

Louisiana Believes

LEAP 360: Spotlight ELA
June 2017

Today's Goals

At the end of this presentation, participants will understand:

- the Department's comprehensive assessment system and the role it plays in ELA 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 and accommodations
- Specific next steps for the implementation of LEAP 360

Activity: Let's Talk Dates

- Think about your school system and choose a school with which you work very closely.
- This can be any grade level or type.
- Using the document provided (and thinking *specifically* about your school) let's walk through the assessment year.

Step One:

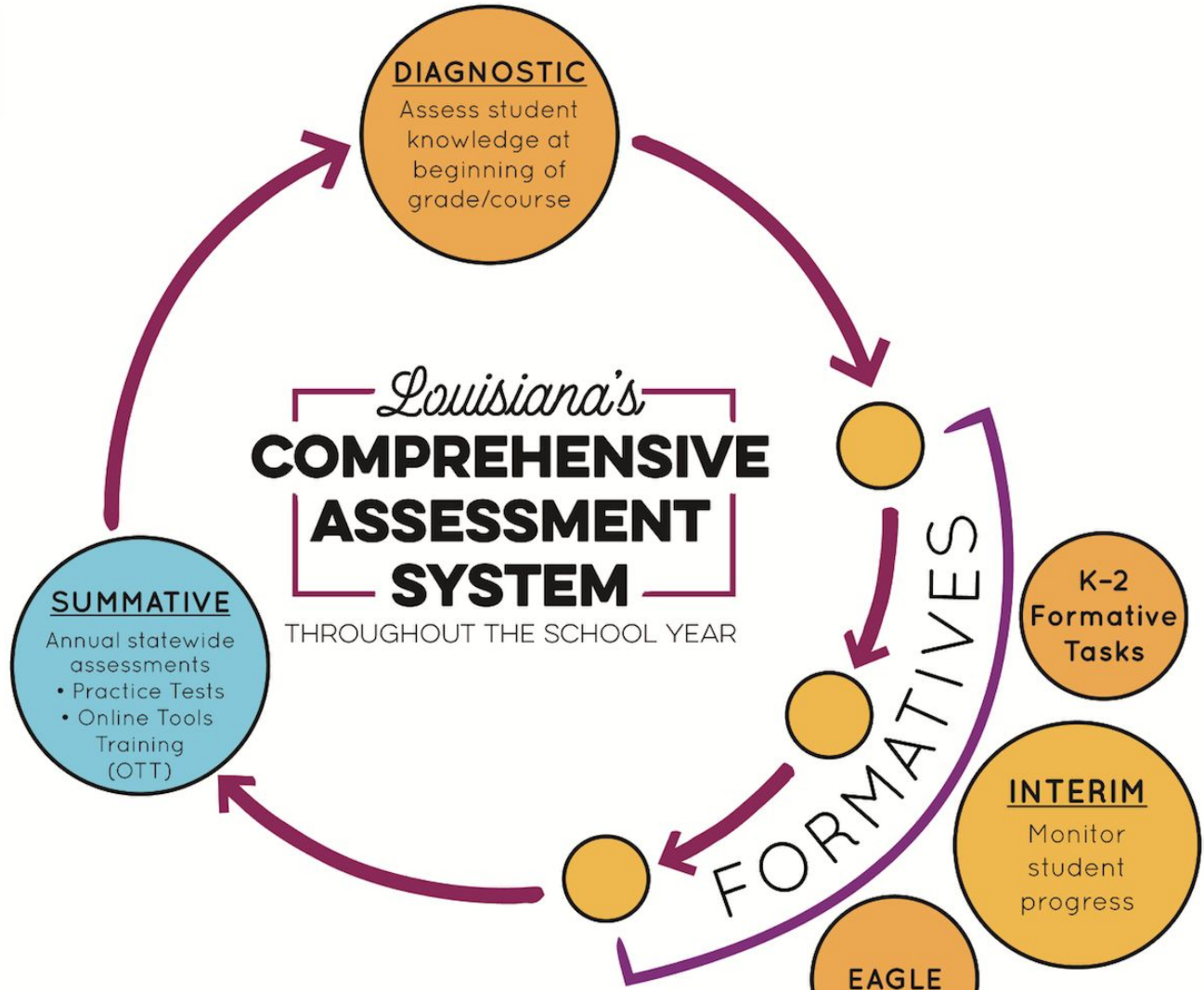
- ~~Draw a line through~~ the school days that are vacation days or "No Student" days.



LEAP 360 and Louisiana's Comprehensive Assessment System

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.



LEGEND

LEAP 2025	LEAP 360
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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
- **Your task:** For each purpose, determine which assessments will provide the knowledge teachers, principals, and district staff need to deliver streamlined, high-quality assessments in a comprehensive system for classrooms, schools, and districts.

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, these answers come from a variety of places:

- LEAP 360 diagnostic assessments
- Data from previous year
- Cold-read task from previous grade level

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?

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

- LEAP 360 interim assessments
- Guidebook tasks (cold-reads, culminating writing, and extensions)
- Tier 1 assessments
- Aligned classroom assessments

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
- Cold-read tasks and culminating writing tasks

Diagnostic Assessments

LEAP 360 Diagnostic Assessments

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

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

ELA Diagnostic Assessment Design

Reading Form				Writing Form
Grades 3-4	Grades 5-6	Grades 7-8	EOC	Grades 3-EOC
Two 35-minute* sessions each with: <ul style="list-style-type: none"> • 2 stand alone passages • 20 questions 	Two 40-minute* sessions. <p>Session 1:</p> <ul style="list-style-type: none"> • 2 stand alone passages • 20 questions <p>Session 2:</p> <ul style="list-style-type: none"> • 1 stand alone passage and 1 pair • 20 questions 	Two 45-minute* sessions each with: <ul style="list-style-type: none"> • 1 stand alone passage and 1 pair • 20 questions 	Two 45-minute* sessions each with: <ul style="list-style-type: none"> • 1 stand alone passage and 1 pair • 20 questions 	One writing prompt. Choice of: <ul style="list-style-type: none"> • 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	

*All times are strictly recommendations and included for planning purposes.

LEAP 360 assessments are *not timed*.

ELA: Reading Form Close Up

Grade 3 ELA Test Design—Reading Portion				
Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (35 min)	RA literary text and MC informational text	2	14 SR 6 EBSR	RL standards (RL.1-6, 8-9); RI standards (RI.1-6, 8-9); vocabulary standards (L.4 and L.5)
Session 2 (35 min)	MC literary text and RA informational text	2	14 SR 6 EBSR	

- Combination of selected-response items
 - Multiple Choice
 - EBSR
- Diverse text selections:
 - Balanced in terms of complexity
 - Varied in terms text type and content

ELA: Reading Form Close Up

English II Test Design—Reading Portion				
Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (45 min)	MC literary text; RA/MC literary pair	3	10 SR 10 EBSR	RL standards (RL.1-6, 8-9); RI standards (RI.1-6, 8-9); Vocabulary standards (L.4 and L.5)
Session 2 (45 min)	RA/MC info pair MC literary text	3	10 SR 10 EBSR	

- Assessable standards give solid indication of readiness across the reading claim
- Increased number of EBSR items per session
- Increased number of passages / pairs
- Increased recommended session length

ELA: Writing Form Close Up*

Grade 3 ELA Test Design—Writing Portion				
Option	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Option A	Opinion Prompt	2	1 PCR	Writing standards W.1, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
Option B	Expository Prompt	2		Writing standards W.2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
Option C	Narrative Prompt	1		Writing standards W.3, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades

** Districts may select one of the three writing forms to administer, based on preference and need.*

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
- Reports for school, districts, and state results

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

Diagnostic Scoring

- Unique Diagnostic Writing Rubrics for each prompt in each grade level created to accompany the Educator Scoring feature
- Designed for efficient, meaningful teacher use

Grade 3 Diagnostic Writing Rubric for an Opinion Response						
Content	Score				Areas of Strength	Areas for Improvement
	4	3	2	1		
<ul style="list-style-type: none"> • States an opinion • Demonstrates an accurate understanding of the text and of the task • Provides reasons to support the opinion 						
Presentation of Ideas	4	3	2	1		
<ul style="list-style-type: none"> • Introduces the topic and provides a concluding statement or section • Uses linking words to connect the reasons to the opinion 						
Control of Conventions	2	1	0			
<p>A student demonstrating readiness upon entering Grade 3 observes the following rules of Standard English when writing:</p> <ul style="list-style-type: none"> • Writes in complete, correct simple and compound sentences • Correctly uses nouns, pronouns, adjectives, and adverbs • Uses standard punctuation, including commas and including apostrophes to form contractions • Uses standard capitalization of holidays and of product and geographic names • Uses conventional spelling of grade-level words 						
TOTAL	/10					

LEAP 360 Diagnostic Reporting

Like the LEAP 2025 summative assessments, LEAP 360 ELA assessments will report by subclaim, shown below.

Claim	Sub-Claim	Subclaim 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



Fall 2017 Diagnostic Assessments Student Response Map English Language Arts



Name: JENNA JACOBSON
LASID: 0123456789

Grade: 4
School: 110 Clarence Elementary School

District: 005 Perry Parish
Report Date: XX/XX/XXXX

For each item:

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

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

Diagnostic Reporting



Fall 2017 Diagnostic Assessments
Student Response Map
English Language Arts



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	ER	ER	MC	MC	MS	MC	MS	ER	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
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
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
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
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
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
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
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
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
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
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
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
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
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
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

ITEM TYPE: 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

ELA Diagnostic Guidance

- LEAP 360 Diagnostic Assessment Guide will be released mid-June.
- It 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
 - rubric overview and links to scoring documents

ELA Diagnostic Guidance: 3rd Grade Sample

Passage 1: “Tuesdays” by Rhonda Telfer

- Readily Accessible
- Literary Text
- Lexile: 520
- Additional Comments: The text structure and language features are slightly complex for this grade level, with simple sentences, conversational style, and mostly grade-level words. There are several themes that are explored, which are related to one another but distinct from each other and are implicitly conveyed across the text. All students should be able to understand the circumstances of the plot.

ELA Diagnostic Guidance: 3rd Grade Sample

	Exceedingly Complex 25-28	Very Complex 18-24	Moderately Complex 11-17	Slightly Complex 7-10
TEXT STRUCTURE	<input type="checkbox"/> Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail	<input type="checkbox"/> Organization: May include subplots, time shifts and more complex characters	<input type="checkbox"/> Organization: May have two or more storylines and occasionally be difficult to predict	<input checked="" type="checkbox"/> Organization: Is clear, chronological or easy to predict
LANGUAGE FEATURES	<input type="checkbox"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language	<input type="checkbox"/> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language	<input type="checkbox"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning	<input checked="" type="checkbox"/> Conventionality: Explicit, literal, straightforward, easy to understand
	<input type="checkbox"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading	<input type="checkbox"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic	<input checked="" type="checkbox"/> Vocabulary: Contemporary, familiar, conversational language
	<input type="checkbox"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts	<input type="checkbox"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	<input type="checkbox"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions	<input checked="" type="checkbox"/> Sentence Structure: Mainly simple sentences
MEANING	<input type="checkbox"/> Meaning: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	<input type="checkbox"/> Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	<input checked="" type="checkbox"/> Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	<input type="checkbox"/> Meaning: One level of meaning; theme is obvious and revealed early in the text.
KNOWLEDGE DEMANDS	<input type="checkbox"/> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader	<input type="checkbox"/> Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers	<input checked="" type="checkbox"/> Life Experiences: Explores several themes; experiences portrayed are common to many readers	<input type="checkbox"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers
	<input type="checkbox"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements	<input type="checkbox"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements	<input type="checkbox"/> Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements	<input checked="" type="checkbox"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

ELA Diagnostic Guidance: English II Sample

Passage 4: from "America the Ingenious" by Kevin Baker

- Moderately Complex
- Informational Text
- Lexile: 1280L
- Additional Comments: The text explores a wide range of ideas, processes, and events, and the nature of the topic presents moderate knowledge demands. The author's style is generally accessible for a non-specialized audience, though there is some technical vocabulary related to the processes that are described. Potentially unfamiliar terms and concepts are often explained in context, and the use of an anecdote to introduce the subject helps make the passage more accessible. The passage's rich descriptions of ideas and processes and its effective use of rhetoric supports items aligned to a robust range of informational reading standards.

ELA Diagnostic Guidance: English II Sample

	Exceedingly Complex 28-32	Very Complex 20-27	Moderately Complex 13-19	Slightly Complex 8-12
TEXT STRUCTURE	<input type="checkbox"/> Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific <input type="checkbox"/> Text Features: If used, are essential in understanding content	<input checked="" type="checkbox"/> Organization: Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits <input type="checkbox"/> Text Features: If used, directly enhance the reader's understanding of content	<input type="checkbox"/> Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological <input type="checkbox"/> Text Features: If used, enhance the reader's understanding of content	<input type="checkbox"/> Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict <input type="checkbox"/> Text Features: If used, help the reader navigate and understand content but are not essential to understanding content.
LANGUAGE FEATURES	<input type="checkbox"/> Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language <input type="checkbox"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="checkbox"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts	<input checked="" type="checkbox"/> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language <input type="checkbox"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input checked="" type="checkbox"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	<input type="checkbox"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input checked="" type="checkbox"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic <input type="checkbox"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions	<input type="checkbox"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="checkbox"/> Vocabulary: Contemporary, familiar, conversational language <input type="checkbox"/> Sentence Structure: Mainly simple sentences
PURPOSE	<input type="checkbox"/> Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements	<input type="checkbox"/> Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete	<input checked="" type="checkbox"/> Purpose: Implied but easy to identify based upon context or source	<input type="checkbox"/> Purpose: Explicitly stated, clear, concrete, narrowly focused
KNOWLEDGE DEMANDS	<input type="checkbox"/> Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts <input type="checkbox"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.	<input checked="" type="checkbox"/> Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts <input type="checkbox"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas <input checked="" type="checkbox"/> Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas <input type="checkbox"/> Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Activity: Let's Talk Dates

Let's pause for a minute and think again about our school systems and schools.

During a summer workshop, a principal asks you for guidance on when to give the LEAP 360 diagnostics:

- Mark a “D” on the school days during which you’d want to administer, score, and analyze LEAP 360 diagnostic assessments.
- Turn to your shoulder partner and discuss this question for three minutes: “If the first purpose of assessment is to help teachers know where students are when students enter a classroom, how does LEAP 360 accomplish this goal?”

Interim Assessments

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	

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 HS 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	
2	Literary Analysis Task	5	1*
	OR Narrative Writing Task and Reading Literature	6	
3	Reading Literary and Informational Texts	6	0
Totals		16	1

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

ELA Interim Design (English I and II)

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.*

ELA Interim Sample Passage/Items

Session 1

Question 3



Training Student



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.”

ELA Interim Sample Passage/Items

Session 1

Question 3



Training Student



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

What can these distractors tell us?

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."

ELA Interim Sample Passage/Items

Session 1

Question 3



Training Student



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."

What can these distractors tell us?

ELA Interim: Sample Items

Session 1 Training Student

Question 2 

2 Oklahoma official Cyrus Avery ^{More Text Above} 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, and railroad advertisements showcased Native American and Spanish-themed art. The breathtaking natural scenery of the Grand Canyon and the redwood forest also captivated travelers.

4 The 66 business owners understood the appeal of the Southwest. They grasped the concept that car travel was not the same as train travel, and they worked on a schedule. Automobile drivers could stop any place that caught their eye, so businesses offered up the boldest signs and the most colorful 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 ^{More Text Below} West Coast) became important to

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."

Uses all LEAP 2025 online testing tools.

Straightforward, challenging question stem with distractors that make suggestions about student misconceptions.

ELA Interim: Sample Items

Part A

Which sentence states a central idea of the passage?

- (a) Cyrus Avery was responsible for the development of Route 66.
- (b) Route 66 was more than just a road.
- (c) Highways like Route 66 are named according to a plan.
- (d) Route 66 travels from Chicago to California.

Part B



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

- (a) "...became a symbol..." (paragraph 1)
- (b) "...headed almost directly west..." (paragraph 1)
- (c) "...suggested a highway..." (paragraph 2)
- (d) "...first choice of numbers..." (paragraph 2)

Asks essential questions about the passages; evidence is required in Part B.

Math Interim: Sample Items

Session 1 Training Student

Question 6  

Refer to the passages from “Port Cities” and “ROUTE 66: America’s Main Street.” Then answer the question.

from “Port Cities”

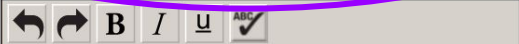
by William McCay

- 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—especially to people living in the middle of our country in the 1800s. Not only were there few roads at that time, but the Appalachian Mountains stood between the farms to the west and the cities in the east. It was easier to flow More Text Below the Mississippi to New Orleans

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.



Items follow the “flow” of the text.

Review/End Test Pause Flag Options Back Next

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

LEAP 360 Interim Reporting

Like the LEAP 2025 summative assessments, LEAP 360 ELA assessments will report by subclaim, shown below.

Claim	Sub-Claim	Subclaim 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).

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



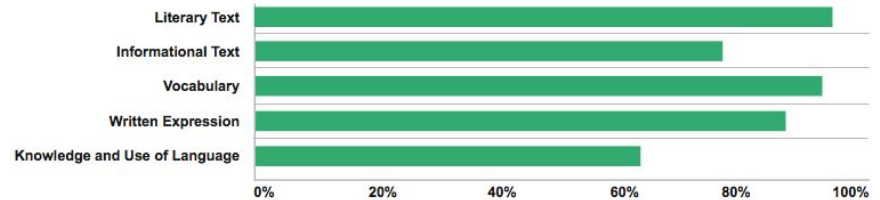
Fall 2017 Interim Assessments
Student Summary Report
English Language Arts



Student: Cynthia Smith	Grade: 10	Report Date: XX/XX/XXXX
LASID: 1234567890	School: Clarence High School	# of Students: 67/137
Date of Birth: 01/01/2000	District: Perry Parish	

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



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.

Interim Sample Reports



Fall 2017 Interim Assessments
Student Response Map
English Language Arts



Test Session: ELA1
Grade: 7

School: 110 Clarence High School
District: 005 Perry Parish

Report Date: XX/XX/XXXX

ELA Student Response Map

		Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Item Type	ESR	ESR	MC	MC	ESR	MC	MS	ESR	MS	ESR	ESR	ESR	MC	MS	ESR
		Subclaim	LT	LT	LT	LT	LT	LT	IT	IT	IT	IT	IT	V	V	V	V
Student Name	LASID	Total Points Possible	4	3	4	3	2	2	3	3	2	3	3	2	1	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	4	3	2	3	1	2	2	3	1	2	3	2	0	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	2	3	2	2	3	3	2	3	2	1	1	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	4	3	4	2	2	2	3	3	2	3	3	2	0	2	4
Student First Name Student Last Name	0123456789	Total Points Earned	3	3	4	3	2	1	1	2	0	3	3	1	1	3	3
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	2	3	1	2	2	3	1	2	3	1	0	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	2	3	4	3	0	1	3	2	2	3	2	2	1	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	4	3	4	1	2	2	2	3	2	3	3	2	0	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	4	3	4	3	2	2	2	2	2	3	3	1	1	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	4	2	1	2	2	2	3	1	2	2	2	2	1	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	4	3	4	1	0	2	3	1	2	3	3	1	1	3	2
Student First Name Student Last Name	0123456789	Total Points Earned	4	3	4	1	2	2	3	3	2	3	3	2	0	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	2	3	4	3	1	1	3	2	2	3	2	2	1	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	4	3	4	3	1	0	3	2	2	1	2	2	1	2	4
Student First Name Student Last Name	0123456789	Total Points Earned	2	3	4	3	0	2	3	1	2	1	2	2	0	3	4
Student First Name Student Last Name	0123456789	Total Points Earned	4	3	4	3	0	1	3	1	2	3	3	2	1	3	4

ITEM TYPE: ESR = Evidence Based Response TE = Technology Enhanced Item 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

For each test session:

- List of students
- Type of question
- Subclaim
- Points possible
- Points earned by student
- Color coding for visual pulse

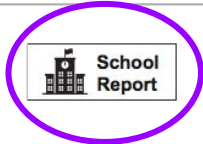
Interim Sample Reports

School / District Summary Reports

- Snapshots taken at end of recommended windows
- Shares information based on all LEAP 360 participants at that time



Fall 2017 Interim Assessments
School Summary Report
English Language Arts

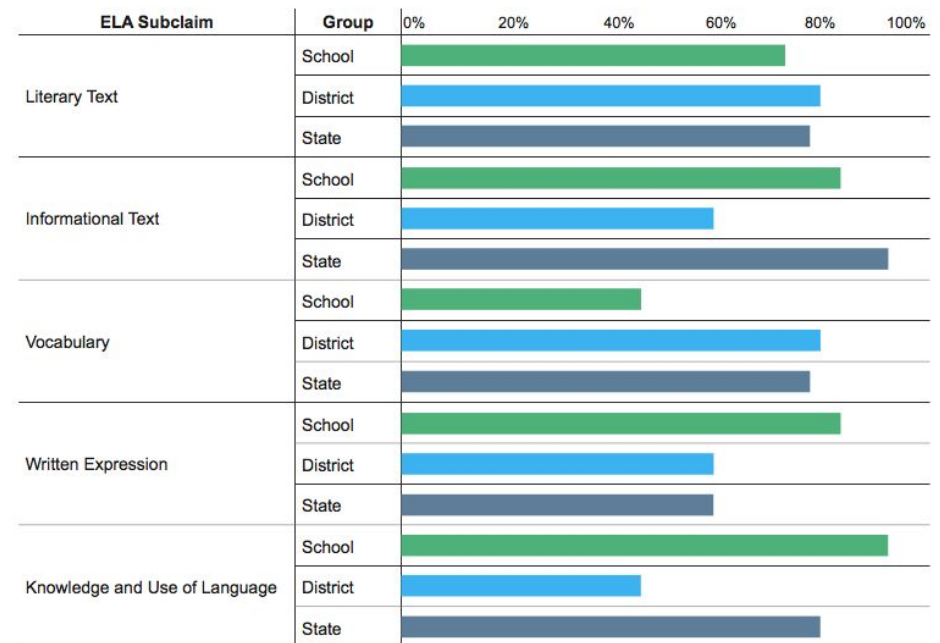


Grade: 10
School: Clarence High School
District: Perry Parish

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



Activity: Let's Talk Dates

Let's pause stop and think again about our school systems and schools.

Later in the workshop, another principal asks you for guidance, this time on when to give the LEAP 360 interim assessments:

- Mark a "1" on the school days during which you'd want to administer, score, and analyze LEAP 360 diagnostic assessments.
- Turn to your shoulder partner and discuss this question for three minutes: "If the second purpose of assessment is to help teachers track what students are learning over the year, how does LEAP 360 accomplish this goal?"

K-2 Formative and EAGLE

K-2 Tasks and EAGLE

K-2 Tasks (ELA)	16 ELA Tasks	Throughout year	N/A
EAGLE 2.0 (ELA and SS)	Item Sets	Throughout year	Individual and Test Session Reports

Formative assessment tools (EAGLE 2.0 and 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)
- Recommendations are included based on whether the tasks are likely best suited for the first half or second half of the academic year.
- Reflection activities are provided at the end of each task.

Grade	Number of Tasks
K	6
1	6
2	4
Total	16

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
<ul style="list-style-type: none">● 3 complete cold-read tasks per grade level (3-12)● Improved search functionality and naming conventions	<ul style="list-style-type: none">● 2 additional cold-read tasks per grade level in grades 3-8● 1 additional cold-read task per grade level in grades 9-12	<ul style="list-style-type: none">● 31 total practice cold-read tasks<ul style="list-style-type: none">○ 2-4 in grades 3-5○ 2-4 in grades 6-8○ 2-4 in grades 9-12

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

Let's Talk About Dates

Going back to our schools systems and schools

- What about dates for the LEAP 2025 summatives?
- What other “dates” need to be considered?
 - Weekly assessments? Major assessments?
 - LEAP 2025 Practice tests in ELA, math, *and* social studies?
 - Exams? District benchmarks?
 - Field trips? Homecoming? Pep rallies?
- How many instructional days are *left*?

All of these dates add up.

How can LEAP 360's high-quality, streamlined assessments serve more than one purpose and increase time what matters most?

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

User Administration

Edit User Add Single User Upload Multiple Users

Instructions

Filters are required. See Instructional Text if unsure how to filter

Administration User Role District

LEAP Practice Test Spri (All) (All)

ELDA
EOC Fall 2016
Interim 2016-2017
K-2 Formative 2016-2017
LAA 1
LEAP
LEAP Practice Test Spring 2017

First Name Last Name

Hide Inactive Users

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 streamline 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.