

# Louisiana Believes

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## **LEAP 360: Making Connections**

**January/February Supervisor/Principal Collaboration**

# Outcomes

**By the end of today's session, you should be able to:**

- Support teachers in using LEAP 360 assessments to inform instruction
- Support teachers in using LEAP 360 assessments to inform assessment
- Help teachers locate additional resources

# Agenda

**By the end of today's session, we'll address these questions:**

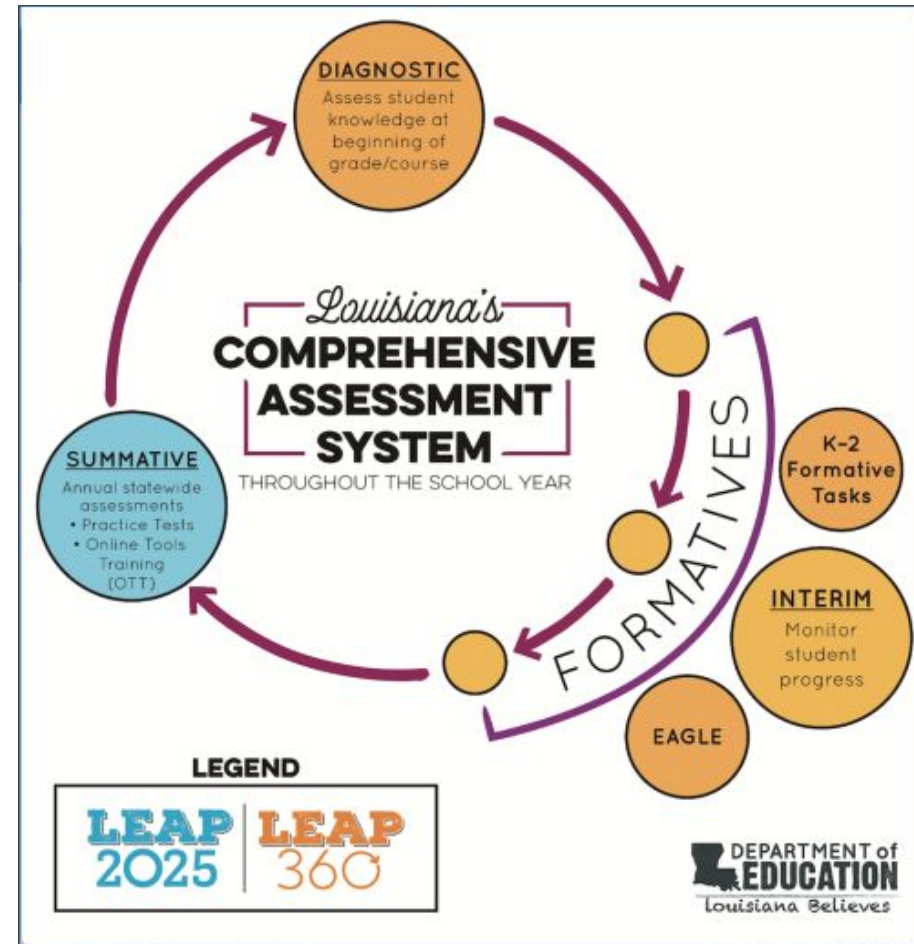
- How can LEAP 360 assessments be used to inform instruction?
- How can LEAP 360 assessments be used to inform assessment?
- What additional resources are available?

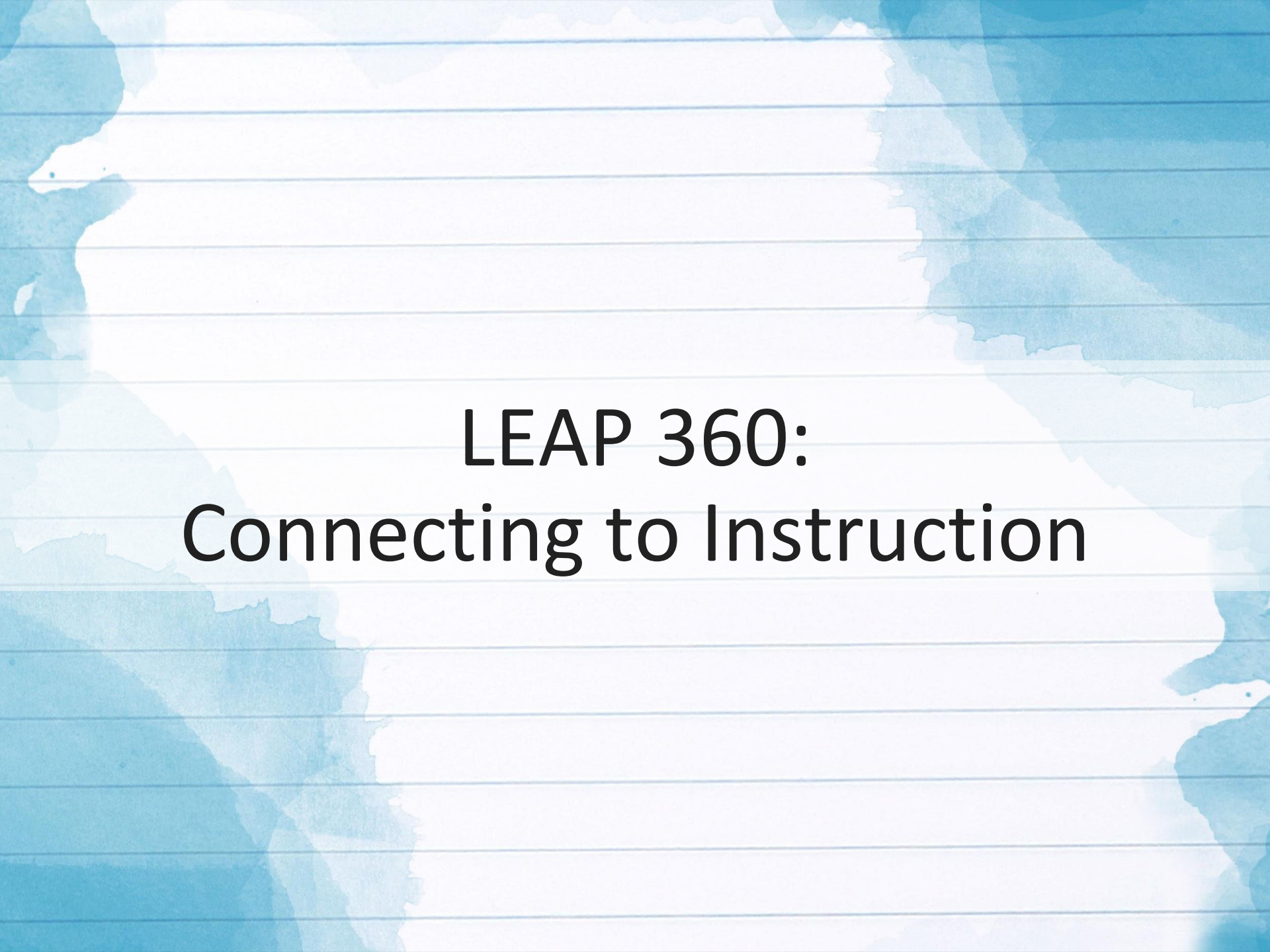
# LEAP 360: Streamlining Assessment

There are three main purposes for classroom assessment:

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

LEAP 360 pairs with LEAP 2025 to reduce overall testing time while realizing all three purposes.





**LEAP 360:  
Connecting to Instruction**

# LEAP 360: Connecting to Instruction

LEAP 360 provides teachers with connected assessments designed to give meaningful information about student performance throughout the year. These assessments are aligned to both the Louisiana Student Standards *and* to the assessment approach of LEAP 2025.

These assessments are only valuable if they are incorporated into instructional pacing and planning. First we will focus on instruction; LEAP 360 assessments can be used instructionally in many different ways.

# Understand the Expectations for Student Responses: Modeling and Reasoning

In Math, LEAP 360 can help teachers understand the expectations from students on Type II and Type III items.

LEAP 360 Type II and Type III items can be used to:

- Illustrate how student responses connect to the math practices.
- Illustrate the level of reasoning expected in student responses.
- Understand that expectations for a complete response include addressing all parts (e.g., part A, part B, etc.) of an item and all components of each part (e.g., within one part make a claim, justify a claim, and show work with each component worth points).

# Understand the Expectations for Student Responses: Modeling and Reasoning

- LEAP.III.3.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding.
- 3.OA.D.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Solve this item.

Raj is helping his school by packing books into boxes. Raj needs to pack a total of 102 books. Each box holds 6 books. Raj packed 9 boxes before stopping to eat lunch.

How many more boxes of books does Raj have left to pack after lunch? Use equations to show how you found your answer.



# Understand the Expectations for Student Responses: Modeling and Reasoning

Task #22	
Score	Description
3	<p>Student response includes the following:</p> <ul style="list-style-type: none"><li>• Computation component (1 point): correct answer, 8</li><li>• Modeling component (2 points): correct equations: (multiplication equation (<math>9 \times 6 = 54</math>), subtraction equation (<math>102 - 54 = 48</math>), and division equation (<math>48 \div 6 = 8</math>))</li></ul> <p>Sample Response:</p> <p><math>9 \times 6 = 54</math> <math>102 - 54 = 48</math> <math>48 \div 6 = 8</math> 8 boxes left</p> <p><b>Note:</b> If correct expressions are given instead of equations, 1 of the 2 modeling points should be awarded. <b>Note:</b> Award full modeling points for other correct strategies, e.g., <math>102 \div 6 = 17</math> and <math>17 - 9 = 8</math>.</p>
2	<p>Correct answer with two of the three correct equations Or three correct equations with an incorrect answer</p>
1	<p>Correct answer only Or two correct equations only</p>
0	<p>Incorrect or irrelevant response</p>

# Understand the Expectations for Student Responses: Modeling and Reasoning

LEAP.II.3.1 Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in

- 3.OA.B.5– Students need not use formal property names. Products and related quotients are limited to the 10 by 10 multiplication table.

Solve this item.

## Part A

Which expressions show equivalent ways to represent  $7 \times 2 \times 3$ ?

Select the **two** correct answers.

- A  $24 \times 2$
- B  $21 \times 2$
- C  $14 \times 3$
- D  $10 \times 2$
- E  $9 \times 3$

## Part B

Use the same numbers in the expression  $8 \times 4$  to write a different multiplication expression.

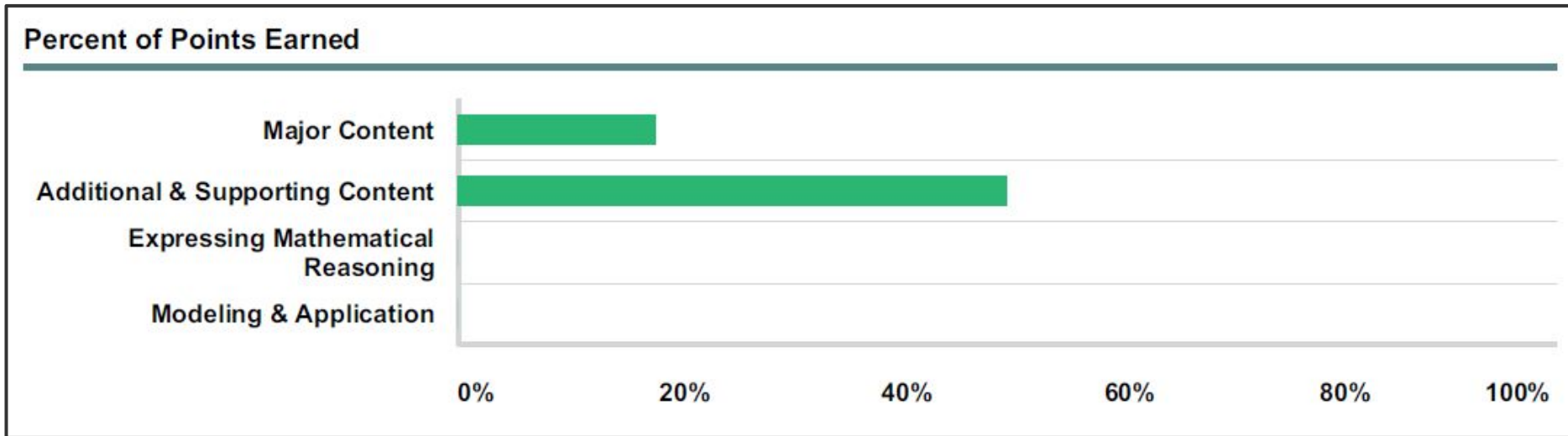
Explain why this different expression is equivalent to  $8 \times 4$ .

# Understand the Expectations for Student Responses: Modeling and Reasoning

## Task #23 Part A: B, C

Task #23	
Part B	
Score	Description
2	<p>Student response includes the following:</p> <ul style="list-style-type: none"><li>Reasoning component (1 point): complete and correct expression</li><li>Reasoning component (1 point): complete and correct explanation</li></ul> <p>Sample Response:</p> <p><math>4 \times 8</math> <math>8 \times 4</math> and <math>4 \times 8</math> are equivalent because they both equal 32.</p> <p>Or, the expressions are equivalent because the order that you multiply the numbers doesn't matter.</p> <p><b>Note:</b> If a correct equation is given (<math>4 \times 8 = 32</math>) with no explanation or an incorrect explanation, the response may receive 1 point.</p>
1	1 correct element
0	Incorrect or irrelevant response

# Understand the Expectations for Student Responses: Modeling and Reasoning



What might be happening with this student?

What would be your next steps if this report was for a student at your school?

# Instructional Tasks and Passage Sets

In ELA, LEAP 360 items allow teachers to better understand the importance of the design of questions and tasks. LEAP 360 passages and items can be used to support teacher in understanding how to:

- Ensure lessons order questions in a purposeful way.
- Sequence questions within a task so they build understanding and lead to a culminating writing task.
- Use questions that focus on essential vocabulary (with sufficient context) and key ideas that are supported by textual evidence.

# Instructional Tasks and Passage Sets

Read over the provided passage and questions.

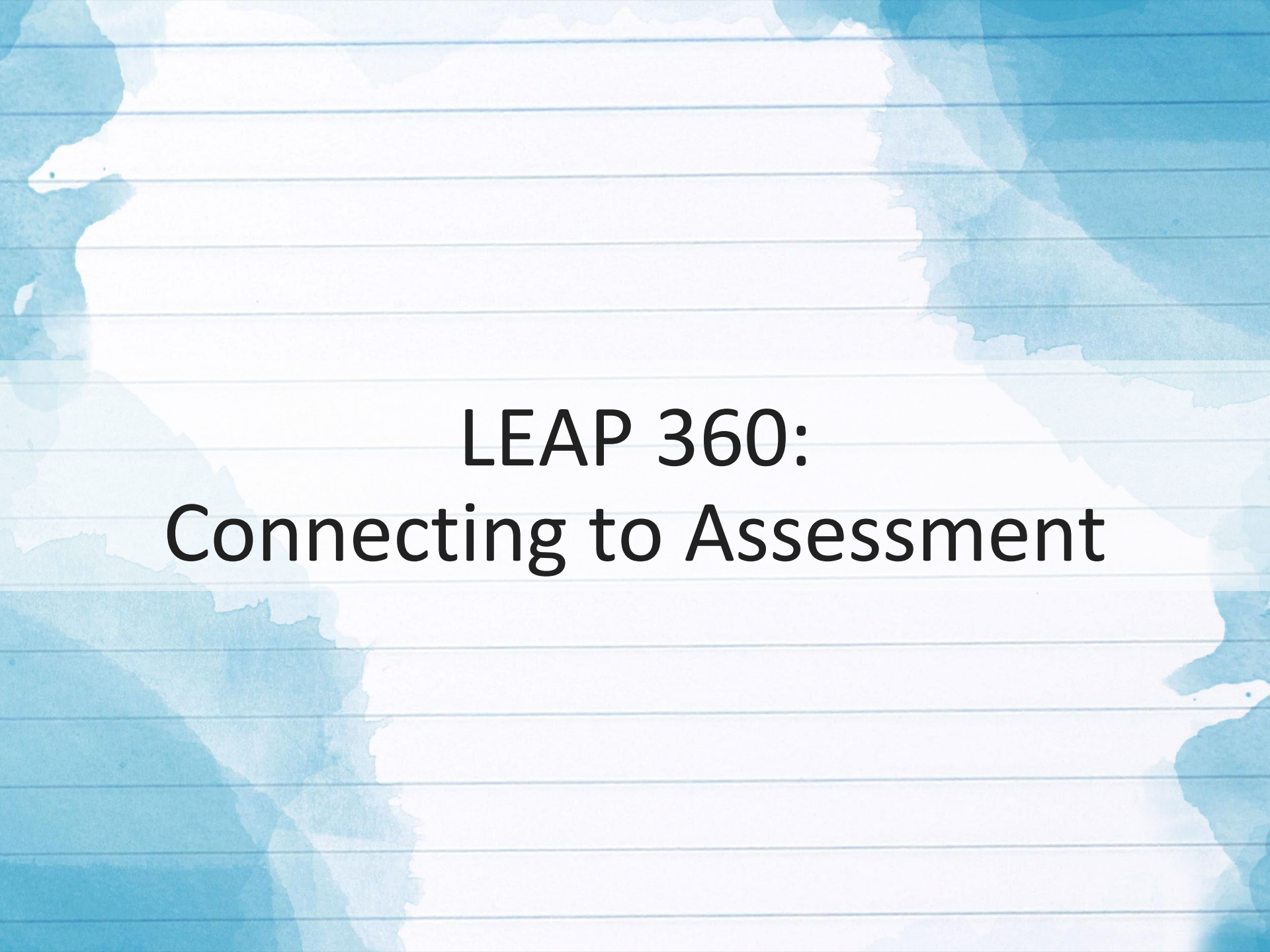
## **Turn and Talk:**

- How are questions sequenced so that they build understanding and lead to the culminating writing task?
- What can we look for in classrooms to ensure that lessons have features that are similar to LEAP 360?

# Agenda

**By the end of today's session, we'll address these questions:**

- How can LEAP 360 assessments be used to inform instruction?
- How can LEAP 360 assessments be used to inform assessment?
- What additional resources are available?



**LEAP 360:  
Connecting to Assessment**



# LEAP 360: Connecting to Assessment

LEAP 360 provides teachers with connected assessments designed to give meaningful information about student performance throughout the year. These assessments are aligned to both the Louisiana Student Standards *and* to the assessment approach of LEAP 2025.

In ELA, like the LEAP 2025 summative assessments, the interims focus on an integrated approach that reflects instruction in an effective ELA classroom.

In Math, LEAP 360 aligns to the approach of LEAP 2025 Summative Assessments, but in smaller chunks of learning.

# Connection Between Items and Assessable Content

In math, LEAP 360 provides additional insight into assessable content.

- Understand the types of items associated with assessable content to provide clarity.
- The answer key for each practice test provides the Louisiana Student Standard for Mathematics (LSSM) or LEAP 2025 Evidence Statement to which each item is aligned.

# Connection Between Items and Assessable Content

## Read over Standard 3.OA.A.1

- Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

## Turn and Talk

- What does this assessable content look like as an assessment item?
- What types of questions might you expect to see on an assessment?

# Connection Between Items and Assessable Content

4. Which word problems can be solved using the expression  $6 \times 3$ ?

Select the **two** correct answers.

- Ⓐ Josh pays \$6 for 3 baseballs. How much does each baseball cost?
- Ⓑ Tatiana has 6 carrots and 3 potatoes. How many carrots and potatoes does she have?
- Ⓒ Armand brings 6 boxes of clay to school, and each box has 3 types of clay. What is the total number of types of clay?
- Ⓓ Ramona shares 6 cookies equally with 3 girls. How many cookies does each girl have?
- Ⓔ Nikki has 6 containers of tennis balls, and each container has 3 tennis balls. What is the total number of tennis balls?

# Design Classroom Assessments that use Similar Features

In ELA, like the LEAP 2025 summative assessments, the interims focus on an integrated approach that reflects instruction and assessment in an effective ELA classroom.

- Create or use task-driven assessments that integrate reading, writing, and language skills.
- Avoid tests with discrete writing prompts (not text based) and discrete grammar skills (no application).
- Simulate EBSR and MS items by asking questions that have multiple answers and evidence (e.g., What are different traits of a complex character and what evidence from throughout the text supports the traits?).

# Design Classroom Assessments that use Similar Features

Read over standards RI.3.2 and RI.3.1.

- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

## 2. Part A

Which statement best expresses the main idea of the passage?

- A Thomas Edison discovered a way to power an electric car.
- B Thomas Edison was successful even before he began inventing.
- C Thomas Edison figured out how to find enemy planes and submarines.
- D Thomas Edison worked hard to make things that improved people's lives.

## Part B

Choose one detail that supports the answer to Part A.

- A "But Tom did not give up." (paragraph 7)
- B "The crowds were amazed." (paragraph 12)
- C "Between 1914 and 1918, many countries were fighting in a war." (paragraph 16)
- D "Tom became very rich." (paragraph 17)

# Turn and Talk

What can we look for in assessments to ensure that classroom assessments have features that are similar to LEAP 360?

# Agenda

**By the end of today's session, we'll address these questions:**

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# LEAP 360 Interim Assessments: Instructional Planning

## Where to Go and What to Do

More than likely, LEAP 360 assessments will indicate that individual students, groups of students, or even whole classes are in need of additional support or remediation in specific areas. .

- The [K-12 ELA Planning Resources](#) page provides links to a variety of resources that give teachers access to Guidebook 2.0, instructional strategies, LEAP 2025 assessment guides, and several other tools.
- The [K-12 Math Planning Resources](#) page provides links to a variety of resources including sample year plans, companion documents, LEAP 2025 assessment guides, and several other tools.

# English Language Arts Resources



K-12 ELA  
PLANNING

## Understand the Standards

- [K-12 Louisiana Student Standards for ELA](#)

## Implement the Guidebooks 2.0

- [Guidebooks 2.0](#)
- [Approach Guides, Learning Tools, and Instructional Strategies](#)
- [Language Tasks – Mentor Sentences](#)

## Help Students who Struggle

- [Diverse Learners Guide](#)
- [Louisiana Connectors for Students with Significant Disabilities](#)
- [Louisiana Connectors for ELS](#)

## Assess the Standards

- [LEAP 360](#) (diagnostics, interims, EAGLE)
- [Summative Assessment Guidance](#)

# Math Resources



K-12 MATH  
PLANNING

## [Math Tools on the Math Planning Page](#)

### **Understand the Standards**

- K-12 Louisiana Student Standards for Math
- Teacher Companion Documents
- Focus Documents
- Rigor Documents

### **Implement the Eureka Curriculum**

- Louisiana Eureka Guides (*updated*)

### **Help Students who Struggle**

- Remediation Guides
- Eureka Remediation Tools (*new*)

### **Assess the Standards**

- [LEAP 360](#) (diagnostics, interims, EAGLE)
- Summative Assessment Guidance

### **Year-long Planning**

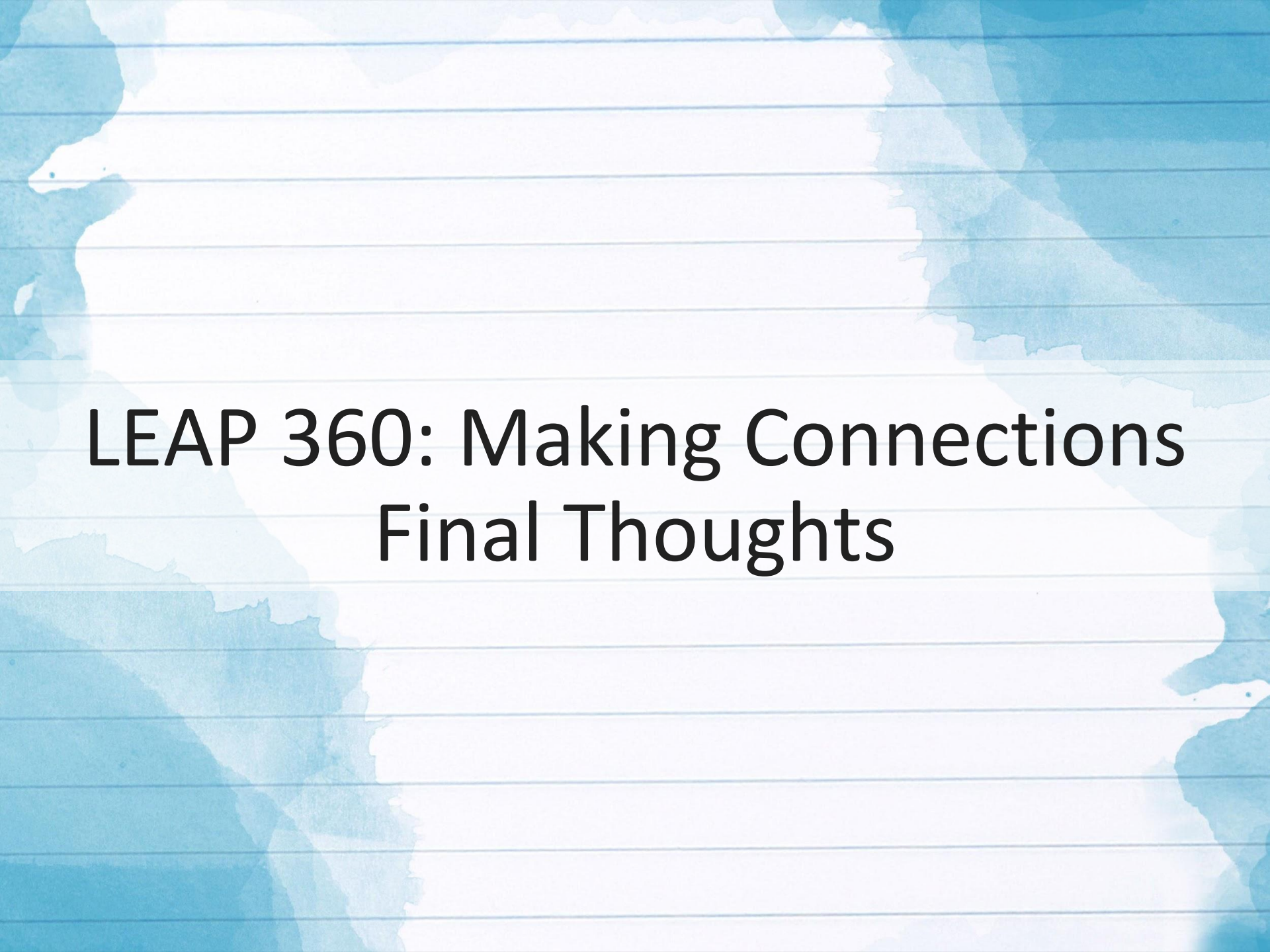
- Sample Year Plans
- Sample Middle School Accelerated Plans

# LEAP 360 Assessments: Resources

The following resources are available to help teachers understand, access, and use the LEAP 360 assessments:

- [LEAP 360 webpage](#)
- [A Teacher's Guide to LEAP 360](#)
- [LEAP 360 Diagnostic Assessment Quick Start Guide](#)
- [LEAP 360 Interim Assessment Quick Start Guide](#)
- [eDIRECT](#)
- [2017-2018 Educator Resource Guide](#)
- [Accessibility Features and Accommodations Overview](#)

Please contact [assessment@la.gov](mailto:assessment@la.gov) with any LEAP 360 questions or suggestions throughout the school year.



# LEAP 360: Making Connections Final Thoughts

# Reflection

As a supervisor or principal, how are you going to support your teachers to use LEAP 360 to inform and guide classroom instruction and assessment?

Write down your reflection, and then share with your shoulder partner.