

Louisiana Believes

LEAP 360: Spotlight Math
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 mathematics in districts, 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:

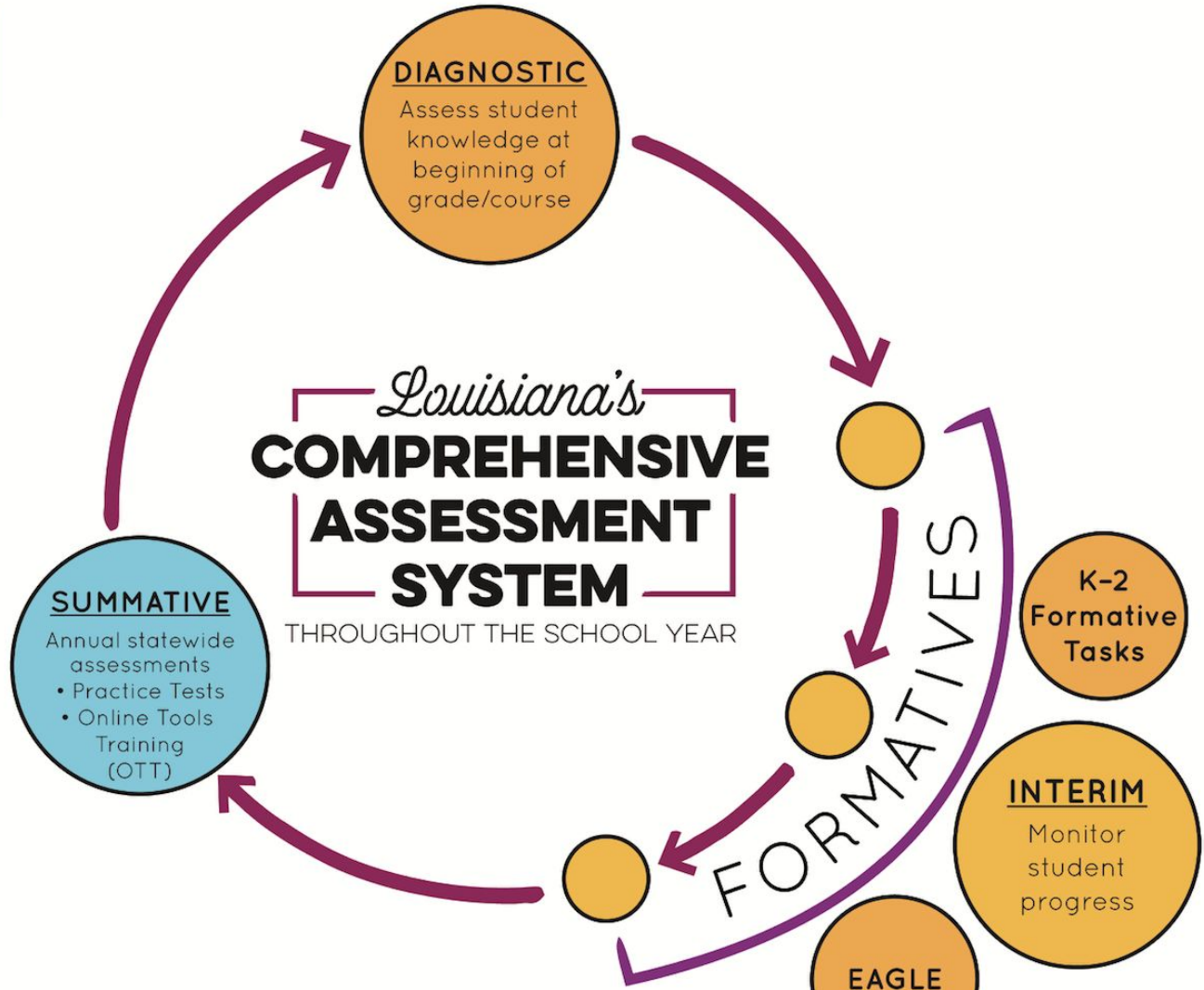
- ~~Draw a line through~~ the school days that are vacation days or "No Student" days.



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

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 math, these answers come from a variety of places:

- LEAP 360 diagnostic assessments
- Data from previous year
- EAGLE test build for remedial 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
- 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
- End-of-module tests built in EAGLE

Diagnostic Assessments

Diagnositics Summary (Grades 3-8 and EOC)

Assessment Tool	Includes	Recommended Window	Reporting
Math Diagnostic (Grades 3-EOC)	1 form (3 sessions)	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 previous grade level content that is a precursor to major content in math
- Assist with meaningful, yet ambitious goal setting for student learning targets

Math Diagnostic Design

Grades 3-4	Grades 5-6	Grades 7-8	High School
<p>Grade 3</p> <ul style="list-style-type: none"> ● 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 	<p>Grade 5</p> <ul style="list-style-type: none"> ● 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 	<p>Grade 7</p> <ul style="list-style-type: none"> ● 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 	<p>Algebra I</p> <ul style="list-style-type: none"> ● 2 30-minute* no calculator sessions with 20 Type I items ● 1 45-minute* calculator session with 13 Type I items, 1 Type II task, and 1 Type III task <p><i>*Recommended times are included for planning purposes. LEAP 360 assessments are not timed.</i></p>
<p>Grade 4</p> <ul style="list-style-type: none"> ● 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 	<p>Grade 6</p> <ul style="list-style-type: none"> ● 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 	<p>Grade 8</p> <ul style="list-style-type: none"> ● 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. 	<p>Geometry</p> <ul style="list-style-type: none"> ● 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

Math Form Close Up

Grade 3 Math Test Design				
Test Session	Type I Items (in points)	Type II Items (in points)	Type III Items (in points)	Assessed Prerequisite Math Standards for Major Work of Grade 3
Session 1	16	0	0	2.OA.A.1, 2.OA.C.3, 2.OA.C.4; 2.NBT.A.1, 2.NBT.A.2, 2.NBT.A.4, 2.NBT.B.7, 2.NBT.B.8; 2.MD.A.2, 2.MD.B.6; and 2.G.A.3
Session 2	12	4	0	
Session 3	12	0	3	

- Combination of Type I, II, and III items
- All Type I items are multiple choice for ease of scoring

Math Form Close Up

Geometry Math Test Design				
Test Session	Type I Items (in points)	Type II Items (in points)	Type III Items (in points)	Assessed Prerequisite Math Standards for Major Work of Geometry
Session 1 (no calculator)	18	0	0	7.G.A.1, 7.G.A.2, 7.G.B.5, 7.G.B.6; 8.G.A.2, 8.G.A.4, 8.G.A.5, 8.G.B.6, 8.G.B.7, 8.G.B.8, 8.G.C.9; 8.EE.B.6; 8.F.A.3; A1: A-REI.B.4
Session 2 (calculator)	18	0	3	
Session 3 (calculator)	17	3	0	

- Sessions divided based on calculator usage when appropriate
- Calculator sessions follow non-calculator sessions for ease of administration.

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
 - rubric overview 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
- 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 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: Individual Student



Fall 2017 Diagnostic Assessments Student Response Map Mathematics



Name: JENNA JACOBSON
LASID: 0123456789

Grade: 4
School: 110 Clarence Elementary School

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

Mathematics Student Response Map

Item #	1	2	3	4	5	6	7	8	9
Domain	Numbers and Operations in Base Ten	Operations in Algebraic Thinking	Numbers and Operations in Base Ten	Operations in Algebraic Thinking	Numbers and Operations - Fractions	Operations in Algebraic Thinking	Numbers and Operations in Base Ten	Operations in Algebraic Thinking	Numbers and Operations in Base Ten
Item Type	MS	MS	ESR	MS	MC	MC	ESR	SA	MC
Correct Response	A, C	A, B	A, B, E	B, D	C	A	A, C	Yes	D
Student Response	A, B	A, B	A, C, D	B, D	C	A	A, B	No	D
Total Points Possible	3	2	3	4	1	2	3	2	1
Total Points Earned	1	0	1	4	1	2	2	0	1

Item #	10	11	12	13	14	15	16	17	18
Domain	Numbers and Operations in Base Ten	Teacher-Scored Tasks	Numbers and Operations in Base Ten	Teacher-Scored Tasks	Numbers and Operations in Base Ten	Numbers and Operations in Base Ten	Numbers and Operations in Base Ten	Numbers and Operations - Fractions	Operations in Algebraic Thinking
Item Type	MS	MC	ESR	MS	MS	MC	SA	MC	MC
Correct Response	A, D, E	D	A, C	D, E	A, B	C	<30	D	A
Student Response	D, E, F	D	A, C	D, E	A, B	C	<30	B	A
Total Points Possible	3	2	4	3	2	2	3	1	1
Total Points Earned	0	2	4	3	0	2	3	0	1

Item #	19	20	21	22	23	24	25	26	27
Domain	Numbers and Operations in Base Ten	Numbers and Operations - Fractions	Operations in Algebraic Thinking	Numbers and Operations - Fractions	Operations in Algebraic Thinking	Numbers and Operations - Fractions	Teacher-Scored Tasks	Operations in Algebraic Thinking	Teacher-Scored Tasks
Item Type	MS	MC	ESR	MS	MC	MC	SA	MS	MC
Correct Response	B, D	B	D, E	A, E	C	A	Rhombus	A, D, E	C
Student Response	B, D	B	D, E	A, B	B	A	Parallelogram	A, D, E	C
Total Points Possible	4	2	2	2	2	2	3	3	2
Total Points Earned	4	2	2	1	2	2	1	3	2

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

Diagnostic Reporting: Individual Student--Close Up

Item's number in the test's sequence.

	3	4	5	
g	Numbers and Operations in Base Ten	Operations in Algebraic Thinking	Numbers and Operations - Fractions	
	ES	MS	MC	Type of item.
		B, D	C	
		B, D		
		4		
		4		

Indicates the major content's domain for the item.

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

Diagnostic Reporting: Test Session Report

Louisiana Believes

Mathematics

Test Report

Test Session: MATH1
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
- Domain
- Correct response
- Student response
- Color coding for visual pulse

Mathematics Student Response Map

		Item #	1	2	3	4	5	6	7	8	9
		Item Type	MS	MC	SA	MS	MC	MC	SA	MS	MC
		Domain	OAT	OAT	OAT	OAT	OAT	OAT	OAT	OAT	NOBT
Student Name	LASID	Total Points Possible	3	1	5	3	2	2	2	3	2
Student First Name Student Last Name	0123456789	Student Response	A, C	C	C, D	A, B	B	D	E	B, C	B
Student First Name Student Last Name	0123456789	Student Response	A, B	B	C, E	A, C	B	D	B	B, D	B
Student First Name Student Last Name	0123456789	Student Response	A, B	B	C, D	A, B	B	D	A	B, D	B
Student First Name Student Last Name	0123456789	Student Response	A, C	B	C, D	A, B	C	C	E	A, D	C
Student First Name Student Last Name	0123456789	Student Response	A, E	B	C, E	A, B	B	D	E	A, B	B
Student First Name Student Last Name	0123456789	Student Response	A, B	B	C, D	A, B	A	A	B	B, D	A
Student First Name Student Last Name	0123456789	Student Response	A, B	B	C, D	A, B	B	D	A	A, B	B
Student First Name Student Last Name	0123456789	Student Response	A, B	B	C, D	A, C	B	D	E	A, B	B
Student First Name Student Last Name	0123456789	Student Response	A, B	B	B, D	A, B	B	D	E	B, D	B
Student First Name Student Last Name	0123456789	Student Response	A, B	A	C, D	A, E	B	D	E	B, D	B
Student First Name Student Last Name	0123456789	Student Response	A, B	B	C, D	A, B	B	D	E	B, D	B
Student First Name Student Last Name	0123456789	Student Response	A, C	B	C, D	A, B	C	C	E	A, D	C
Student First Name Student Last Name	0123456789	Student Response	A, E	B	C, E	A, B	B	D	E	A, B	B
Student First Name Student Last Name	0123456789	Student Response	A, B	B	C, D	A, B	A	A	B	B, D	A
Student First Name Student Last Name	0123456789	Student Response	A, C	B	C, D	A, B	C	C	E	A, D	C

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
Math Interims (Grades 3-8)	Form 1	December	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 (Alg I and Geom)	Form 1	October	Student, Class, School, District, State
	Form 2	January	
	Form 3	March	
HS Interims Block Course (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

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)

		Algebra I			Geometry		
Subclaim	Category Description	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

LEAP 360 Math Sample Item

Session 1: No Calculator

Training Student

Question 6



The length of a rectangular garden is 24 feet and the width is 12 feet.

What is the ratio of length to width of the garden?

- (a) The ratio is 2:1, because there are 2 feet of length for every foot of width.
- (b) The ratio is 3:1, because there are 3 feet of length for every foot of width.
- (c) The ratio is 12:1, because there are 12 feet of width for every foot of length.
- (d) The ratio is 24:1, because there are 24 feet of length for every foot of width.

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

Review/End Test

Pause

Flag

Options

Aligned to LEAP 2025
online testing tools.

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LEAP 360 Math Sample Items

Session 2: Calculator

Training Student

Question 20
Page 1 of 2



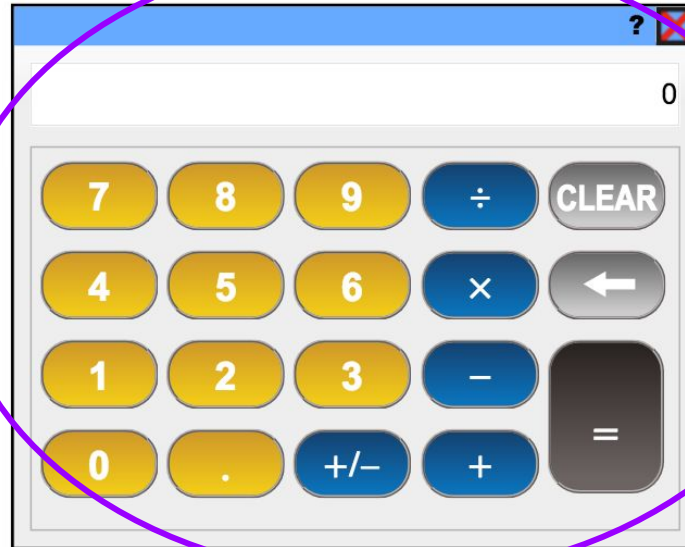
Part A

The table shows a proportional relationship between x and y .

x	y
2	0.5
14	3.5
20	

What is the missing value in the table?

Enter your answer in the box.



Aligned to LEAP 2025
online testing tools.

LEAP 360 Math Sample Items

Session 1

Training Student

Question 7



Which comparisons are true?

Select the **three** correct answers.

- (a) $9,000 + 700 + 60 + 3 =$ nine thousand seven hundred sixty-three
- (b) one thousand five hundred sixty-two $< 100,062$
- (c) 8 hundreds + 2 tens + 6 ones $> 800 + 20 + 6$
- (d) $400 + 20 + 4 < 4$ tens + 24 ones
- (e) 6 hundreds + 3 ones = 603

Straightforward,
challenging task that
deeply assesses the
standards to give more
complete picture of
student understanding..

Math Interim: Sample Items

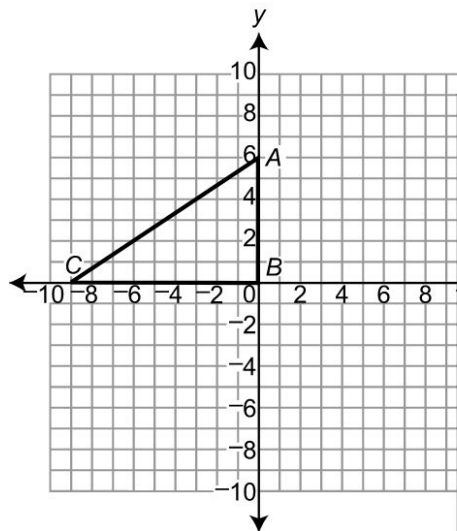
Session 2: Calculator

Training Student

Question 22
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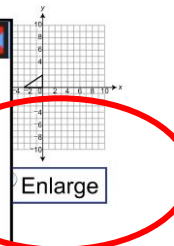
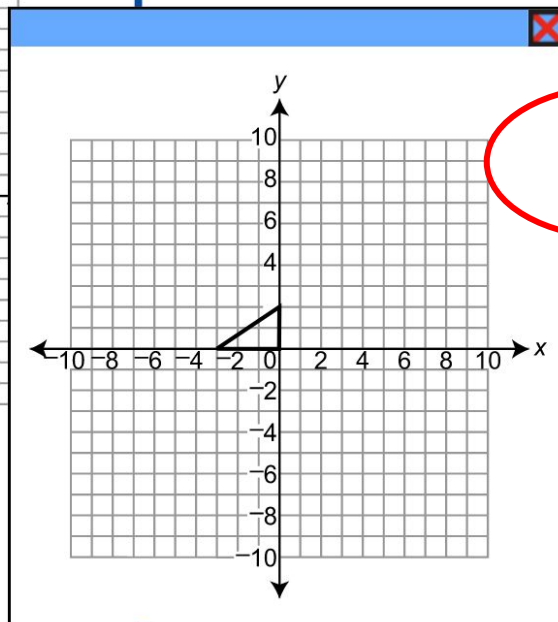


Triangle ABC is graphed on the coordinate plane.



Part B

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



ation in the box provided.

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 Report

Student Summary Report:

- Quick view of student strengths and weaknesses to guide teachers where to go in the Student Response map (shown earlier)
- Gives summary of student performance and points earned



Fall 2017 Interim Assessments
Student Summary Report
Mathematics



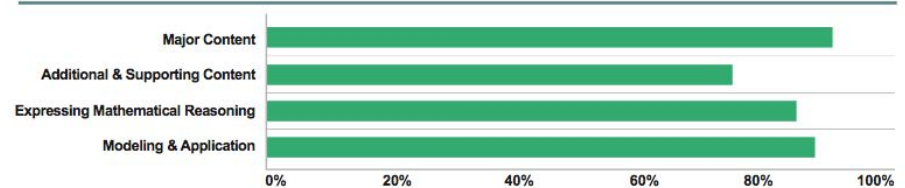
Student: Cynthia Smith
LASID: 1234567890
Date of Birth: 01/01/2000

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



Mathematics

Mathematics Subclaims	Total Points Earned	Percent of Points Earned	Description of Subclaim
Major Content	4/5	80%	Latasimincti officae cus. Et quo duntion etUlpa nestibus, con nonsed ut rae pratem nulles molorep taquidu cipidunt mos vel inctasit officendam harchit laborum quunti ullor
Additional & Supporting Content	6/10	60%	Lore dolor anihil molorepra perfero endebis et illabor estiorporrum volore eturit quatis suntione pro quia nis pa volut liqui deliquandit lat adi am quia pa conem dolupta sequis simus qui ullaute volorerias simi, ommo bea coeris aceris si numet apidernam solest, ius adit quo deri ra
Expressing Mathematical Reasoning	7/10	70%	Torupta tenihill latur abo. Uciat etur, optata conseratur magna volores trunur millitatqui aut delibus ea pa nis etum, officur sunt experem dolut eicim dis ratur audae
Modeling & Application	8/10	80%	Pudam eum voluptam faccus amet alit faccus. Sequam voluptae laborpore pro volupide volor alit, seque nistia voluptas miliate doluplate si natem ipisit volessi tatur.

Interim Sample Reports



Fall 2017 Interim Assessments Student Response Map Mathematics



Test Session: MATHEMATICS1
Grade: 7

School: 110 Clarence High School
District: 005 Perry Parish

Report Date: XX/XX/XXXX

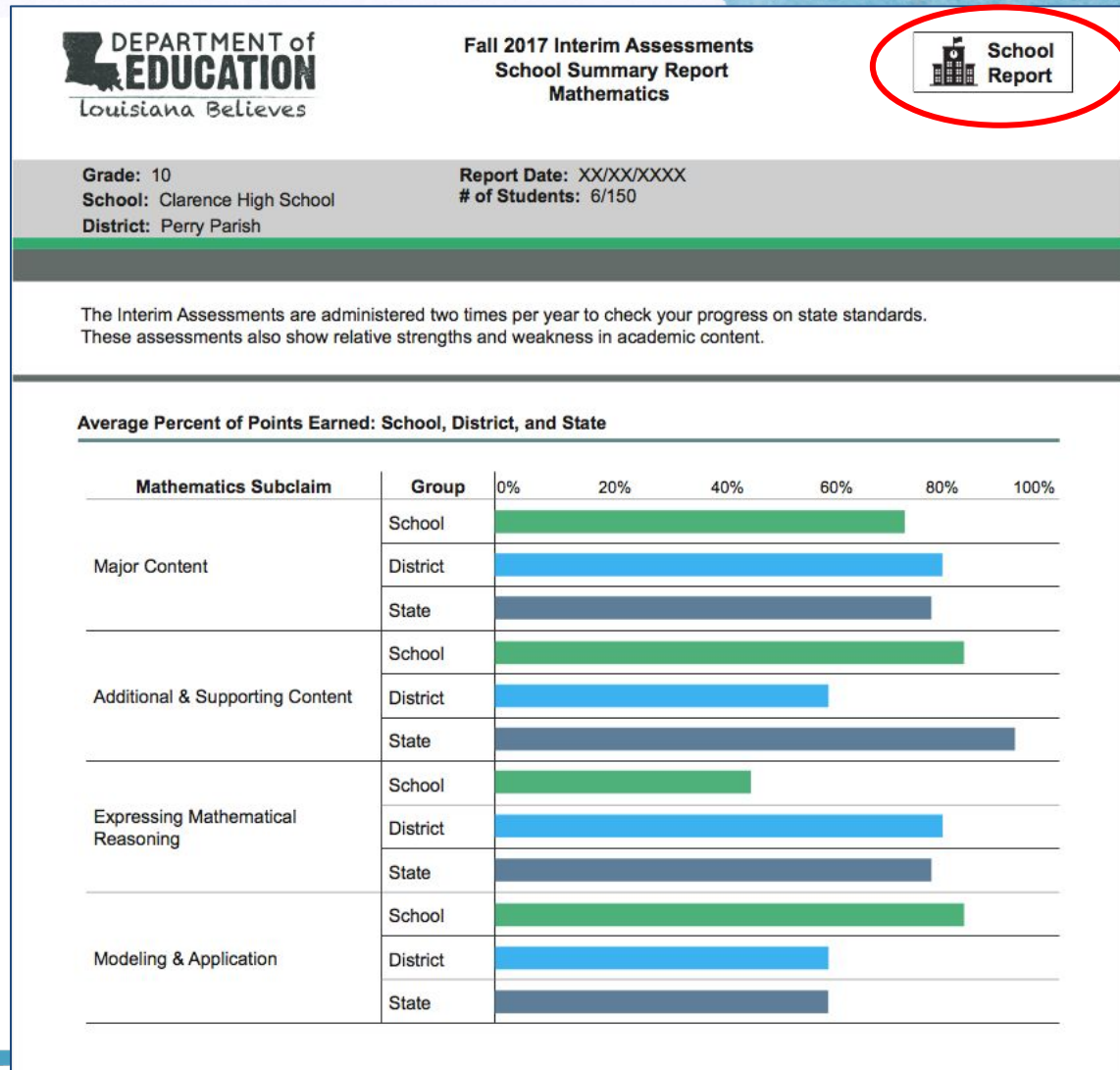
Mathematics Student Response Map - Continued

		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
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Student First Name Student Last Name	0123456789	Total Points Earned	2	2	1	5	2	1	5	2	2	4	2	2
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Student First Name Student Last Name	0123456789	Total Points Earned	4	1	0	4	3	2	5	1	2	3	2	2
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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

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.



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 (Math)	16 Math Tasks	Throughout year	N/A
EAGLE 2.0 (Math)	Over 2,000 items	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 math task contains 2 files. One provides access to the task, the other contains additional checklists.
- 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 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
<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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

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 LEAP Practice Test Spr User Role (All) District (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.

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 for both district leaders (District Test Coordinators, Curriculum Specialists, etc.) and teachers (ELA and math grades 3-EOC).
- 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!