Louisiana Believes

What's New for the 2017-2018 LEAP 2025 Algebra I and Geometry Assessments

DEPARTMENT of EDUCATION

Opening Task

Take a few minutes to write down a list of questions about the new 5-level high school assessments.

Questions List
What are some questions you have about the new assessments? 1… 2… 3…

Today's Goals

At the end of this session, participants will

- Know what to expect from the 2017-2018 summative assessments for high school to help plan and prepare

- Understand the resources available now and in the future to help monitor student learning

Assessment Comparison

	EOC: 2005 – Spring 2017	LEAP 2025: starting Fall 2017
Comparability	Limited to within LA	Expands to compare with other states
Consistency	Separate EOC system from LEAP • Different achievement levels • Less rigorous design • Reporting by discrete domains	One seamless system – LEAP 2025 • Same achievement levels • Similar design to grades 3-8 • Reporting to support college/career ready claim
Rigor	• 46 multiple-choice questions • 1 constructed-response task with limited connection to mathematical practices	• 32 tasks: multiple select, fill in the blank, technology enhanced • 7 constructed-response tasks designed to assess reasoning and modeling mathematical practices with specific content
College/Career Ready Claim	None	Built into design with evidence statements and reporting categories

A Change in Focus

LEAP 2025 assessments focus where Louisiana Student Standards for Mathematics focus:

Conceptual Understanding	Procedural Skill and Fluency	Application
• *Understand, recognize, interpret* • How operations/skills are related • How algorithms are developed • How one skill builds a foundation for the next	• *Fluently, find, solve* • Accuracy, efficiency, flexibility • Built from foundation in conceptual understanding • Adds to foundation in application and solving more complex problems	• *Word problems, real-world, context* • Problem-solving in meaningful, relevant context • Expression in mathematical reasoning • Modeling symbolically and by design • Interpreting what the symbolic modeling represents in the real world

Content: What's Different?

Louisiana Student Standards for Mathematics

- LSSM created by 100+ LA educators
- Input by thousands of parents and teachers
- Attention to building college or career ready students
- Maintain high expectations comparable to expectations on national level
- Logical connection of content across and within grades

Assessable Content Tables

- Lists the skills students are expected to demonstrate on the test
- Built to support the claim that students are college or career ready
  - LSSM
  - LEAP 2025 Evidence Statements
- Structured on four reporting categories:
  - Major Content
  - Additional & Supporting Content
  - Expressing Mathematical Reasoning
  - Modeling & Application

Assessable Content Tables – Evidence Statements

Task Type	Content	Description	Reporting Category
Type I	LSSM	Conceptual understanding, fluency, application	• Major Content • Additional & Supporting Content
	LEAP 2025 evidence statements	Application and/or conceptual understanding with focus on integration of selected LSSM	
Type II	LEAP 2025 evidence statements	Written arguments/justifications, critique of reasoning, or precision in mathematical statements of selected LSSM	Expressing Mathematical Reasoning
Type III	LEAP 2025 evidence statements	Modeling/application in real-world context or symbolic logic	Modeling & Application

Type I Tasks: Samples

Triangle *ABC* has sides with lengths of 3, 6, and 8. Classify each of the transformations described as producing a triangle **similar** to triangle *ABC* or a triangle **not similar** to triangle *ABC*.

Drag and drop each transformation into the appropriate box.

?

Similar to Triangle *ABC*	Not Similar to Triangle *ABC*

Multiply each side length by 3.5.

Add 12 to each side length.

Subtract 2 from each side length.

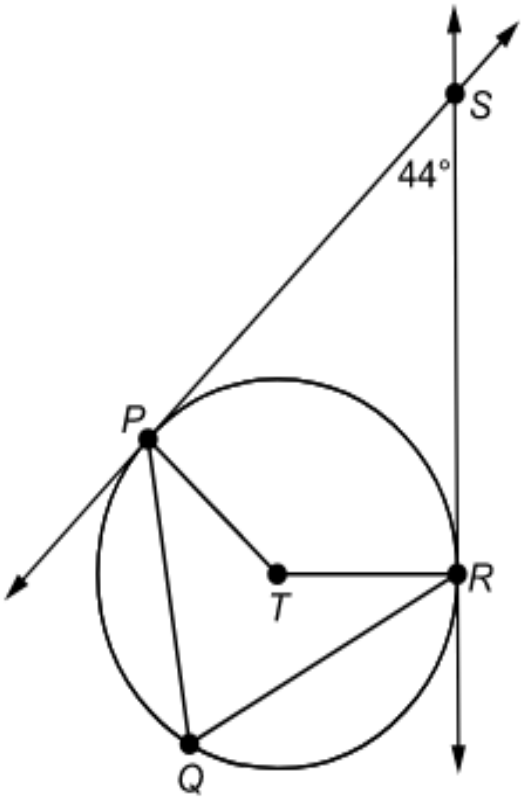
Divide each side length by 0.75.

KEY

Similar to Triangle *ABC*	Not Similar to Triangle *ABC*
Multiply each side length by 3.5. Divide each side length by 0.75.	Add 12 to each side length. Subtract 2 from each side length.

Type I Tasks: Samples

Circle T is shown. Line PS and line RS are tangent to circle T.



Part A

What is the measure, in degrees, of $\angle PTR$?

Enter your answer in the box.

Part B

What is the measure, in degrees, of $\angle PQR$?

Enter your answer in the box.

KEY

Part A: 136

Part B: 68

Assessable Content Tables – How to Read Type I

Assessable Content for the Major Content Reporting Category (Type I)

LSSM Content Standards	
A1: A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*
continued…	
LEAP 2025 Evidence Statements	
LEAP.I.A1.1	Understand the concept of a function and use function notation. Content Scope: Knowledge and skills articulated in • A1: F-IF.A – Tasks require students to use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a real-world context.
continued…	

Assessable Content Tables – How to Read Type I

Assessable Content for the Additional & Supporting Content Reporting Category (Type I)

LSSM Content Standards	
A1: A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions emphasizing integer exponents. *For example, the growth of bacteria can be modeled by either $f(t) = 3^{(t+2)}$ or $g(t) = 9(3^t)$ because the expression $3^{(t+2)}$ can be rewritten as $(3^t)(3^2) = 9(3^t)$.*
continued…	
LEAP 2025 Evidence Statements	
LEAP.I.A1.7	Apply properties of rational and irrational numbers to identify rational and irrational numbers. Content Scope: Knowledge and skills articulated in • A1: N-RN.B – Tasks should go beyond asking students to only identify rational and irrational numbers. This evidence statement is aligned to the cluster heading. This allows other cases besides the three cases listed in N-RN.3 to be assessed.

Type II Tasks

Type of Reasoning

- Base explanation/reasoning on specific concept/referent
- Present logical argumentation, solution steps, and chains of reasoning
- Justify or refute propositions or conjectures
- Application of reasoning to specific concept/skill

Applicable Content

- Only assess LSSM assigned to the evidence statement
- Adhere to all guidelines presented in the evidence statement

Task Components

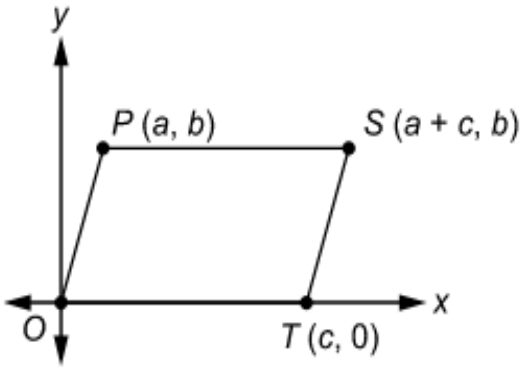
- Worth 3 or 4 points
- May have reasoning and computation components
- At least 2 points must be assigned to reasoning components
- May be multi-part of a variety of item types, at least one part is constructed-response
- Include sample response in rubric

Assessable Content Tables – How to Read Type II

Assessable Content for the Expressing Mathematical Reasoning Content Reporting Category (Type II)

LEAP 2025 Evidence Statements	
LEAP.II.A1.1	Base explanations/reasoning on the properties of rational and irrational numbers. Content scope: Knowledge and skills articulated in • A1: N-RN.B.3 – For rational solutions, exact values are required. For irrational solutions, exact or decimal approximations may be required. Simplifying or rewriting radicals is not required.
continued…	

Sample Type II Task



Is the figure shown in the *xy*-coordinate plane a parallelogram? Why or why not? Use the given coordinates to justify your answer.

EQ

Sample Type II Rubric

Score	Description

3	Student Response includes the following 3 elements.
	• **Reasoning component** = 2 points
	  ○ Determination that the figure is a parallelogram
	  ○ Valid explanation of equal lengths for pairs of opposite sides or valid explanation of parallel sides
	• **Computation component** = 1 point
	  ○ Correct computation of slopes or lengths
	
	Sample Student Response:
	
	A four-sided figure with opposite sides parallel meets the conditions for a parallelogram. The side $\overline{OT}$ lies on the *x*-axis, which is horizontal. Therefore, its slope is 0. Side $\overline{PS}$ also lies on a horizontal line because each endpoint has the same *y*-coordinate. Therefore, it also has slope 0. Because the two sides have the same slope, they must be parallel. The side $\overline{OP}$ lies on a line with slope $\frac{b-0}{a-0} = \frac{b}{a}$ Side $\overline{TS}$ lies on a line with slope $\frac{b-0}{a+c-c} = \frac{b}{a}$ Because both sides have the same slope, they are parallel. Therefore, the figure is a parallelogram.
	
	OR:
	
	A four-sided figure with opposite sides the same length meets the conditions for a parallelogram. The endpoints of side $\overline{OT}$ have the same *y*-coordinate, so its length is the difference of the *x*-coordinates, $c - 0 = c$. The endpoints of side $\overline{PS}$ have the same *y*-coordinate, so its length is the difference of the *x*-coordinates, $a + c - a = c$. Therefore, opposite sides have the same length. The length of side $\overline{OP}$ is $\sqrt{(a-0)^2 + (b-0)^2} = \sqrt{a^2 + b^2}$, found by using the distance formula. (Note: student could use a right triangle argument). The length of side $\overline{TS}$ is $\sqrt{(a+c-c)^2 + (b-0)^2} = \sqrt{a^2 + b^2}$. Opposite sides have the same length therefore; the figure is a parallelogram.

2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

Sample Type II Task Analysis

Type of Reasoning

- Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions.

Applicable Content

- GM: G-GPE.B.4 (Use coordinates to prove simple geometric theorems algebraically.)
- No guidelines given in evidence statement

Task Components

- Three total points, one part, all constructed-response
- Reasoning component (2 points)
  - Determination that figure is parallelogram
  - Valid explanation of equal lengths for pairs of opposite sides or valid explanation of parallel sides
- Computation component (1 point) – correct computation of slopes or lengths
- Sample response shown

Type III Tasks

Type of Modeling

- Solve multi-step contextual word problems
- Reasoned estimates
- Micro-models

Applicable Content

- Only assess LSSM assigned to the evidence statement
- Adhere to all guidelines presented in the evidence statement

Task Components

- Worth 3 or 6 points
- May have modeling and computation components
- At least 2 points of 3 or 3 points of 6 must be assigned to modeling components
- May be multi-part of a variety of item types, at least one part is constructed-response
- Include sample response in rubric

Assessable Content Tables – How to Read Type III

Assessable Content for the Modeling & Application Content Reporting Category (Type III)

LEAP 2025 Evidence Statements	
LEAP.III.A1.1	Solve multi-step contextual problems with degree of difficulty appropriate to the course. Content scope: Knowledge and skills articulated in • 7.RP.A, 7.NS.A.3, 7.EE, and/or 8.EE
continued…	

Sample Type III Task

A quality-control technician at a candle factory tested eight 16-ounce candles, each 3 inches in diameter. These candles came from the same production run. The table shows the decrease in weight of each candle after burning for 3 hours. Candle makers believe that the rate at which the candles burn is constant.

Candle	1	2	3	4	5	6	7	8
Weight Loss (ounces)	0.5	0.6	0.5	0.7	0.7	0.5	0.5	0.6

Write an equation that can be used to model the weight, *w* of such a candle as a function of the number, *h* of hours burning. Then, explain how the equation can be used to predict the weight of a candle that has burned for 5 hours.

Enter your equation and your explanation in the space provided.

EQ

Sample Type III Task Rubric

Score	Description
3	Student Response includes the following 3 elements. • **Modeling component =** 2 points ○ Correct equation, $w \approx 16 - 0.19h$ ○ Accurate use of notation and vocabulary to support correct calculations and mathematical reasoning, identifying variables as needed • **Computation component =** 1 point ○ Correct application of the model to make an accurate prediction Sample Student Response: If the burn rate is believed to be constant, determine the average burn rate for the eight candles as the ratio of weight loss per hour. ounces lost over three hours $\frac{0.5+0.6+0.5+0.7+0.7+0.5+0.5+0.6}{8} \approx 0.575$ ounces lost per hour on average $\frac{0.575}{3} \approx 0.19$ For 0 hours, the weight of each candle is 16 ounces. Therefore, $w \approx 16 - 0.19h$. This model can be used to predict the weight of the candle when *h*, the number of hours of burning, is 5. $w \approx 16 - 0.19(5)$ $w \approx 16 - 0.95$ $w \approx 15.05$ According to the model, the weight of the candle after 5 hours of burning would be about 15.05 ounces.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

Sample Type III Task Analysis

Type of Modeling

- Micro-models: Autonomously apply a technique from pure mathematics to a real-world situation in which the technique yields valuable results even though it is obviously not applicable in a strict mathematical sense.

Applicable Content

- A1: A-CED.A.3 (Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.)
- No guidelines given in evidence statement

Task Components

- Three total points, one part, all constructed-response
- Modeling component (2 points)
  - Correct equation, $w = 16 - 0.19h$
  - Accurate use of notation and vocabulary to support correct calculations and mathematical reasoning, identifying variables as needed
- Computation component (1 point) – correct application of the model to make an accurate prediction
- Sample response shown

Test Administration: What's Different?

Test Administration: EOC vs LEAP 2025

Category	EOC (2016 – 2017)	LEAP 2025 (2017 – 2018)
Item Types	• Multiple choice • Constructed response	In addition to multiple choice & constructed response • Multiple select • Fill in the blank • Technology enhanced
Test Design	3 Sessions: • Session 1 – MC – No Calculator • Session 2 – CR – Calculator • Session 3 – MC – Calculator	3 Sessions, variety of item types balanced over the sessions: • Session 1a – No Calculator/Session 1b – Calculator • Session 2 – Calculator • Session 3 – Calculator
Materials	• Scientific Calculator provided • Geometry Reference Sheet • Online Tools Training (OTT) • Rulers/protractor • Sample Items documents	• Calculator and graphing capability provided • High School Mathematics Reference Sheet available for Algebra I & Geometry • Online Tools Training (OTT) – to be updated • Practice Tests for Algebra I & Geometry
Timing	Untimed, suggested times	Timed

Test Design

Test Session	Type I (points)	Type II (points)	Type III (points)	Total (points)	Number of Embedded Field-Test Tasks
Session 1a: No Calculator	9	0	0	9	1
Session 1b: Calculator	7	3	3	13	1
Session 2: Calculator	13	4	6	23	1
Session 3: Calculator	13	4	6	23	3
TOTAL	42	11	15	68	6

- 39 tasks for 68 points
- 6 total embedded field-test tasks (5 Type I, 1 Type II or III)
- field-test tasks do **not** count towards a student's final score on the test

High School Mathematics Reference Sheet

1 inch = 2.54 centimeters
1 meter = 39.37 inches
1 mile = 5280 feet
1 mile = 1760 yards
1 mile = 1.609 kilometers
1 kilometer = 0.62 mile

1 pound = 16 ounces
1 pound = 0.454 kilogram
1 kilogram = 2.2 pounds
1 ton = 2000 pounds
1 cup = 8 fluid ounces
1 pint = 2 cups

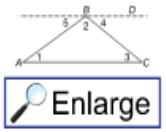
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallon
1 liter = 1000 cubic centimeters

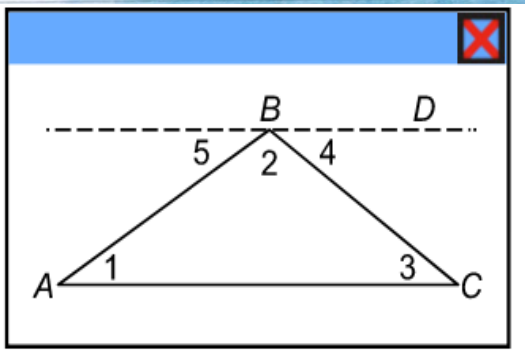
Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General prisms	$V = Bh$
Cylinder	$V = \pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$
Cone	$V = \frac{1}{3}\pi r^2 h$
Pyramid	$V = \frac{1}{3}Bh$

Quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Radians	1 radian = $\frac{180}{\pi}$ degrees
Degrees	1 degree = $\frac{\pi}{180}$ radians
Arithmetic Sequence	$a_n = a_1 + (n-1)d$
Geometric Sequence	$a_n = a_1 r^{n-1}$
Geometric Series	$S_n = \frac{a_1 - a_1 r^{n-1}}{1-r}$ where $r \neq 1$

Sample Item Types: MC vs MS

An incomplete proof of the theorem that the sum of the interior angles of a triangle is 180 is shown.





Given: $\triangle ABC$

Prove: $m\angle 1 + m\angle 2 + m\angle 3 = 180°$

Statement	Reason
1) Draw line *BD* parallel to line *AC*	1)
2)	2)
3) $m\angle 2 + m\angle 4 = m\angle ABD$; $m\angle 5 + m\angle ABD = 180°$	3) Angle addition postulate
4) $m\angle 5 + m\angle 2 + m\angle 4 = 180°$	4) Substitution property of equality
5) $m\angle 1 + m\angle 2 + m\angle 3 = 180°$	5)

Part A

What is the appropriate reason for the statement in step 1?

KEY

Part A: B

(a) Through any two points, there is exactly one line.

(b) Through a point not on a line, there is exactly one line parallel to the given line.

(c) If two lines cut by a transversal form congruent corresponding angles, then the lines are parallel.

(d) If two lines cut by a transversal form congruent alternate interior angles, then the lines are parallel.

Sample Item Types: MC vs MS

Part B

Which pairs of angle congruences or equalities should be used for the statement in step 2?

Indicate **all** such pairs.

(a) $\angle 1 \cong \angle 2$ or $m\angle 1 = m\angle 2$

(b) $\angle 1 \cong \angle 3$ or $m\angle 1 = m\angle 3$

(c) $\angle 1 \cong \angle 4$ or $m\angle 1 = m\angle 4$

(d) $\angle 1 \cong \angle 5$ or $m\angle 1 = m\angle 5$

(e) $\angle 2 \cong \angle 3$ or $m\angle 2 = m\angle 3$

(f) $\angle 2 \cong \angle 4$ or $m\angle 2 = m\angle 4$

(g) $\angle 2 \cong \angle 5$ or $m\angle 2 = m\angle 5$

(h) $\angle 3 \cong \angle 4$ or $m\angle 3 = m\angle 4$

KEY

Part B: D, H

Sample Item Types: FIB vs SEQ vs CR

Tonya's class planted sunflowers and the students are tracking the growth of their individual plants. The table shows the height of Tonya's plant *t* days after she planted her sunflower seed.

Time (days)	Height (inches)
10	4
20	8
30	12
40	16

Part A

If the growth of the sunflower continues at the same rate, what is the expected height, in inches, on day 55?

Enter your answer in the box.

_____ inches

KEY

Part A: 22

Sample Item Types: FIB vs SEQ vs CR

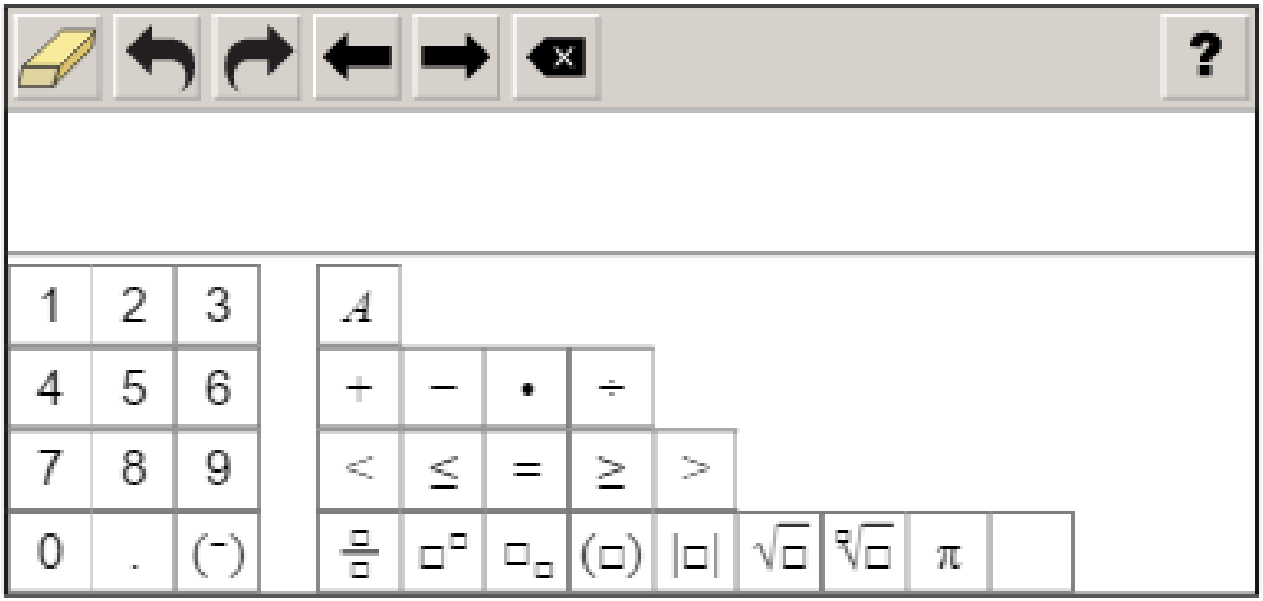
The area, A, of a rectangular parking lot is given by the equation $A = 16s^2 + 25$.

Jacob knows the area of the parking lot and wants to find s.

Solve $A = 16s^2 + 25$ for s.

Enter your answer in the box provided. Enter **only** your answer.

$s =$



KEY

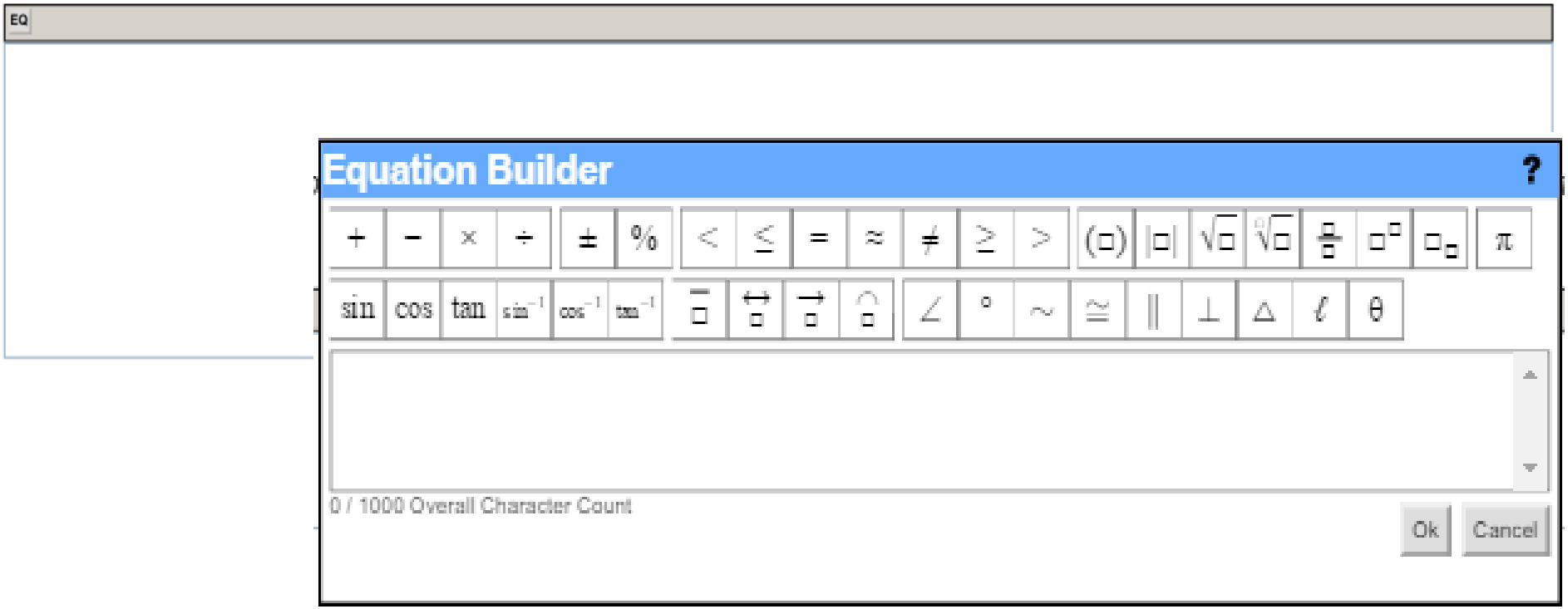
$$\sqrt{\frac{A-25}{16}}$$

Sample Item Types: FIB vs SEQ vs CR

Part A

List the steps to solve the equation $x^2 + 12x - 28 = 0$ by completing the square, and give the solution or solutions.

Enter your work and your answers in the box provided.



Constructed-Response Rubric

PART A	
Score	**Description**

2	Student Response includes the following 2 elements.
	• **Reasoning component** = 1 point
	  ○ Algebraic or written explanation for solving the equation
	• **Computation component** = 1 point
	  ○ Solution of $x = 2$ or -14
	
	Sample Student Response:
	$x^2 + 12x - 28 = 0$
	$x^2 + 12x = 28$
	$x^2 + 12x + 36 = 28 + 36$
	$(x + 6)^2 = 64$
	$x + 6 = \pm 8$
	$x = 8 - 6 = 2$ or $x = -8 - 6 = -14$

1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

Sample Item Types: Technology Enhanced

The table shows values for a linear function, *f*.

x	*f*(*x*)
–1	–8
3	–5
7	–2
11	1

What is the equation for the function *f*?

Drag and drop the numbers into the boxes. **Not** all numbers listed will be used.

?

$-\frac{29}{4}$ $-\frac{3}{4}$ $\frac{3}{4}$ $\frac{4}{3}$ $\frac{11}{4}$

$f(x) = \square\, x + \square$

KEY

$f(x) = \boxed{\frac{3}{4}}\, x + \boxed{-\frac{29}{4}}$

Sample Item Types: Technology Enhanced

Select from the drop-down menus to correctly complete the sentences.

The sum $\frac{1}{3} + \frac{\sqrt{5}}{3}$ is [▾] because the sum [▾] be expressed as a single fraction with a rational numerator and a rational denominator.

- rational
- irrational

- can
- cannot

The quotient $\frac{20}{\sqrt{16}}$ is [▾] because the quotient [▾] .

- rational
- irrational

- has a square root in its denominator
- is equal to an integer

KEY

The sum $\frac{1}{3} + \frac{\sqrt{5}}{3}$ is irrational because the sum cannot be expressed as a single fraction with a rational numerator and a rational denominator.

The quotient $\frac{20}{\sqrt{16}}$ is rational because the quotient is equal to an integer .

Sample Item Types: Technology Enhanced

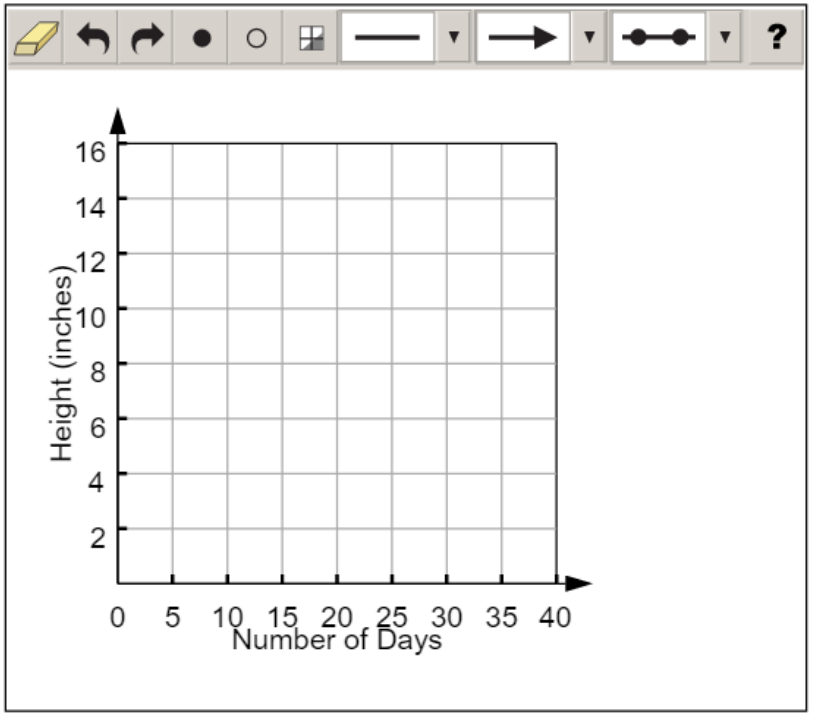
Tonya's class planted sunflowers and the students are tracking the growth of their individual plants. The table shows the height of Tonya's plant *t* days after she planted her sunflower seed.

Time (days)	Height (inches)
10	4
20	8
30	12
40	16

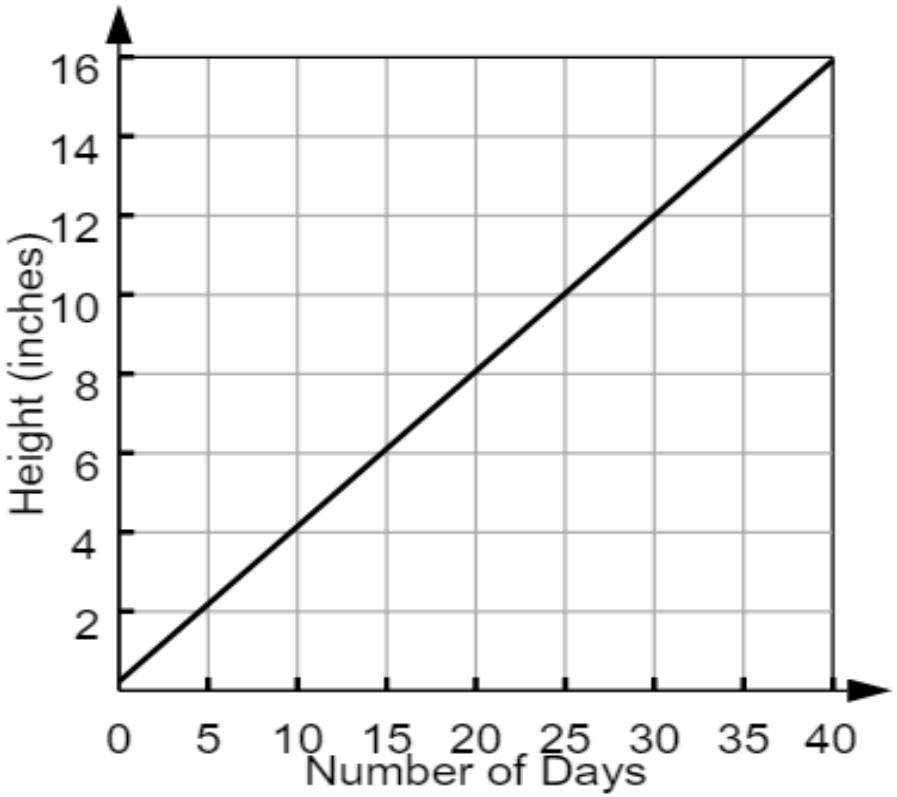
Part C

On the given *xy*-coordinate plane, graph $h(t)$.

To graph a line, select two points on the coordinate plane. A line will be drawn through the points.



Key


16
14
12
10
8
6
4
2
Height (inches)
0
5
10
15
20
25
30
35
40
Number of Days

Implications: Action Steps

- Assess with a variety of item types
- Include/increase opportunities for written expression of reasoning and modeling
- Incorporate *High School Mathematics Reference Sheet*
- Plan time for students to explore OTT on multiple occasions
- Consult practice test guide for best practices when administering and reviewing practice tests

Resources:
What's available?
What's in development?

Practice Resources: Online Tools Training

Online Tools Training (OTT)

- Updated for LEAP 2025 test administration, available August 2017
- Opportunities to practice accessing all tools in the testing platform

- Opportunities to practice answering different item types
  - Multiple choice (MC)
  - Multiple select (MS)
  - Fill in the blank (FIB)
  - Short equation input (SEQ)
  - Constructed response (CR)
  - Technology enhanced (TE)

Practice Resources: Practice Tests!

- Available Fall 2017
  - Algebra I practice test
  - Geometry practice test
- Mirrors operational test
  - Test design – sessions, points per session, task types, ancillaries
  - Variety in item types
  - Secure testing platform – requires test tickets

Analytic Resources: LEAP 360

LEAP 360: Louisiana's Comprehensive Assessment System

- Streamlined, high-quality assessments in a comprehensive system for classrooms, schools, and districts
  - Teachers will have a more complete picture of student performance.
  - Principals will identify throughout the school where additional support is needed to focus on the learning that matters most for students.
  - Districts will reduce overall local testing while helping to monitor progress toward district goals.
- Meeting assessment needs
  - Diagnostic assessments – Know where students are
  - Interim assessments – Track what students are learning
  - EAGLE 2.0
    - With remediation guide – know where students are
    - As aligned classroom assessments – track what students know

Informational Resources: Guides

Assessment Guidance Library
http://www.louisianabelieves.com/resources/library/assessment-guidance

- LEAP 2025 Algebra I Assessment Guide
- LEAP 2025 Geometry Assessment Guide
- LEAP 2025 Equation Builder Guide for High School
- LEAP 2025 Grades 5-HS Mathematics Reference Sheets

Practice Test Library http://www.louisianabelieves.com/resources/library/practice-tests

- Practice Test Quick Start Guide
- LEAP 2025 Mathematics Practice Test Guidance
- Educator Scoring for LEAP 2025 Computer-based Practice Tests
- LEAP 2025 Algebra I Practice Test Answer Key
- LEAP 2025 Geometry Practice Test Answer Key

What’s new in Reporting?

Reporting Categories: EOC vs LEAP 2025

Assessment	Reporting Categories
EOC (2016-2017)	Determined by Content Domain Algebra I • Algebra • Functions • Number & Quantity/ Statistics & Probability Geometry • Congruence • Similarity, Right Triangles, & Trigonometry • Circles/ Expressing Geometric Properties with Equations • Geometric Measurement & Dimension/Modeling with Geometry
LEAP 2025 (2017-2018)	Designed to support the Claim of College and Career Readiness Seamless reporting for grades 3-8 mathematics and high school courses Algebra I and Geometry • **Major Content** – solve problems involving the Major Content of the LSSM for the course • **Additional & Supporting Content** – solve problems involving the Additional and Supporting Content of the LSSM for the course • **Expressing Mathematical Reasoning** – in connection with the LSSM, express course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements • **Modeling & Application** – in connection with the LSSM, solve real-world problems with a degree of difficulty appropriate to the grade/course by applying content of the LSSM for the course (or for more complex problems, content of the LSSM for previous grades/courses), engaging particularly in the Modeling practice, making sense of problems and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, looking for and making use of structure and repeated reasoning.

Achievement Levels: EOC vs LEAP 2025

Assessment	Achievement Levels
EOC (2016 – 2017)	4 Levels • **Excellent** – has demonstrated mastery of course content beyond *Good* • **Good** – has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area • **Fair** – has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area • **Needs Improvement** – has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area
LEAP 2025 (2017 – 2018)	5 levels • **Level 5 Advanced** – have exceeded college and career readiness expectations, and are well prepared for the next level of studies in this content area • **Level 4 Mastery** – have met college and career readiness expectations, and are prepared for the next level of studies in this content area • **Level 3 Basic** – have nearly met college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area • **Level 2 Approaching Basic** – have partially met college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area • **Level 1 Unsatisfactory** – have not yet met the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area

Administration and Results

Administration	Testing Window	Release of Results
Fall	November 29, 2017 – December 13, 2017	January 2018
Spring	April 23, 2018 – May 18, 2018	In window
Summer	June 18, 2018 – June 22, 2018	In window

New grading conversion tables for Algebra I and Geometry will be provided so that the results may be used in course grades per BESE policy.

Lists Check-in/Reflection

Revisit your initial lists.

Questions List
1. Have your original questions been answered? 2. If not, what questions remain unanswered? 3. Do you have new questions that were not addressed?

For any future concerns and/or questions, please email assessment@la.gov.