

Louisiana Believes

**LEAP 360: Digging Deeper in Mathematics
(Grades 6-8)
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 mathematics for districts, schools, and classrooms
- the critical 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

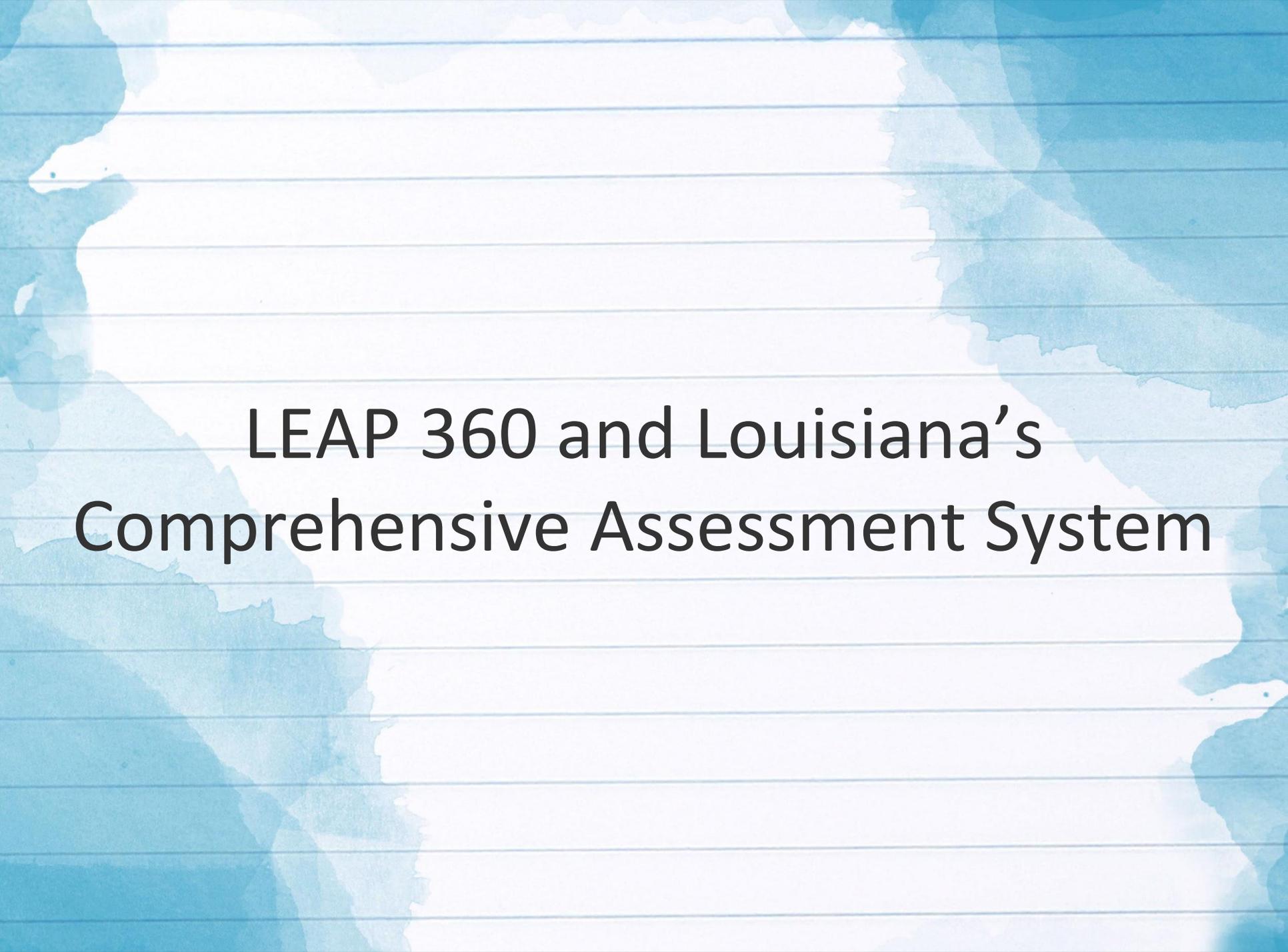
Activity: Let's Talk Dates

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:

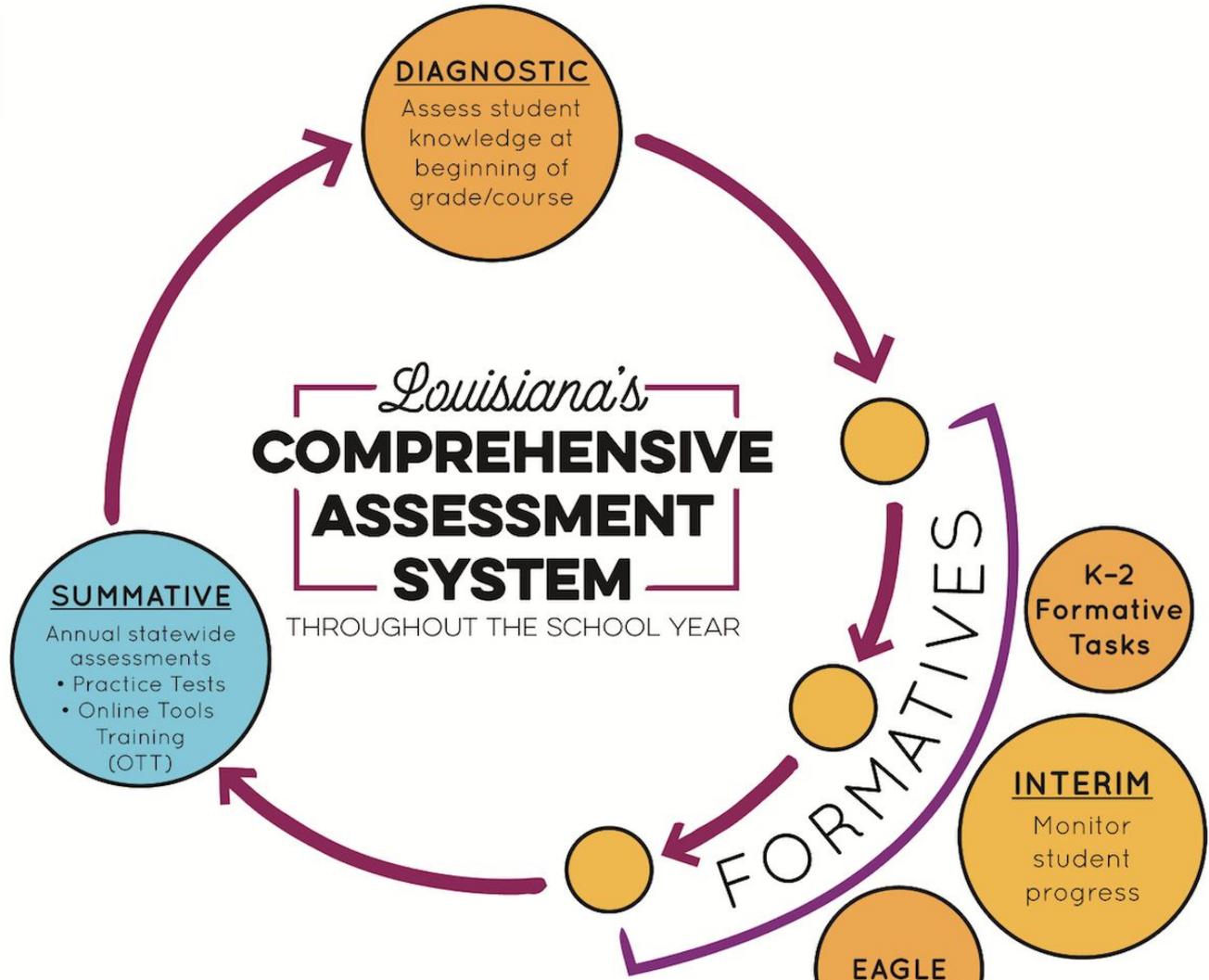
- Place a STAR on the first day of school.
- Draw a "Smiley Face" on the last day of school.
- ~~Strikethrough~~ the school days that are vacation days or "No Student" days.



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 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 through EAGLE

Diagnostic Assessments

Diagnositics Summary (Grades 3-High School)

Assessment Tool	Includes	Recommended Window	Reporting
Math Diagnostic (Grades 3-HS)	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 6-8 Diagnostic Assessments

Grade 6

- 2 30-minute* session with 12 Type I items and 1 Type II or Type III task
- 1 25-minute* session with 16 Type I items

Grade 7

- 2 25-minute* **no calculator** sessions with 16 Type I items
- 1 40-minute* **calculator** session with 10 Type I items, 1 Type II task, and 1 Type III task

Grade 8

- 1 25-minute* **no calculator** session with 14 Type I items
- 2 35-minute* **calculator** sessions, each with 15 Type I items and 1 Type II or Type III task.

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

LEAP 360 assessments are *not timed*.

Math Form Close Up

Grade 6 Diagnostic 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 5
Session 1	12	0	3	5.OA.A.2, 5.OA.B.3; 5.NBT.A.2, 5.NBT.A.3; 5.NF.B.3, 5.NF.B.5, 5.NF.B.6, 5.NF.B.7; 5.G.A.1, 5.G.A.2
Session 2	16	0	0	
Session 3	12	4	0	

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

Math Form Close Up

Grade 7 Diagnostic 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 7
Session 1 (no calculator)	16	0	0	6.RP.A.2, 6.RP.A.3; 6.NS.A.1, 6.NS.B.3, 6.NS.C.5, 6.NS.C.6, 6.NS.C.7; 6.EE.A.3, 6.EE.A.4, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8, 6.EE.C.9
Session 2 (no calculator)	16	0	0	
Session 3 (calculator)	10	4	3	

- LEAP 360 test sessions are divided based on calculator usage.
- Type II and Type III items will be scored by teachers using the Educator Scoring. Rubrics and guidance will be provided.

Math Form Close Up

Grade 8 Diagnostic 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 8
Session 1 (no calculator)	14	0	0	6.EE.A.1, 6.EE.B.5; 6.G.A.3; 7.RP.A.2, 7.RP.A.2b, 7.RP.A.2c; 7.EE.A.1, 7.EE.B.3; 7.NS.A.2a, 7.NS.A.2c, 7.NS.A.3; 7.G.A.2, 7.G.B.5, 7.G.B.6
Session 2 (calculator)	15	3	0	
Session 3 (calculator)	15	0	3	

- Items chosen work together to determine readiness for Major Content of the new school year.
- Future diagnostic development to include Additional and Supporting Content prerequisites

Diagnostic Guidance

LEAP 360 Diagnostic Assessment Guides will be released in June.

It will include:

- specific information about test design, item types, and assessable content to assist with planning and scheduling
- rubric overview, links to scoring documents, sample student responses for teacher-scored, constructed response items in math

Diagnostic Scoring and Reporting

The diagnostic assessments will be scored similarly to 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

Grade 6

Student performance will be reported by domain, based on upon prerequisites for major content for the current grade.

Major Content Domains for Grade 6	Prerequisite Standards Assessed
Ratio and Proportional Relationships (Type I)	5.OA.B.3, 5.NF.B.3, 5.NF.B.5, 5.NF.B.7
The Number System (Type I)	5.NF.B.7, 5.G.A.1, 5.G.A.2
Expressions and Equations (Type I)	5.OA.A.2, 5.OA.B.3, 5.NBT.A.2
Reasoning (Type II)	5.NBT.A.3
Modeling (Type III)	5.NF.B.6, 5.NF.B.7

LEAP 360 Diagnostic Reporting

Grade 7

Student performance will be reported by domain, based on upon prerequisites for major content for the current grade.

Major Content Domains for Grade 7	Prerequisite Standards Assessed
Ratio and Proportional Relationships (Type I)	6.RP.A.2, 6.RP.A.3
The Number System (Type I)	6.NS.A.1, 6.NS.B.3, 6.NS.C.5, 6.NS.C.6
Expressions and Equations (Type I)	6.EE.A.3, 6.EE.A.4, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8
Reasoning (Type II)	6.NS.C.7
Modeling (Type III)	6.EE.C.9, 6.RP.A.3b

LEAP 360 Diagnostic Reporting

Grade 8

Student performance will be reported by domain, based on upon prerequisites for major content for the current grade.

Major Content Domains 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

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
- Subclaim
- Correct response
- Student 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 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
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

Math Interim 1 Design

Grade 6: Semester 1

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

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

Math Interim 2 Design

Grade 6: Quarter 3

Grade 6 Interim 2 Design			
Recommend Administration Window: Quarter 3			
Test Session	# of Points by Task Type	# of Items by Task Type	Assessable Content
Session 1 (15 minutes) <i>No calculator</i>	Type I: 7 Total: 7	Type I: 7 Total: 7	6.EE.A.1, 6.EE.A.2, 6.EE.A.4, 6.EE.B.5, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8, 6.EE.C.9, 6.G.A.1, 6.G.A.2, 6.G.A.3, 6.G.A.4, LEAP.II.6.1, LEAP.II.6.6, LEAP.II.6.7, LEAP.II.6.8, LEAP.III.6.1
Session 2 (55 minutes) <i>Calculator</i>	Type I: 17 Type II: 3 Type III: 3 Total: 23	Type I: 14 Type II: 1 Type III: 1 Total: 16	

Math Interim 1 Design

Grade 7: Semester 1

Grade 7 Interim 1 Design			
Recommend Administration Window: Semester 1			
Test Session	# of Points by Task Type	# of Items by Task Type	Assessable Content
Session 1 (40 minutes) <i>No calculator</i>	Type I: 19 Total: 19	Type I: 17 Total: 17	7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.RP.A.1, 7.RP.A.2, LEAP.II.7.1, LEAP.II.7.2, LEAP.II.7.3, LEAP.II.7.4, LEAP.II.7.6, LEAP.II.7.7, LEAP.III.7.1, LEAP.III.7.3, LEAP.III.7.4
Session 2 (30 minutes) <i>Calculator</i>	Type I: 5 Type II: 3 Type III: 3 Total: 11	Type I: 4 Type II: 1 Type III: 1 Total: 6	

Math Interim 2 Design

Grade 7: Quarter 3

Grade 7 Interim 2 Design			
Recommend Administration Window: Quarter 3			
Test Session	# of Points by Task Type	# of Items by Task Type	Assessable Content
Session 1 (25 minutes) <i>No calculator</i>	Type I: 11 Total: 11	Type I: 10 Total: 10	7.EE.A.1, 7.EE.A.2, 7.EE.A.3, 7.EE.A.4, 7.RP.A.1, 7.RP.A.2, 7.RP.A.3, 7.G.A.1, 7.G.B.4, 7.G.B.5, 7.G.B.6, LEAP.II.7.1, LEAP.II.7.4, LEAP.II.7.5, LEAP.III.7.1, LEAP.III.7.3, LEAP.III.7.4
Session 2 (50 minutes) <i>Calculator</i>	Type I: 12 Type II: 4 Type III: 3 Total: 19	Type I: 11 Type II: 1 Type III: 1 Total: 13	

Math Interim 1 Design

Grade 8: Semester 1

Grade 8 Interim 1 Design

Recommend Administration Window: Semester 1

Test Session	# of Points by Task Type	# of Items by Task Type	Assessable Content
Session 1 (45 minutes) <i>No calculator</i>	Type I: 21 Total: 21	Type I: 19 Total: 19	8.EE.A.1, 8.EE.A.3, 8.EE.A.4, 8.G.A.1, 8.G.A.2, 8.G.A.3, 8.G.A.4, 8.G.B.7, LEAP.II.8.3, LEAP.II.8.5, LEAP.III.8.1, LEAP.III.8.3, LEAP.III.8.4
Session 2 (25 minutes) <i>Calculator</i>	Type I: 4 Type II: 3 Type III: 3 Total: 10	Type I: 2 Type II: 1 Type III: 1 Total: 4	

Math Interim 2 Design

Grade 8: Quarter 3

Grade 8 Interim 2 Design			
Recommend Administration Window: Quarter 3			
Test Session	# of Points by Task Type	# of Items by Task Type	Assessable Content
Session 1 (25 minutes) <i>No calculator</i>	Type I: 11 Total: 11	Type I: 10 Total: 10	8.EE.B.5, 8.EE.B.6, 8.EE.C.7, 8.EE.C.8, 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.G.B.7, 8.G.C.9, LEAP.II.8.1, LEAP.II.8.2, LEAP.II.8.3, LEAP.II.8.4, LEAP.II.8.5, LEAP.III.8.1, LEAP.III.8.3, LEAP.III.8.4
Session 2 (45 minutes) <i>Calculator</i>	Type I: 13 Type II: 3 Type III: 3 Total: 19	Type I: 11 Type II: 1 Type III: 1 Total: 13	

Math Interim: Sample Items

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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Math Interim: Sample Items

Session 2: Calculator

Training Student

Question 20
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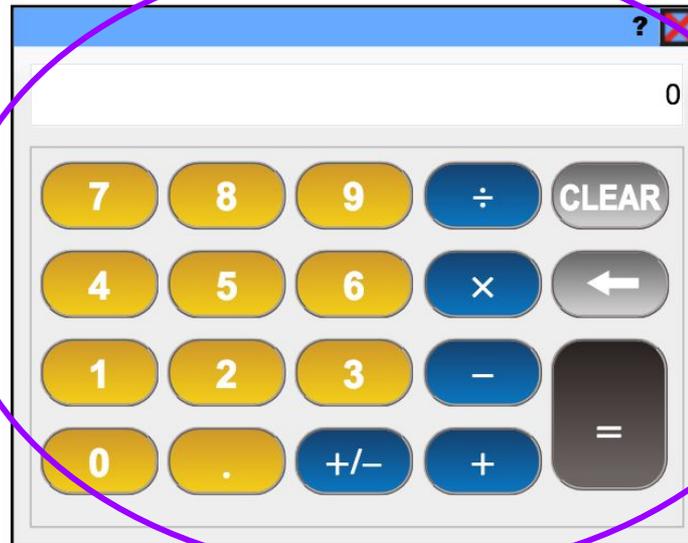
Part A

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.

Math Interim: Sample Items

Session 1

Training Student

Question 7



Line Guide



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

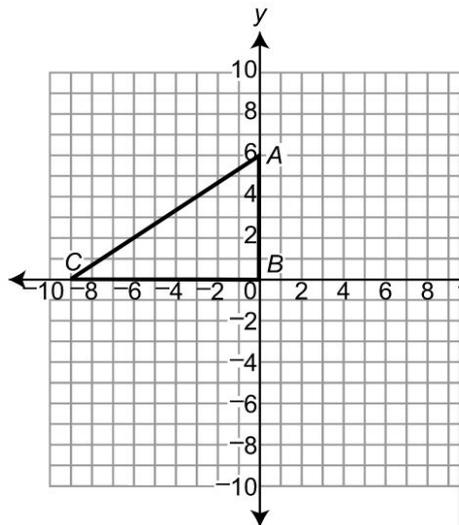
Session 2: Calculator

Training Student

Question 22
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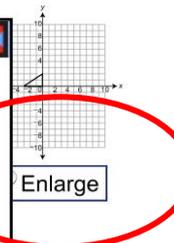
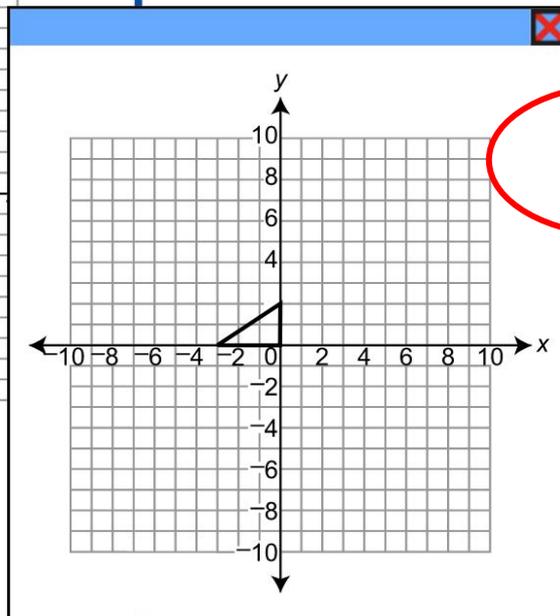


Triangle ABC is graphed on the coordinate plane.



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 similarly to 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

Interim Reporting

LEAP 360 interim assessments will report out like the LEAP 2025 summative assessments.

Task Type	Description	Reporting Category	Mathematical Practice (MP)
Type I	Assess conceptual understanding, fluency, and application	<p>Major Content: solve problems involving major content for Algebra I</p> <p>Additional & Supporting Content: solve problems involving additional and supporting content for Algebra I</p>	Can involve any or all practices
Type II	Written arguments/justifications, critique of reasoning, or precision in mathematical statements	<p>Expressing Mathematical Reasoning: express mathematical reasoning by constructing mathematical arguments and critiques</p>	Primarily MP.3 and MP.6, but may involve any of the other practices
Type III	Modeling/application in a real-world context or scenario	<p>Modeling & Application: solve real-world problems engaging particularly in the modeling practice</p>	Primarily MP.4, but may involve any of the other practices

Grade 6 Reporting

Reporting Category	Content Description	Assessable Content (Form 1: Semester 1)	Assessable Content (Form 2: Quarter 3)
Major Content	These items measure the student's ability to solve problems involving the major content of the grade.	6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.NS.A.1; 6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.NS.C.8	6.EE.A.1, 6.EE.A.2, 6.EE.A.4, 6.EE.B.5, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8, 6.EE.C.9
Additional and Supporting Content	These items measure the student's ability to solve problems involving the additional and supporting content of the grade.	6.NS.B.2, 6.NS.B.3, 6.NS.B.4	6.G.A.1, 6.G.A.2, 6.G.A.3, 6.G.A.4
Expression Mathematical Reasoning	These items measure the student's ability to express mathematical reasoning by constructing mathematical arguments and critiques.	LEAP.II.6.2, LEAP.II.6.3, LEAP.II.6.4, LEAP.II.6.5, LEAP.II.6.8	LEAP.II.6.1, LEAP.II.6.6, LEAP.II.6.7, LEAP.II.6.8
Modeling and Application	These items measure the student's ability to solve real-world problems engaging particularly in the modeling practice.	LEAP.III.6.1, LEAP.III.6.3	LEAP.III.6.1

Grade 7 Reporting

Reporting Category	Content Description	Assessable Content (Form 1: Semester 1)	Assessable Content (Form 2: Quarter 3)
Major Content	These items measure the student's ability to solve problems involving the major content of the grade.	7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.RP.A.1, 7.RP.A.2	7.EE.A.1, 7.EE.A.2, 7.EE.A.3, 7.EE.A.4, 7.RP.A.1, 7.RP.A.2, 7.RP.A.3
Additional and Supporting Content	These items measure the student's ability to solve problems involving the additional and supporting content of the grade.	---	7.G.A.1, 7.G.B.4, 7.G.B.5, 7.G.B.6
Expression Mathematical Reasoning	These items measure the student's ability to express mathematical reasoning by constructing mathematical arguments and critiques.	LEAP.II.7.3, LEAP.II.7.4, LEAP.II.7.6, LEAP.II.7.7	LEAP.II.7.1, LEAP.II.7.4, LEAP.II.7.5
Modeling and Application	These items measure the student's ability to solve real-world problems engaging particularly in the modeling practice.	LEAP.III.7.1, LEAP.III.7.3, LEAP.III.7.4	LEAP.III.7.1, LEAP.III.7.3, LEAP.III.7.4

Grade 8 Reporting

Reporting Category	Content Description	Assessable Content (Form 1: Semester 1)	Assessable Content (Form 2: Quarter 3)
Major Content	These items measure the student's ability to solve problems involving the major content of the grade.	8.EE.A.1, 8.EE.A.3, 8.EE.A.4, 8.G.A.1, 8.G.A.2, 8.G.A.3, 8.G.A.4, 8.G.B.7	8.EE.B.5, 8.EE.B.6, 8.EE.C.7, 8.EE.C.8, 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.G.B.7
Additional and Supporting Content	These items measure the student's ability to solve problems involving the additional and supporting content of the grade.	---	8.G.C.9
Expression Mathematical Reasoning	These items measure the student's ability to express mathematical reasoning by constructing mathematical arguments and critiques.	LEAP.II.8.3, LEAP.II.8.5	LEAP.II.8.1, LEAP.II.8.2, LEAP.II.8.3, LEAP.II.8.4, LEAP.II.8.5
Modeling and Application	These items measure the student's ability to solve real-world problems engaging particularly in the modeling practice.	LEAP.III.8.1, LEAP.III.8.3, LEAP.III.8.4	LEAP.III.8.1, LEAP.III.8.3, LEAP.III.8.4

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



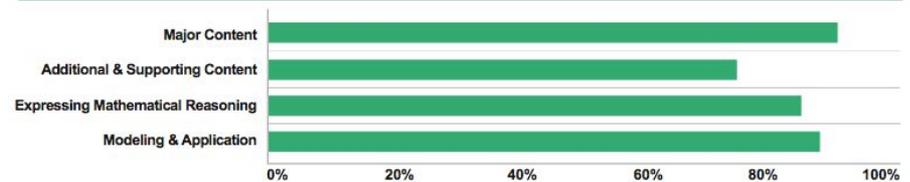
Student: Cynthia Smith
LASID: 1234567890
Date of Birth: 01/01/2000

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 volere 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 truntur 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

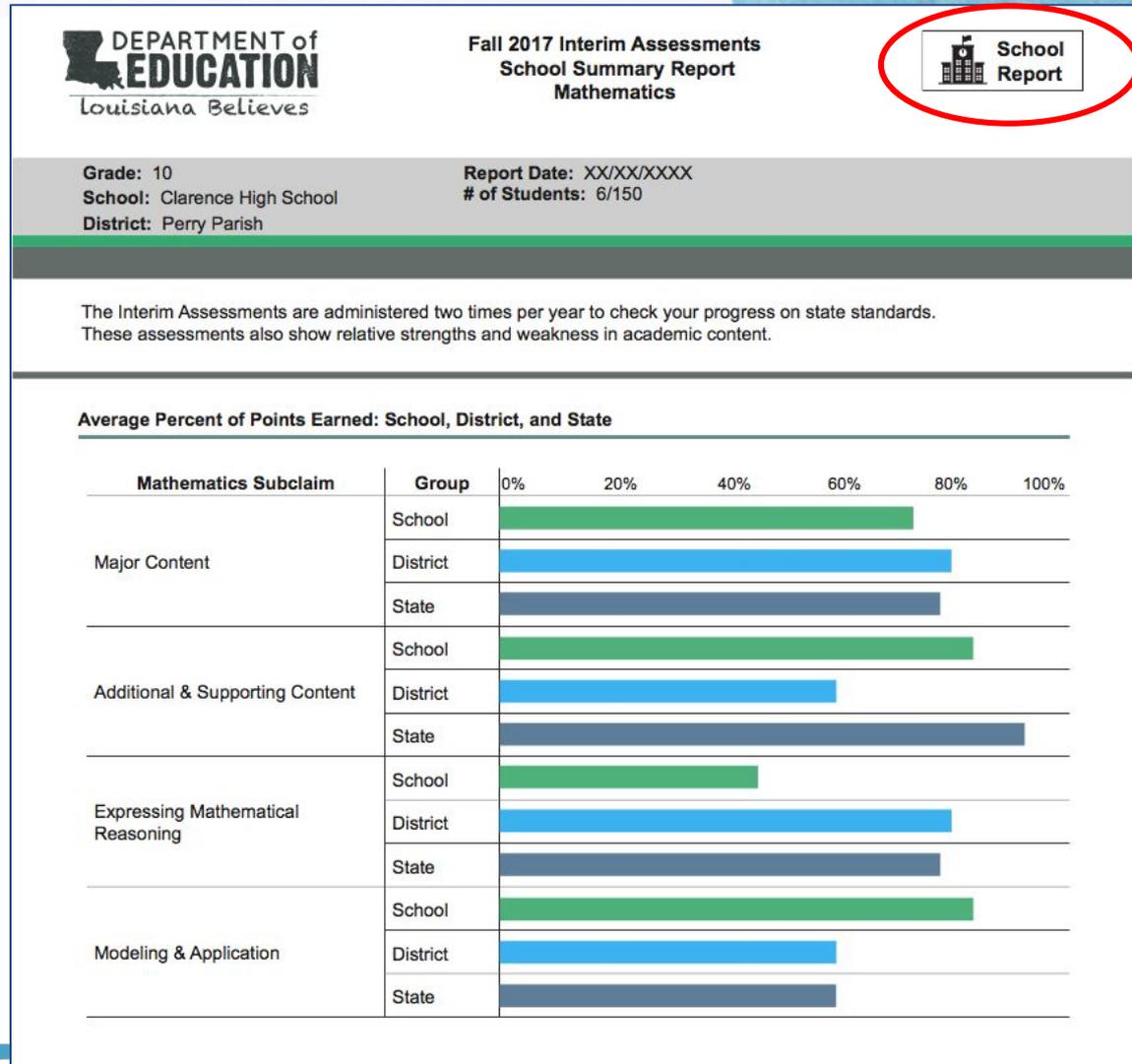
Mathematics Student Response Map - Continued

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

ITEM TYPE: ESR = Evidence Based Response TE = Technology Enhanced Item CR = Constructed Response SA = Short Answer MC = Multiple Choice MS = Multiple Select
SUBCLAIM: MC = Major Content ASC = Additional & Supporting Content EMR = Expressing Mathematical Reasoning MA = Modeling & Application

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 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 interims:

- 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-HS).
- 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!