

# **Interpretive Guide**

LEAP Alternate Assessment, Level 1  
Spring 2011



Louisiana Department of  
**EDUCATION**

**Paul G. Pastorek**  
State Superintendent of Education

## Louisiana State Board of Elementary and Secondary Education

**Ms. Penny Dastugue**  
*President*  
Member-at-Large

**Mr. James D. Garvey, Jr.**  
*Vice President*  
1st BESE District

**Ms. Glenny Lee Buquet**  
*Secretary/Treasurer*  
3rd BESE District

**Ms. Louella Givens**  
2nd BESE District

**Mr. Walter Lee**  
4th BESE District

**Mr. Keith Guice**  
5th BESE District

**Mr. Charles E. Roemer**  
6th BESE District

**Ms. Catherine Pozniak**  
*Executive Director*

**Mr. Dale Bayard**  
7th BESE District

**Ms. Linda Johnson**  
8th BESE District

**Mr. John L. Bennett**  
Member-at-Large

**Ms. Connie Bradford**  
Member-at-Large

For further information, contact Scott Norton, Ph.D., Assistant Superintendent  
Office of Standards, Assessments, and Accountability  
1-877-453-2721

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all of its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Deputy Undersecretary, LDOE, Exec. Office of the Supt., P.O. Box 94064, Baton Rouge, LA 70804-9064; 877.453.2721 or customerservice@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at <http://www.ed.gov/about/offices/list/ocr/>.

This public document was published at a cost of \$1,000. This Web-only document was published for the Louisiana Department of Education, Office of Standards, Assessments, and Accountability, Division of Assessments and Accountability, P.O. Box 94064, Baton Rouge, LA 70804-9064, by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. This material was printed in accordance with the standards for printing by State Agencies established pursuant to R.S. 43:31.

# TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	<b>1</b>
Background .....	1
LAA 1 Assessment Development .....	2
Overview of LAA 1 .....	2
Development of Alternate Achievement Level Descriptors .....	4
LAA 1 Achievement Levels .....	4
Setting the Performance Standards .....	4
LAA 1 Scaled-Score Ranges .....	5
Scoring of LAA 1 .....	6
Reading and Interpreting LAA 1 Results .....	6
<b>LAA 1 REPORTS</b> .....	<b>7</b>
Student Report .....	8
Student Label .....	11
School Roster Report .....	12
District Achievement Level Report .....	14
School Achievement Level Report .....	16
School Special Education Exceptionality Report .....	18
School Subgroup Report .....	20
<b>APPENDIX</b> .....	<b>22</b>
LAA 1 Alternate Achievement Level Descriptors .....	22
Grades 3–4 English Language Arts .....	22
Grades 5–6 English Language Arts .....	23
Grades 7–8 English Language Arts .....	24
Grade 10 English Language Arts .....	25
Grades 3–4 Mathematics .....	26
Grades 5–6 Mathematics .....	27
Grades 7–8 Mathematics .....	28
Grade 10 Mathematics .....	29
Grade 4 Science .....	30
Grade 8 Science .....	31
Grade 11 Science .....	32



# INTRODUCTION

## BACKGROUND

Begun in 1998, a state program called Reaching for Results started focusing on raising achievement for all Louisiana students. This program included two different approaches: (1) teaching strategies that supported students in meeting educational outcomes to prepare them for life after school and (2) assessments that evaluated student progress toward these educational outcomes. While all Louisiana students were included in Reaching for Results, there was a very small percentage of students for whom the general statewide assessment was not appropriate. Therefore, an alternate assessment, the LEAP Alternate Assessment, Level 1 (LAA 1), was created. It has been designed to evaluate the progress of students with significant cognitive disabilities. LAA 1 is also an innovative way to meet federal law by including all public school students in the Louisiana Educational Assessment Program (LEAP) while focusing on the unique needs of this small group of students.

Louisiana students with significant cognitive disabilities are included in this effort for four key reasons:

1. Reaching for Results is for **all** students.
2. The Individuals with Disabilities Education Act (IDEA) amendments of 1997 call for inclusion of **all** students in large-scale testing programs. The IDEA amendments of 2004 ensure that students with disabilities are included in accountability systems.
3. R.S. 17:24(F)(4) mandates the assessment of all students in Louisiana public schools.
4. The No Child Left Behind Act (NCLB) mandates assessment and inclusion of all students in the state accountability system.

On June 4, 1997, amendments to IDEA were enacted into law. A key focus of the amendments was the heightened attention to improving results for children with disabilities. These changes were based on twenty years of experience and research in the education of children with disabilities. Research has documented that educating children with disabilities can be more effective

when teachers have high expectations for these students and ensure their access to the general education curriculum to the maximum extent possible. The IDEA amendments of 1997 require that all students with disabilities participate in district and statewide assessments to ensure that (1) high standards are set for **all** students, and (2) school systems are held accountable for the progress and outcomes of all students.

To address these issues, the IDEA amendments of 1997 require all states to:

1. Conduct alternate assessments for students who cannot participate in district and statewide assessment programs (20 U.S.C. 1412[a][17][A][iii]).
2. Report to the public on the performance of students with disabilities participating in regular assessments (20 U.S.C. 1412[a][17][B][iii][I]).
3. Report to the public on the performance of students with disabilities participating in alternate assessments (with the same frequency and in the same detail as they report on the assessment of nondisabled children) if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children (20 U.S.C. 1412[a][17][B][iii][I]).

In addition, on January 8, 2002, NCLB was signed into law. This law reauthorizes the Elementary and Secondary Education Act of 1965 and mandates accountability in public school education. It requires schools and districts to focus their attention on the achievement of traditionally underserved groups of children, among them, students with disabilities. It requires that the scores of students assessed with an alternate assessment be included in a school's accountability system.

Furthermore, the reauthorization of IDEA on December 3, 2004, requires that alternate assessments measure the achievement of children with disabilities against alternate academic achievement standards if the state has adopted such standards (section 612[a][16][C][ii][II]). Since the reauthorization of IDEA, LAA 1 has been redesigned to meet this requirement. (See Assessment Redesign, page 2.)

## LAA 1 ASSESSMENT DEVELOPMENT

### Assessment Development Process

The development process for LAA 1 began in 1998 when a group of general and special education educators and parents created the *General Education Access Guide*. The LEAP Alternate Assessment (LAA), which was administered for the first time in 2001, was the result of two years of collaboration among state and local educators, testing coordinators, and parents. In 2006, LAA was renamed LEAP Alternate Assessment, Level 1 (LAA 1) with the inception of LEAP Alternate Assessment, Level 2 (LAA 2), a program designed for students with persistent academic difficulties.

LAA 1 is designed for students whose Individualized Education Programs (IEPs) reflect significant modifications of the general education curriculum and have an emphasis on functional and life skills. A student participating in LAA 1 is progressing toward a Certificate of Achievement rather than a state high school diploma.

### Assessment Redesign

Federal peer review requires that assessments for students with significant cognitive disabilities are (1) academic-based, (2) aligned to content standards, and (3) at grade level or grade spans. In October 2006, the Louisiana Department of Education (LDOE) was advised to redesign LAA 1 to meet these requirements and to implement the program by spring 2008.

Louisiana's content standards, assessments, and accountability have been major components of the Louisiana education reform program for several years. In 2003, Louisiana continued to expand its content standards by developing grade-level expectations (GLEs). GLEs identify what **all** students should know or be able to do by the end of a given grade level in the four content areas of English language arts, mathematics, science, and social studies. The Louisiana content standards were developed for use by regular education students and most students with disabilities. To meet the needs of severely disabled students, Extended Standards in English language arts, mathematics, and science were developed in July 2007 for the LAA 1 population.

The Extended Standards capture the essence of the Louisiana content standards and provide a way for students with significant cognitive disabilities to access the general education curriculum. Alignment to the Extended Standards and modifications in the test and item format allow students with significant cognitive disabilities who are served under the IDEA Amendments of 2004 to participate in academic assessments that are sensitive to measuring progress in their learning. The Extended Standards provide the foundation for the redesigned LAA 1 program, administered for the first time in spring 2008. (See Extended Standards, pages 3–4.)

## OVERVIEW OF LAA 1

The redesigned LAA 1 is a performance-based student assessment that evaluates each student's knowledge and skills on the Extended Standards. It is a standardized assessment in that all students in the same grade span address the same tasks. The test administrator uses item-specific rubrics to score the student's performance. LAA 1 is assessed in three content areas: English language arts, mathematics, and science.

### Performance Tasks

LAA 1 items are all performance tasks. Performance tasks are a means of measuring student performance. They are graphic by design. Each visual prompt, supported by text, is accompanied by a script that is read aloud by the test administrator. Each student is assessed individually. Students complete tasks by communicating with the test administrator in their communication modality. Tasks may require students to choose an appropriate answer option, perform sorting and sequencing tasks, work with manipulatives, or identify something included within a scenario.

LAA 1 includes 25 performance tasks per content area at each grade span. They are sequenced by content standard and ordered from least to most complex.

Table 1 shows the generic test design for LAA 1. The test design may vary slightly across grade spans.

**Table 1: LAA 1 Test Design**

Content Area	Test Components	
English Language Arts	Writing Reading Using Information Resources Listening	25 performance tasks distributed across the 4 test components
Mathematics	Numbers Algebra and Patterns Measurement and Geometry Data	25 performance tasks distributed across the 4 test components
Science	Science as Inquiry Physical Science Life Science Earth, Space, and Environmental Science	25 performance tasks distributed across the 4 test components
<b>Notes:</b> <ul style="list-style-type: none"> <li>Quantities of performance tasks aligned to each component vary.</li> <li>Students are not required to read or write on LAA 1. Writing and reading skills are measured using visual representations and oral questioning by the test administrator who reads the test aloud to each student.</li> <li>The Earth, Space, and Environmental Science component is not assessed in grade 11.</li> </ul>		

## Extended Standards

Louisiana content standards reflect the essential concepts and skills students are expected to know and perform. The foundation skills, identified as essential competencies needed to meet the demands of the classroom and the world beyond, are the basis of all content standards.

These foundation skills are the following:

- communication,
- problem solving,
- resource access and utilization,
- linking and generating knowledge, and
- citizenship.

The Louisiana content standards have been extended for use in measuring academic performance of the LAA 1 student population. LAA 1 Extended Standards contain foundational concepts nested within the Louisiana content standards and provide links from curriculum to instruction and to assessment for the LAA 1 student population. The LAA 1 Extended Standards were developed with the following goals:

- to articulate academic learning from one grade to the next for students with significant cognitive disabilities,
- to facilitate access to grade-level content for students with significant cognitive disabilities,
- to move from the concrete to the abstract, and
- to attend to prerequisite skills and understandings.

There is a progression of specificity from content standards to grade-level expectations. Content standards are broad statements of what students should know and be able to do. Benchmarks define the standards more specifically, and GLEs state what all students should know and be able to do at the end of a given grade level. Each Extended Standard provides a description of the essence of a content standard and the GLEs appropriate for students who meet the eligibility criteria for LAA 1. Additionally, three levels of academic complexity related to each Extended Standard provide instructional access for students with varying academic abilities.

Extended Standards based on GLEs have been developed for English language arts and mathematics in grades 3 through 10. Extended Standards have also been developed for science grades 4, 8, and 11 based on benchmarks.

## Grade Spans

The LAA 1 assessment is organized by grade spans. For English language arts and mathematics, all performance tasks in a grade-span assessment are applicable to LAA 1 students in both grades of grade spans 3–4, 5–6, and 7–8. Grade 10 students are also assessed in English language arts. For science, LAA 1 students are tested in grades 4, 8, and 11. For example, in the grades 3–4 grade-span assessment, LAA 1 grade 3 students are assessed in English language arts and mathematics, while grade 4 students are assessed in English language arts, mathematics, and science using a common set of performance tasks.

For the 2010–2011 school year, grade 9 students and students in the Options (PreGED/Skills) Program who are eligible for LAA 1 did not participate in the LAA 1 assessment since the grade 9 LAA 1 was not administered this year.

Extended Standards do not represent the entire curriculum for a given grade or content area. Rather, they represent the core academic content considered appropriate for students taking LAA 1 at each grade-span level.

For additional information on the Extended Standards and complexity levels, see the LAA 1 Extended Standards Handbook, available on the LDOE website, [www.louisianaschools.net](http://www.louisianaschools.net).

## DEVELOPMENT OF ALTERNATE ACHIEVEMENT LEVEL DESCRIPTORS

LDOE staff, along with contracted educational specialists, drafted LAA 1 alternate achievement level descriptors (AALDs) for three achievement levels and four grade spans (grades 3–4, 5–6, 7–8, and 9–10) for English language arts and mathematics and for grades 4, 8, and 11 in science.

In April 2008, the draft AALDs were reviewed by a panel consisting primarily of special education educators, content experts, and district personnel with expertise in special education and regular education relating to at least one of the LAA 1 content areas. The LDOE also solicited input from Louisiana educators through committee meetings, correspondence, and during standard setting. This feedback was incorporated in the final AALDs, presented to the State Board of Elementary and Secondary Education (SBESE).

See the appendix, pages 22–32, for the final LAA 1 alternate achievement level descriptors.

## LAA 1 ACHIEVEMENT LEVELS

A general policy statement for each achievement level was also established through the development of AALDs. Students assessed using LAA 1 receive one of the following three achievement level ratings:

**Exceeds Standard:** A student at this level has demonstrated **expanded** academic knowledge and skills included in the grade-level Extended Standards.

**Meets Standard:** A student at this level has demonstrated **fundamental** academic knowledge and skills included in the grade-level Extended Standards.

**Working Toward Standard:** A student at this level has demonstrated **minimal or inconsistent** academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

## SETTING THE PERFORMANCE STANDARDS

LAA 1 results are reported by achievement levels. A variety of research-based methods are available for setting performance standards on alternate academic content tests such as LAA 1.

As recommended by the Louisiana Technical Advisory Committee, a modified bookmark method was used, which involves reviewing the items or tasks, sorted by difficulty from easiest to most difficult, and identifying the location at which they begin to require skills within the next highest achievement level. This method has been used successfully to establish academic achievement standards for alternate assessments for other states as well as for other Louisiana statewide assessments. It is a method well suited for assessments that contain both multiple-choice and constructed-response items.

In July 2008, committees of Louisiana educators met to set the achievement standards for LAA 1. Using the extended Louisiana content standards and alternate achievement level descriptors, committee members decided which tasks exhibited skills so fundamental that a student at the *Working Toward Standard* achievement level should be able to perform the tasks correctly. As the tasks became more difficult, committee members reached a point where they believed that students would have to be at the *Meets Standard* level to have a reasonable probability of performing the task correctly and completely. The process then had the committee members place a bookmark to define the *Exceeds Standard* level.

Based on the standard-setting committee's recommendation, suggested cut scores were established. Spring 2008 student performance data were used to validate the recommended cuts. Raw-score distributions were applied and then reviewed by the committees and the LDOE. After the review, the scaled-score system was established and applied to student data. The scaled-score cuts were reviewed by the LDOE and subsequently presented to SBESE for approval in August 2008.

The performance standards for English language arts and mathematics (grade spans 3–4, 5–6, 7–8, and 10) and for science (grades 4, 8, and 11) are in scaled-score form. LAA 1 scaled scores range from 700 to 900 for all grades and content areas. The scaled scores are not comparable across grade levels or content areas. The table on the following page shows the scaled-score range for each of the three achievement levels.

<b>LAA 1 SCALED-SCORE RANGES</b>			
	<b>GRADES 3–4</b>		<b>GRADE 4</b>
<b>Achievement Level</b>	<b>English Language Arts Scaled-Score Range</b>	<b>Mathematics Scaled-Score Range</b>	<b>Science Scaled-Score Range</b>
Exceeds Standard	840–900	845–900	845–900
Meets Standard	810–839	810–844	810–844
Working Toward Standard	700–809	700–809	700–809
	<b>GRADES 5–6</b>		
<b>Achievement Level</b>	<b>English Language Arts Scaled-Score Range</b>	<b>Mathematics Scaled-Score Range</b>	
Exceeds Standard	840–900	843–900	
Meets Standard	810–839	810–842	
Working Toward Standard	700–809	700–809	
	<b>GRADES 7–8</b>		<b>GRADE 8</b>
<b>Achievement Level</b>	<b>English Language Arts Scaled-Score Range</b>	<b>Mathematics Scaled-Score Range</b>	<b>Science Scaled-Score Range</b>
Exceeds Standard	848–900	846–900	850–900
Meets Standard	810–847	810–845	810–849
Working Toward Standard	700–809	700–809	700–809
	<b>GRADE 10</b>		<b>GRADE 11</b>
<b>Achievement Level</b>	<b>English Language Arts Scaled-Score Range</b>	<b>Mathematics Scaled-Score Range</b>	<b>Science Scaled-Score Range</b>
Exceeds Standard	845–900	840–900	838–900
Meets Standard	810–844	810–839	810–837
Working Toward Standard	700–809	700–809	700–809

## SCORING OF LAA 1

Each LAA 1 performance task is scored on a 0- to 1-point or a 0- to 2-point scale, according to an item-specific rubric. Two-point tasks allow the possibility of a partially correct response (student is asked to identify the beginning and end of a story but identifies only the beginning or the end). Responses to 1-point tasks are either correct or incorrect (student is asked to identify the number 6 in the number string 6, 7, 8, 9 and selects the correct response, the number 6). The test administrator scores student responses and marks the scores on a standardized response document.

## READING AND INTERPRETING LAA 1 RESULTS

This *Interpretive Guide* provides information about score reporting for the spring 2011 administration of LAA 1. On the following pages are sample reports and explanations to aid administrators and teachers in understanding the reports and improving their ability to explain and use the results. The data in these reports are simulated but reflect results for the spring 2011 administration.

**NOTE:** Some schools and districts have few students assessed with LAA 1. As a result, there is a possibility that the identity and performance of a specific student could be determined from some of the school or district reports. To maintain student confidentiality, test results for small groups (fewer than 10 students) should not be publicly released.

## LAA 1 REPORTS

The following reports for LAA 1 are described in this *Interpretive Guide*:

Student Report

Student Label

School Roster Report

District Achievement Level Report

School Achievement Level Report

School Special Education Exceptionality Report

School Subgroup Report

Each sample report includes circled numbers that are referenced in the interpretive information provided with the sample.

School Roster Reports and Student Reports are available via the LEAPweb Reporting System on the LDOE website, [www.louisianaschools.net](http://www.louisianaschools.net), in late April. These reports are in PDF format. Free Adobe Reader software may be downloaded directly from the LEAPweb Reporting System logon page, <https://www.leapweb.org/>, to view and print all online reports. Student labels are delivered to districts in early May. All remaining reports are available via LEAPweb in late July.

# Sample Student Report

**1**  
**Name:** DAVID ANDERSON  
**State ID:** XXXXX9999  
**Grade:** 5



## Spring YYYY Student Report

**1**  
**District:** 000 Pelican Parish  
**School:** 001 Bayou Elementary School  
**Date:** Month DD, YYYY

### English Language Arts

Scaled Score: **822** **2** Achievement Level: **Meets Standard**

Content Standard <b>3</b>	Score Points <b>4</b>	Student Percent Correct <b>5</b>	State Percent Correct <b>6</b>
Writing	4 of 7	57	53
Reading	11 of 17	65	43
Using Information Resources	2 of 5	40	60
Listening	5 of 7	71	53

**7** Your child's score on this test provides an estimate of what he or she knows and is able to do. If your child were to take the test again with no change in knowledge or preparation, he or she would be likely to score in the range of **813–831**.

DAVID scored at the *Meets Standard* level in **English Language Arts**. Students scoring at this level generally exhibit the ability to

- identify content-specific vocabulary words;
- identify the main character and another character in a story;
- identify the middle of a text;
- predict what will happen next in a text;
- identify a cause or an effect in a text;
- use an appropriate transition word (*first, then, next*) in a short composition (one or two sentences);
- identify parts of an informal letter;
- identify a step in an unfamiliar set of two-step directions;
- respond to a question using two words; and
- locate information on a calendar.

### Mathematics

Scaled Score: **813** **2** Achievement Level: **Meets Standard**

Content Standard <b>3</b>	Score Points <b>4</b>	Student Percent Correct <b>5</b>	State Percent Correct <b>6</b>
Numbers	6 of 10	60	50
Algebra and Patterns	2 of 5	40	51
Measurement and Geometry	6 of 14	43	50
Data	4 of 6	67	54

**7** Your child's score on this test provides an estimate of what he or she knows and is able to do. If your child were to take the test again with no change in knowledge or preparation, he or she would be likely to score in the range of **806–820**.

DAVID scored at the *Meets Standard* level in **Mathematics**. Students scoring at this level generally exhibit the ability to

- match geometric models of fractions with real-life models of fractions;
- identify simple addition and subtraction concepts in real life;
- identify a set of objects with "more";
- show that *equal* means *the same as*;
- identify and write/state money amounts;
- match visual representations or objects to a given problem or situation;
- sort items according to one of the following: *more or less, long or short, heavy or light, early or late, day or night, hot or cold*;
- sort two-dimensional shapes and/or objects with common and/or different attributes;
- identify three-dimensional shapes;
- select a route from one specific point to another;
- interpret tables, charts, and/or graphs about daily activities; and
- extend a pattern.

This report informs parents/legal guardians of their child's test performance.

**9** Test results are reported according to three achievement levels: *Exceeds Standard*, *Meets Standard*, and *Working Toward Standard*. LAA 1 is designed for students with significant cognitive disabilities who meet participation guidelines. As required by the No Child Left Behind Act, LAA 1 measures your child's knowledge and skills in accordance with state grade-level academic Extended Standards. Please contact the school counselor and refer to the *Interpretive Guide* on the Department Web site at [www.louisianaschools.net](http://www.louisianaschools.net) if you have any questions.

# Sample Student Report: Explanation of Results and Terms

Student Reports for each school are posted by grade and may be downloaded and printed from the LEAP<sup>web</sup> Reporting System by districts and by schools. Schools should print two copies of the report for each student. One copy should be sent home with the student and the second copy filed in the student's cumulative folder. For grades 3 through 8 and 10, the report gives student results for English language arts and mathematics. For grades 4, 8, and 11, a separate report (not shown) gives student results for science. The sample report summarizes a grade 5 student's performance in English language arts and mathematics.

## 1 IDENTIFICATION INFORMATION

Student identification information is provided at the top of the report. For security purposes, only the last four digits of the student's state identification number are shown. The district and school indicate where the student took the test. The sample report is for David Anderson, a grade 5 student in Pelican Parish at Bayou Elementary School.

## 2 SCALED SCORE AND ACHIEVEMENT LEVEL

LAA 1 results are reported according to three achievement levels: *Exceeds Standard*, *Meets Standard*, and *Working Toward Standard*. Scaled scores range from 700 to 900. The student's scaled score and achievement level for each content area are reported at the top of each table. In the sample report, David Anderson's scaled score for the grade 5 LAA 1 English Language Arts assessment was 822, which corresponds to *Meets Standard*, and his scaled score for the grade 5 LAA 1 Mathematics assessment was 813, which also corresponds to *Meets Standard*. If the student did not attempt the test, the Scaled Score and the Achievement Level at the top of the table are both left blank.

## 3 CONTENT STANDARD

The first column in each table lists the content standards assessed. The # symbol (not applicable to the grade 5 sample report) indicates that valid data was not available for the standard.

## 4 SCORE POINTS

The second column in each table lists the total number of points possible for each content standard and how many points the student received for each. For example, the second column of the English Language Arts table shows that David received 4 of 7 total points possible for Writing. He received 11 out of 17 points for Reading. If a student's performance was not assessed, this column shows a blank space for the student's score points.

## 5 STUDENT PERCENT CORRECT

The third column in each table shows the percent correct for each content standard. For example, in the table for the mathematics results, David's 6 points for Numbers translate to 60 percent of possible points correct. If a student's performance was not assessed, this column is blank.

## 6 STATE PERCENT CORRECT

The fourth column in each table shows the percent correct at the state level for each content standard. This allows the reader to compare how an individual student performed as measured against state performance for the same standard. For example, the Mathematics table shows that students statewide averaged 50 percent correct of the total points possible for Numbers.

## 7 STANDARD ERROR OF MEASUREMENT

This paragraph provides an estimate of the range in scaled scores the student would likely receive if he or she were to be assessed with the same test again.

## Sample Student Report: Explanation of Results and Terms (continued)

### ⑧ CONTENT-AREA SKILLS BY ACHIEVEMENT LEVEL

A summary of skills exhibited by the student appears to the right of each table. The skills are listed by content area and are specific to the achievement level at which the student has performed. If the student did not attempt the test, a summary of skills is not included.

### ⑨ RESOURCES FOR PARENTS

A note at the bottom of the report provides general information to parents/legal guardians regarding test results for the LAA 1 assessment. Parents can contact the school counselor or access the LDOE website at [www.louisianaschools.net](http://www.louisianaschools.net) to obtain information about LAA 1 testing and the Extended Standards.

# Sample Student Label: Explanation of Results and Terms

Schools receive one student label for every student tested. The label contains student identification information and LAA 1 results. The label is designed to be affixed to the student’s cumulative folder.

## Sample Student Label

Spring YYYY LEAP Alternate Assessment, Level 1			
<b>Student: ANDERSON, DAVID</b> District: 000 Pelican Parish School: 001 Bayou Elementary School Test Administrator: HAMILTON, CHAD		<b>State ID: XXXXX9999</b> Grade: 05 DOB: MM/DD/YYYY Ed Class: Special Ed	
<b>Subject</b>	<b>Achievement Level</b>	<b>Scaled Score (700–900)</b>	<b>Testing Date</b>
English Language Arts	Meets Standard	822	Spring YYYY
Mathematics	Meets Standard	813	Spring YYYY

### 1 STUDENT IDENTIFICATION INFORMATION

Student identification information is provided on the top part of the label. The school and district indicate where the student was assessed. For security, only the last four digits of the student’s state identification number are shown. DOB indicates the student’s date of birth.

On the sample label, student David Anderson was assessed in Pelican Parish at Bayou Elementary School. The test administrator was Chad Hamilton. David is a grade 5 special education student.

### 2 ACHIEVEMENT LEVEL PERFORMANCE

On the student label for grades 3, 5, 6, 7, and 10, English Language Arts and Mathematics test results are reported. On the student label for grades 4 and 8, English Language Arts, Mathematics, and Science test results are reported. On the student label for grade 11, Science test results are reported. The scaled-score range for all tests is 700 to 900. The student’s achievement level is reported for each test, followed by the student’s scaled score and the testing date. On the sample label, David achieved *Meets Standard* and scored 822 on the English Language Arts assessment and achieved *Meets Standard* and scored 813 on the Mathematics assessment.

Results are reported only for the current administration.

# Sample School Roster Report

MM/DD/YYYY



## LEAP Alternate Assessment, Level 1 Criterion-Referenced Test School Roster Report Spring YYYY English Language Arts and Mathematics—Grade 5

**District:** 000 Pelican Parish  
**School:** 001 Bayou Elementary School

Achievement Level Scaled Score Ranges			
	1	2	3
English Language Arts	700–809	810–839	840–900
Mathematics	700–809	810–842	843–900

2 Special Education Students		3 English Language Arts						4 Mathematics					
		Achievement level	Scaled score	Standards				Achievement level	Scaled score	Standards			
				Writing	Reading	Using Information Resources	Listening			Numbers	Algebra and Patterns	Measurement and Geometry	Data
Name	State ID		Percent Correct						Percent Correct				
ANDERSON, DAVID	XXXXX9999	Meets Standard	822	57	65	40	71	Meets Standard	813	60	40	43	67
CLAYES, BOB	XXXXX9999	Working Toward Standard	798	14	44	45	50	Meets Standard	839	67	75	100	63
DRYFUS, SARA	XXXXX9999	Working Toward Standard	801	71	33	36	50	Meets Standard	815	67	58	17	38
ESLERSON, JIM	XXXXX9999	Exceeds Standard	844	57	67	96	74	Exceeds Standard	875	100	92	67	88
FERGUSEN, CARRIE	XXXXX9999	Working Toward Standard	807	29	44	73	25	Meets Standard	835	56	67	83	75
HAMDORF, JOHN	XXXXX9999	Working Toward Standard	747	0	0	40	14	Working Toward Standard	794	11	42	17	25
NELSON, GINA	XXXXX9999	Working Toward Standard	772	0	33	45	0	Meets Standard	832	78	83	67	25
POLAD, SARA	XXXXX9999	Exceeds Standard	844	57	78	82	100	Meets Standard	839	89	75	83	50
PRICE, VINCE	XXXXX9999	Working Toward Standard	805	56	17	50	38	Working Toward Standard	805	56	17	50	38
REGIS, CARRIE	XXXXX9999	Working Toward Standard	700	0	0	0	0	Working Toward Standard	700	0	0	0	0
ZOOST, ZACHARY	XXXXX9999	Working Toward Standard	776	29	22	18	25						

School Average (Special Ed):

791	33	39	52	40	815	57	59	48	48
-----	----	----	----	----	-----	----	----	----	----

## Sample School Roster Report: Explanation of Results and Terms

The School Roster Report is posted in PDF format and may be downloaded and printed from the LEAPweb Reporting System by districts and by schools. For grades 3 through 8 and 10, the report includes a table for both English Language Arts and Mathematics test results and for grades 4, 8, and 11, a table for Science test results (not shown). The School Roster Report presents a summary of student performance. For some schools, the report for each grade and content area has multiple pages.

### ❶ ACHIEVEMENT LEVEL SCALED-SCORE RANGES

In this box, the scaled-score ranges associated with each achievement level are reported for each content area. For example, a grade 5 student receiving a scaled score of 798 on the English Language Arts test would achieve a score within the range for the *Working Toward Standard* achievement level, and one receiving a scaled score of 875 on the Mathematics test would achieve a score within the range for the *Exceeds Standard* achievement level.

### ❷ ROSTER OF STUDENTS TESTED

A list of students tested in the school is printed in alphabetical order in the far left column. The second column from the left lists the student's state identification number. For security, only the last four digits are shown.

### ❸ ENGLISH LANGUAGE ARTS PERFORMANCE DATA

Each student's performance on the LAA 1 English Language Arts assessment is reported in this section of the table. The student's achievement level and scaled score on the English Language Arts assessment are presented, followed by the percent correct in each of the standards assessed. In the sample report, David Anderson received a scaled score of 822 on the grade 5 English Language Arts assessment, achieving *Meets Standard*. His percent correct for the English language arts standards was 57 percent for Writing, 65 percent for Reading, 40 percent for Using Information Resources, and 71 percent for Listening.

In the sample report, Vince Price did not receive a scaled score for the English Language Arts assessment, and across the row, the Achievement Level and all Percent Correct fields are blank. This indicates the student's performance was not assessed.

### ❹ MATHEMATICS PERFORMANCE DATA

Each student's performance on the Mathematics assessment is reported on the right side of the table. The student's achievement level and scaled score on the Mathematics assessment are presented, followed by the percent correct in each of the standards. For example, David Anderson received a scaled score of 813 on the Mathematics assessment, achieving *Meets Standard*. His percent correct for the mathematics standards was 60 percent, 40 percent, 43 percent, and 67 percent respectively.

# Sample District Achievement Level Report

MM/DD/YYYY



Page 1

## LEAP Alternate Assessment, Level 1 Criterion-Referenced Test District Achievement Level Report Spring YYYY

District Achievement Level Results	English Language Arts		Mathematics		Science	
	#	%	#	%	#	%
<b>000 Pelican Parish</b>						
<b>Grade 3</b>						
Exceeds Standard	3	18	5	29	2	18
Meets Standard	8	47	3	18	7	64
Working Toward Standard	6	35	9	53	2	18
<b>Total</b>	<b>17</b>		<b>17</b>			
<b>000 Pelican Parish</b>						
<b>Grade 4</b>						
Exceeds Standard	3	27	3	27	2	18
Meets Standard	5	45	6	55	7	64
Working Toward Standard	3	27	2	18	2	18
<b>Total</b>	<b>11</b>		<b>11</b>		<b>11</b>	
<b>000 Pelican Parish</b>						
<b>Grade 5</b>						
Exceeds Standard	8	36	6	25		
Meets Standard	7	32	10	42		
Working Toward Standard	7	32	8	33		
<b>Total</b>	<b>22</b>		<b>24</b>			
<b>000 Pelican Parish</b>						
<b>Grade 6</b>						
Exceeds Standard	3	33	2	25		
Meets Standard	2	22	3	38		
Working Toward Standard	4	44	3	38		
<b>Total</b>	<b>9</b>		<b>8</b>			
<b>000 Pelican Parish</b>						
<b>Grade 7</b>						
Exceeds Standard	2	20	3	30		
Meets Standard	5	50	3	30		
Working Toward Standard	3	30	4	40		
<b>Total</b>	<b>10</b>		<b>10</b>			
<b>000 Pelican Parish</b>						
<b>Grade 8</b>						
Exceeds Standard	3	38	2	29	4	50
Meets Standard	5	63	4	57	3	38
Working Toward Standard	0	0	1	14	1	13
<b>Total</b>	<b>8</b>		<b>7</b>		<b>8</b>	
<b>000 Pelican Parish</b>						
<b>Grade 10</b>						
Exceeds Standard	1	25	1	25		
Meets Standard	2	50	0	0		
Working Toward Standard	1	25	3	75		
<b>Total</b>	<b>4</b>		<b>4</b>			
<b>000 Pelican Parish</b>						
<b>Grade 11</b>						
Exceeds Standard					1	50
Meets Standard					0	0
Working Toward Standard					1	50
<b>Total</b>					<b>2</b>	

The percent of students across achievement levels may not total 100 due to rounding. Test results for small groups (fewer than 10 students) should not be publicly released.

# Sample District Achievement Level Report: Explanation of Results and Terms

The District Achievement Level Report is posted in PDF format and may be downloaded and printed from the LEAP<sup>web</sup> Reporting System by districts and by schools. The report summarizes the achievement level results for each district. The report lists the number and percentage of students who scored at each achievement level for each content area by grade.

## ① ACHIEVEMENT LEVEL INFORMATION

The first column on the report lists the three achievement levels by grade for the district.

## ② RESULTS BY CONTENT AREA

For each grade and content area, the number and percentage of students who scored at each achievement level are reported. The first column under each content-area heading lists the number of students in the district who scored at each achievement level, and the second column lists the percentage of students in each level. The total number of students in the district assessed in each content area is reported in the shaded bar under results for each grade.

In the sample report, district results for Pelican Parish are presented. Seventeen grade 3 students in Pelican Parish were administered the English Language Arts assessment. Of these, 8 scored within the range for *Meets Standard*. The number 8 represents 47 percent of the total number of grade 3 students tested in the district.

The percentage of students across achievement levels for a particular grade may not total 100 due to rounding. An example of this appears in the sample report for the total number of grade 6 students assessed in mathematics in Pelican Parish. In this case, the percentage of students totals 101 percent.

# Sample School Achievement Level Report

MM/DD/YYYY



Page 1

## LEAP Alternate Assessment, Level 1 Criterion-Referenced Test School Achievement Level Report Spring YYYY

School Achievement Level Results	English Language Arts		Mathematics		Science	
	#	%	#	%	#	%
<b>00001 Bayou Elementary School</b>						
<b>Grade 4</b>						
Exceeds Standard <span style="float: right;">①</span>	1	33	0	0	1	33
Meets Standard	2	67	2	67	1	33
Working Toward Standard	0	0	1	33	1	33
Total	3		3		3	
<b>00001 Bayou Elementary School</b>						
<b>Grade 5</b>						
Exceeds Standard	2	20	1	10		
Meets Standard	1	10	6	60		
Working Toward Standard	7	70	3	30		
Total	10		10			
<b>00001 Bayou Elementary School</b>						
<b>Grade 6</b>						
Exceeds Standard	1	20	1	25		
Meets Standard	1	20	2	50		
Working Toward Standard	3	60	1	25		
Total	5		4			

The percent of students across achievement levels may not total 100 due to rounding.  
Test results for small groups (fewer than 10 students) should not be publicly released.

# Sample School Achievement Level Report: Explanation of Results and Terms

The School Achievement Level Report is posted in PDF format and may be downloaded and printed from the LEAP<sup>web</sup> Reporting System by districts and by schools. The report summarizes the achievement level results for each school. The report lists the number and percentage of students who scored at each achievement level for each content area by grade.

## ① ACHIEVEMENT LEVEL INFORMATION

The first column on the report lists the three achievement levels by grade for the school.

## ② RESULTS BY CONTENT AREA

For each grade and content area, the number and percentage of students who scored at each achievement level are reported. The first column under each content-area heading lists the number of students who scored at each achievement level, and the second column lists the percentage of students at each level. The total number of students in the school assessed in each content area is reported in the shaded bar under results for each grade.

In the sample report, school results for Bayou Elementary School in Pelican Parish are presented. Students in grades 4, 5, and 6 were tested at the school. Five grade 6 students at the school were administered the English Language Arts assessment. Of these, 3 students scored within the range for *Working Toward Standard*. The number 3 represents 60 percent of the total number of grade 6 students assessed at the school.

The percentage of students across achievement levels for a particular grade may not total 100 due to rounding.

# Sample School Special Education Exceptionality Report

MM/DD/YYYY



Page 1

## LEAP Alternate Assessment, Level 1 Criterion-Referenced Test School Special Education Exceptionality Report Spring YYYY English Language Arts—Grade 5

**District**  
000 Pelican Parish

**School**  
001 Bayou Elementary School

### 2 SPECIAL EDUCATION EXCEPTIONALITY

	Autism	Deafblindness	Developmental Delay	Emotional Disturbance	HI-Deaf	HI-Hard of Hearing	Mild Mental Disability	Moderate Mental Disability	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Multiple Disabilities	Profound Mental Disability	Severe Mental Disability
<b>1</b>																	
Number of Students	4	0	1	0	0	0	1	0	1	0	1	2	0	0	0	0	0
Content Standard	Percent Correct																
Writing	57%	0%	14%	0%	0%	0%	0%	0%	57%	0%	29%	40%	0%	0%	0%	0%	0%
Reading	54%	0%	44%	0%	0%	0%	33%	0%	67%	0%	22%	42%	0%	0%	0%	0%	0%
Using Information Resources	62%	0%	45%	0%	0%	0%	45%	0%	96%	0%	18%	40%	0%	0%	0%	0%	0%
Listening	61%	0%	50%	0%	0%	0%	0%	0%	74%	0%	25%	39%	0%	0%	0%	0%	0%
Achievement Level	Percent of Students																
Exceeds Standard	25%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
Meets Standard	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	0%	0%	0%	0%
Working Toward Standard	50%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	50%	0%	0%	0%	0%	0%

Average Scaled Score: **3** **814**      798      772      844      776      788

The percent of students across achievement levels may not total 100 due to rounding.  
Test results for small groups (fewer than 10 students) should not be publicly released.

# Sample School Special Education Exceptionality Report: Explanation of Results and Terms

The School Special Education Exceptionality Report is posted in PDF format and may be downloaded and printed from the LEAPweb Reporting System by districts and by schools. This report summarizes the content standard results and the achievement level results by special education exceptionality for LAA 1 students in each school. It lists the number of students who have been assessed with LAA 1 for each special education exceptionality. The report also lists the percent correct for each content standard by special education exceptionality. The percentage of students with each special education exceptionality at each achievement level is also reported. Separate reports are provided for each grade and content area.

## ❶ CONTENT STANDARD AND ACHIEVEMENT LEVEL

The first column lists the content standards assessed. The sample report shows the English language arts content standards. The appropriate content standards for mathematics and science are listed on separate reports. Under the content standards, the three achievement levels are listed.

## ❷ SPECIAL EDUCATION EXCEPTIONALITY

The special education exceptionalities, as they were coded at the school on the students' answer documents, are listed in this section. The row directly below the column subheadings shows the number of students at the school who have been identified for each exceptionality. In the sample report, among the 10 grade 5 special education students who were assessed in English Language Arts test at Bayou Elementary School, 4 are students with autism.

For each exceptionality, the percent correct for each content standard is presented. In the sample report, the average percent correct for the Writing content standard is 57 percent for students with autism.

The percentage of students scoring at each achievement level is also reported. In the sample report, 25 percent of the 4 students with autism scored at the *Exceeds Standard* level, 25 percent scored at the *Meets Standard* level, and 50 percent scored at the *Working Toward Standard* level. The percentage of students across achievement levels may not add up to 100 due to rounding.

## ❸ AVERAGE SCALED SCORE

At the bottom of this report, the average scaled score for each group of students is reported. In the sample report, the average scaled score is 814 for students with autism.

# Sample School Subgroup Report

MM/DD/YYYY



## LEAP Alternate Assessment, Level 1 Criterion-Referenced Test School Subgroup Report Spring YYYY English Language Arts—Grade 5

**District**  
000 Pelican Parish

**School**  
001 Bayou Elementary School

	TOTAL POPULATION	GENDER			ETHNICITY/RACE								FREE/REDUCED LUNCH		Limited English Proficient	Migrant
		Male	Female	Invalid	Hispanic/Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Invalid	Yes	No		
<b>1</b> Number of Students	10	5	5	0	0	0	0	7	0	3	0	0	4	6	0	0
Content Standard	Percent Correct															
Writing	33%	34%	32%	0%	0%	0%	0%	27%	0%	48%	0%	0%	25%	38%	0%	0%
Reading	39%	34%	44%	0%	0%	0%	0%	41%	0%	33%	0%	0%	28%	46%	0%	0%
Using Information Resources	52%	45%	58%	0%	0%	0%	0%	52%	0%	52%	0%	0%	48%	55%	0%	0%
Listening	40%	28%	52%	0%	0%	0%	0%	39%	0%	42%	0%	0%	22%	52%	0%	0%
Achievement Level	Percent of Students															
Exceeds Standard	20%	20%	20%	0%	0%	0%	0%	29%	0%	0%	0%	0%	0%	33%	0%	0%
Meets Standard	10%	20%	0%	0%	0%	0%	0%	0%	0%	33%	0%	0%	0%	17%	0%	0%
Working Toward Standard	70%	60%	80%	0%	0%	0%	0%	71%	0%	67%	0%	0%	100%	50%	0%	0%

Average Scaled Score: **3** **791** 773 810 789 796 782 **797**

The percent of students across achievement levels may not total 100 due to rounding.  
Test results for small groups (fewer than 10 students) should not be publicly released.

# Sample School Subgroup Report: Explanation of Results and Terms

The School Subgroup Report is posted in PDF format and may be downloaded and printed from the LEAPweb Reporting System by districts and by schools. This report is similar to the Special Education Exceptionality Report, except it summarizes the content standard results and the achievement level results for the school by the following subgroups: gender, ethnicity/race, participation in the Free/Reduced Lunch program, limited English proficiency, and migrant status. The number of students in the school within each subgroup is listed, and the percent correct in each content standard for each subgroup is reported. The report also lists the percentage of students in each subgroup at each achievement level. A separate report is provided for each grade and content area.

## 1 CONTENT STANDARD AND ACHIEVEMENT LEVEL

The first column lists the content standards assessed. The sample report is for grade 5 English language arts. The three achievement levels are listed below the content standards.

## 2 SUBGROUP

The next column indicates the total population of LAA 1 students at the school. This total is divided into gender and ethnicity/race subgroups. An invalid listing for gender indicates that the answer document field was blank or that more than one option was coded for a student who was not preidentified. An invalid listing for ethnicity/race indicates that on the answer document 1) both the ethnicity field (Are you Hispanic/Latino?) and the Race field were blank, 2) No was coded for ethnicity and Race was blank, or 3) both Yes and No were coded for ethnicity and Race was blank. If more than one option for race was coded, results are reported in the column for two or more races.

Data regarding participation in the Free/Reduced Lunch program are presented in the next two columns of the report. Data are also presented for the number of students identified as limited English proficient and for migrant students who have an approved certificate of eligibility (COE) on file.

The numbers across the Number of Students row show how many students tested in LAA 1 at the school are in each subgroup. In the sample report, of the 10 grade 5 students at Bayou Elementary School who tested in English language arts, 5 were male and 5 were female. Seven students were identified as black (not Hispanic) and 3 as white (not Hispanic). Four of the 10 students participated in the Free/Reduced Lunch program. None of the 10 students were limited English proficient or migrant students with an approved COE on file.

For each of these subgroups, the percent correct for each content standard is presented. In the sample report, the average percent correct for Writing is 34 percent for males and 32 percent for females.

The percentage of students scoring at each achievement level is also reported by subgroup. Twenty percent of male students and 20 percent of female students scored at the *Exceeds Standard* level. The percentage of students across achievement levels may not add up to 100 due to rounding.

## 3 AVERAGE SCALED SCORE

At the bottom of this report, the average scaled score for each group of students is reported. In the sample report, the average scaled score is 791 for the total population of LAA 1 students at Bayou Elementary School. In comparison, the average scaled score is 797 for students who did not participate in the Free/Reduced Lunch program.

## APPENDIX

### LAA 1 ALTERNATE ACHIEVEMENT LEVEL DESCRIPTORS

#### Grades 3–4 English Language Arts

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- determine the meaning of a word that has a prefix or a suffix;
- identify the main character in a story;
- identify the main idea in texts;
- identify the sequence of events (i.e., beginning and end) of texts;
- locate specific information in texts when given more than five choices;
- identify the central idea and logical sequence of a written composition;
- identify the parts of an informal letter;
- identify a step in a given set of familiar two-step directions;
- respond to a question using two or more words; and
- determine the sequence of events on a daily schedule.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify two words that use the same prefix or suffix;
- identify two characters in a story;
- identify two ideas in texts;
- identify the beginning of a sequence of events in a text;
- locate specific information in texts when given five choices;
- construct a simple sentence or phrase with a central idea;
- identify an item in a list;
- identify a step in a set of familiar one-step directions;
- respond to a question with a one-word answer other than *yes* or *no*; and
- locate “Which comes next?” on a daily schedule.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify a word with a prefix or a suffix;
- identify one character in a story;
- identify one idea in texts;
- identify the end of a sequence of events in a text;
- locate specific information in texts when given three choices;
- identify the central idea in a simple sentence or phrase;
- identify the location for a signature;
- respond to a simple one-word command;
- respond to a simple *yes* or *no* question; and
- locate a single event on a daily schedule.

## Grades 5–6 English Language Arts

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a content-specific vocabulary word that best completes a simple sentence or phrase;
- identify a character trait of the main character in a story;
- identify the beginning, middle, and end of a text;
- identify what happened last and predict what will happen next in a text;
- identify a cause and an effect in a text;
- use an appropriate transition word (*first, then, next, or last*) to sequence events in a written composition;
- identify an evaluation of media (e.g., film, performance, field trip);
- identify a step in a set of three-step directions;
- respond to a question using three or more words; and
- answer a question about information on a calendar.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify content-specific vocabulary words;
- identify the main character and another character in a story;
- identify the middle of a text;
- predict what will happen next in a text;
- identify a cause or an effect in a text;
- use an appropriate transition word (*first, then, next*) in a short composition (one or two sentences);
- identify parts of an informal letter;
- identify a step in an unfamiliar set of two-step directions;
- respond to a question using two words; and
- locate information on a calendar.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify a content-specific vocabulary word;
- identify the main character in a story;
- identify the beginning and end of a text;
- predict what will happen last in a text;
- skim or scan a text to locate specific information;
- use the transition word *first* to correctly sequence two events in a composition;
- identify the item that best completes a list of two items;
- identify a step in a familiar set of two-step directions;
- respond to a question with a one-word answer; and
- identify a calendar from among similar items.

## Grades 7–8 English Language Arts

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- determine the meaning of a noun or verb, which has a prefix or suffix, from its known root;
- identify changes in the setting within one or more stories;
- predict the outcome of a text;
- complete an “if . . . then” statement from information found within a given text;
- identify the main idea and the beginning, middle, and end of a composition;
- determine placement of information on an application;
- identify one step of a familiar four-step procedure or routine; and
- use information on a calendar.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify the change in meaning of nouns or verbs when a prefix or suffix is added;
- identify one setting in a story;
- identify the main idea of a text;
- identify a cause-and-effect relationship in a text;
- identify the main idea and some details in written phrases or sentences;
- determine placement of parts of a friendly letter;
- identify one step of an unfamiliar simple procedure or task; and
- identify changes in a daily schedule.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify the change in meaning of a noun or verb when a prefix or suffix is added;
- identify the main character and one of the character’s traits;
- identify the sequence of events in a text;
- identify a cause or an effect in a text;
- identify the chronological or sequential order in written phrases or sentences;
- identify an evaluation of media (e.g., a television show, a radio broadcast, art);
- identify one step of a familiar, simple multistep procedure or routine; and
- identify the sequence of activities in a daily schedule.

## Grade 10 English Language Arts

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- determine the meaning of a word with a prefix (dis-) or a suffix (-er, -est);
- identify the main idea in a passage;
- compare or contrast literary elements (e.g., character, character traits, setting) or ideas within a passage;
- differentiate fact from opinion in texts;
- identify the introduction, supporting details, and conclusion of a written composition;
- determine placement of information on a business letter;
- identify steps in a set of detailed instructions for a complex procedure or task; and
- identify the appropriate graphic organizer to use to locate specific information.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a second word that uses the same prefix (dis-) or a suffix (-er, -est);
- identify details, events, or ideas in a passage;
- draw a conclusion from information in texts;
- identify an opinion in texts;
- identify the central idea and supporting details in a composition;
- determine placement of information on a letter of request;
- identify steps in a detailed set of instructions for an unfamiliar procedure or task; and
- respond to a question about information found on a timeline.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify a word that uses a prefix (dis-) or a suffix (-er, -est);
- describe the setting of a passage;
- draw an inference from texts;
- locate a fact in texts;
- identify a central idea in a composition;
- determine placement of information on a job application;
- identify steps in a detailed set of instructions for a familiar procedure or routine; and
- locate specified information on a timeline.

## Grades 3–4 Mathematics

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- read and/or write numbers to a specific place value;
- order sets of objects by *less than, more than, most, or least*;
- solve real-world problems using addition or subtraction;
- calculate the amount of money needed for a purchase or activity;
- use visual representations or objects to represent a problem;
- measure lengths of objects and select appropriate measurement units and/or tools for a given situation;
- tell time to the hour and use a clock to match times with activities;
- recognize and apply positional concepts;
- construct simple two-dimensional shapes;
- identify events as *possible or impossible* and/or *likely or unlikely*;
- make predictions about outcomes of daily events; and
- extend a simple pattern.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify numbers to a specific place value;
- show that *equal* means *the same as*;
- identify a set of objects with “more”;
- identify simple addition and subtraction concepts in daily living;
- sort and/or identify coins and dollars;
- identify a picture sequence that completes a routine task;
- identify the difference between long and short;
- use measurement tools for a specific activity;
- associate activities with various times of day;
- follow simple spatial directions;
- sort two-dimensional shapes and/or objects by common and/or different attributes;
- identify the next event in a routine; and
- identify a simple pattern.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- count objects to a given number;
- count to solve simple problems;
- identify the exchange of money as a means to make a purchase;
- select pictures or symbols that show a pattern;
- select objects of the same length;
- recognize basic measurement tools;
- identify simple directional concepts;
- recognize two-dimensional shapes; and
- match a simple pattern to another pattern.

## Grades 5–6 Mathematics

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify the fraction associated with a given model;
- solve real-life problems using addition or subtraction;
- order numbers or fractions by *less than*, *more than*, *most*, and/or *least*;
- use next-dollar strategy to make a purchase and determine the specific bills or coins needed for a purchase;
- determine if a given number is sufficient for a given situation;
- use visual representations or objects to model a problem or situation;
- measure during daily living activities;
- sort items according to weight, capacity, length, temperature, and/or time;
- order a minimum of three items according to weight, capacity, length, temperature, or time;
- sort shapes according to dimensions;
- find the horizontal or vertical length of a path between two points on a grid;
- organize and display data using tables, charts, and/or graphs; and
- find the missing element in a pattern.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- match geometric models of fractions with real-life models of fractions;
- identify simple addition and subtraction concepts in real life;
- identify a set of objects with “more”;
- show that *equal* means *the same as*;
- identify and write/state money amounts;
- match visual representations or objects to a given problem or situation;
- sort items according to one of the following: *more* or *less*, *long* or *short*, *heavy* or *light*, *early* or *late*, *day* or *night*, *hot* or *cold*;
- sort two-dimensional shapes and/or objects with common and/or different attributes;
- identify three-dimensional shapes;
- select a route from one specific point to another;

- interpret tables, charts, and/or graphs about daily activities; and
- extend a pattern.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify the number of parts an object is divided into;
- count to solve simple problems;
- sort and/or identify coins and dollars;
- identify a picture sequence that completes a routine task;
- select objects of similar measurement;
- identify two-dimensional shapes;
- identify locations on a map or floor plan;
- select appropriate pictures or symbols for a chart; and
- identify a pattern.

## Grades 7–8 Mathematics

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify fractions associated with a given model;
- identify money denominations including amounts with decimals in daily-living situations;
- order by *less than*, *more than*, *most*, and/or *least*;
- identify a model of a given multiplication problem;
- use visual representations or objects to model a situation;
- order a minimum of three items according to weight, capacity, length, temperature, or time;
- recognize a model of a turn;
- apply positional concepts;
- find the horizontal and vertical lengths of a path between two points on a grid;
- create a chart of information using pictures or symbols;
- identify events as *possible* or *impossible* and/or *likely* or *unlikely*;
- make predictions about outcomes of daily events; and
- reproduce a pattern.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a number as a whole number, fraction, or decimal;
- identify a set of objects with “more”;
- count the number of groups;
- solve real-world problems using addition or subtraction;
- match visual representations or objects to a given situation;
- sort items according to one of the following: *more* or *less*, *long* or *short*, *heavy* or *light*, *early* or *late*, *day* or *night*, *hot* or *cold*;
- sort items according to weight, capacity, length, temperature, and/or time;
- recognize positional concepts;
- select a route from one specific point to another;
- compare data in tables, charts, and/or graphs; and
- find the missing element in a pattern.

**Working Toward Standard:** A student at this level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- show that *equal* means *the same as*;
- count the objects in a group;
- identify a picture sequence that completes a routine task;
- follow simple spatial directions;
- identify locations on a map and/or a floor plan;
- use tables, charts, and/or graphs to locate information in daily activities;
- identify the next event in a routine; and
- extend a pattern.

## Grade 10 Mathematics

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a model of a given division or multiplication problem;
- solve real-life problems using proportional reasoning;
- use visual representations or objects to solve an equation;
- determine the area or perimeter of an object using given standard or nonstandard units;
- find the horizontal and vertical length of a path between two points on a grid;
- recognize a model of a translation;
- solve a problem or answer questions using data from a chart or graph;
- make predictions about outcomes of daily events; and
- reproduce a pattern.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- solve real-world problems using addition or subtraction;
- determine the number of objects in two comparison groups;
- use visual representations or objects to model an equation;
- distinguish between area and perimeter;
- select a route from one specific point to another;
- recognize and apply positional concepts;
- compare data in tables, charts, and/or graphs;
- identify events as *possible* or *impossible* or *likely* or *unlikely*; and
- find the missing element in a pattern.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify a model of one-to-one correspondence;
- identify a picture sequence to complete a routine task;
- identify locations on a map and/or floor plan;
- follow simple spatial directions;
- use tables, charts, and/or graphs to locate information in daily activities;
- identify the next event in a routine; and
- extend a pattern.

## Grade 4 Science

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- ask appropriate questions about organisms or events in the environment;
- use appropriate sensory descriptions to communicate about an observation and use an appropriate tool to extend a sensory observation;
- identify appropriate safety equipment needed in a specific event;
- identify a characteristic, material, or state of matter for sorting a set of objects;
- push or pull to move an object to a specific location;
- identify uses of energy in common settings;
- identify basic needs that are common to both plants and animals;
- match plant parts to their functions or parts of the human skeletal system to their functions;
- sequence the stages of the life cycle of a bean plant or human growth from birth to adulthood;
- match common animals to different habitat types;
- select appropriate clothing for specific weather conditions;
- identify differences in representations of spring, summer, fall, and winter; and
- match multiple human-made items with the natural resources from which they were made.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- select one of the five senses to make a specific observation or the correct tool to use to extend that sense;
- recognize the correct use of safety equipment;
- sort objects based on a single characteristic, material, or state of matter;
- follow directions to push or pull an object;
- sort by common uses of energy;
- select more than one basic need of plants or animals and match common animals to a habitat type;
- identify the same plant part on different plants or match parts of the skeletal system to their location in the human body;

- recognize the correct sequence of the life cycle of a bean plant or the general relationship between human growth and age;
- sort appropriate clothing by basic weather conditions or sequence morning, noon, and night; and
- identify human-made items.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- recognize an object, part of an organism, or an event that is inconsistent with a group;
- match descriptions or pictures with the correct sensory organ;
- recognize a use of energy, a tool, or safety equipment;
- imitate pushing or pulling an object;
- select a basic need of plants or animals or match a common animal to a habitat type;
- recognize a plant part or part of the human skeletal system;
- recognize a part of the life cycle of a bean plant or that persons of the same age grow at different rates; and
- recognize a change in basic weather conditions or identify representations of daytime and nighttime.

## Grade 8 Science

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify two or more steps in proper sequence to solve a science problem;
- recognize the highest or lowest example of varying conditions (hot-cold, long-short, heavy-light) by using a measurement tool;
- sequence the steps of a pattern based on a scenario or identify a simple graph that represents a specific situation;
- identify hazardous situations and match appropriate technology to common tasks;
- describe how the state of water changes under varying temperature conditions;
- match different actions to corresponding changes in the motion of objects;
- identify changes in an object's temperature as it is subjected to different temperatures;
- sequence how food travels from one organ to another in the human digestive system;
- recognize individuals' features that identify them as being in a specific stage of their life span;
- identify different ways to prevent disease transmission;
- identify familiar human traits that children and their parents may have in common;
- identify several animals that live in the same habitat;
- identify an adaptation that helps a plant or animal live in a specific Louisiana habitat;
- modify an activity based on a changing sequence of weather conditions represented by symbols;
- identify basic characteristics of Earth, the Moon, and the Sun; and
- identify a polluted area and the cause.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- select two or more steps to solve a simple science problem;
- match correctly recorded measurements of length, weight, or temperature;

- select a description or graphic that best represents a set of data or complete the next step in a pattern;
- select appropriate ways to complete science tasks safely or recognize the appropriate use of technology;
- match water in solid, liquid, and gaseous states to different temperature conditions;
- select an action that results in an increase in speed or change in direction of a moving object or recognize that heat can transfer from one object to another;
- locate organs in the human digestive system;
- recognize a correct sequence of stages in the human life span;
- recognize that germs may be transmitted directly or indirectly;
- sort animals by common traits or match familiar animals to their appropriate habitats;
- match adaptation (e.g., method of movement) to habitat;
- match weather symbols to descriptions of different weather conditions or recognize differences between Earth, the Moon, and the Sun; and
- sort polluted and unpolluted areas.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- recognize similar patterns in data;
- recognize measurement tools, technology, or safety procedures;
- identify ways to stop or slow the motion of objects;
- sort objects that are being heated or cooled or recognize that water has three states;
- recognize a basic organ in the human digestive system or that common diseases are caused by germs;
- sort individuals according to life-span stages;
- recognize differences in animal characteristics, physical adaptations, or habitats;
- recognize that symbols are used to represent different weather conditions, Earth, the Moon, or the Sun; and
- recognize a polluted area.

## Grade 11 Science

**Exceeds Standard:** A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a step necessary to complete a given scientific investigation or that performing processes in their proper order affects safety;
- make an appropriate selection based on data or identify how technology can improve information gathering;
- identify the difference between mixtures and compounds or how objects in a given mixture, having similar properties of color, shape, and size, can be easily separated by using their magnetic properties or density: whether they sink or float in water;
- match how the motion of an object on a level surface changes as the surface texture varies due to the use of different common surface materials;
- identify the presence of hazardous situations involving different uses of energy;
- compare the life cycles of a frog and a given mammal;
- assemble a basic food chain;
- identify structural relationships between the parts of the circulatory system and the functions of each part;
- identify how fitness activities improve one's health;
- identify different healthy activities and/or diets; and identify different unhealthy activities and/or diets that contribute to a person's susceptibility to becoming ill; and
- identify early warning symptoms of common illnesses that signal the need to get help.

**Meets Standard:** A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- recognize an appropriate and safe procedure for a scientific investigation;
- compare situations using data or sort technology by the kind of information it can provide;
- recognize that substances may be mixtures or compounds, or sort objects in a mixture based on color, shape, or size;
- match changes in motion with different external forces or recognize that magnets may attract or repel certain substances;
- sort hazardous and nonhazardous exposure to heat, light, or electricity;

- compare the life cycles of a human and a given mammal;
- recognize basic food chains;
- identify where parts of the circulatory system are located in the human body; and
- match a fitness activity to a health improvement, sort healthy and unhealthy activities and diets, or match symptoms to common illnesses.

**Working Toward Standard:** A student at this level has demonstrated *minimal or inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- recognize safety or scientific procedures or match the technology used by different types of scientists;
- match data to a specific situation;
- recognize that objects can have different physical properties;
- recognize that in certain circumstances light, heat, or electricity can be hazardous;
- recognize the life cycles of different common organisms;
- recognize what different common animals eat;
- recognize parts of the human circulatory system;
- recognize fitness activities or that certain activities affect the body in different ways; and
- recognize that the body changes during an illness.



2011

# **Interpretive Guide**

