

Louisiana Believes

**LEAP 360: Digging Deeper in ELA (Grades 3-5)
Summit 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 for districts, schools, and classrooms
- the components of the LEAP 360 assessments and their associated scoring, reporting, and guidance documents
- how LEAP 360 is designed to integrate into instruction instead of alongside it
- specific next steps for the implementation of LEAP 360

Activity: Let's Talk Dates

You've been provided with Alligator Achievement Academy's school calendar for the upcoming 2017-2018 year.

- AAA is located in Bayou By You parish, a LEAP 360 school system.
- AAA is near some very large industries that support the local schools and is fortunate to be a "1:1" school system in grades 3-12.

We will use this calendar to talk through the school year. To get started, let's put first things first:

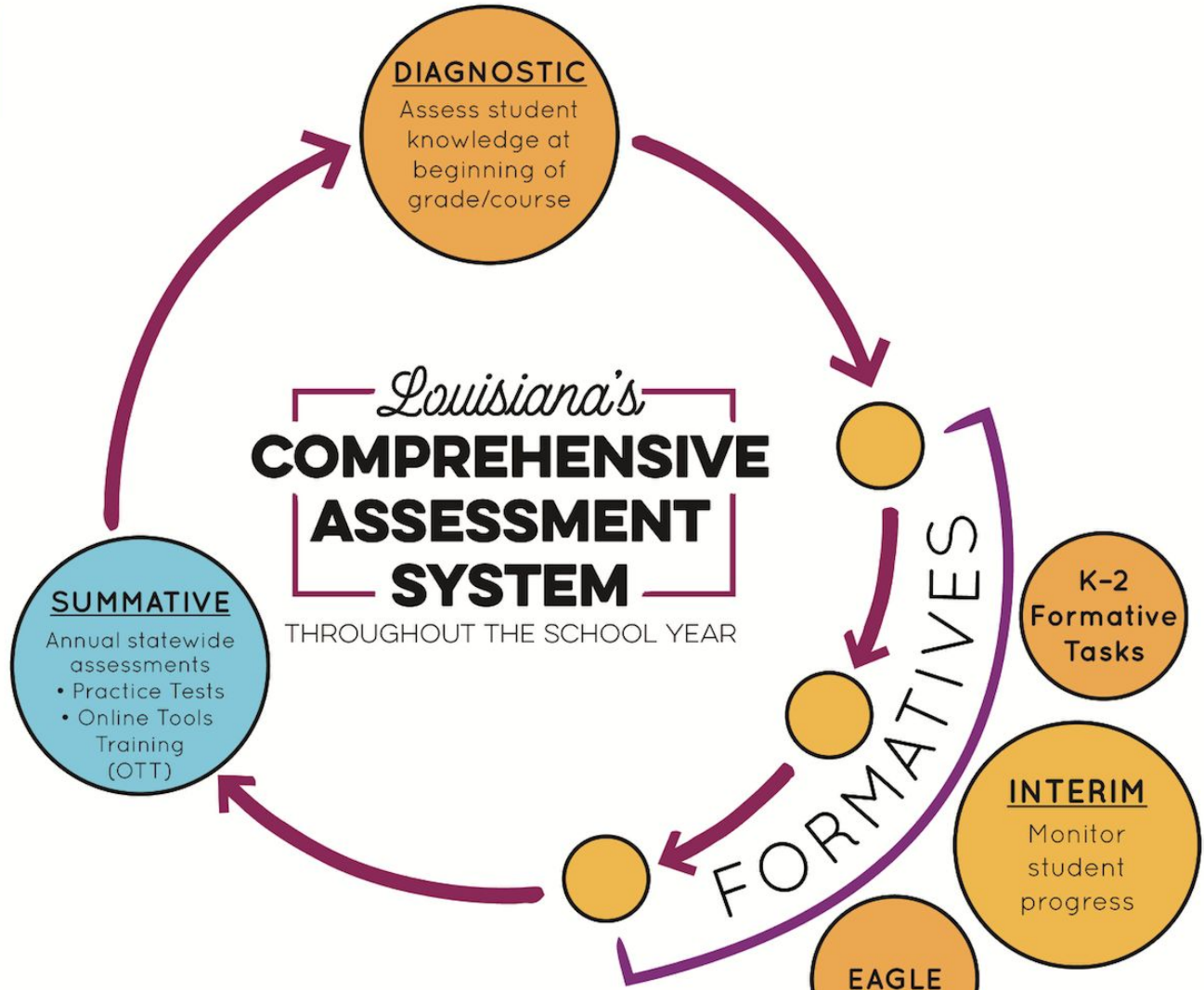
- Place a STAR on the first day of school.
- Draw a "Smiley Face" on the last day of school.
- ~~Strikethrough~~ the school days that are vacation days or "No Student" days.



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 how the various components of LEAP 360 can be woven into your classroom to streamline assessment and maximize instruction.

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?

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

Diagnostocs Summary (Grades 3-8)

Assessment Tool	Includes	Recommended Windows	Reporting
ELA Diagnostic (Grades 3-EOC)	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 Design: Reading Form

Reading Form		
Grades 3	Grades 4	Grades 5
Two 35-minute* sessions each with: <ul style="list-style-type: none">● 2 stand alone passages● 20 questions	Two 35-minute* sessions each with: <ul style="list-style-type: none">● 2 stand alone passages● 20 questions	Two 40-minute* sessions. Session 1: <ul style="list-style-type: none">● 2 stand alone passages● 20 questions Session 2: <ul style="list-style-type: none">● 1 stand alone passage and 1 pair● 20 questions
30-40% of questions will be EBSR items		

*All times are strictly recommendations and included for planning purposes.
LEAP 360 assessments are *not timed*.

Close Up: Grade 3 Reading

Grade 3 ELA Test Design—Reading Portion				
Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable <u>ELA Student Standards</u>
Session 1 (35 minutes)	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 minutes)	MC literary text and RA informational text	2	14 SR 6 EBSR	

Diagnostic reading assessments include a blend of multiple choice and evidence-based selected response items to diagnose student readiness in basic comprehension and more complex analysis.

Close Up: Grade 4 Reading

Grade 4 ELA Test Design—Reading Portion

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (35 minutes)	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 minutes)	MC literary text and RA informational text	2	14 SR 6 EBSR	

Diverse text selections:

- Balanced in terms of complexity
- Varied in terms text type and content

Close Up: Grade 5 Reading

Grade 5 ELA Test Design—Reading Portion

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (40 minutes)	MC literary text and RA informational text	2	12 SR 8 EBSR	RL standards (RL.1-6, 8-9); RI standards (RI.1-6, 8-9); Vocabulary standards (L.4 and L.5)
Session 2 (40 minutes)	RA literary/MC informational pair RA literary text	3	12 SR 8 EBSR	

Assessable standards on the reading forms for the diagnostic assessments give solid indication of readiness across the claim.

Close Up: Writing Forms*

Grade 3-5 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 (Prose Constructed Response)	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.*

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

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	0123456789	Student Response	A, B	C, D	C	A	A, B, C	B	B, C	B, C, D	A, C
Student Last Name		Total Points Earned	4	3	0	3	0	2	0	3	0
Student First Name	0123456789	Student Response	A, B	C, E	B	A	B, C, D	B	B, D	B, C, D	A, B
Student Last Name		Total Points Earned	4	0	0	3	2	2	3	3	2
Student First Name	0123456789	Student Response	A, B	C, D	A	B	B, C, D	B	B, D	B, C, D	A, B
Student Last Name		Total Points Earned	4	3	4	0	2	2	3	3	2
Student First Name	0123456789	Student Response	B, C	C, D	A	A	B, C, D	C	A, D	B, C, E	A, C
Student Last Name		Total Points Earned	0	3	4	3	2	0	0	0	0
Student First Name	0123456789	Student Response	A, B	C, E	D	A	B, C, E	B	A, B	B, C, D	A, E
Student Last Name		Total Points Earned	4	0	0	3	0	2	0	3	0
Student First Name	0123456789	Student Response	B, C	C, D	A	A	B, C, E	A	B, D	B, C, E	A, B
Student Last Name		Total Points Earned	0	3	4	3	0	0	3	0	2
Student First Name	0123456789	Student Response	A, B	C, D	A	B	B, C, D	B	A, B	B, C, D	A, B
Student Last Name		Total Points Earned	4	3	4	0	2	2	0	3	2
Student First Name	0123456789	Student Response	A, B	C, D	A	A	B, C, D	B	A, B	A, B, C	A, B
Student Last Name		Total Points Earned	4	3	4	3	2	2	0	0	2
Student First Name	0123456789	Student Response	A, B	B, D	B	C	B, C, D	B	B, D	A, B, E	A, B
Student Last Name		Total Points Earned	4	0	0	0	2	2	3	0	2
Student First Name	0123456789	Student Response	A, B	C, D	A	B	B, D, E	B	B, D	A, B, C	A, B
Student Last Name		Total Points Earned	4	3	4	0	0	2	3	0	2
Student First Name	0123456789	Student Response	B, C	C, D	A	A	B, C, E	A	B, D	B, C, E	A, B
Student Last Name		Total Points Earned	0	3	4	3	0	0	3	0	2
Student First Name	0123456789	Student Response	A, B	C, D	A	B	B, C, D	B	B, D	B, C, D	A, B
Student Last Name		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

For each test session:

- List of students
- Type of question
- Subclaim
- Correct response
- Student response
- Color coding for visual pulse

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

Activity: Let's Talk Dates

Let's pause for a minute and think again about Alligator Achievement Academy.

During a summer leadership team meeting, the 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

Interim Form 1 Design

Grade 3

Grade 3 ELA Interim Assessment Design Form 1 (Recommended Administration Window: October)

Interim 1A: Modified Research Simulation Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessed ELA Student Standards
Session 1 (60 minutes)	Modified RST	2	5 EBSR 1 PCR	RI.3.1-3, RI.3.8-9, W.3.2
Session 2 (30 minutes)	literary texts	2	5 EBSR	RL.3.1-4; L.3.4
Session 3 (25 minutes)	1 literary text; 1 information text	2	6 EBSR	RL.3.1, RL.3.3, RL.3.5; RI.3.1-2, RI.3.4, RI.3.8; L.3.4

Interim 1B: Modified Literary Analysis Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessed ELA Student Standards
Session 1 (30 minutes)	informational texts	2	5 EBSR	RI.3.1-3, and RI.3.8
Session 2 (65 minutes)	Modified LAT	2	5 EBSR 1 PCR	RL.3.1-4; L.3.1, L.3.3-4, W.3.1
Session 3 (25 minutes)	1 literary text; 1 information text	2	6 EBSR	RL.3.1, RL.3.3, RL.3.5; RI.3.1-2, RI.3.4, RI.3.8; L.3.4

ELA Interim 2 Design

Grade 3

Grade 3 ELA Interim Assessment Design Form 2

(Recommended Administration Window: March)

Interim 2A: Modified Research Simulation Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (65 minutes)	Modified RST	2	4 EBSR 1 TE 1 PCR	RI.3.1-3, RI.3.5, RI.3.9; W.3.2
Session 2 (30 minutes)	literary texts	2	6 EBSR	RL.3.1-5
Session 3 (25 minutes)	1 literary text; 1 information text	2	5 EBSR 1 TE	RL.3.1, RL.3.3; RI.3.1-2, RI.3.4, RI.3.8; L.3.4

Interim 2B: Modified Narrative Writing Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (30 minutes)	information texts	2	4 EBSR 1 TE	RI.3.1-3, RI.3.5, RI.3.9;
Session 2 (55 minutes)	Modified NWT	2	6 EBSR 1 PCR	RL.3.1-5; W.3.3
Session 3 (25 minutes)	1 literary text; 1 information text	2	6 EBSR 5 EBSR 1 TE	RL.3.1, RL.3.3; RI.3.1-2, RI.3.4, RI.3.8; L.3.4

ELA Interim 1 Design

Grade 4

Grade 4 ELA Interim Assessment Design Form 1 (Recommended Administration Window: October)

Interim 1A: Modified Research Simulation Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (60 minutes)	Modified RST	2	5 EBSR 1 PCR	RI.4.1-4; W.4.2
Session 2 (30 minutes)	literary texts	2	5 EBSR	RL.4.1-3; L.4.6
Session 3 (25 minutes)	1 literary text; 1 information text	2	6 EBSR	RL.4.1, RL.4.2, RL.4.3; RI.4.1-2, RI.4.4-5, RI.4.8; L.4.4

Interim 1B: Modified Literary Analysis Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (30 minutes)	information texts	2	5 EBSR	RI.4.1-4
Session 2 (65 minutes)	Modified LAT	2	5 EBSR 1 PCR	RL.4.1-3, RL.4.9; L.4.1, L.4.6, W.4.1
Session 3 (25 minutes)	1 literary text; 1 information text	2	6 EBSR	RL.4.1-3; RI.1-2, RI.4.5, RI.4.8; L.4.4

ELA Interim 2 Design

Grade 4

Grade 4 ELA Interim Assessment Design Form 2 (Recommended Administration Window: March)

Interim 2A: Modified Research Simulation Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (60 minutes)	Modified RST	2	3 EBSR 1 TE 1 PCR	RI.4.1-3, RI.4.5, RI.4.9 W.4.2
Session 2 (30 minutes)	literary texts	2	6 EBSR	RL.4.1-4
Session 3 (25 minutes)	1 literary text; 1 information text	2	6 EBSR	RL.4.1, RL.4.3; RI.4.1-2, RI.4.4, RI.4.8; L.4.4

Interim 2B: Modified Narrative Writing Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (30 minutes)	information texts	2	3 EBSR 1 TE	RI.4.1-3, RI.4.5
Session 2 (65 minutes)	Modified NWT	2	6 EBSR 1 PCR	RL.4.1-4, W.4.3
Session 3 (25 minutes)	1 literary text; 1 information text	2	6 EBSR	RL.4.1-3; RI.4.1, RI.4.5, RI.4.8; L.4.4

ELA Interim 1 Design

Grade 5

Grade 5 ELA Interim Assessment Design Form 1 (Recommended Administration Window: October)

Interim 1A: Modified Research Simulation Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (60 minutes)	Modified RST	2	5 EBSR 1 PCR	RI.5.1-5, W.5.2
Session 2 (30 minutes)	literary texts	2	5 EBSR	RL.5.1-6
Session 3 (25 minutes)	1 literary text; 1 information text	2	6 EBSR	RL.5.1-3; RI.5.1, RI.5.3, RI.5.8; L.5.4

Interim 1B: Modified Literary Analysis Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (30 minutes)	informational texts	2	5 EBSR	RI.5.1-5
Session 2 (65 minutes)	Modified LAT	2	5 EBSR 1 PCR	RL.5.1-4, RL.5.6; L.5.1; W.5.1
Session 3 (25 minutes)	1 literary text; 1 information text	2	6 EBSR	RL.5.1-3; RI.5.1, RI.5.3, RI.5.8; L.5.4

ELA Interim 2 Design

Grade 5

Grade 5 ELA Interim Assessment Design Form 2 (Recommended Administration Window: March)

Interim 2A: Modified Research Simulation Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (60 minutes)	Modified RST	2	3 EBSR 1 TE	RI.5.1-3, RI.5.5 W.5.2
Session 2 (30 minutes)	literary texts	2	5 EBSR 1 TE	RL.5.1-4
Session 3 (25 minutes)	1 literary text; 1 information text	2	4 EBSR 2 TE	RL.5.1, RL.5.3; RI.5.1-2, RI.5.4, RI.5.8; L.5.4

Interim 2B: Modified Narrative Writing Task

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (30 minutes)	information texts	2	3 EBSR 1 TE	RI.5.1-3, RI.5.5
Session 2 (65 minutes)	Modified NWT	2	5 EBSR 1 TE 1 PCR	RL.5.1-4, W.5.1
Session 3 (25 minutes)	1 literary text; 1 information text	2	4 EBSR 2 TE	RL.5.1, RL.5.3; RI.5.1-2, RI.5.4, RI.5.8; L.5.4

ELA Interim: Sample Items

Session 2

Question 7

Training Student



More Text Above
from *Akimbo and the Lions*

by Alexander McCall Smith

- 1 "Right," said Akimbo's father once he had finished his check. "Everything seems to be in order. Now we must all get out of here."
- 2 "Are we going to stay in the truck?" asked Akimbo, thinking that that would be the best place to be. His father shook his head.
- 3 "That's going back to the farm. There's no need for all the men to stay here tonight, and it would also increase the risk of the lion attacking the human beings. If he did that, he'd keep well away."
- 4 "Who are you who are going to stay?" asked Akimbo.
- 5 His father. "But you've still got a chance to go back, if you want to."
- 7 Akimbo struggled with himself. It was one thing to talk about staying out all night in the middle of the bush, with lions about; it was another thing to be actually about to do it. But he was determined now. He would not change his mind.
- 8 "No, thank you," he replied. "This is where I want to be."
- 9 "All right," said his father, signaling to the men. "On your way now."
- 10 They watched the truck bouncing away in the distance over the rutted farm road. Soon it was only a cloud of dust, and then that too disappeared, and they were alone.

Part A

What is the meaning of **determined** as it is used in paragraph 7?

- (a) afraid
- (b) sure
- (c) ~~still deciding~~
- (d) ~~not ready~~

Part B

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

- (a) "So it's just us who are going to stay?" (paragraph 5)
- (b) "...struggled with himself." (paragraph 7)
- (c) "This is where I want to be." (paragraph 8)
- (d) "...and they were alone." (paragraph 10)

Uses all LEAP 2025 online testing tools.

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

Review/End Test

Pause

Flag

Options

Next

ELA Interim: Sample Items

Part A

Which statement **best** describes Akimbo's father?

- (a) He is calm and confident.
- (b) He is a man of few words.
- (c) He enjoys whistling and singing.
- (d) He prefers to be alone in the outdoors.

Part B

Which evidence from the story **best** supports the answer to Part A?

- (a) "Yes,' said his father. 'But you've still got a chance to go back, if you want to.'" (paragraph 6)
- (b) "All right,' said his father, signaling to the men. 'On your way now.'" (paragraph 9)
- (c) "You like that tune, don't you?' said his father. 'Did I ever tell you the words?'" (paragraph 13)
- (d) "Sleep if you wish,' said Akimbo's father quietly. 'I shall keep watch. Don't worry.'" (paragraph 19)

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

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ELA Interim: Sample Items

Session 2

Training Student

Question 9



smelling human beings. If he **More Text Above** ep well away."

- 5 "So it's just us who are going to stay?" asked Akimbo.
- 6 "Yes," said his father. "But you've still got a chance to go back, if you want to."
- 7 Akimbo struggled with himself. It was one thing to talk about staying out all night in the middle of the bush, with lions about; it was another thing to be actually about to do it. But he was determined now. He would not change his mind.
- 8 "No, thank you," he replied. "This is where I want to be."
- 9 "All right," said his father, signaling to the men. "On your way now."
- 10 They watched the truck bouncing away in the distance over the rutted farm road. Soon it was only a cloud of dust, and then that too disappeared, and they were alone.
- 11 "There's a clump of trees over there," said Akimbo's father, pointing to a place a little way away from the stockade. "We can go in there. That should give us a good bit of cover."
- 12 They made their way over to the trees and found a place where they could sit and be reasonably well concealed from view. Akimbo's father picked up a stick, took out his penknife, and began to whittle away at the wood. As he did so, he whistled a song that Akimbo had always enjoyed when he was younger, and which made him smile now.
- 13 "You like that tune, don't you?" said his father. "Did I ever tell you the words?"
- 14 Akimbo shook his head. **More Text Below**

Part A

Which statement expresses the theme of the story?

- (a) Children can learn important skills from their parents.
- (b) It is important to share stories about different cultures.
- (c) It is easier to overcome fear with the help of others.
- (d) Working together helps people accomplish their goals.

Part B

Which evidence from the story **best** supports your answer to Part A?

- (a) "Everything seems to be in order. Now we must all get out of here." (paragraph 1)
- (b) "Akimbo's father picked up a stick, took out his penknife, and began to whittle away at the wood. As he did so, he whistled a song..." (paragraph 12)
- (c) "Well, it's about a lion hunt," explained his father. "It's an old, old song about the days

Items follow the "flow" of the text.

Review/End Test

Pause

Flag

Options



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



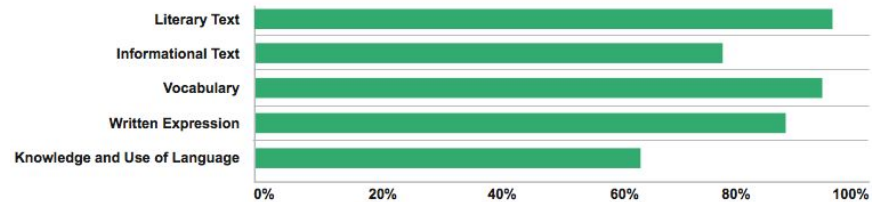
Fall 2017 Interim Assessments
Student Summary Report
English Language Arts



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	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															
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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

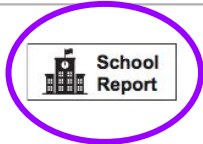
Interim Sample Reports

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

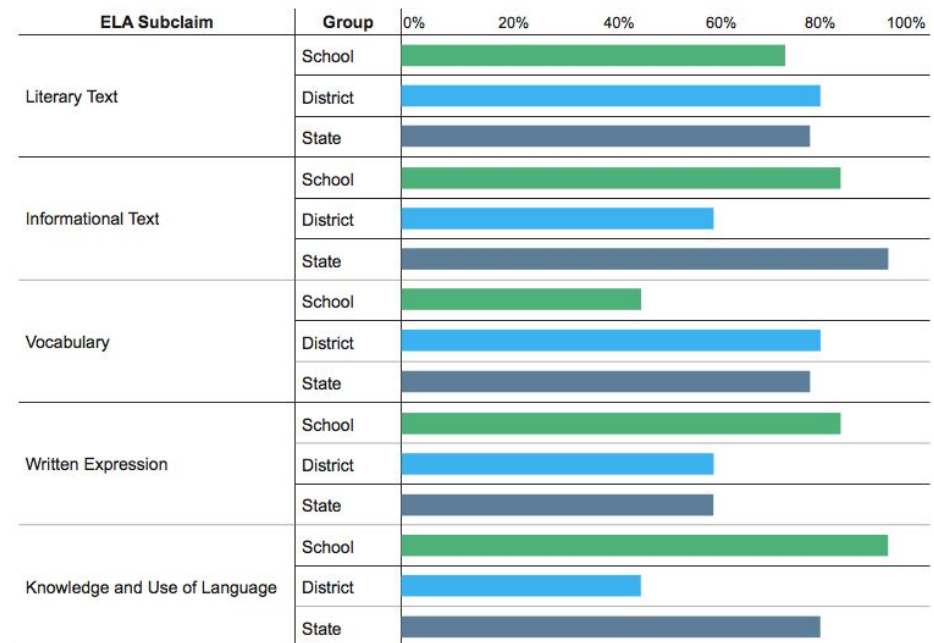


Grade: 10
School: Clarence High School
District: Perry Parish

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 for a minute and think again about Alligator Achievement Academy.

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

- Mark an "I" on the school days during which you'd want to administer, score, and analyze LEAP 360 interim 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?"

Next Steps

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 be included 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

Let's Talk About Dates

Going back to Alligator Achievement Academy:

- Dates for the LEAP 2025 summatives are underlined.
- 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. If the principal of AAA came to you for help, what advice would you give?

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!