

Louisiana Believes

**LEAP 360: Digging Deeper in ELA
English I and English II
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 English Language Arts for districts, schools, and classrooms
- the various 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:

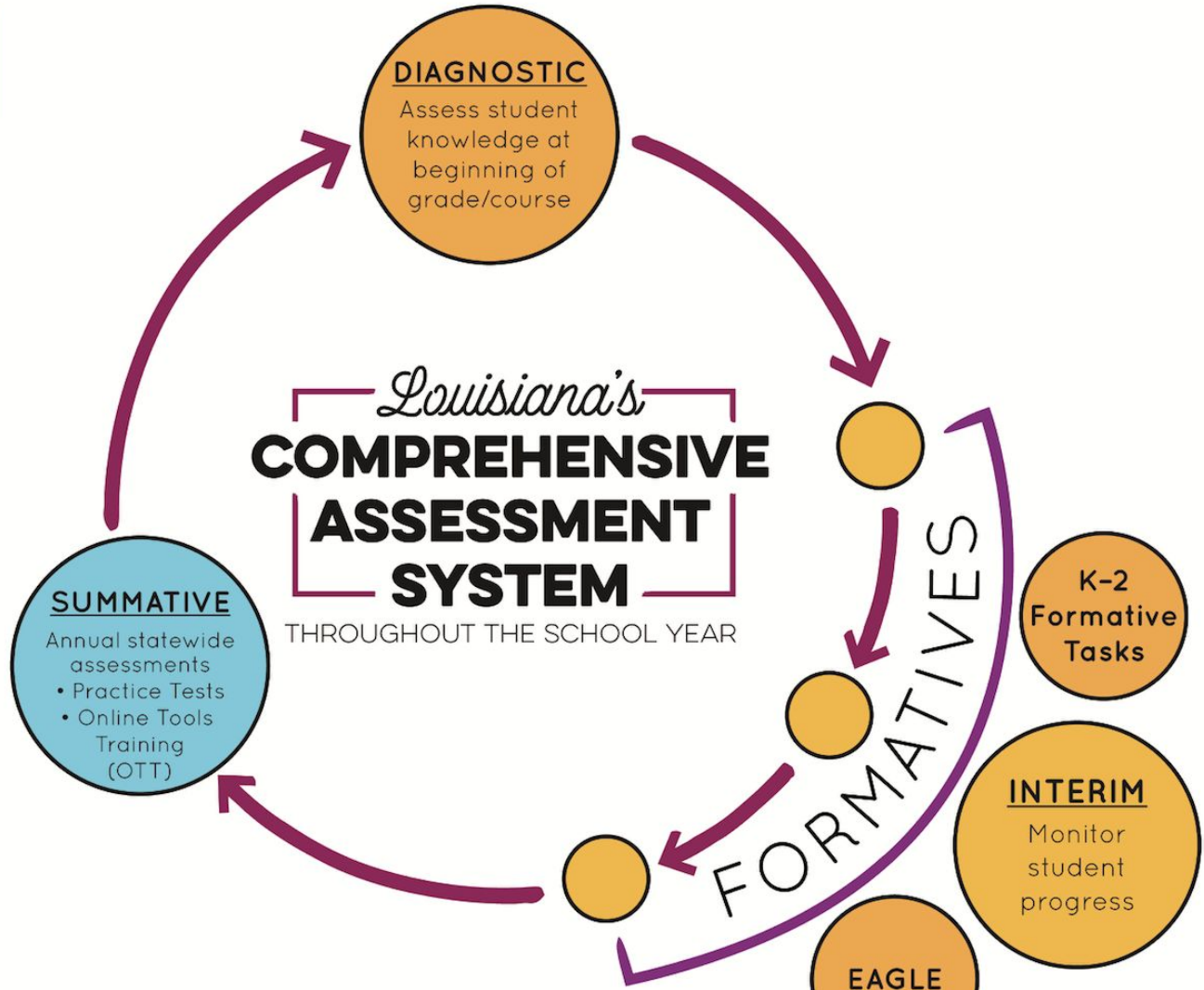
- Place a STAR on the first day of school.
- Draw a "Smiley Face" on the last day of school.
- ~~Strikethrough~~ the school days that are vacation days or "No Student" days.



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 (English I and English II)

Assessment Tool	Includes	Recommended Windows	Reporting
ELA Diagnostic (English I and 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 Design: Reading Form

Reading Form

English I and English II

Two 45-minute* sessions each with:

- 1 stand alone passage and 1 pair
- 20 questions**

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

**50% of questions will be EBSR items.

Close Up: English I Reading

English I Test Design—Reading Portion

Test Session	Focus	Number of Passages	Number/Type of Items	Assessable ELA Student Standards
Session 1 (45 minutes)	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 minutes)	RA/MC informational pair MC literary text	3	10 SR 10 ESR	

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: English II Reading

English II ELA Test Design—Reading Portion

Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards (by sub-claim)
Session 1 (45 minutes)	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 minutes)	RA/MC informational pair MC literary text	3	10 SR 10 EBSR	

Diverse text selections:

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

Close Up: Writing Forms*

English I and English II 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 (accommodated) 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

ELA Student Response Map

Item #	1	2	3
Subclaim	Literary Text		Knowledge and Skills of Language Conventions
Item Type		ESR	MC
Complexity		MC	MC
Correct Response		B E, F	B
Student Response		D E	B
Total Points Possible		4	2
Total Points Earned		0	2

Color coding (white) indicates INCORRECT answer.

Labels about item types, text complexity, etc.

Color coding (green) indicates CORRECT answer.

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	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

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

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

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

The high school interim assessments:

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

Interim Form 1: Modified Narrative Writing Task

English I Interim Assessment Design				
Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (40 minutes)	Modified NWT	1	4 EBSR 1 PCR	RL.9-10.1-4; W.9-10.3-4; L.9-10.1-2
Session 2 (50 minutes)	literary and informational texts	4	11 EBSR 3 TE	RL.9-10.1-6, RL.9-10.8; RI.9-10.1-6, RI.9-10.8
English II Interim Assessment Design				
Session 1 (40 minutes)	Modified NWT	1	3 EBSR 1 TE 1 PCR	RL.9-10.1-3, RL.9-10.5 W.9-10.3-4; L.9-10.1-2
Session 2 (50 minutes)	literary and informational texts	4	13 EBSR 1 TE	RL.9-10.1-5; RI.9-10.1, RI.9-10.3-5, RI.9-10.8

Interim Form 2: Modified Research Simulation Task


English I Interim Assessment Design				
Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (60 minutes)	Modified RST	2	5 EBSR 1 TE 1 PCR	RI.9-10.1-2, RI.9-10.4-6; W.9-10.2; L.9-10.1-2
Session 2 (40 minutes)	Literary and informational texts	3	9 EBSR 3 TE	RL.9-10.1-5; RI.9.10.1-6
English II Interim Assessment Design				
Session 1 (60 minutes)	Modified RST	2	6 EBSR 1 PCR	RI.9-10.1-6; W.9-10.2, W.9-10.4, W.9-10.9; L.9-10.1-2
Session 2 (40 minutes)	Literary and informational texts	3	8 EBSR 4 TE	RL.9-10.1-5; RI.9-10.1-6, RI.9-10.8

Interim Form 3: Modified Literary Analysis Task

English I Interim Assessment Design				
Test Session	Focus	Number of Passages	Number/ Type of Items	Assessable ELA Student Standards
Session 1 (75 minutes)	Modified LAT	2	5 EBSR 1 TE 1 PCR	RL.9-10.1-5; W.9-10.1, W.9-10.4, W.9-10.9
Session 2 (40 minutes)	literary and informational texts	3	9 EBSR 4 TE	RI.9-10.1-6, RI.9-10.8 RL.9-10.1-5
English II Interim Assessment Design				
Session 1 (75 minutes)	Modified LAT	2	5 EBSR 1 PCR	RL.9-10.1-4, RL.9-10.6; W.9-10.2, W.9-10.4, W.9-10.9; L.9-10.1-2
Session 2 (40 minutes)	literary and informational texts	3	9 EBSR 4 TE	RI.9-10.1-6, RI.9-10.8 RL.9-10.1-5

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."



Review/End Test Pause Flag Options Back Next

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.

ELA 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”

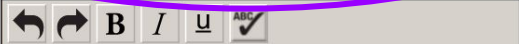
by William McCay

- 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

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



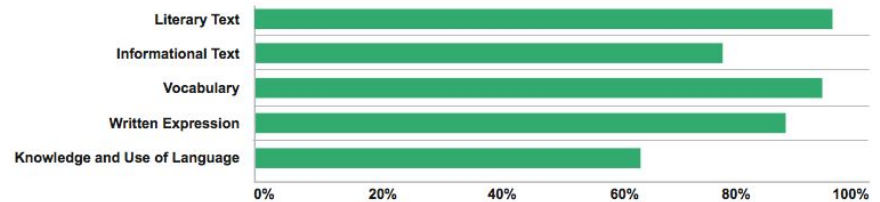
Fall 2017 Interim Assessments
Student Summary Report
English Language Arts



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

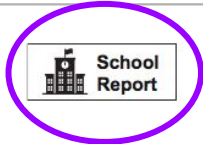
Interim Sample Reports

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

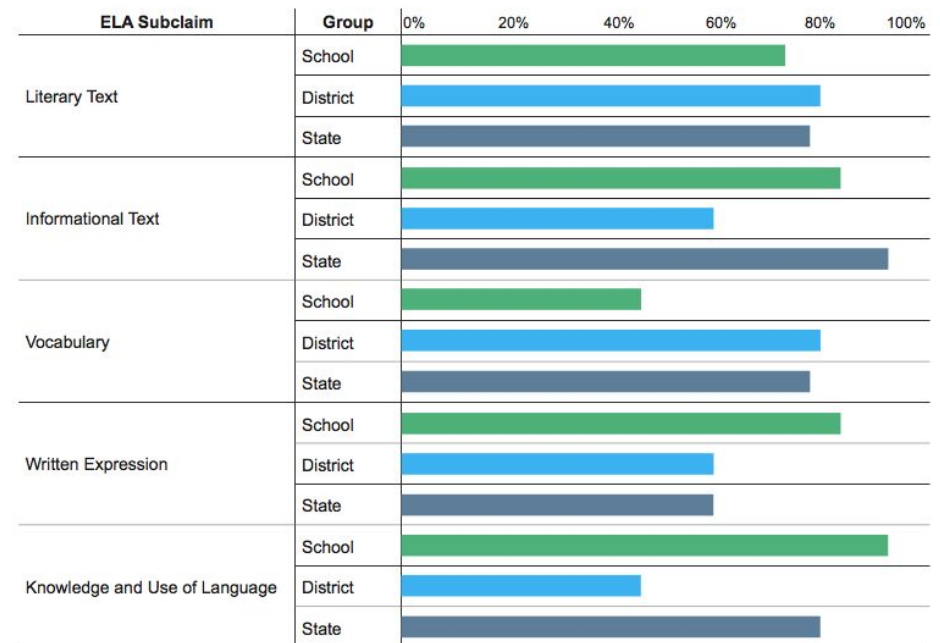


Grade: 10
School: Clarence High School
District: Perry Parish

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 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!