

Opening Activity

What would you like to know about LEAP Connect?

Go to **www.menti.com** and use the code **50 62 52**

[Question Link](#)



You may use your laptop, smartphone, or any other electronic device that accesses the web.

Louisiana Believes

Overview of the LEAP Connect Assessment Guide
Principal and Supervisor Collaborative
November 2017

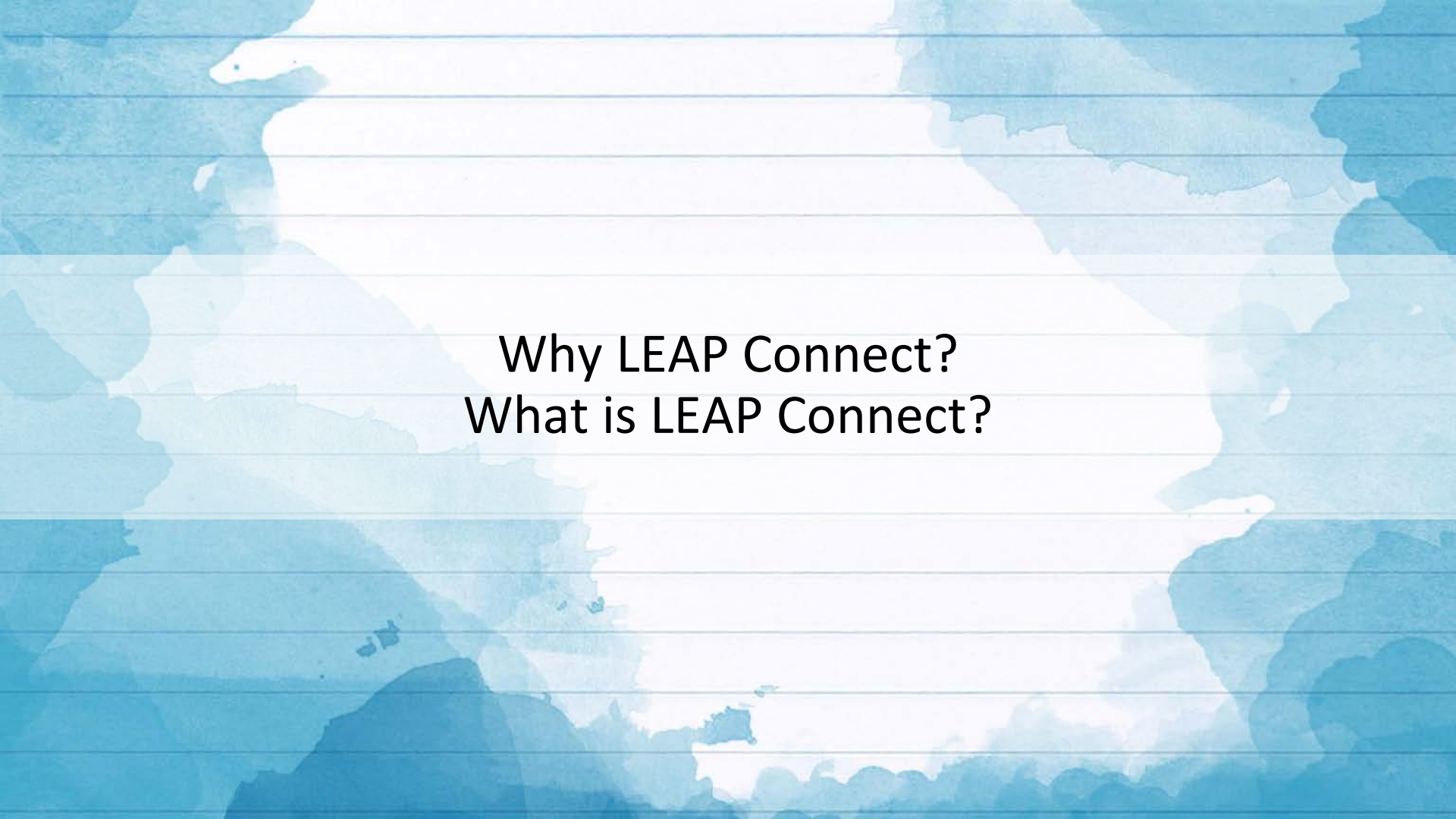
Today's Goals

At the end of the presentation, participants will understand:

- what the LEAP Connect is and why we need it;
- how the shift in instruction/standards is reflected in the new assessment, and what to expect from the 2017-2018 LEAP Connect assessment;
- the elements and design of the LEAP Connect ELA and math assessment;
- a comparison of the previous test with the new; and
- what resources are available now and in the future to help prepare for the new tests.

Vision for Students with Significant Disabilities

- Louisiana believes that all students, including those with the most significant cognitive disabilities, deserve an education that prepares them to be independent and successful in life after high school.
- Through quality and clear alignment of standards, instructional resources, and assessments, our students can achieve academically and leave high school with the skills for lifelong success.
- This spring, BESE adopted the new Louisiana Connectors for students with significant cognitive disabilities that replace what were formerly known as the Extended Standards. In 2017-2018 the LEAP Connect will replace what was formerly referred to as LAA1 for ELA and Math.

The background of the slide features a world map rendered in a light blue, watercolor-like style. The map is centered and occupies most of the frame. Overlaid on the map are horizontal, light blue lines, similar to those on a piece of lined paper, which run across the entire width of the image. The text is centered in the white space of the map.

Why LEAP Connect?
What is LEAP Connect?

Louisiana Connectors: Instructional Shifts

- **Access:** The Connectors are fully-aligned to the Louisiana Student Standards and do not exist separate and apart from the expectations for all students. Teachers of students with significant disabilities **provide inclusion opportunities whenever possible and help students access grade-level content and skills.**
- **Focus:** The Connectors represent the “big ideas” of the content and skills found in the Louisiana Student Standards. Teachers of students with significant disabilities **focus instruction where the Connectors focus.**
- **Pathways:** The Connectors provide developmentally-appropriate benchmarks on the path to meeting the expectations of the Louisiana Student Standards. Teachers **know where students are and take the right steps to help them succeed.**

Why LEAP Connect?

- LEAP Connect is aligned to the **K-12 Louisiana Connectors for Students with Significant Disabilities** and provides built in supports.
- Results will be used to make instructional decisions and to decide on what supports are needed for additional learning.
- The LEAP Connect assessment provides **access** to the statewide assessment system and its **focus** is to measure the progress that students are making while participating in high-quality standards-based content.

What is LEAP Connect?

- a computer-based assessment that measures the knowledge and skills of students with significant disabilities in English Language Arts and math;
- an alternate assessment for those students who cannot participate in LEAP 2025 assessments even with accommodations; and
- one measure of progress toward the goal of our students achieving academically and leaving high school with the skills for lifelong success.

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a painterly quality. The overall composition is centered and balanced.

What to expect with LEAP Connect

Instructional Implications

When we say **shift**, we mean that instruction should change to include the following:

- Incorporating visuals
- Using concrete materials
- Teaching definitions explicitly
- Modeling/Model-Lead-Test
- Performing task analysis
- Paraphrasing in simple language
- Employing a system of least prompts

Many of these are part of good instruction, and teachers may already incorporate them into their daily instruction.

→ For additional guidance on creating an effective SWSD SPED program, see the SPED Guidebook.

Comparison of Approach: LAA 1 and LEAP Connect

LAA 1	LEAP Connect
<ul style="list-style-type: none">• Supported by LAA 1 Extended Standards• No constructed response• Graphic performance tasks (i.e. sorting, sequencing, identifying)• Simple scenarios• Assesses student's ability to follow multi-step directions	<ul style="list-style-type: none">• Aligned to LA Connectors for SWSD• Constructed Response in ELA and math• Questions paired to texts and visual stimuli• Various levels of complexity• Reading literary/informational texts in ELA• Knowledge of language and conventions assessed in student responses (ELA)• Covers mathematical skills such as: Numbers and Operations, Fractions, Equations, Algebra, Geometry, Statistics, Ratios, Number Systems, and more.

Comparison of Design: LAA 1 and LEAP Connect

Components	LAA 1	LEAP Connect
Sessions	1	2 math 4 ELA
Grades	3-4, 5-6, 7-8, 10	3, 4, 5, 6, 7, 8, 11
Item Types	<ul style="list-style-type: none">● Performance Tasks	<ul style="list-style-type: none">● Selected Response Questions● Constructed Response● Open Response (ELA Grades 3-4)
Rubrics	<ul style="list-style-type: none">● All items are hand scored by teacher or test administrator.● Rubrics included with questions.	<ul style="list-style-type: none">● ELA CR-graded by vendor● Math CR-graded by teacher

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, surrounded by various shades of blue. The colors range from light, airy blues to deeper, more saturated blues, creating a soft, painterly effect. The overall composition is balanced and visually appealing, suitable for a professional presentation.

Understanding the elements of LEAP Connect

LEAP Connect ELA Test Design

LEAP Connect ELA Test Design

Test Session	Focus	# of Passages	Number/Type of Items
Session 1	Reading Literary/Informational Reading Foundational*	3-4	6-13 SR *5 OR
Session 2	Reading Literary/Informational Reading Foundational*	2-3	9-15 SR *5 OR
Session 3	Writing-Organization	0	8-10 SR
Session 4	Writing-Constructed Response	1	1 CR

SR: Selected-Response Items **OR:** Open Response (*Grades 3 & 4) **CR:** Constructed Response

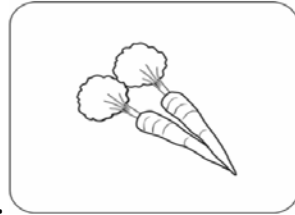
Text Complexity of Reading Passages

	Tier 1	Tier 2	Tier 3	Tier 4
ELA	<ul style="list-style-type: none">• Short text with repeated ideas• Simple vocabulary words• Provides a specific “listen for” statement related to the item	<ul style="list-style-type: none">• Text with straightforward ideas• Provides a brief description of the item topic and simple definitions of items• Provides a “listen for” statement related to the assessed skill	<ul style="list-style-type: none">• Text with clear ideas• Provides some detail about the item topic and definitions of terms• Provides statement reminding students what the item is about	<ul style="list-style-type: none">• Text with detailed and implied ideas• Provides statement reminding students what the item is about

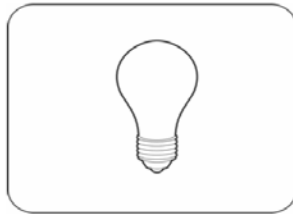
LAA 1 Sample Question: Reading

ELA Grades 3-4

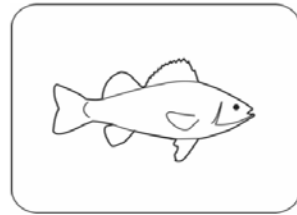
Look at the pictures. Which one swims:



carrots

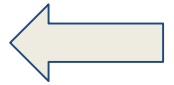


lightbulb



fish

How does this
test reading?



Student then makes hi

LEAP Connect Sample Question: Reading

ELA Grade 4

Content: Reading Literary
Texts
Standard: LC.RL.4.1-3
Complexity: Tier 2

Directions

We are going to read a story about a boy named Ben. After we read, you will be asked a question about the theme. Listen for the message of the story.

Ben's Present



Ben wants a dog. He thinks about dogs every day. In the morning, he begs his mom for a dog. His mom says dogs are a lot of work.



At night, he tells his dad that he will be good if he gets a dog. Ben's dad says that dogs cost a lot of money.



Ben's parents ask him what he wants. Ben says he wants a dog. He says he will walk the dog. He will feed the dog. He will play with the dog. He will pay for the dog's food.



Ben shows his parents he can take care of a dog. He watches a neighbor's dog for a week. He walks the dog.



He feeds the dog. He plays with the dog. Ben's parents see his hard work.



Then one morning, Ben hears a bark. He jumps out of bed. He smiles.



He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!

LEAP Connect Sample Reading Passage Continued

The question—

Item 1

Remember, the theme is the message of the story.

What is the theme of this story?

Point to and read each answer option.



A. having a lot of friends



B. showing you can take care of a pet

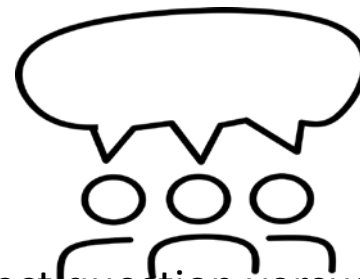


C. asking your parents for something

Compare/Contrast

With a partner, discuss the following:

1. How are these questions different (format, type, rigor)?
1. What kind of instructional shift do we see in the LEAP Connect question versus the LAA 1 question?
1. Which question measures a reading skill?



LAA 1 Sample Question: Vocabulary

ELA Grades 3-4

Students are reading.

Which picture shows the meaning of the word **students**?



Score	Description
1	Student response is correct. The student identifies the picture of the 2 students reading.
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.

LEAP Connect Sample Question: Vocabulary

ELA Grade 4

We read a story about a boy named Ben. We are going to read part of the story again. Listen to clues that tell you what the word **beg** means.

Section 1

We are going to read a story about a boy named Ben. After we read, you will be asked a question about the theme. Listen for the message of the story.

Ben's Present



Ben wants a dog. He thinks about dogs every day. In the morning, he begs his mom for a dog. His mom says dogs are a lot of work.

Content Assessed: Reading Vocabulary
Standard: LC.L.4.4a
Complexity: Tier 2

Which picture shows what **beg** means?



ask



smile

LAA 1 Sample Question: Writing

ELA Grades 7-8

Listen to the story as I read it to you. (Visuals would normally accompany the question)

It is lunchtime for Frannie.

First she will make lunch.

Next she will eat her lunch

Which sentence best completes the story?

In the evening, Frannie will go for a run.

Frannie wrote a paper for social studies.

Last Frannie will wash the dishes.

The student would then select the correct sentence and the teacher would darken the appropriate circle in the student response document according to a rubric.

LEAP Connect Sample Question: Writing

ELA Grade 8

- The prompt is split up over several pages.
- At the Tier 2 complexity level, students will have access to cards with graphic organizers, sentences punctuation, and visuals.
- They will produce their product on a template with the sentence stems shown.

You are going to write an essay about how to solve the problem of not having enough money to buy a gift for your sister.



One example of a problem is when two brothers want to sleep on the top bunk bed. One way to solve this problem is for one brother to sleep on the top bunk bed one night and the other brother to sleep in the top bunk bed the next night.

In your essay, you will write about a different problem and a possible solution.

Sentence stems:

This essay is about how to solve the problem of--

I need the money because--

One solution to the problem is--

In conclusion, to solve the problem--

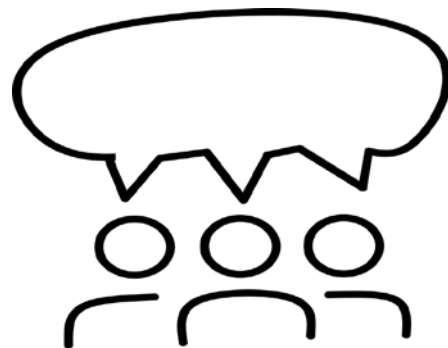
Content Assessed: Writing-Narrative
Connector: LC.W.8.4
Complexity: Tier 2

Writing Rubric

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated/No Evidence
Organization -The essay addresses the specified topic and is organized with a solution related directly to the problem (e.g., problem/solution).	The essay includes at a minimum: <ul style="list-style-type: none"> an introduction that states both parts of the problem a body that relates how the solution can be applied to the problem a conclusion that states the problem and the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> an introduction that states the problem one solution that may not relate to the problem a conclusion that states the problem or the solution 	The essay includes at a minimum some evidence related to the specific topic..	There is no evidence of organization or response is off topic.
Idea Development -The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> a relevant detail to describe the problem a relevant detail to describe the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> a relevant detail to describe the problem or the solution 	The essay includes at a minimum a detail of word that describes the problem or solution..	There is no evidence of idea development or it is off topic.
Conventions -Students use standard English conventions (e.g. subject-verb agreement)	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> end punctuation for more than one thought one complete sentence with s/v agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> end punctuation for one thought unit one complete sentence with or without subject/verb agreement 	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Compare/Contrast

1. Why is it important to assess writing in the form of a constructed response?
2. Why shouldn't we use **only** selected-response questions to assess the writing standards for each grade level in the LA Connectors?
3. How can we use this to inform instruction?



LEAP Connect Math Test Design

Test Session	Focus of Session	Number/Type of Items
Session 1	Follows the Grade Level Connectors	17-20 SR and 0-3 CR*
Session 2	Follows the Grade Level Connectors	17-20 SR and 0-3 CR*

SR: Selected-Response Items **CR:** Constructed Response
*No constructed response in grades 6-7

Task Complexity of Math Items

	Tier 1	Tier 2	Tier 3	Tier 4
Math	<ul style="list-style-type: none">• Least complex items• Supports use of hands-on, concrete materials	<ul style="list-style-type: none">• Successive model that guides one step at a time• Simplified language and/or visual representations• Further reduced number of data points• Further reduced magnitude of numbers	<ul style="list-style-type: none">• Model that shows solution to a similar problem• Simplified language and reduced number of data points• Reduced magnitude of numbers	<ul style="list-style-type: none">• Most complex items• Statement reminding student what the item is about

LAA 1 Sample Question: Math

Math Grades 3-4

Look at the apples.

Count the apples. How many apples are there?

One, three, four, six



1

3

4

6

Student would then say or point to the number. Teacher darkens the appropriate circle in the student's response document according to the following rubric:

Score	Description
1	Student response is correct. The student identifies the number four or four apples
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.

LEAP Connect Sample Question: Math

Math Grade 3

Content: Fractions
Standard: LC.NF.A.1e
Complexity: Tier 2

Page 1 of question

This item is about fractions.

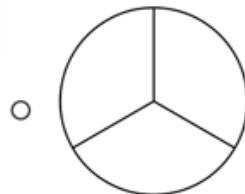
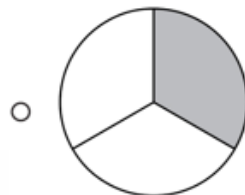
This rectangle is divided into 2 equal parts.



There is 1 part that is shaded.

Page 2 of question

Which circle shows 1 out of 3 parts is shaded?



LAA 1 Sample Question: Math

Math Grade 5-6

Look at the chart. The chart will show the milk that Eric drank this week. The title is “Milk Eric Drank.”

Milk Eric Drank



Erick drank five glasses of milk. Which picture goes in the chart?

Student makes a selection by pointing at the correct answer.
Teacher darkens the appropriate circle according to rubric in student’s document.

Score	Description
1	Student response is correct. The student identifies the 5 glasses of milk
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.

LEAP Connect Sample Question: Math

Math Grade 5-Constructed Response

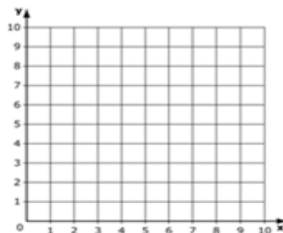
1. Students will be given the arrow as a manipulative.

2. They will use it to point to where the ordered pair can be found on the graph.

Score	Description
1	Student correctly completes task described.
0	Student does not complete task or completes it incorrectly.

This item is about plotting points.

This is a coordinate grid and a small object.



This is an ordered pair $(2,6)$.

To plot the ordered pair $(2,6)$ on the coordinate grid, start at the origin. Then, move 2 units along the x-axis. From there move up 6 units.

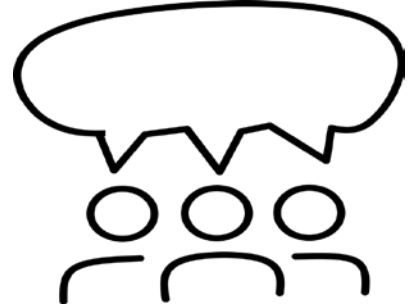
This is another ordered pair. $(5, 8)$,

Use the arrow to plot the ordered pair $(5,8)$ on the coordinate graph.

Content: Geometry
Connector: LC.5.G.A.1c
Complexity: Tier 3

Compare/Contrast

1. How are these questions similar? How are they different?
2. What is different about what they're measuring?
3. Which is a better measure of how a student performs mathematical functions?



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Resources for Successful Implementation

LEAP Connect Assessment Guide

Assessment Guidance Library

Contains:

- Purpose of test
- Participation Criteria
- Standard Alignment Information
- Differences in Complexity Levels
- How scores will be reported
- Design
- Test Administrator Policies
- Sample Test Items
- Rubrics

Assessment Guide and Instructional Resources

[LEAP Connect Assessment Guide](#)—access the LEAP Connect Assessment Guide

[LEAP Connect Achievement Level Descriptors](#)—a guide to the Achievement Levels with a list of the skills and knowledge students at each level are generally able to demonstrate

[Online Tools Training](#)—available November 2017

[SPED Guidebook](#)—coming winter 2017

[LA Connectors for Students with Significant Disabilities](#)—list of SWSD connectors for K-12 ELA and math

[LA Connectors Essential Elements Cards](#)—cards that assist educators with individualizing instruction for SWSD both in inclusive and self-contained environments

[Lesson Plan Adaption-ELA](#)—template for lesson plans with supports and accommodations for SWSD for ELA at any grade level

[Lesson Plan Adaption-Math](#)—templates for lesson plans with supports and accommodations for SWSD for math at any grade level

Wrap-Up

Thank you for your interest in the LEAP Connect Assessment.

1. Was your question(s) from the opening activity answered?
2. What did you learn that was new?
3. What questions do you have?

For any further inquiries, email assessment@la.gov.

