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A Year in LEAP 360:
An Overview of Louisiana's
Comprehensive Assessment System
June 2017

DEPARTMENT of
EDUCATION

Today's Goals

At the end of this presentation, participants will understand:

- the Department's comprehensive assessment system and the role it plays in streamlining assessments in school systems, schools, and classrooms

- the critical components of the LEAP 360 assessments and their associated scoring, reporting, and guidance documents

- the system requirements, administrative processes, and timelines for LEAP 360 setup

- specific next steps for the implementation of LEAP 360

# LEAP 360 and Louisiana's Comprehensive Assessment System

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Round 1

LEAP 360

The goal of LEAP 360 is to deliver **streamlined**, **high-quality assessments** in a comprehensive system for classrooms, schools, and districts.

What is the impact on teachers, principals, and districts?

- **Teachers** will have a more complete picture of student performance.
- **Principals** will identify throughout the system 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.
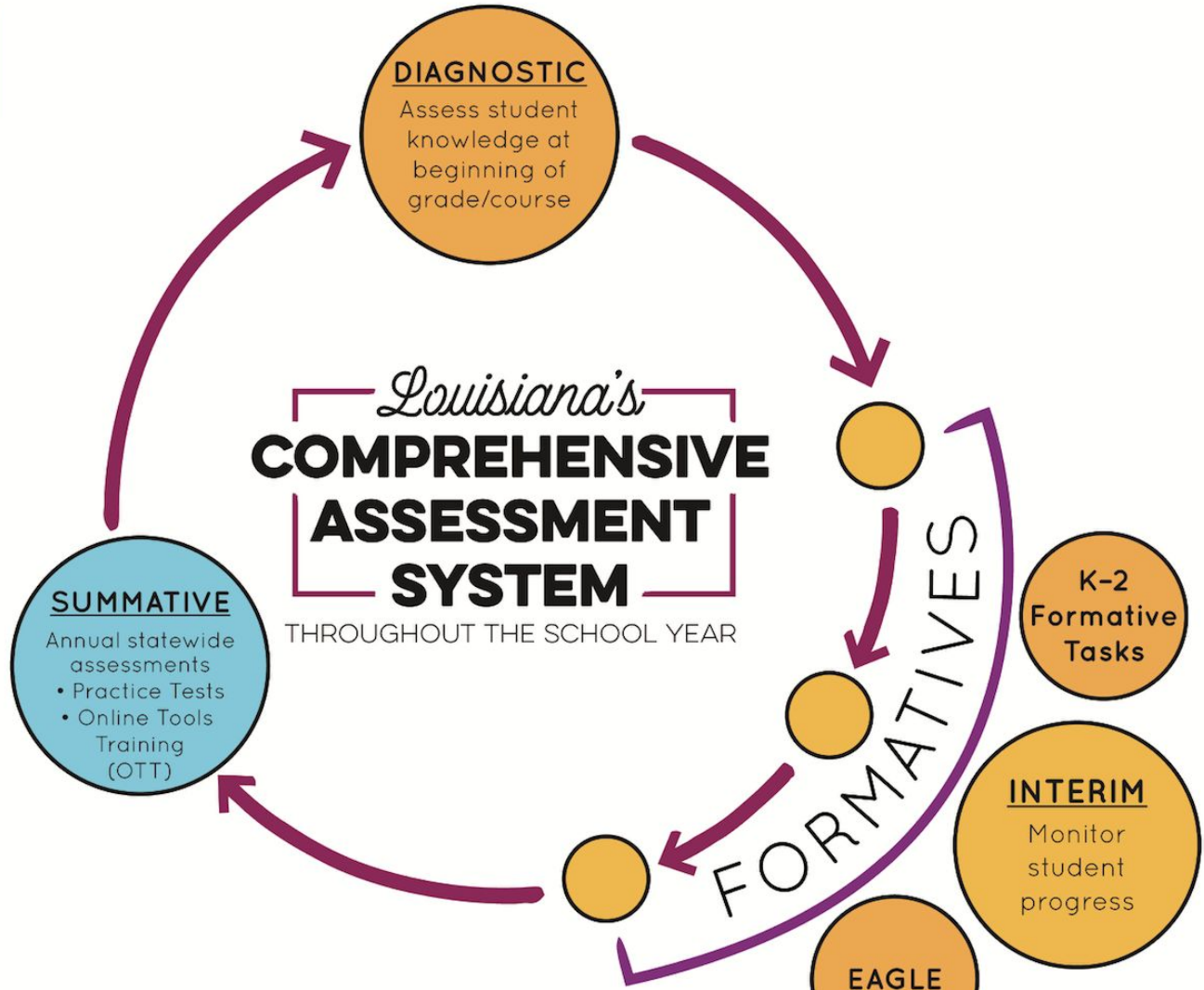
LEAP 360

There are three main purposes for classroom assessment:
1. Know where students are when they enter a classroom
2. Track how students are learning content over the year
3. Verify what students have learned

Let's look at each of these purposes more closely.

LEAP 360: Know Where They Are

To set end-of-year goals, we've got to start with beginning-of-year questions:

- What are we starting with?
- What have students retained from the previous year?
- What learning was left *unfinished*?
- Who can be pushed or challenged further?
- What are meaningful learning goals?

In ELA and math, these answers come from a variety of places:

- LEAP 360 diagnostic assessments
- Data from previous year
- Cold-read task from previous grade level
- EAGLE test built from precursory standards found in [Math Remediation Guides](#).

LEAP 360: Track What They're Learning

To achieve end-of-year goals, we've got to ask throughout-the-year questions:
- What's "sticking" and what's not?
- What needs closer attention?
- How are we progressing toward goals?

These answers come from a variety of places:
- LEAP 360 interim assessments
- Guidebook tasks (cold-reads, culminating writing, and extensions)
- Tier 1 assessments
- K-2 Formative tasks
- Aligned classroom assessments found in EAGLE

LEAP 360: Verify What They Know

To verify end-of-year goals, we've got to ask end-of-year questions:
- What can I confirm about learning?
- What worked?
- What didn't?
- Did we reach our goals?

These answers can come from a few different places:
- LEAP 2025 summative assessments
- End-of-module or unit tests built in EAGLE
- Cold-read tasks and culminating writing tasks

Diagnostic Assessments

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Round 2

Diagnostics Summary (Grades 3-8 and High School)

Assessment Tool	Includes	Recommended Window	Reporting
ELA Diagnostic (Grades 3-HS)	1 reading form; 1 writing form	Beginning of year/course	Student, Groups, School, District, State
Math Diagnostic (Grades 3-HS)	1 form (3 sessions)		

The diagnostic assessments are designed to:

- Identify the specific prerequisite skills individual students or groups of students need in order to be successful with grade level content

- Understand student performance on:
  - Readily accessible and moderately complex texts in ELA
  - Previous grade level content that is a precursor to major content in math

- Assist with meaningful, yet ambitious goal setting for student learning targets

ELA Diagnostic Design

	Reading Form			Writing Form
Grades 3-4	**Grades 5-6**	**Grades 7-8**	**HS**	**Grades 3-HS**
Two 35-minute sessions each with: ● 2 stand alone passages ● 20 questions	Two 40-minute sessions: Session 1: ● 2 stand alone passages ● 20 questions Session 2: ● 1 stand alone passage and 1 pair ● 20 questions	Two 45-minute sessions each with: ● 1 stand alone passage and 1 pair ● 20 questions	Two 45-minute sessions each with: ● 1 stand alone passage and 1 pair ● 20 questions	One writing prompt. Choice of: ● Narrative ● Expository ● Opinion/ Argument Unique diagnostic rubrics and exemplars will be used to indicate above grade-level, on grade-level, and below grade-level writing skills.
40% of questions will be EBSR items			50% of questions will be EBSR items	

Math Diagnostic Design

Grades 3-4	Grades 5-6	Grades 7-8	EOC
Grade 3 ● 1 25-minute session with 16 Type I items ● 2 30-minute sessions with 12 Type I items and 1 Type II or 1 Type III task	**Grade 5** ● 1 35-minute session with 22 Type I items ● 1 35-minute session with 14 Type I items and 1 Type II task ● 1 40-minute session with 18 Type I items and 1 Type III task	**Grade 7** ● 2 25-minute **no calculator** sessions with 16 Type I items ● 1 40-minute **calculator** session with 10 Type I items, 1 Type II task, and 1 Type III task	**Algebra I** ● 2 30-minute **no calculator** sessions with 20 Type 1 items ● 1 45-minute **calculator** session with 13 Type I items, 1 Type II task, and 1 Type III task
Grade 4 ● 1 30-minute session with 19 Type I items ● 2 30-minute sessions with 11 Type I items and 1 Type II or Type III task	**Grade 6** ● 2 30-minute session with 12 Type I items and 1 Type II or Type III task ● 1 25-minute session with 16 Type I items	**Grade 8** ● 1 25-minute **no calculator** session with 14 Type I items ● 2 35-minute **calculator** sessions, each with 15 Type I items and 1 Type II or Type III task.	**Geometry** ● 1 30-minute **no calculator** session with 18 Type I items ● 1 40-minute **calculator** session with 18 Type I items and 1 Type III task ● 1 40-minute **calculator** session with 17 Type I items and 1 Type II task

Diagnostic Guidance

The LEAP 360 Diagnostic Assessment Guides will be released in June.

Guides will include:

- specific information about test design, item types, and assessable content to assist with planning and scheduling

- details about passage complexity to help teachers better understand both retained learning and misconceptions from previous year in ELA

- rubric overviews and links to scoring documents for teacher-scored, constructed response items in both ELA and math

Diagnostic Scoring and Reporting

The diagnostic assessments will be scored like 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:

- Student item response map
- Student group reports

In order to generate a report, paper-based test responses must be transferred to the online platform.

Diagnostic Reporting in ELA

Student performance on the LEAP 360 ELA diagnostic assessments will be reported by claim and sub-claim as outlined in the table on the next page.

Claim	Sub-Claim	Sub-Claim Description
Reading	Reading Literary Text	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, art, and music.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	Students compose well-developed, organized, and clear writing, using details from provided texts.
	Knowledge and Use of Language Conventions	Students compose writing that correctly uses the rules of standard English (including those for grammar, mechanics, and usage).

Diagnostic Reporting in Mathematics

Example: Grade 8

Student performance on the LEAP 360 math diagnostic assessments will be reported by domain, based on upon prerequisites for major content for the current grade.

Major Content for Grade 8	Prerequisite Standards Assessed
Expressions and Equations (Type I)	6.EE.A.1, 6.EE.B.5, 7.EE.A.1, 7.EE.B.3, 7.NS.A.3, 7.RP.A.2,
Functions (Type I)	7.RP.A.2
Geometry (Type I)	6.G.A.3, 7.G.A.2, 7.G.B.5, 7.G.B.6
Reasoning (Type II)	7.NS.A.2a, 7.NS.A.2c
Modeling (Type III)	7.RP.A.2b, 7.RP.A.2c, 7.NS.A.3

Diagnostic Reporting

For each item:
- Subclaim
- Text Complexity
- Correct response
- Student response
- Total points possible
- Total points earned
- Color coding for visual pulse

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Fall 2017 Diagnostic Assessments
Student Response Map
English Language Arts

Student Report

Name: JENNA JACOBSON   **Grade:** 4   **District:** 005 Perry Parish
LASID: 0123456789   **School:** 110 Clarence Elementary School   **Report Date:** XX/XX/XXXX

ELA Student Response Map

Item #	1	2	3	4	5	6	7	8	9
Subclaim	Literary Text	Written Expression	Knowledge and Use of Language Conventions	Literary Text	Written Expression	Literary Text	Vocabulary	Vocabulary	Knowledge and Use of Language Conventions
Item Type	ESR	ESR	MC	MC	ESR	MC	CR	ESR	MS
Complexity	RA	MC	MC	MC	VC	VC	RA	RA	RA
Correct Response	C D	B E, F	B	A	A E	D	3	A C, D	B C
Student Response	C D	D E	B	B	A E	D	3	A B, C	C D
Total Points Possible	4	4	2	2	3	1	2	3	3
Total Points Earned	4	0	2	0	3	1	2	0	0

Item #	10	11	12	13	14	15	16	17	18
Subclaim	Informational Text	Written Expression	Knowledge and Use of Language Conventions	Vocabulary	Literary Text	Vocabulary	Literary Text	Knowledge and Use of Language Conventions	Vocabulary
Item Type	ESR	ESR	ESR	MC	MS	ESR	ESR	MS	ESR
Complexity	RA	MC	MC	MC	VC	VC	RA	RA	RA
Correct Response	B C	C D	B E, F	A	A, B	A E	B E	C D	A B
Student Response	B C	C D	C E, F	A	A	A C	D E	C D	A B
Total Points Possible	3	2	3	1	4	5	0	2	2
Total Points Earned	3	2	0	1	4	5	0	2	2

Item #	19	20	21	22	23	24	25
Subclaim	Informational Text	Vocabulary	Written Expression	Written Expression	Informational Text	Knowledge and Use of Language Conventions	Informational Text
Item Type	ESR	MC	ESR	ESR	ESR	ESR	ESR
Complexity	RA	MC	MC	MC	VC	VC	RA
Correct Response	D C	B	E C	B A	D D	C D	A B
Student Response	D C	B	E C	B C	D D	C D	A D
Total Points Possible	3	2	3	3	4	4	4
Total Points Earned	3	2	3	0	4	4	0

ITEM TYPE: **ESR** = Evidence Based Response   **TE** = Technology Enhanced Item   **CR** = Constructed Response   **ER** = Extended Response   **MC** = Multiple Choice   **MS** = Multiple Select

TEXT COMPLEXITY: **RA** = Readily Accessible   **MC** = Moderately Complex   **VC** = Very Complex

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Diagnostic Reporting: Individual Student--Close Up

Item's number in the test's sequence.

	3	4	5	
ng	Numbers and Operations in Base Ten	Operations in Algebraic Thinking	Numbers and Operations - Fractions	A
	FSR	MS	MC	
		B, D	C	
		B, D		
		4		
		4		

Indicates the major content's domain for the item.

Type of item.

Detailed information about correct response, student's response, and points earned. The color-coding indicates that the student received FULL credit.

Diagnostic Reporting

Fall 2017 Diagnostic Assessments
Student Response Map
English Language Arts

Test Session Report

Test Session: ELA1
Grade: 3

School: 110 Clarence Elementary School
District: 005 Perry Parish

Report Date: XX/XX/XXXX

For each test session:
- List of students
- Type of question
- Subclaim
- Correct response
- Student response
- Color coding for visual pulse

ELA Student Response Map

Item #			1	2	3	4	5	6	7	8	9
Item Type			ESR	ESR	MC	MC	ESR	MC	MS	ESR	MS
Subclaim			LT	LT	LT	LT	LT	LT	IT	IT	IT
Student Name	**LASID**	**Total Points Possible**	4	3	4	3	2	2	3	3	2
Student First Name Student Last Name	0123456789	**Student Response**	A, B	C, D	C	A	A B, C	B	B, C	B C, D	A, C
		Total Points Earned	4	3	0	3	0	2	0	3	0
Student First Name Student Last Name	0123456789	**Student Response**	A, B	C, E	B	A	B C, D	B	B, D	B C, D	A, B
		Total Points Earned	4	0	0	3	2	2	3	3	2
Student First Name Student Last Name	0123456789	**Student Response**	A, B	C, D	A	B	B C, D	B	B, D	B C, D	A, B
		Total Points Earned	4	3	4	0	2	2	3	3	2
Student First Name Student Last Name	0123456789	**Student Response**	B, C	C, D	A	A	B C, D	C	A, D	B C, E	A, C
		Total Points Earned	0	3	4	3	2	0	0	0	0
Student First Name Student Last Name	0123456789	**Student Response**	A, B	C, E	D	A	B C, E	B	A, B	B C, D	A, E
		Total Points Earned	4	0	0	3	0	2	0	3	0
Student First Name Student Last Name	0123456789	**Student Response**	B, C	C, D	A	A	B C, E	A	B, D	B C, E	A, B
		Total Points Earned	0	3	4	3	0	0	3	0	2
Student First Name Student Last Name	0123456789	**Student Response**	A, B	C, D	A	B	B C, D	B	A, B	B C, D	A, B
		Total Points Earned	4	3	4	0	2	2	0	3	2
Student First Name Student Last Name	0123456789	**Student Response**	A, B	C, D	A	A	B C, D	B	A, B	A B, C	A, B
		Total Points Earned	4	3	4	3	2	2	0	0	2
Student First Name Student Last Name	0123456789	**Student Response**	A, B	B, D	B	C	B C, D	B	B, D	A B, E	A, B
		Total Points Earned	4	0	0	0	2	2	3	0	2
Student First Name Student Last Name	0123456789	**Student Response**	A, B	C, D	A	B	B D, E	B	B, D	A B, C	A, B
		Total Points Earned	4	3	4	0	0	2	3	0	2
Student First Name Student Last Name	0123456789	**Student Response**	B, C	C, D	A	A	B C, E	A	B, D	B C, E	A, B
		Total Points Earned	0	3	4	3	0	0	3	0	2
Student First Name Student Last Name	0123456789	**Student Response**	A, B	C, D	A	B	B C, D	B	B, D	B C, D	A, B
		Total Points Earned	4	3	4	0	2	2	3	3	2

ITEM TYPE: **ESR** = Evidence Based Response   **CR** = Constructed Response   **ER** = Extended Response   **MC** = Multiple Choice   **MS** = Multiple Select

SUBCLAIM: **LT** = Literary TExt   **IT** = Informational Text   **V** = Vocabulary   **WE** = Written Expression   **KLC** = Knowledge and Use of Language Conventions

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Interim Assessments

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Round 3

LEAP 360 Interim Assessments (Grades 3-8)

Assessment Tool	Includes	Recommended Window	Reporting
ELA Interims (Grades 3-8)	Form 1	Late October	Student, Groups, School, District, State
	Form 2	March	
Math Interims (Grades 3-8)	Form 1	December	
	Form 2	March	

The interim assessments are designed to allow districts, schools, and teachers to:

- Use results to make smart instructional decisions to improve student learning
- Analyze student data to identify student-specific and classwide patterns in learning and misconceptions
- Adjust instruction and target support for students in need
- Gauge progress toward end-of-year goals

LEAP 360 Interim Assessments (High School)

Assessment Tool	Includes	Recommended Window	Reporting
HS Interims Full-Year Course (Eng I and II; Alg I and Geom)	Form 1	October	Student, Class, School, District, State
	Form 2	January	
	Form 3	March	
HS Interims Block Course (Eng I and II; Alg I and Geom)	Form 1	September / February	
	Form 2	October / March	
	Form 3	November / April	

The high school interim adjustments:

- Offers three checkpoints throughout the course
- Recommended windows adjusted for full-year and block course designs

ELA Interim Design (Grades 3-8)

Session	Description of Task/Item Set	Number of EBSR	Number of PCR
1	Modified Research Simulation Task	4-5	1*
2	Literary Analysis Task **OR** Narrative Writing Task and Reading Literature	5 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)

Session	Description of Task/Item Set	Number of EBSR	Number of PCR
1	Research Simulation Task **OR**	6	1*
	Literary Analysis Task **OR**	5	
	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 grade.

Math Interim Design (Grades 3-8)

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		**21-26**	**1**	**1**

Math Interim Design (Algebra I and Geometry)

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**

Math Interim 1 Design
Grade 6: Semester 1

Grade 6 Interim 1 Design Recommend Administration Window: Semester 1			
Test Session	**# of Points by Task Type**	**# of Items by Task Type**	**Assessable Content***
Session 1 (40 minutes) *No calculator*	Type I: 19 **Total: 19**	Type I: 17 **Total: 17**	6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.NS.A.1,6.NS.B.2, 6.NS.B.3, 6.NS.B.4, 6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.NS.C.8, LEAP.II.6.2, LEAP.II.6.3, LEAP.II.6.4, LEAP.II.6.5, LEAP.II.6.8, LEAP.III.6.1, LEAP.III.6.3
Session 2 (35 minutes) *Calculator*	Type I: 5 Type II: 4 Type III: 3 **Total: 12**	Type I: 4 Type II: 1 Type III: 1 **Total: 6**	

*Assessable Content indicates content eligible for assessment. Not all assessable content will be assessed in the interim assessments.

Interim Scoring and Reporting

The interim assessments will be scored like 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

The following interim reports will be available:

- Student item response map
- Student group reports
- School, District, State results report

*In order to generate a report, paper-based test responses must be transferred to the online platform.

Interim Sample Reports

Individual Student Summary

- reports by subclaim
- gives snapshot of student performance
- directs educators to areas to more closely examine in the response map and answer key

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Fall 2017 Interim Assessments
Student Summary Report
English Language Arts

Student Report

Student: Cynthia Smith
LASID: 1234567890
Date of Birth: 01/01/2000

Grade: 10
School: Clarence High School
District: Perry Parish

Report Date: XX/XX/XXXX
# of Students: 67/137

The Interim Assessments are administered two times per year to check your progress on state standards. These assessments also show relative strengths and weakness in academic content.

Percent of Points Earned

Literary Text
Informational Text
Vocabulary
Written Expression
Knowledge and Use of Language

0%   20%   40%   60%   80%   100%
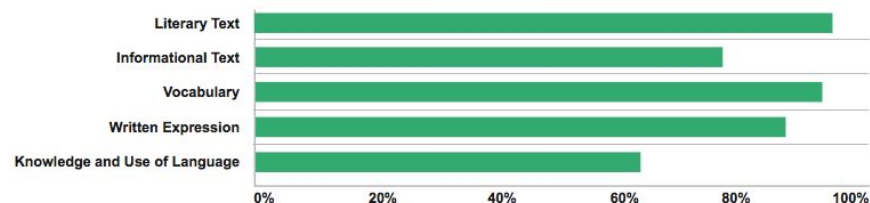
English Language Arts

ELA Subclaims	Total Points Earned	Percent of Points Earned	Description of Subclaim
Literary Text	6/12	50%	These items are a measure of the student's ability to read and show understanding of complex grade-level fiction, drama and poetry.
Informational Text	8/10	80%	These items are a measure of the student's ability to read and show understanding of less complex grade-level non-fiction, including texts about history, science, art and music.
Vocabulary	7/10	70%	These items are a measure of how well students use context to determine the meaning of words and phrases in grade-level texts.
Written Expression	6/10	60%	These items are a measure of how well a student is able to compose well-developed, organized, and clear writing, using details from what he/she has read.
Knowledge and Use of Language	4/5	80%	These items are a measure of the student's ability to read and show understanding of complex grade-level fiction, drama and poetry.

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Interim Bigger Picture Reports

- Interim assessment information about class, school, district and state performance will be available, too.
- These reports can assist with collaboration amongst within schools and school systems.

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Fall 2017 Interim Assessments
School Summary Report
Mathematics

School Report

Grade: 10
School: Clarence High School
District: Perry Parish

Report Date: XX/XX/XXXX
# of Students: 6/150

The Interim Assessments are administered two times per year to check your progress on state standards. These assessments also show relative strengths and weakness in academic content.

Average Percent of Points Earned: School, District, and State

Mathematics Subclaim	Group	0% 20% 40% 60% 80% 100%
Major Content	School	
	District	
	State	
Additional & Supporting Content	School	
	District	
	State	
Expressing Mathematical Reasoning	School	
	District	
	State	
Modeling & Application	School	
	District	
	State	

Interim Sample Reports

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Fall 2017 Interim Assessments
Student Response Map
Mathematics

Class Report

Test Session: MATHEMATICS1
Grade: 7

School: 110 Clarence High School
District: 005 Perry Parish

Report Date: XX/XX/XXXX

Mathematics Student Response Map - Continued

		Item #	16	17	18	19	20	21	22	23	24	25	26	27
		Item Type	SA	TE	MC	MS	MC	ESR	MS	TE	MC	SA	TE	MC
		Subclaim	ASC	EMR	EMR	EMR	EMR	EMR	EMR	MA	MA	MA	MA	MA
Student Name	**LASID**	**Total Points Possible**	4	2	1	5	3	2	5	4	2	4	3	2
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	0	5	1	2	2	4	1	2	3	2
Student First Name Student Last Name	0123456789	Total Points Earned	4	1	0	5	3	2	5	4	2	4	2	1
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	1	2	3	2	5	4	2	4	3	2
Student First Name Student Last Name	0123456789	Total Points Earned	3	2	1	5	3	1	4	2	0	4	3	1
Student First Name Student Last Name	0123456789	Total Points Earned	4	1	0	5	2	2	3	4	1	2	3	1
Student First Name Student Last Name	0123456789	Total Points Earned	2	2	1	5	2	1	5	2	2	4	2	2
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	1	4	3	2	4	4	2	4	3	2
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	1	5	3	2	4	2	2	4	3	1
Student First Name Student Last Name	0123456789	Total Points Earned	4	1	0	4	3	2	5	1	2	3	2	2
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	1	3	2	2	5	1	2	4	3	1
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	1	4	3	2	5	4	2	4	3	2
Student First Name Student Last Name	0123456789	Total Points Earned	2	2	1	5	2	1	5	2	2	4	2	2
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	1	5	2	0	5	2	2	1	2	2
Student First Name Student Last Name	0123456789	Total Points Earned	2	2	1	5	1	2	5	1	2	3	2	2
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	1	5	2	1	5	1	2	4	3	2

ITEM TYPE: **ESR** = Evidence Based Response   **TE** = Technology Enhanced Item   **CR** = Constructed Response   **SA** = Short Answer   **MC** = Multiple Choice   **MS** = Multiple Select

SUBCLAIM: **MC** = Major Content   **ASC** = Additional & Supporting Content   **EMR** = Expressing Mathematical Reasoning   **MA** = Modeling & Application

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Interim Bigger Picture Reports

- Interim assessment information about class, school, district and state performance will be available, too.
- These reports can assist with collaboration amongst within schools and school systems.
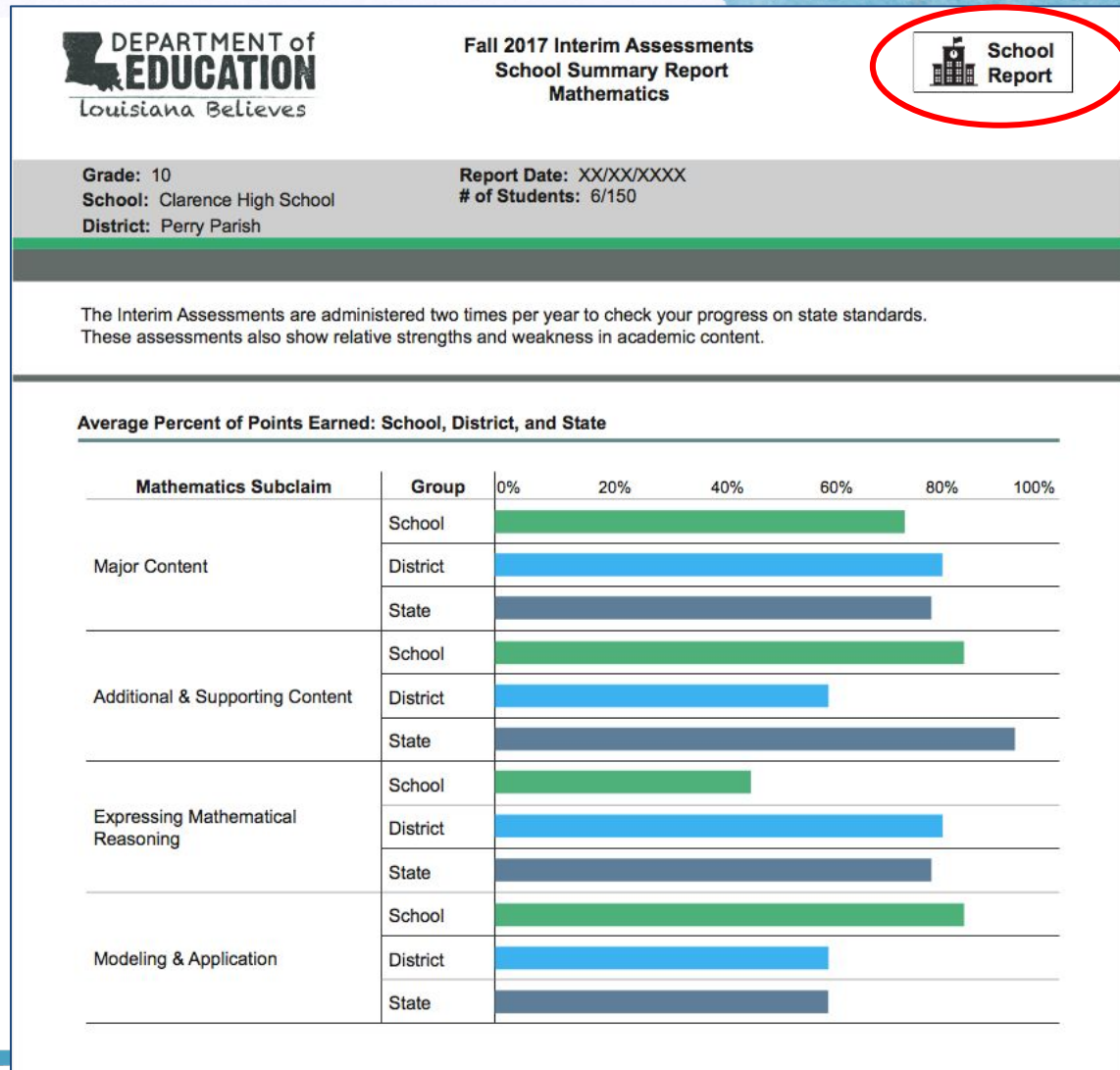
K-2 Formative and EAGLE

K-2 Tasks and EAGLE

Assessment Tool	Includes	Recommended Window	Reporting
K-2 Tasks (ELA and Math)	32 tasks (16 ELA, 16 math)	Throughout year	N/A
EAGLE 2.0 (ELA, Math, SS, and Sci)	over 5,500 items	Throughout year	Performance, Test Session

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

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.

Pacing recommendations are included, along with reflection activities at the end of each task.

For more information, please attend K-2 ELA Formative Assessment Tasks (T-039) and K-2 Math Formative Assessment Tasks (T-040) at this year's Summit.

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

EAGLE Design for ELA

EAGLE in ELA 2017-2018		
2017-2018 Objectives: ● Improve search functionality in passage tab to facilitate searches by unit through clear passage/item naming conventions ● Support implementation of the guidebook units with high-quality assessments		
August Release	December Release	March Release

● 2-3 complete cold-read tasks per grade level (3-12)
● Improved search functionality and naming conventions
	● 2-3 additional cold-read tasks per grade level in grades 3-8
	● 1 additional cold-read task per grade level in grades 9-12
		● 31 total practice cold-read tasks
		  ○ 2-4 in grades 3-5
		  ○ 2-4 in grades 6-8
		  ○ 2-4 in grades 9-12

EAGLE Design for Math

EAGLE in Math 2017-2018		
2017-2018 Objectives: ● Support appropriate remediation practices through revamped search functionality ● Support teachers' understanding of math standards through appropriate coding: Component of Rigor, Mastery/Path to Mastery, Item Type, and PARCC Filter		
August Release	December Release	March Release
● 50 Type I items per grade level (K-Geom) ● 10 Type II/III items per grade level (K-Geom) ● Recommended remediation standards/items available through search	● 30 Type I items per grade level (K-Geom) ● 5 Type II/III items per grade level (K-Geom) ● Component of Rigor and Item Type (I, II, or III) available through search	● 30 Type I items per grade level (K-Geom) ● 5 Type II/III per grade level (K-Geom) ● Mastery/Path to Mastery available through search

EAGLE Design for Social Studies

EAGLE in Social Studies 2017-2018		
2017-2018 Objectives: • 1 complete item set (MCs, TE, CR, etc.) per unit based on the scope and sequence documents for grades 3-8 • Improve search functionality in passage tab to facilitate searches by unit title.		
August Release	**December Release**	**March Release**
• Improved search functionality under passage tab • 4-6 complete item sets per grade level in grades 3-8	• 1 complete item set **per unit** based on scope and sequence documents for grades 3-8	• 2 complete item sets U.S. History

EAGLE Design for Science

EAGLE in Science 2017-2018	
2017-2018 Objectives: - Existing high school items to remain for EOC preparation - Existing 3-8 items to be pulled down and reworked to align to new science standards - Improve search functionality in passage tab to facilitate searches by item sets	
August Release	December Release
- Improved search functionality under passage tab 1255 existing high school items available	Timelines for 2018-2019 EAGLE science stand-alone items and item sets

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

Why LEAP 360?

Aligned Approach to LEAP 2025

- Uses the same testing platform as LEAP 2025 summative assessments

- Gives students increased exposure to LEAP 2025 item types and online tools

- Developed by the same assessment team that develops LEAP 2025 assessments, ensuring alignment in language, items types, and rigor

ELA Approach

- Overall LEAP 360 design builds toward end-of-year tests

  - Diagnostics: simple with combination of MC and EBSRs
  - Interim 1: all EBSR items to emphasize evidence
  - Interim 2: EBSR and TE items, more like the summative assessments

- Integrated test design (no separate sections for grammar, vocabulary, etc.)

- Items examine essential ideas from chosen texts and follow the order or "flow" of the texts

- Reading items build toward writing task

- Diversity of text selection and range of difficulty across forms

ELA Interim Sample Passage/Items

More Text Above

4   Route 66 business owners understood the appeal of the Southwest. They also grasped the concept that car travel was not the same as train travel, which worked on a schedule. Automobile drivers could stop any place that caught their eye, so businesses offered up the boldest signs and the most outrageous attractions. Motorists might spend the night at a motel illuminated by a neon Native American chief wearing a headdress in the colors of the setting sun, eat Mexican food inside a giant sombrero, or visit a taxidermy museum featuring a two-headed calf and a six-legged sheep.

5   Then, during the 1930s, Americans endured the difficult economic decade of the Great Depression. Jobs were hard to find. At the same time, crop-killing dust storms choked the Plains states. No longer able to make a living off the land, hundreds of thousands of Americans fled their dust-covered farms for sunny and fertile California. Route 66 offered a direct way west. Author John Steinbeck, writing about this migration in his novel The Grapes of Wrath, called Route 66 the "Mother Road." By the end of 1938, the road became the first fully paved U.S. highway.

6   Then, during World War II (1939-1945), the West Coast became important to the war effort. The U.S. government invested billions of dollars into war manufacturing and defense construction. Defense workers and young soldiers headed to California on Route 66. So did war materials and supplies such as airplane and tank parts. As convoys of military trucks carrying heavy loads made their way west, some sections of Route 66 simply broke into pieces under the strain.

7   After the war ended, soldiers began returning home. New and reunited families looked forward to time together and to taking vacations that had been postponed during the war years. In the booming post-war economy, millions headed west—including songwriter Bobby Troup and his wife, Cynthia, in 1946. The trip inspired Troup to compose "(Get Your Kicks on) Route 66." It became a hit song celebrating fun and adventure on America's favorite highway.

More Text Below

Part A

What is the meaning of **migration** as it is used in paragraph 5?

(a) facing hardships

(b) taking a trip to see new sights

(c) loss of jobs and homes

(d) moving from one place to another

Part B

Which detail from paragraph 5 **best** supports the answer to Part A?

(a) "...Americans endured the difficult economic decade of the Great Depression."

(b) "...crop-killing dust storms choked the Plains states."

(c) "No longer able to make a living off the land..."

(d) "...fled their dust-covered farms for sunny and fertile California."

Louisiana Believes

ELA Interim Sample Passage/Items

More Text Above

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What can these distractors tell us?

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What can these distractors tell us?

Louisiana Believes

ELA Interim Sample Passage/Items

Today you will research two transportation routes. As you review the sources, you will gather information and answer questions about the transportation routes.

Read the passage from "Port Cities." Then answer the questions.

from "Port Cities"

by William McCay

1 Built on the Mississippi delta, New Orleans is just 100 miles from the Gulf of Mexico.

2 Ships coming in from the open sea come up the river and dock in New Orleans, where their cargo may be unloaded and shipped overland. Or the ship's cargo may continue up the Mississippi, far into the American heartland. The Mississippi and rivers that run into it carve a web of waterways through 31 states!

An International Start

3 New Orleans wasn't always part of our country. In 1718, France owned the land on which the city now stands. In fact, the city was named for Philippe II of Orléans, a French duke.

4 For almost 100 years, the town was ruled mainly by the French, and for a while by the Spanish. Then in 1803, when the French leader Napoleon needed money for his wars, he sold all of France's American lands to the United States—including the area that is now New Orleans. President Thomas Jefferson paid $15,000,000 for the land, which nearly doubled the size of our country. It made New Orleans, for the first time, an American city.

5 And an important city it was— More Text Below people living in the middle of our

---

Part A

How does paragraph 10 contribute to the development of ideas in the passage?

(a) by describing New Orleans' economy in great detail

(b)

(c)

(d)

Part B

Which paragraph from the passage uses a similar structure as paragraph 10?

(a) paragraph 2

(b) paragraph 3

(c) paragraph 5

(d) paragraph 6

EBSR has students going to the text to think about development of ideas and structure.

Louisiana Believes

ELA Interim Sample Passage/Items

Read the passage from "ROUTE 66: America's Main Street." Then answer the questions.

from "ROUTE 66: America's Main Street"

by Alice Andre-Clark

1   It wasn't the first nor was it the longest interstate highway. But more than any other road, Route 66 is famous in U.S. history. It became a symbol of freedom, opportunity, and the beauty of the American West. Heading south from Chicago, it passed over the mighty Mississippi River and then headed almost directly west before stopping near an amusement pier on the shores of the Pacific Ocean. It linked small towns along a tourist road. It also connected major cities on an important trucking route. Some travelers on this road were looking for the fastest way to reach California. Others just sought an interesting route to leisurely explore.

2   Oklahoma official Cyrus Avery was an early supporter of a southwestern route to California. As a member of the state highway commission, he suggested a highway running from Chicago to Los Angeles and through his home state. What he wasn't able to win was his first choice of numbers to refer to the new route. The numbers for all major east-west highways ended in "0." When another road received the number "60," Avery's second choice was "66."

3   By the time Route 66 was commissioned in 1926, the Southwest was becoming a popular vacation spot, a place where Americans could get a last look at the disappearing frontier. In the late 19th century, Wild West shows and western novels generated interest in the lost way of life of the cowboy, while railroad advertisements showcased Native American and Spanish-inspired art. The breathtaking natural scenery of the Grand Canyon and the Petrified Forest also captivated travelers.

4   Route 66 business owners understood the appeal of the Southwest. They

More Text Below

Part A

How does the author develop the idea that things change over time?

(a) by listing some popular vacation spots along the route

EBSR has students going to the text to think about development of ideas.

Part B

Which evidence from the passage supports the answer to Part A?

(a) "...visit a taxidermy museum featuring a two-headed calf and a six-legged sheep." (paragraph 4)

(b) "By the end of 1938, the road became the first fully paved U.S. highway." (paragraph 5)

(c) "Defense workers and young soldiers headed to California on Route 66." (paragraph 6)

ELA Interim Sample Passage/Items

Line Guide

More Text Above

from "ROUTE 66: America's Main Street"

by Alice Andre-Clark

1. It wasn't the first nor was it the longest interstate highway. But more than any other road, Route 66 is famous in U.S. history. It became a symbol of freedom, opportunity, and the beauty of the American West. Heading south from Chicago, it passed over the mighty Mississippi River and then headed almost directly west before stopping near an amusement pier on the shores of the Pacific Ocean. It linked small towns along a tourist road. It also connected major cities on an important trucking route. Some travelers on this road were looking for the fastest way to reach California. Others just sought an interesting route to leisurely explore.

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4. Route 66 business owners understood the appeal of the Southwest. They also grasped the concept that car travel was not the same as train travel,

More Text Below

You have read two passages about transportation routes. Write an essay that ==compares each author's purpose== in the passages and ==explains the similarities and differences in the way that each author presents his or her topic==. Be sure to use details from **both** texts to support your response.

Prompt at end of session asks students to compare author's purpose and how topic is presented...

Mathematics Approach

- Overall LEAP 360 design builds toward end-of-year tests

  - Diagnostics: simple design with multiple choice

  - Interims: full range of item types similar to summatives

  - Both: modeling and reasoning tasks on each form

- Designed as true interims to be administered based on content covered using top tier curricula

- Emphasis on Major Content for courses, as specified in LEAP 2025 Assessment Guides for Mathematics

- Modeling and reasoning tasks based on LEAP evidence statements

Math Interim: Sample Items

In right triangle *LMN*, angle *L* and angle *M* are both 45 degrees.
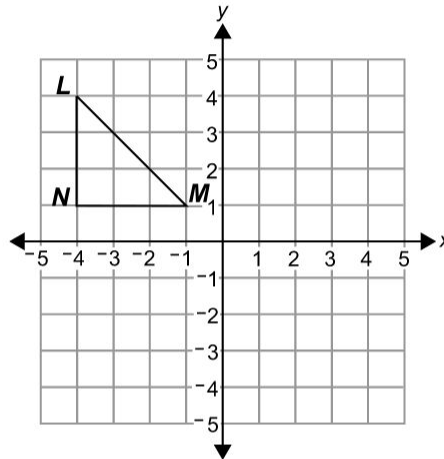
Triangle *LMN* is reflected across the *y*-axis and translated down 2 units.

What is the measure of angle *L*, in degrees, after the reflection and translation?

Enter your answer in the box.

Math Interim: Sample Items

A single transformation was performed on Figure A to create Figure A'.
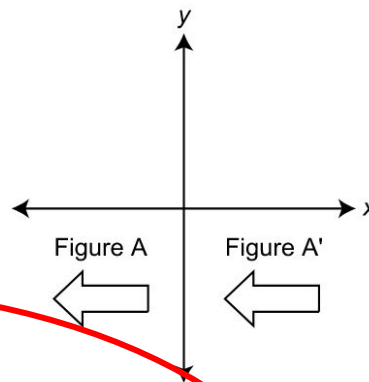
Figure A   Figure A'

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

The transformation performed was a [▾].

Figure A [▾] congruent to Fig

dilation
reflection
rotation
translation

Louisiana Believes

Math Interim: Sample Items

A right circular cone is shown. The base of the cone is a circle with the center at point A. The distance from point A to point C is 16 inches. The distance from point C to point B is 20 inches.
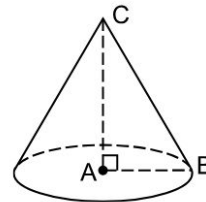
What is the diameter, in inches, of the base of the cone?

Enter your answer in the box.

Louisiana Believes

Math Interim: Sample Items

Training Student

Triangle ABC is graphed on the coordinate plane.
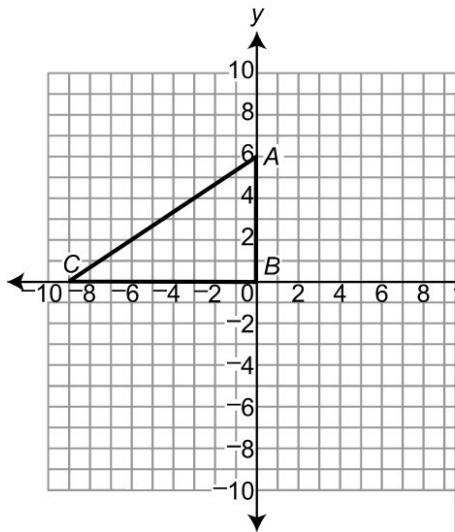
Part B

Describe a single transformation that could be performed on triangle ABC to create the smaller triangle shown.

Enlarge
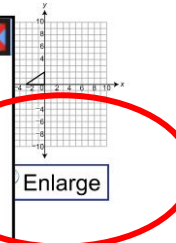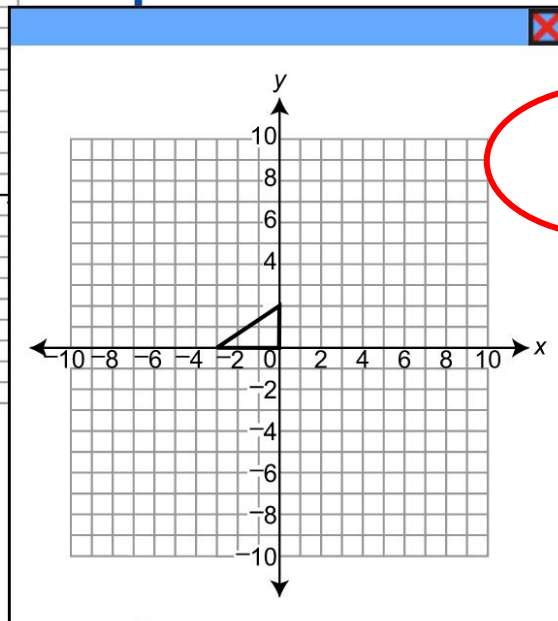
...ation in the box provided.

Louisiana Believes

LEAP 360 Administration

LEAP 360: Online Test Administration

The **LEAP 360 Quick Start Guide** provides information about test administration. To prepare for the administration of the nonsummative assessments, districts must complete the following tasks in eDIRECT:

- Upload students

- Transfer and add students, if needed

- Assign and view accommodations

- Create test sessions

- Generate and print test tickets

- Review resources in eDIRECT

LEAP 360: General Scoring Information

The **Quick Start Guide** provides information and links to resources needed to score both the paper- and computer-based practice tests.

The way in which practice tests are scored depends upon the mode in which the practice test is administered—either paper-based or computer-based.

For the computer-based tests, an Educator Scoring User Guide is available. This user guide provides screenshots and step-by-step directions for:

- Using eDIRECT to give teachers the Educator Scoring permission
- Viewing test statuses
- Scoring tests using the Educator Scoring application

LEAP 360: General Scoring Information

The computer-based tests (CBT) are scored using a combination of automated and teacher scoring.

Item Type	Automatically Scored	Teacher Scored
Selected Response (MC/MS)	✔	
Evidence-Based Selected Response (EBSR)	✔	
Technology-Enhanced (TE)	✔	
Constructed Response		✔
Extended Response		✔
Prose Constructed Response		✔

Paper-based practice tests (PBT) are scored by teachers using an answer key. Answer keys for PBT will be located in eDIRECT.

Next Steps

Next Steps: LEAP 360 MOU

2017–2018

- LEAs will be required to sign a Memorandum of Understanding (MOU) to gain access to the system components.
- The MOU and instructions for signing and returning the form will be provided in the Assessment Library.
- Notifications will be sent out to network team leaders and district test coordinators as soon as the MOU is available from the LDOE website.
- Signed agreements will be due in July.
- LEAs will be required to sign a yearly MOU to gain access to the system components. Pricing information for the 2018-2019 school year will be shared next spring.

LEAP 360: Resources

Resource	Audience	Action
LEAP 360 Webpage	District supervisors, curriculum and technology coordinators, principals, teachers, students	House everything LEAP 360 including links to assessment guides, scoring guidance, user manuals, webinars, and more.
Non-Summative Assessment Calendar	District Test Coordinators, School Test Coordinators, and principals	Embed LEAP 360 components into the instructional year in order to streamline assessment
Non-Summative Quickstart Guide	Curriculum and technology coordinators, principals, teachers, students	Embed LEAP 360 components into the instructional year in order to streamline assessment
LEAP 360 Summer Tour	Curriculum and technology coordinators, principals, teachers	Understand how to administer, score, and analyze student responses to LEAP 360 diagnostic and interim assessments for instructional planning and goal-setting purposes.
September Teacher Leader Collaboratives	District supervisors, curriculum coordinators, principals, teachers	Understand how to use reporting features of LEAP 360 assessments to support district, school, teacher, and student goal-setting.

Next Steps: LEAP 360 Summer Tour

- For those who can't attend the Louisiana Teacher Leader Summit (and even those that do), additional trainings for both teachers and educational leaders will be provided during the LEAP 360 Summer Tour.

- Sessions will focus on test administration, test content, and goal-setting at the educational leader and classroom teacher levels.

- We will do both sessions *twice* at each location--participants can come to morning sessions OR afternoon sessions. (They will be duplicates.)

Next Step: LEAP 360 Summer Tour

	Location	**Date**
First Stop	Lafayette	July 26
Second Stop	Jefferson	July 28
Third Stop	Monroe Area	July 31
Final Stop	Baton Rouge	Aug 1

Closing Thoughts

Closing Thoughts: Key Takeaways

- LEAP 360 assessments are important tools in educators' toolboxes that serve a variety of purposes.

- The primary intention of LEAP 360 is to give educators access to rich, high-quality assessments that <u>streamline</u> assessment.

- Although participation in LEAP 360 guarantees districts access to the full suite of assessments, these should not be given in addition to other existing assessments; districts must choose what works best for their schools and students.

- Be sure to contact assessment@la.gov with any questions.