Louisiana Believes

LEAP 360: Digging Deeper in Mathematics (Algebra I and Geometry)
Summit 2017

DEPARTMENT of EDUCATION

Today's Goals

At the end of this presentation, participants will understand:

- the Department's comprehensive assessment system and the role it plays in mathematics in districts, schools, and classrooms
- the critical components of the LEAP 360 assessments and their associated scoring, reporting, and guidance documents
- 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.

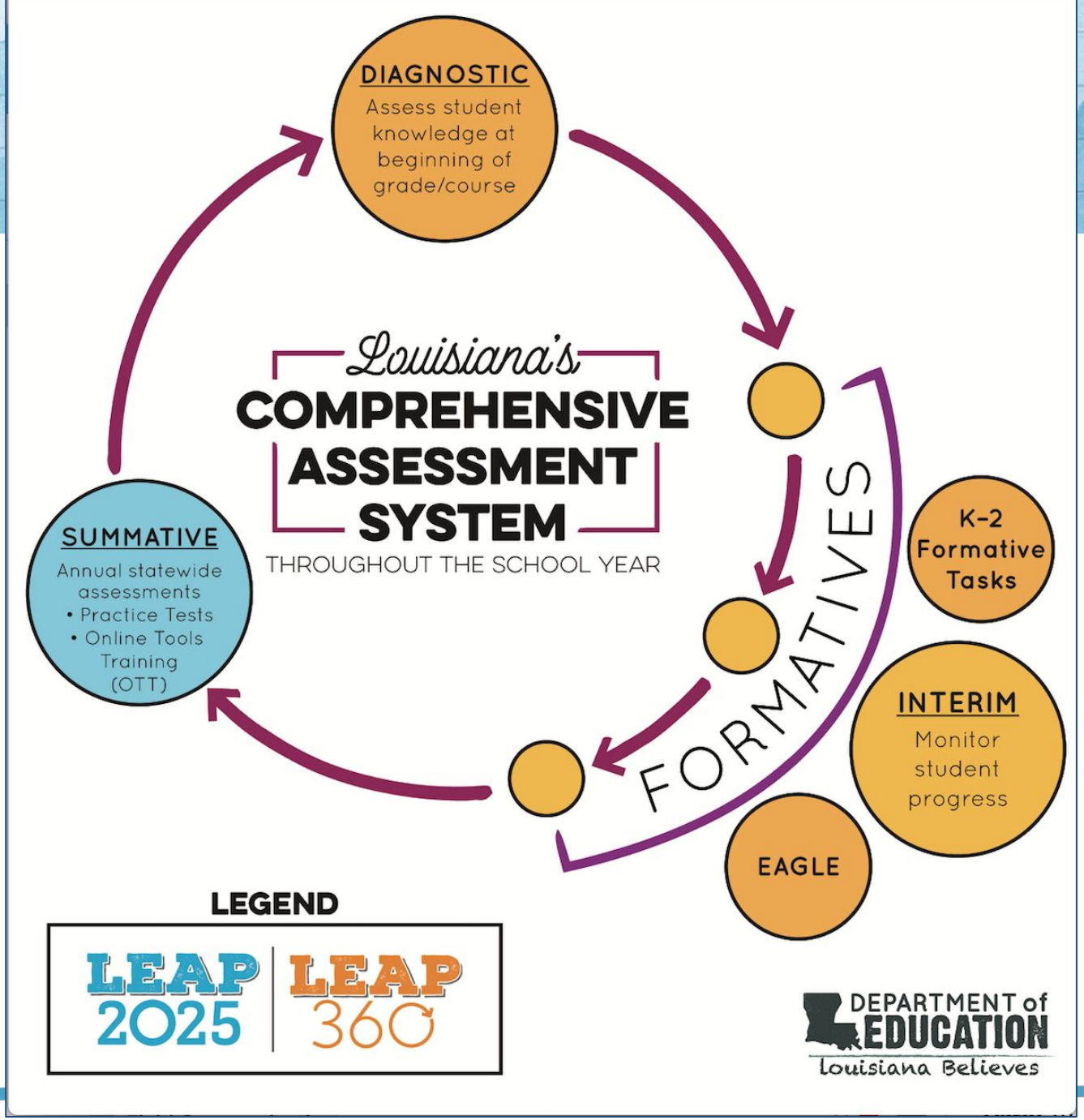
We will use this calendar to talk through the school year. To get started, let's put first things first:

- 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.


DIAGNOSTIC
Assess student knowledge at beginning of grade/course
Louisiana's
COMPREHENSIVE ASSESSMENT SYSTEM
THROUGHOUT THE SCHOOL YEAR
SUMMATIVE
Annual statewide assessments
• Practice Tests
• Online Tools Training (OTT)
FORMATIVES
K-2 Formative Tasks
INTERIM
Monitor student progress
EAGLE
LEGEND
LEAP 2025
LEAP 360
DEPARTMENT of EDUCATION
Louisiana Believes

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 built from prerequisite 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 or unit tests aligned to a Tier 1 curriculum

Diagnostic Assessments

Diagnostics Summary

Assessment Tool	Includes	Recommended Window	Reporting
Math Diagnostic (Grades 3-Geometry)	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

High School Diagnostic Assessments	
Algebra I ● 2 30-minute* **no calculator** sessions with 20 Type 1 items ● 1 45-minute* **calculator** session with 13 Type I items, 1 Type II task, and 1 Type III task	**Geometry** ● 1 30-minute* **no calculator** session with 18 Type I items ● 1 40-minute* **calculator** session with 18 Type I items and 1 Type III task ● 1 40-minute* **calculator** session with 17 Type I items and 1 Type II task

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

Math Form Close Up

Algebra I 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 Algebra I**
Session 1 (no calculator)	20	0	0	7.EE.A.1; 8.EE.A.1, 8.EE.A.2, 8.EE.B.5, 8.EE.C.7, 8.EE.C.8; 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5
Session 2 (no calculator)	20	0	0	
Session 3 (calculator)	13	3	3	

- All diagnostics have a 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

Geometry 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 Geometry**
Session 1 (no calculator)	18	0	0	7.G.A.1, 7.G.A.2, 7.G.B.5, 7.G.B.6; 8.G.A.2, 8.G.A.4, 8.G.A.5, 8.G.B.6, 8.G.B.7, 8.G.B.8, 8.G.C.9; 8.EE.B.6; 8.F.A.3; A1: A-REI.B.4
Session 2 (calculator)	18	0	3	
Session 3 (calculator)	17	3	0	

- 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.

Diagnostic Guidance

- LEAP 360 Diagnostic Assessment Guide will be released mid-June.
- It will include:
  - specific information about test design, item types, and assessable content to assist with planning and scheduling
  - rubric overview and links to scoring documents for teacher-scored, constructed response items in both ELA and math

Diagnostic Scoring and Reporting

The diagnostic assessments will be scored 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

LEAP 360 Diagnostic Reporting in Algebra I

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

Major Content Domains for Algebra I	Prerequisite Standards Assessed
Algebra – Seeing Structure in Expressions	8.EE.A.1
Algebra – Arithmetic with Polynomials and Rational Expressions	7.EE.A.1
Algebra – Creating Equations	8.EE.C.7, 8.EE.C.8, 8.F.A.3, 8.F.B.4
Algebra – Reasoning with Equations and Inequalities	7.EE.A.1, 8.EE.A.2, 8.EE.B.5, 8.EE.C.7, 8.EE.C.8
Functions – Interpreting Functions	7.EE.A.1, 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5, 8.EE.B.5
Functions – Building Functions	8.F.B.4
Functions – Linear, Quadratic, and Exponential Models	8.F.A.3, 8.F.B.4
Reasoning	8.EE.B.5
Modeling	8.EE.C.8, 8.EE.C.7

LEAP 360 Diagnostic Reporting in Geometry

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

Major Content Domains for Geometry	Prerequisite Standards Assessed
Geometry - Congruence	7.G.A.2, 7.G.B.5, 8.G.A.2, 8.G.A.5
Geometry – Similarity, Right Triangles, and Trigonometry	7.G.B.5, 8.G.B.6, 8.G.B.7
Geometry – Expressing Geometric Properties with Equations	8.EE.B.6, 8.G.B.8, 8.F.A.3, A1: A-REI.B.4
Geometry – Modeling with Geometry	7.G.A.1, 7.G.B.6, 8.G.C.9
Reasoning	8.G.A.2, 8.G.A.4
Modeling	8.G.B.7, 8.G.C.9

Diagnostic Reporting: Individual Student

DEPARTMENT of EDUCATION
Louisiana Believes

Fall 2017 Diagnostic Assessments
Student Response Map
Mathematics

Student Report

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

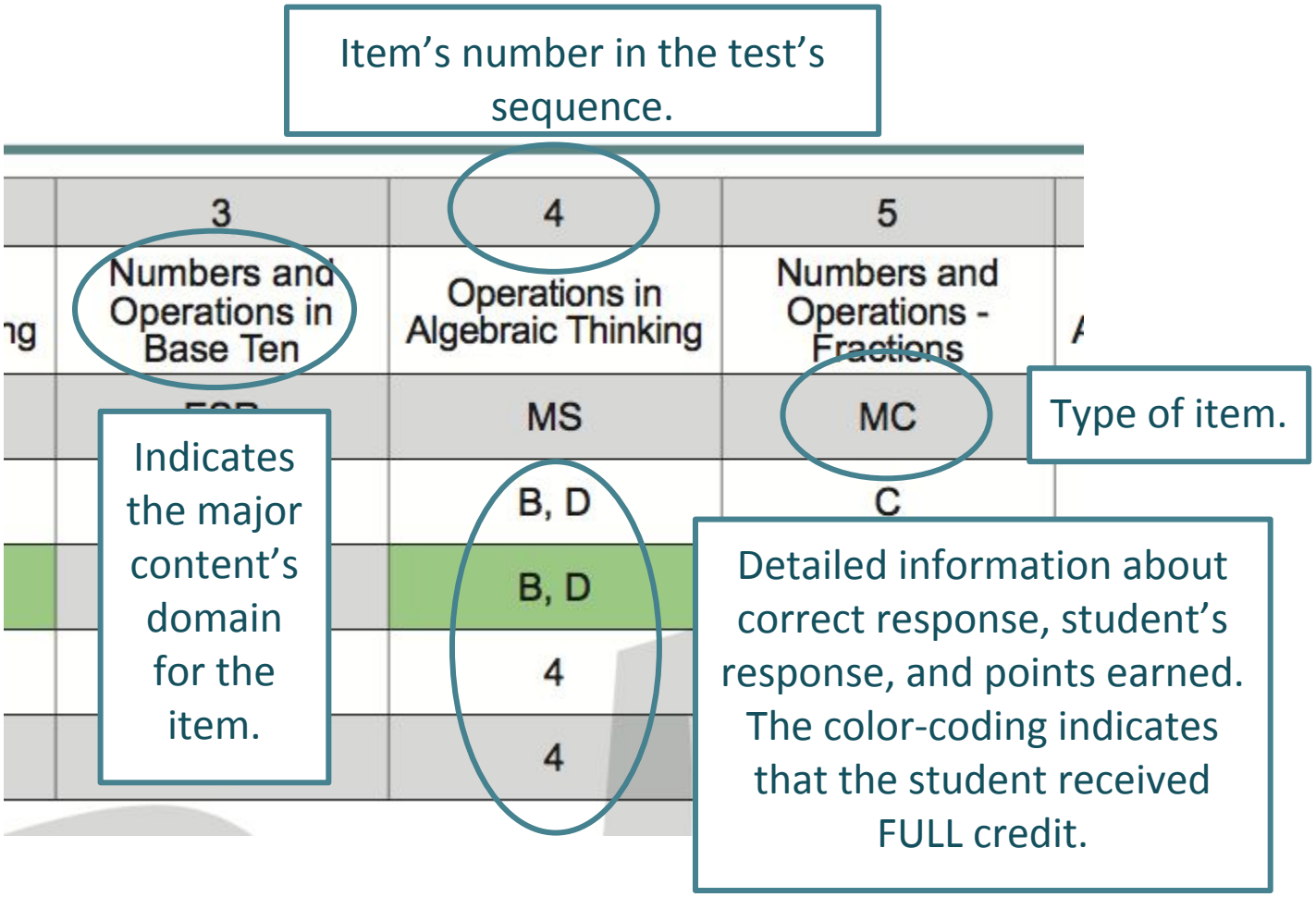
Item #	1	2	3	4	5	6	7	8	9
Domain	Numbers and Operations in Base Ten	Operations in Algebraic Thinking	Numbers and Operations in Base Ten	Operations in Algebraic Thinking	Numbers and Operations - Fractions	Operations in Algebraic Thinking	Numbers and Operations in Base Ten	Operations in Algebraic Thinking	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



Diagnostic Reporting: Test Session Report

For each test session:

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

Louisiana Believes

Mathematics

Test Session: MATH1
Grade: 3
School: 110 Clarence Elementary School
District: 005 Perry Parish
Report Date: XX/XX/XXXX

hematics 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
ent Name	LASID	Total Points Possible	3	1	5	3	2	2	2	3	2
ent First Name ent Last Name	0123456789	Student Response	A, C	C	C, D	A, B	B	D	E	B, C	B
ent First Name ent Last Name	0123456789	Student Response	A, B	B	C, E	A, C	B	D	B	B, D	B
ent First Name ent Last Name	0123456789	Student Response	A, B	B	C, D	A, B	B	D	A	B, D	B
ent First Name ent Last Name	0123456789	Student Response	A, C	B	C, D	A, B	C	C	E	A, D	C
ent First Name ent Last Name	0123456789	Student Response	A, E	B	C, E	A, B	B	D	E	A, B	B
ent First Name ent Last Name	0123456789	Student Response	A, B	B	C, D	A, B	A	A	B	B, D	A
ent First Name ent Last Name	0123456789	Student Response	A, B	B	C, D	A, B	B	D	A	A, B	B
ent First Name ent Last Name	0123456789	Student Response	A, B	B	C, D	A, C	B	D	E	A, B	B
ent First Name ent Last Name	0123456789	Student Response	A, B	B	B, D	A, B	B	D	E	B, D	B
ent First Name ent Last Name	0123456789	Student Response	A, B	A	C, D	A, E	B	D	E	B, D	B
ent First Name ent Last Name	0123456789	Student Response	A, B	B	C, D	A, B	B	D	E	B, D	B
ent First Name ent Last Name	0123456789	Student Response	A, C	B	C, D	A, B	C	C	E	A, D	C
ent First Name ent Last Name	0123456789	Student Response	A, E	B	C, E	A, B	B	D	E	A, B	B
ent 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 (Algebra I and Geometry)

Assessment Tool	Includes	Recommended Window	Reporting
HS Interims Full-Year Course (Alg I and Geom)	Form 1	October	Student, Class, School, District, State
	Form 2	January	
	Form 3	March	

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 (Algebra I and Geometry)

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

The EOC interim assessments:

- Offers teachers, schools, and districts three checkpoints throughout the course
- These are not three "mini-summative" assessments; they are true interims designed to be given only after specific content has been addressed.

Math Interim Design
Algebra 1: First Quarter

Algebra I Interim 1 Design Recommend Administration Window: Quarter 1			
Test Session	**# of Points by Task Type**	**# of Items by Task Type**	**Assessable Content***
Session 1 (30 minutes) *No calculator*	Type I: 13 **Total: 13**	Type I: 11 **Total: 11**	A1: A-REI.B.3, A1: A-REI.C.6, A1: A-REI.D.10, A1: A-REI.D.12, A1: A-CED.A.3, A1: A-CED.A.4, A1: F-IF.A.1, A1: F-IF.A.2, A1: F-IF.B.5, A1: F-IF.C.7, A1: F-IF.C.9, A1: F-BF.B.3, A1: F-LE.A.2, LEAP.I.A1.1, LEAP.I.A1.2, LEAP.I.A1.6, LEAP.I.A1.7, LEAP.II.A1.1, LEAP.II.A1.3, LEAP.II.A1.6, LEAP.II.A1.7, LEAP.II.A1.10, LEAP.III.A1.1, LEAP.III.A1.2, LEAP.III.A1.3, LEAP.III.A1.4
Session 2 (40 minutes) *Calculator*	Type I: 9 Type II: 3 Type III: 3 **Total: 15**	Type I: 6 Type II: 1 Type III: 1 **Total: 8**	

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

Math Interim Design
Algebra 1: Semester 1

Algebra I Interim 2 Design Recommend Administration Window: Semester 1			
Test Session	**# of Points by Task Type**	**# of Items by Task Type**	**Assessable Content***
Session 1 (30 minutes) *No calculator*	Type I: 14 **Total: 14**	Type I: 11 **Total: 11**	A1: A-REI.B.4, A1: A-REI.D.10, A1: A-REI.D.11, A1: A-APR.A.1, A1: A-APR.B.3, A1: A-SSE.A.1, A1: A-SSE.A.2, A1: A-SSE.B.3, A1: A-CED.A.4, LEAP.I.A1.4, LEAP.I.A1.5, LEAP.I.A1.6, LEAP.II.A1.2, LEAP.II.A1.4, LEAP.II.A1.5, LEAP.II.A1.7, LEAP.III.A1.1, LEAP.III.A1.2, LEAP.III.A1.3, LEAP.III.A1.4
Session 2 (45 minutes) *Calculator*	Type I: 10 Type II: 4 Type III: 3 **Total: 17**	Type I: 6 Type II: 1 Type III: 1 **Total: 8**	

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

Math Interim Design
Algebra 1: Quarter 3

Algebra I Interim 3 Design Recommend Administration Window: Quarter 3			
Test Session	**# of Points by Task Type**	**# of Items by Task Type**	**Assessable Content***
Session 1 (30 minutes) *No calculator*	Type I: 14 **Total: 14**	Type I: 10 **Total: 10**	A1: F-IF.B.4, A1: F-IF.B.5, A1: F-IF.B.6, A1: F-IF.C.7, A1: F-IF.C.8, A1: F-IF.C.9, A1: F-BF.B.3, LEAP.I.A1.2, LEAP.I.A1.4, LEAP.I.A1.5, LEAP.II.A1.4, LEAP.III.A1.3, LEAP.III.A1.4
Session 2 (40 minutes) *Calculator*	Type I: 10 Type II: 3 Type III: 3 **Total: 16**	Type I: 7 Type II: 1 Type III: 1 **Total: 9**	

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

Math Interim Design
Geometry: Quarter 1

Geometry Interim 1 Design Recommend Administration Window: Quarter 1			
Test Session	**# of Points by Task Type**	**# of Items by Task Type**	**Assessable Content***
Session 1 (30 minutes) *No calculator*	Type I: 19 **Total: 19**	Type I: 11 **Total: 11**	GM: G-CO.A.1, GM: G-CO.A.3, GM: G-CO.A.5, GM: G-CO.B.6, LEAP.I.GM.1, LEAP.I.GM.2, LEAP.II.GM.1, LEAP.II.GM.2, LEAP.II.GM.4, LEAP.III.GM.1, LEAP.III.GM.4, LEAP.III.GM.5
Session 2 (40 minutes) *Calculator*	Type I: 5 Type II: 3 Type III: 3 **Total: 11**	Type I: 5 Type II: 1 Type III: 1 **Total: 7**	

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

Math Interim Design
Geometry: Semester 1

Geometry Interim 2 Design Recommend Administration Window: Semester 1			
Test Session	**# of Points by Task Type**	**# of Items by Task Type**	**Assessable Content***
Session 1 (30 minutes) *No calculator*	Type I: 13 **Total: 13**	Type I: 8 **Total: 8**	GM: G-SRT.A.1, GM: G-SRT.A.2, GM: G-SRT.B.5, GM: G-SRT.C.6, LEAP.I.GM.1, LEAP.II.GM.1, LEAP.II.GM.2, LEAP.II.GM.4, LEAP.III.GM.1, LEAP.III.GM.4, LEAP.III.GM.5
Session 2 (45 minutes) *Calculator*	Type I: 11 Type II: 3 Type III: 3 **Total: 17**	Type I: 7 Type II: 1 Type III: 1 **Total: 9**	

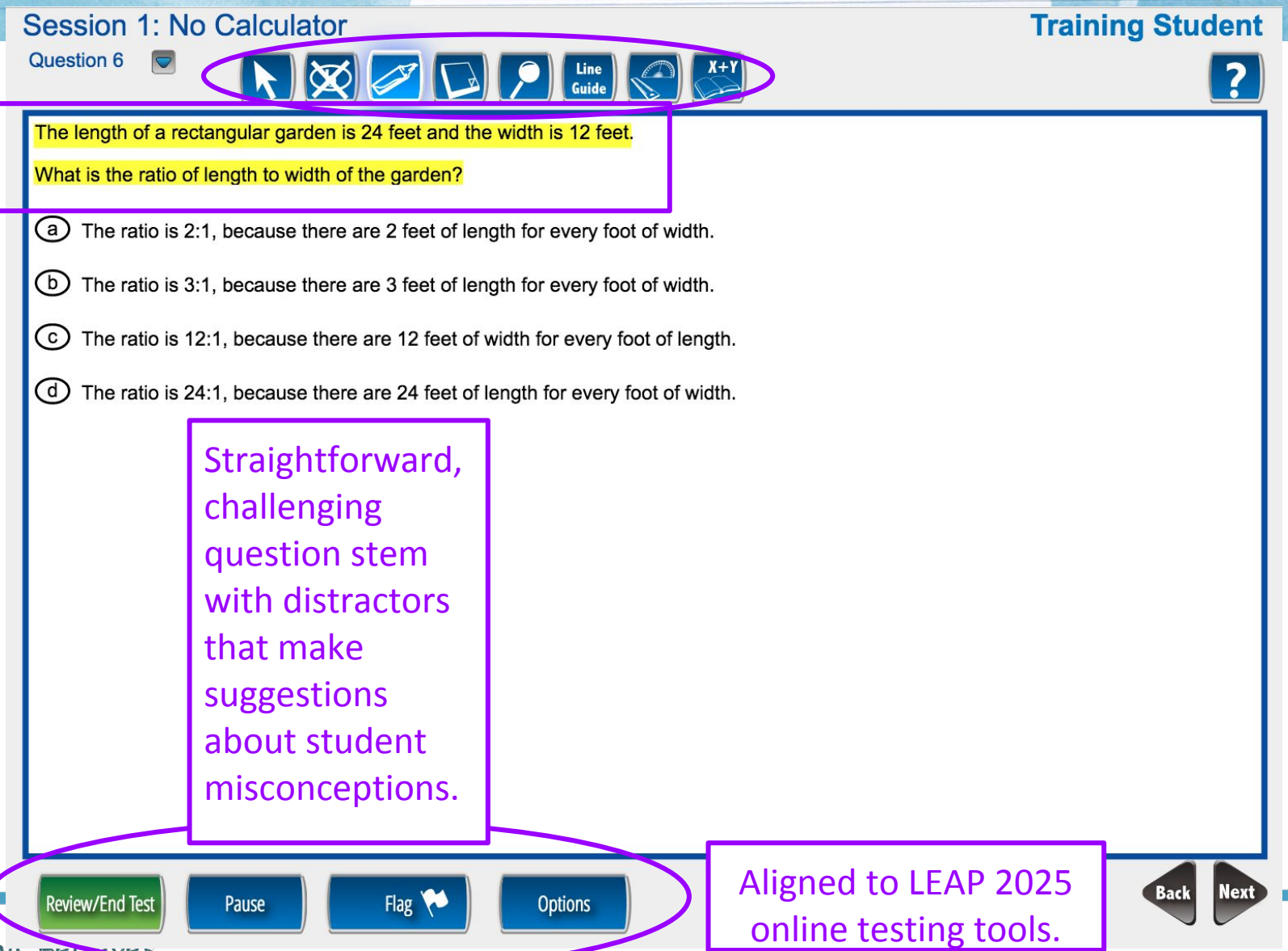
*Assessable Content indicates content eligible for assessment. Not all assessable content will be assessed in the interim assessments.

Math Interim Design
Geometry: Quarter 3

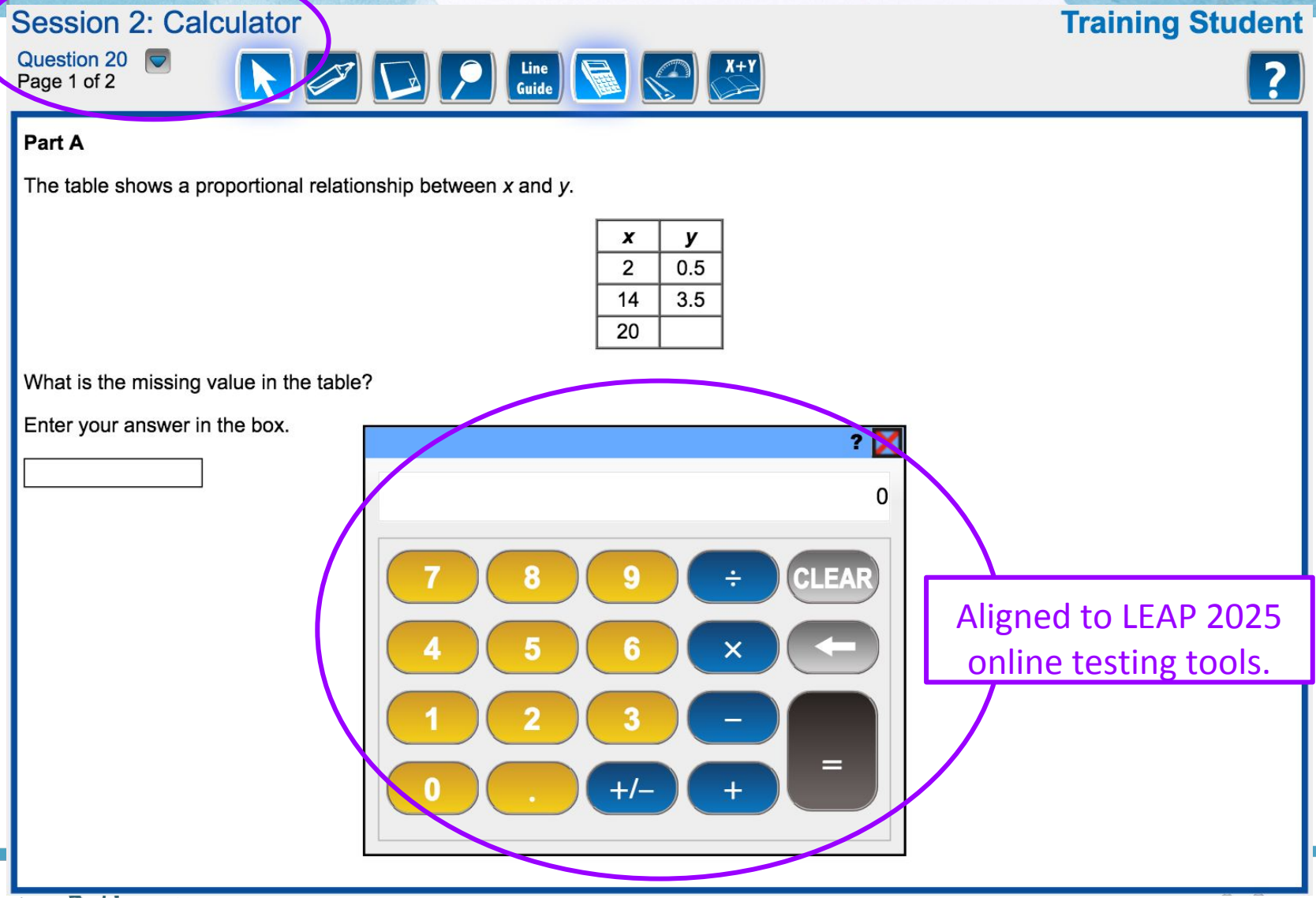
Geometry Interim 3 Design Recommend Administration Window: Quarter 3			
Test Session	**# of Points by Task Type**	**# of Items by Task Type**	**Assessable Content***
Session 1 (25 minutes) *No calculator*	Type I: 11 **Total: 11**	Type I: 8 **Total: 8**	GM: G-SRT.C.6, GM: G-SRT.C.7, GM: G-SRT.C.8, GM: G-GMD.A.1, GM: G-GMD.A.3, GM: G-GMD.B.4, LEAP.I.GM.1, LEAP.II.GM.3, LEAP.II.GM.4, LEAP.III.GM.1, LEAP.III.GM.3, LEAP.III.GM.4, LEAP.III.GM.5
Session 2 (45 minutes) *Calculator*	Type I: 12 Type II: 3 Type III: 3 **Total: 18**	Type I: 9 Type II: 1 Type III: 1 **Total: 11**	

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

Math Interim: Sample Items

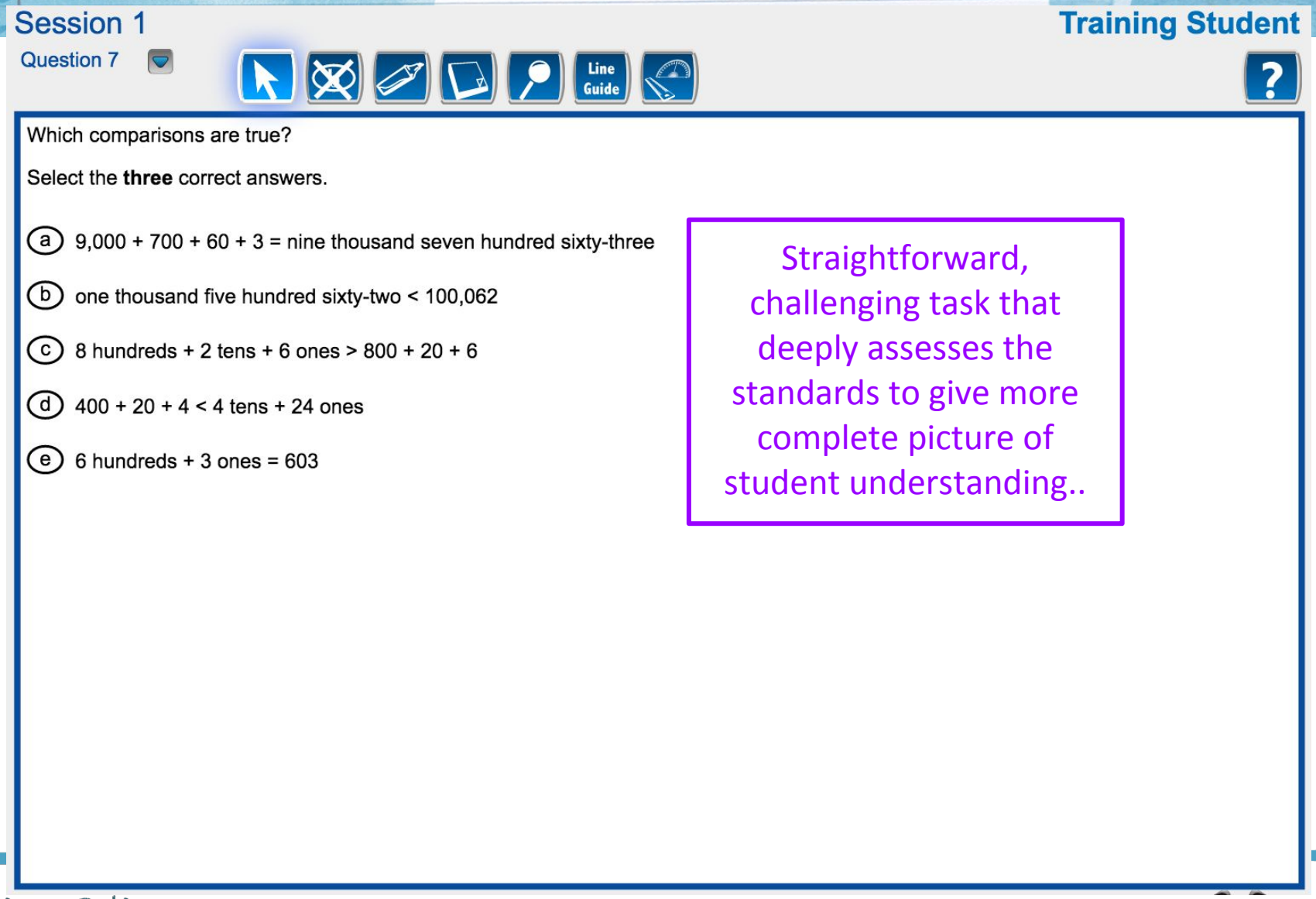


Math Interim: Sample Items



Aligned to LEAP 2025 online testing tools.

Math Interim: Sample Items



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

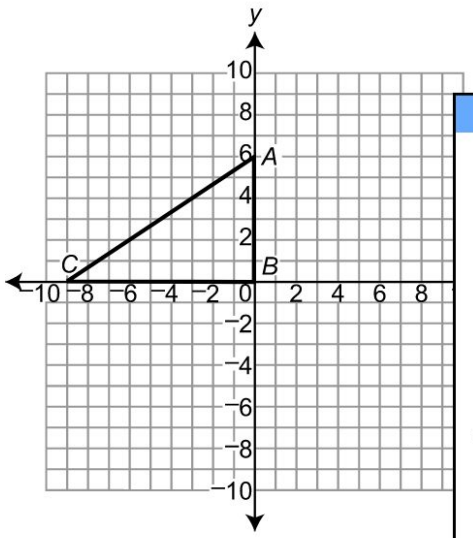
Question 22

Page 2 of 2

Line Guide

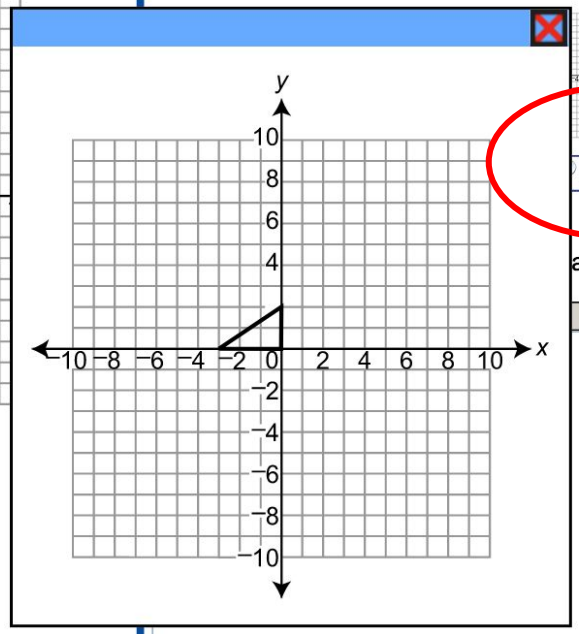
X+Y

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.



Enlarge

ation in the box provided.

Louisiana Believes

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	**Major Content**: solve problems involving major content for Algebra I **Additional & Supporting Content:** solve problems involving additional and supporting content for Algebra I	Can involve any or all practices
Type II	Written arguments/ justifications, critique of reasoning, or precision in mathematical statements	**Expressing Mathematical Reasoning**: express mathematical reasoning by constructing mathematical arguments and critiques	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	**Modeling & Application**: solve real-world problems engaging particularly in the modeling practice	Primarily MP.4, but may involve any of the other practices

Algebra I Reporting

Reporting Category	Content Description	Assessable Content (Form 1)	Assessable Content (Form 2)	Assessable Content (Form 3)
Major Content	These items measure the student's ability to solve problems involving the major content of the grade.	A1: A-REI.B.3, A1: A-REI.D.10, A1: A-REI.D.12, A1: A-CED.A.3, A1: A-CED.A.4, A1: F-IF.A.1, A1: F-IF.A.2, A1: F-IF.B.5, LEAP.I.A1.1, LEAP.I.A1.2, LEAP.I.A1.6,	A1: A-REI.B.4, A1: A-REI.D.10, A1: A-REI.D.11, A1: A-APR.A.1, A1: A-SSE.A.1, A1: A-SSE.A.2, A1: A-CED.A.4, LEAP.I.A1.4, LEAP.I.A1.5, LEAP.I.A1.6	A1: F-IF.B.4, A1: F-IF.B.5, A1: F-IF.B.6, LEAP.I.A1.2, LEAP.I.A1.4, LEAP.I.A1.5,
Additional and Supporting Content	These items measure the student's ability to solve problems involving the additional and supporting content of the grade.	A1: A-REI.C.6, A1: F-IF.C.7, A1: F-IF.C.9, A1: F-BF.B.3, A1: F-LE.A.2, LEAP.I.A1.7	A1: A-APR.B.3, A1: A-SSE.B.3	A1: F-IF.C.7, A1: F-IF.C.8, A1: F-IF.C.9, A1: F-BF.B.3
Expression Mathematical Reasoning	These items measure the student's ability to express mathematical reasoning by constructing mathematical arguments and critiques.	LEAP.II.A1.1, LEAP.II.A1.3, LEAP.II.A1.6, LEAP.II.A1.7, LEAP.II.A1.10	LEAP.II.A1.2, LEAP.II.A1.4, LEAP.II.A1.5, LEAP.II.A1.7	LEAP.II.A1.4
Modeling and Application	These items measure the student's ability to solve real-world problems engaging particularly in the modeling practice.	LEAP.III.A1.1, LEAP.III.A1.2, LEAP.III.A1.3, LEAP.III.A1.4	LEAP.III.A1.1, LEAP.III.A1.2, LEAP.III.A1.3, LEAP.III.A1.4	LEAP.III.A1.3, LEAP.III.A1.4

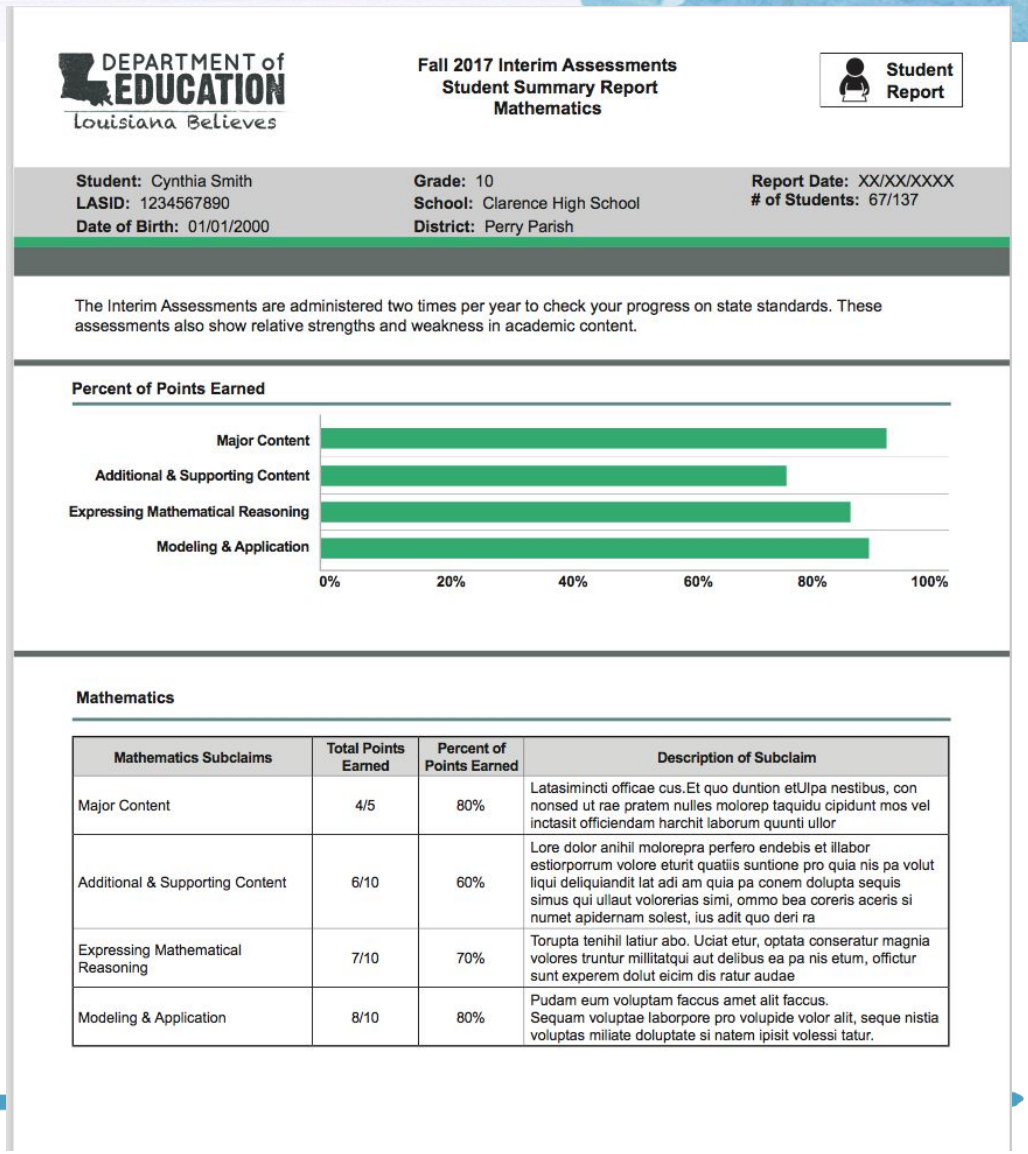
Geometry Reporting

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

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



DEPARTMENT of EDUCATION
Louisiana Believes

Fall 2017 Interim Assessments
Student Summary Report
Mathematics

Student Report

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 officiendam harchit laborum quunti ullor
Additional & Supporting Content	6/10	60%	Lore dolor anihil molorepra perfero endebis et illabor estiorporrum volore eturit quatiis suntione pro quia nis pa volut liqui deliquiandit lat adi am quia pa conem dolupta sequis simus qui ullaut volorerias simi, ommo bea coreris aceris si numet apidernam solest, ius adit quo deri ra
Expressing Mathematical Reasoning	7/10	70%	Torupta tenihil latiur abo. Uciat etur, optata conseratur magnia volores truntur millitatqui aut delibus ea pa nis etum, offictur 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 doluptate si natem ipisit volessi tatur.

Interim Sample Reports

DEPARTMENT of EDUCATION
Louisiana Believes

Fall 2017 Interim Assessments
Student Response Map
Mathematics

Class Report

Test Session: MATHEMATICS1
Grade: 7
School: 110 Clarence High School
District: 005 Perry Parish
Report Date: XX/XX/XXXX

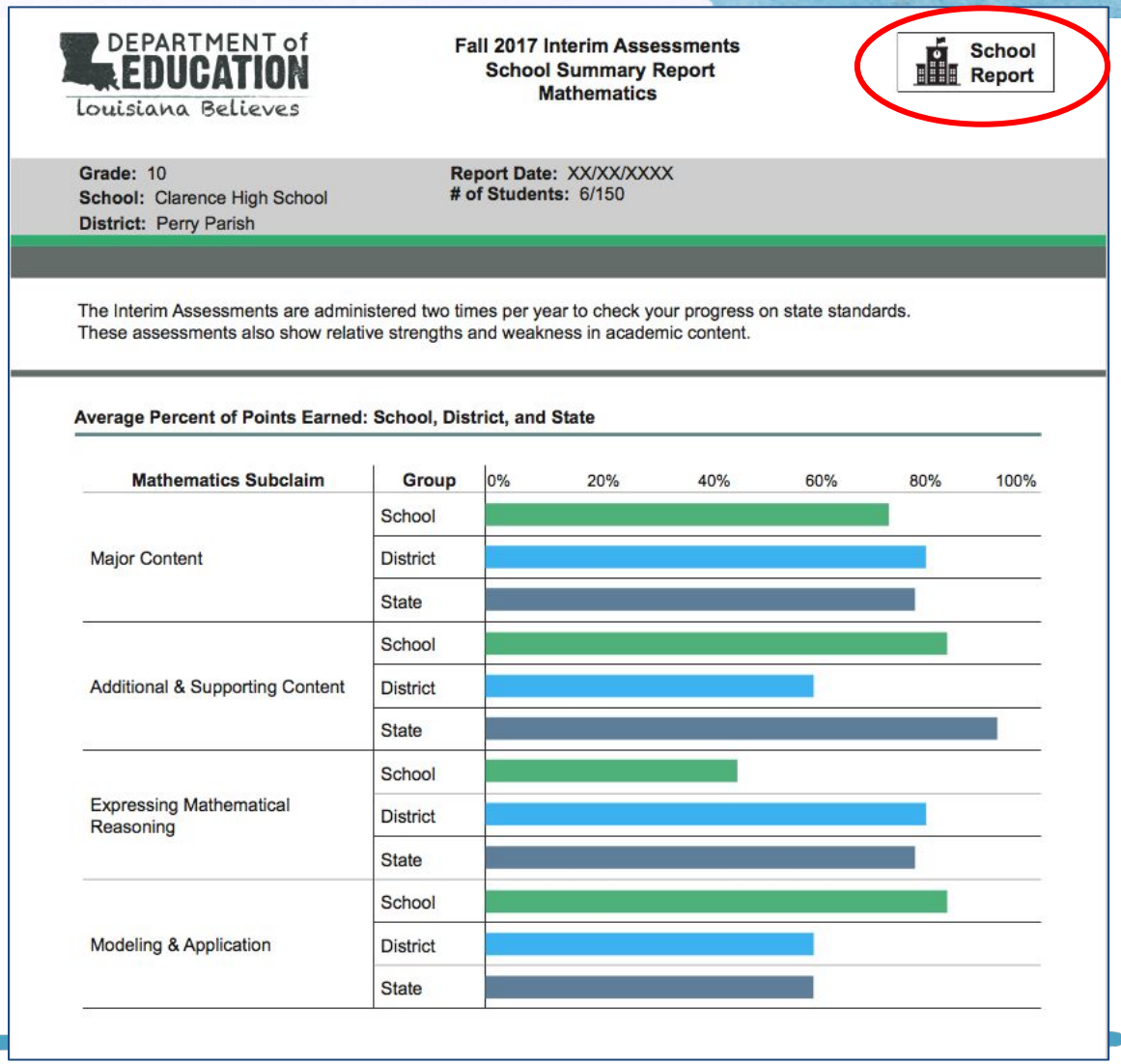
Mathematics Student Response Map - Continued

		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.



DEPARTMENT of EDUCATION
Louisiana Believes

Fall 2017 Interim Assessments
School Summary Report
Mathematics

School Report

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

Mathematics Subclaim	Group
Major Content	School
	District
	State
Additional & Supporting Content	School
	District
	State
Expressing Mathematical Reasoning	School
	District
	State
Modeling & Application	School
	District
	State

0% 20% 40% 60% 80% 100%

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 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 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!