setting
Social Studies	US History (4-level) with embedded field test	US History operational (5-level) with standard setting	US History operational (5-level)



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LEAP 2025	LEAP 360
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Assessment Resources

Assessment Resources

Assessment Resource	Release
LEAP Online Tools Training (OTTs)	Available in INSIGHT or here using the Chrome browser: provides educators and students opportunities to practice using the tools available in the online testing platform (EOC OTTs will be updated this fall to reflect new item types. Science OTTs will be added this winter.)
2017-2018 Assessment Guides	(Coming Summer 2017): provide more detailed information about the test design and include samples illustrating the various item types
Online and paper-based practice tests	Currently available (fall high school): provide educators and students with a full-length practice test that mirrors the operational test design (grades 3 through 8 ELA, mathematics, social studies; Algebra I, Geometry, English I, English II, US History)

Assessment Resources

Assessment Item	Description
Practice Test Quick Start Guide	Currently available (fall high school): 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 reports.
Diagnostic Quick Start Guide	Summer: provides all of the resources needed to access the diagnostics, diagnostic guidance documents, prepare for online administration, score the diagnostics, and access the computer-based reports.
Interim Quick Start Guide	Summer: provides all of the resources needed to access the interims, interim guidance documents, prepare for online administration, score the interims, and access the computer-based reports.

Reflection/Next Steps

Think of two ways you will share the information learned today.

Discuss in your district and schools the coordinated and strategic use of various types of assessments and how you may use the State's nonsummative tools.