

TEACHER GUIDE TO LEAP STUDENT REPORTS

SPRING 2016 ENGLISH AND MATHEMATICS TESTS

This past spring, your students took the LEAP tests in math and English language arts (ELA). Instead of merely isolating individual standards, the LEAP assessments use an integrated approach that asks students to apply their knowledge and show their understanding of mathematics, reading, and writing, similar to what happens in an effective classroom and in solving real-world tasks. The tests measure skills needed to be successful in key areas of math and ELA, which are grouped under major claims and/or subclaims on the student reports. This approach helps you (as a teacher) to better identify where a student may be struggling and how to support the student and his or her parents in building learning strategies for specific content areas.

ELA is reported in two major groups of standards (Reading & Writing):

READING	WRITING
<ul style="list-style-type: none">Literary TextInformational TextVocabulary	<ul style="list-style-type: none">Written ExpressionKnowledge & Use of Language Conventions

MATHEMATICS is reported in the following groups of standards:

<ul style="list-style-type: none">Major ContentAdditional & Supporting Content	<ul style="list-style-type: none">Expressing Mathematical ReasoningModeling & Application
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HOW TO READ THE STUDENT REPORT

Results from the LEAP test are provided in the form of student reports: one for ELA and one for math per student. The reports include:

- The student's overall score in math and in ELA
- How the student is performing in comparison to other students in the school, district, and state
- A breakdown of how well the student performed in different subcategories within each subject area

At the top of each report, is the student's overall performance information, which consists of his or her overall achievement level, overall scale score, and the type of support the student will need based on his or her performance on the test. This section also includes the district and state performance averages so you can see how each student compares to other students in the same grade and subject area.

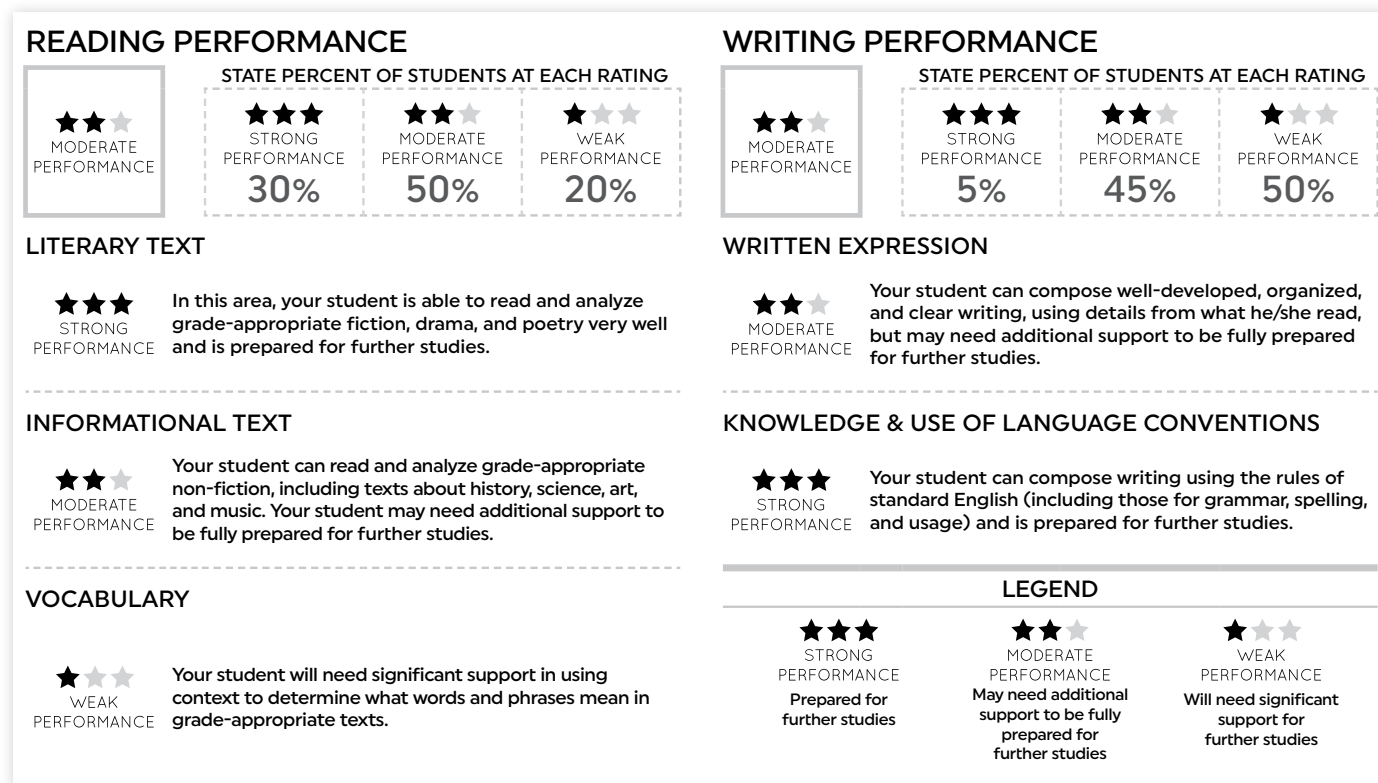
OVERALL STUDENT PERFORMANCE		DISTRICT AVERAGE	STATE AVERAGE
LEVEL 3 BASIC	SCORE 739 Your student scored 739 on a scale of 650 to 850, and performed at the Basic level. Students performing at this level may need additional support to be prepared for further studies in this content area.	LEVEL 2 APPROACHING BASIC	LEVEL 3 BASIC
		SCORE 724	SCORE 748

The following chart outlines what each achievement level means in terms of how well each student met the expectations for that grade and subject:

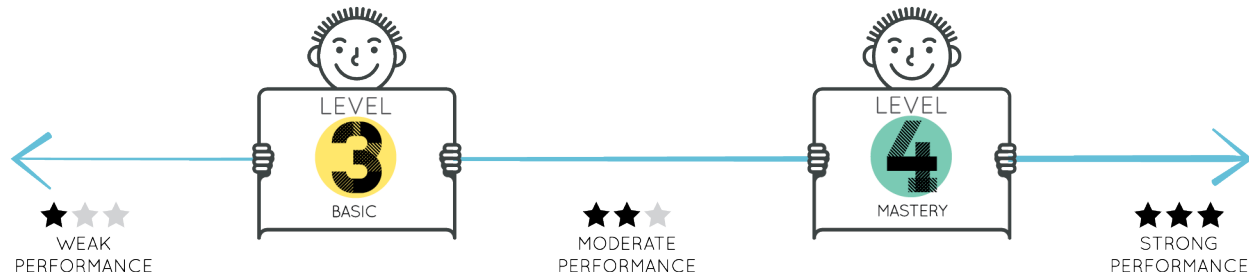
5	ADVANCED (790-850)	Exceeded expectations
4	MASTERY (750-789)	Met expectations
3	BASIC (725-749)	Approached expectations
2	APPROACHING BASIC (700-724)	Partially met expectations
1	UNSATISFACTORY (650-699)	Did not meet expectations



Each student's performance is also broken down into subcategories. In each subcategory, students will be provided a rating of one to three stars, with a description of the student's performance and support needed moving forward.



Student performance across the major content areas and each subcategory is reported through three ratings—Strong, Moderate, or Weak. The graphic below outlines how each rating is determined in relation to a students' overall performance level in that subcategory.



Additional details on the standards that are aligned to each subcategory of a subject area are provided in the Appendix.

This chart can be used to analyze the sample test questions and related standards to determine the kind of thinking students will need to engage independently in with each group of standards. The resources, then, can provide multiple opportunities for students to practice applying their knowledge and skills so that they build their ability to understand mathematics and reading through writing.

HOW TO USE THE RESULTS

Below is a list of questions that teachers should use in analyzing data to understand where students were last year and to determine what support students need this year to achieve their academic goals.

- What does the data say about my current students' readiness for their grade level?
- What patterns am I seeing in my students' 2015 data that I can use to inform my instruction?
- What targeted instruction will I need to provide individual students or my class overall given these results?
- What impact does this data have on my [student learning goals](#) for this year?

HOW TO TALK TO PARENTS ABOUT THE RESULTS

The student reports help parents and educators to understand a student's progress and the ongoing supports or enrichment a student may need to prepare him or her for the next level of study. As they review their child's results, parents can gather information about their child's readiness for the current grade level and how they can support their child's learning at home.

The Department has released the [Parent Guide to 2016 LEAP Results](#) and the [LEAP Parent Conversation Guide for Teachers](#) to help guide these discussions about LEAP results. Please review these resources and the accompanying online tools shared within them to prepare for your conversations with parents.

RESOURCES TO SUPPORT INSTRUCTION

Below are ideas and resources to help you analyze and adjust your instruction based on your students' performance data. Additional tools and resources to support instruction can be found in the Appendix.

- Use [PARCC's 2015 released items](#), including item sets, answer keys, standards alignment and sample student responses to inform and improve instruction.
 - Use [sample assessment items](#) and the LEAP 2016 [practice tests](#) to better understand what students know and should be able to do.
 - Design tasks similar to the [ELA guidebook unit assessments](#) and [math guidebook tasks](#) that integrate key ELA and key math skills to prepare students for task-driven assessments. Access additional information on pages 8–10 of the LEAP Practice Test Guidance for [grades 3–5](#) and [grades 6–8](#) about connections between the ELA guidebook tasks and performance-based tasks.
 - Access the [Remediation Guides](#) for math to target specific deficiencies in students' skills and knowledge.
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ADDITIONAL SUPPORT

For information on these reports and other assessment information, contact us at:

Or visit the [Assessment Resources section of the Teacher Toolbox](#).



assessment@la.gov

APPENDIX

The following chart provides additional information about the subclaims called out on the LEAP Student Reports. It identifies related standards, sample test questions, and resources to support student learning. Teachers can use this information to determine the thinking students will need to independently engage with key ELA and mathematics knowledge and skills and to provide opportunities for students to build their ability to understand mathematics and reading and writing.

3RD GRADE

Reading	Standards	Sample Questions (taken from LEAP Practice Tests and Released Test Items)	Resources to Support Instruction
Literary Text	Reading Literature standards (RL) 1-3, 5-7, 9	Literary Analysis Task : questions 9-12 and Reading points from question 13 OR Narrative Writing Task : questions 14-17 Literary texts in Session 3 : questions 28-29, 31, and 33 PARCC Released Literary Text Set	Grade 3 ELA Standards Crosswalk ELA Guidebooks 2.0 Unit: Cajun Folktales ELA Guidebooks 2.0 Unit: Treasure ELA Instructional Strategies: Annotating text , Notice and Note Signposts , TP-CASTT , philosophical chairs debate , answer frames , accountable talk , and student-led discussions
Informational Text	Reading Informational Text standards (RI) 1-3, 5-9	Research Simulation Task : questions 2, 3, 5, 6 and Reading points from question 7 Informational texts in session 3 : questions 24-27, 34-37 PARCC Released Informational Text Set	Grade 3 ELA Standards Crosswalk ELA Guidebooks 1.0 Unit Plan: A Log's Life ELA Guidebooks 2.0 Unit: Louisiana Purchase Informational (non-fiction) passage sets in EAGLE ELA Instructional Strategies: Annotating text , OPTIC , philosophical chairs debate , answer frames , accountable talk , and student-led discussions
Vocabulary	RL.4 RI.4 Language standards (L) 4 and 5	Literary and informational passage sets : questions 1, 4, 8, 21, 30, 32	Grade 3 ELA Standards Crosswalk ELA Instructional Strategies: Semantic mapping and word displays
Writing	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Test Items)	Resources to Support Instruction
Written Expression	Writing standards (W) 1-3, 7-8, 10	Prose-constructed response Items (PCRs):	Grade 3 Rubrics Grade 3 ELA Standards Crosswalk

		Research Simulation Task , question 7 Literary Analysis Task , question 13 OR Narrative Task , question 18	Culminating Writing Tasks in ELA Guidebooks 2.0 PARCC's Grade 3 ELA-Research Simulation Task-Annotated Student Samples ELA Instructional Strategies: Answer frames , modeling (mentor texts) , shared and interactive writing , accountable talk , and student-led discussions
Knowledge and Use of Language Conventions	L.1 and 2	Grade 3 ELA-Conventions-Student Samples (PARCC)	Grade 3 Rubrics Grade 3 ELA Standards Crosswalk ELA Instructional Strategies: Sentence composing
Math	Standards (for text of 2016 standards see crosswalk documents)	Sample Questions (taken from LEAP 2015-2016 Practice Test and Sample Student work from PARCC 2015 Released Test Items)	Resources to Support Instruction
Major Content	3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.8 3.OA.D.9 3.NF.A.1 3.NF.A.2 3.NF.A.3 3.MD.A.1 3.MD.A.2 3.MD.C.5 3.MD.C.6 3.MD.C.7	3.NF.A.1 Grade 3 LEAP Practice Test Item 3 3.OA.C.7 Grade 3 LEAP Practice Test Item 8	Grade 3 LEAP Paper Practice Test Grade 3 LEAP Paper Practice Test Scoring Guide Grade 3 PBA Sample Student Responses Grade 3 Remediation Guide – Major, Additional, Supporting Content Grade 3 Math Crosswalk Document Grade 3 Teachers Companion Document EAGLE – Items, Premade Tests, Instructional Tasks Aligned by Standard
Additional and Supporting Content	3.NBT.A.1 3.NBT.A.2 3.NBT.A.3 3.MD.B.3 3.MD.B.4 3.MD.D.8	3.MD.D.8, 3.NBT.A.2 Grade 3 LEAP Practice Test Item 10 3.G.A.1 Grade 3 LEAP Practice Test Item 21	

	3.G.A.1 3.G.A.2	3.MD.B.3 Grade 3 LEAP Practice Test Item 13	
Expressing Mathematical Reasoning	Base explanations/reasoning on the properties of operations. 3.OA.B.5 3.OA.D.9 3.MD.C.7	Sample not available	
	Base explanations/reasoning on the relationship between multiplication and division. 3.OA.B.6	Sample not available	
	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. 3.NF.A.3b, 3.NF.A.3d	Sample not available	
	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response). 3.MD.C.5, 3.MD.C.6, 3.MD.C.7	3.MD.C.7 Student Work: Grade 3 Released Test Item 12	

	<p>Distinguish correct explanation/ reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p>3.OA.B.5 3.OA.B.6 3.OA.D.8 3.NF.A.3b, 3.NF.A.3d 3.MD.C.7 3.OA.D.9 2.NBT</p>	<p>2.NBT.B.6, 2.NBT.B.7 Grade 3 LEAP Practice Test Item 12</p> <p>3.OA.B.6 Student Work: Grade 3 Released Test Item 11</p>	
	<p>Present solutions to two-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to two-step problems and present corrected solutions.</p> <p>3.OA.D.8</p>	<p>3.OA.D.8 Student Work: Grade 3 Released Test Item 15</p>	
	<p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to two-step problems and present corrected solutions.</p> <p>3.MD.C.7b, 3.MD.C.7d</p>	<p>Sample not available</p>	

	Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response) 3.NF.A.2 3.MD.A.1	3.NF.A.2b Grade 3 LEAP Practice Test Item 26	
Modeling and Application	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in standards listed in Major content.	3.OA.D.8, 3.MD.A.1 Student Work: Grade 3 Released Test Item 17	
	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in 2.OA.A, 2.OA.B, 2.NBT, and/or 2.MD.B.	2.OA.1 Student Work: Grade 3 Released Test Item 16	

4th GRADE

Reading	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Test Items)	Resources to Support Instruction
Literary text	RL.1-3, 5-7, 9-10	Literary Analysis Task : questions 10, 12, 13 and Reading points from question 14 OR Narrative Writing Task : questions 15-18 Literary texts in sessions 2 and 3 : questions 20-23, 25, 32-36 PARCC Released Literary Text Set	Grade 4 ELA Standards Crosswalk Literary passage sets in EAGLE ELA Guidebooks 2.0 Unit: Lightning Thief ELA Guidebooks 2.0 Unit: Whipping Boy ELA Instructional Strategies: Annotating text , Notice and Note Signposts , TP-CASTT , philosophical chairs debate , answer frames , accountable talk , and student-led discussions
Informational text	RI.1-3, 5-9	Research Simulation Task : questions 2, 4, 5, 7 and Reading points from question 8 Informational texts in session 3 : questions 26-31, 37, 40 PARCC Released Informational Text Set	Grade 4 ELA Standards Crosswalk Informational (non-fiction) passage sets in EAGLE ELA Guidebooks 2.0 Unit: American Revolution ELA Guidebooks 2.0 Unit: Hurricanes ELA Instructional Strategies: Annotating text , OPTIC , philosophical chairs debate , answer

			frames, accountable talk, and student-led discussions
Vocabulary	RL.4, RI.4, L.4, L.5	Literary and informational passage sets: Questions 1, 3, 9, 11, 24, 38	Grade 4 ELA Standards Crosswalk ELA Guidebook lessons focused on building vocabulary ELA Instructional Strategies: Semantic mapping and word displays
Writing	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Test Items)	Resources to Support Instruction
Written expression	W.1-4, 7-9	Prose-constructed response Items (PCRs): Research Simulation Task , question 8 Literary Analysis Task , question 14 OR Narrative Task , question 19	Grade 4 Rubrics Grade 4 ELA Standards Crosswalk PARCC's Grade 4 ELA- Narrative Writing Task- Annotated Student Samples Culminating Writing Tasks in ELA Guidebooks 2.0 ELA Instructional Strategies: Answer frames , modeling (mentor texts) , shared and interactive writing , accountable talk , and student-led discussions
Knowledge and use of language conventions	L.1 and 2, plus applicable skills from the Language Progressive Skills Chart	Grade 4 ELA-Conventions-Student Samples (PARCC)	Grade 4 Rubrics Grade 4 ELA Standards Crosswalk ELA Instructional Strategies: Sentence composing
Math	Standards (for text of 2016 standards see crosswalk documents)	Sample Questions (taken from LEAP 2015-2016 Practice Test and Sample Student work from PARCC 2015 Released Test Items	Resources to Support Instruction
Major content	4.OA.A.1 4.OA.A.2 4.OA.A.3 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6 4.NF.A.1 4.NF.A.2	4.NF.A.2 Grade 4 LEAP Paper Practice Test Item 3 4.NBT.B.5 Grade 4 LEAP Paper Practice Test Item 15 4.NF.C.4a Grade 4 LEAP Paper Practice Test Item 21	Grade 4 LEAP Paper Practice Test Grade 4 LEAP Paper Practice Test Scoring Guide Grade 4 PBA Sample Student Responses Grade 4 Math Crosswalk Document Grade 4 Remediation Guide – Major, Additional, Supporting Content

	4.NF.B.3 4.NF.B.4 4.NF.C.5 4.NF.C.6 4.NF.C.7		Grade 4 Teachers Companion Document EAGLE – Items, Premade Tests, Instructional Tasks Aligned by Standard
Additional and supporting content	4.OA.B.4 4.OA.C.5 4.MD.A.1 4.MD.A.2 4.MD.A.3 4.MD.B.4 4.MD.C.5 4.MD.C.6 4.MD.C.7 4.G.A.1 4.G.A.2 4.G.A.3	4.OA.B.4 Grade 4 LEAP Paper Practice Test Item 23 4.G.A.2 Grade 4 LEAP Paper Practice Test Item 7	
Expressing mathematical reasoning	Base explanations/ reasoning on the properties of operations 4.NBT.B.5 4.NBT.B.6	Sample not available	
	Base explanations/ reasoning on the relationship between multiplication and division. 4.NBT.B.6	Sample not available	
	Reason about the place value system itself. 4.NBT.A	Sample not available	
	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. 4.NF.A 4.NF.B.3a, 4.NF.B.3b 4.NF.B.4a, 4.NF.B.4b	4.NF.C Student Work: Grade 4 Released Test Item 11	

	4.NF.C		
	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p>4.OA.A.3 4.NF.A.1 4.NF.A.2 4.NF.B 4.NF.C 3.OA.B, 3.NF, 3.MD.C</p>	<p>3.MD.C Student Work: Grade 4 Released Test Item 14</p>	
	<p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p>4.OA.A.3 4.NF.B.3c 4.NF.B.3d, 4.NF.B.4c</p>	<p>4.NF.B.3c Student Work: Grade 4 Released Test Item 12</p>	
	<p>Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response)</p> <p>4.NF.A.1 4.NF.A.2 4.NF.B.3a 4.NF.B.4a, 4.NF.B.4b</p>	<p>4.NF.B.4a, 4.NF.4b Student Work: Grade 4 Released Test Item 13</p>	

Modeling and application	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in standards listed in Major content.	4.NF.B.4, 4.NF.B.3d Student Work: Grade 4 Released Test Item 16 4.OA.A.2, 4.NF.B.4c Grade 4 LEAP Paper Practice Test Item 28	
	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.D.8, 3.NBT, and/or 3.MD.	3.NBT.A.2, 3.OA.D.8, 3.MD.B.3 Student Work: Grade 4 Released Test Item 17	

5th GRADE

Reading	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Items)	Resources to Support Instruction
Literary text	RL.1-3, 5-7, 9	Literary Analysis Task : questions 10-13 and Reading points from question 14 OR Narrative Writing Task : questions 15-18 Literary texts in session 3 : questions 36-40 PARCC Released Literary Text Set	Grade 5 ELA Standards Crosswalk ELA Guidebooks 2.0 Unit: The Lion, the Witch, and the Wardrobe ELA Guidebooks 2.0 Unit: Wonderstruck Literary passage sets in EAGLE ELA Instructional Strategies: Annotating text , Notice and Note Signposts , TP-CASTT , philosophical chairs debate , answer frames , accountable talk , and student-led discussions
Information text	RI.1-3, 5-9	Research Simulation Task : questions 2-5, 7 and Reading points from question 8 Informational texts in session 3 : questions 26-28, 30, 31, 32-35 PARCC Released Informational Text Set	Grade 5 ELA Standards Crosswalk ELA Guidebooks 2.0 Unit: The Making of a Scientist ELA Guidebooks 2.0 Unit: Shutting Out the Sky Informational (non-fiction) passage sets in EAGLE ELA Instructional Strategies: Annotating text , OPTIC , philosophical chairs debate , answer frames , accountable talk , and student-led discussions

Vocabulary	RL.4, RI.4, L.4, L.5	Literary and Informational passage sets: questions 1, 6, 9, 22, 29	Grade 5 ELA Standards Crosswalk ELA Instructional Strategies: Semantic mapping and word displays
Writing	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Items)	Resources to Support Instruction
Written expression	W.1-4, 7-10	Prose-constructed response Items (PCRs): Research Simulation Task , question 8 Literary Analysis Task , question 14 OR Narrative Task , question 19	Grade 5 Rubrics Grade 5 ELA Standards Crosswalk PARCC's Grade 5 Literary Analysis Task- Annotated Student Samples Culminating Writing Tasks in ELA Guidebooks 2.0 ELA Instructional Strategies: Answer frames , modeling (mentor texts) , shared and interactive writing , accountable talk , and student-led discussions
Knowledge and use of language conventions	L.1 and 2, plus applicable skills from the Language Progressive Skills Chart	Grade 5 ELA-Conventions-Student Samples (PARCC)	Grade 5 Rubrics Grade 5 ELA Standards Crosswalk ELA Instructional Strategies: Sentence composing
Math	Standards (for text of 2016 standards see crosswalk documents)	Sample Questions (taken from LEAP 2015-2016 Practice Test and Sample Student work from PARCC 2015 Released Test Items)	Resources to Support Instruction
Major content	5.NBT.A.1 5.NBT.A.2 5.NBT.A.3 5.NBT.A.4 5.NBT.B.5 5.NBT.B.6 5.NBT.B.7 5.NF.A.1 5.NF.A.2 5.NF.B.3 5.NF.B.4 5.NF.B.5 5.NF.B.6 5.NF.B.7 5.MD.C.3	5.NF.A.1 Grade 5 LEAP Practice Test Item 16 5.NBT.A.4 Grade 5 LEAP Practice Test Item 15 5.MD.C.5b Grade 5 LEAP Practice Test Item 20	Grade 5 LEAP Paper Practice Test (Online practice test cannot be linked as it requires use of edirect and student tickets, etc.) Grade 5 LEAP Online Practice Test Scoring Guide Grade 5 PBA Sample Student Responses Grade 5 Math Crosswalk Document Grade 5 Remediation Guide – Major, Additional, Supporting Content Grade 5 Teachers Companion Document

	5.MD.C.4 5.MD.C.5		EAGLE – Items, Premade Tests, Instructional Tasks Aligned by Standard
Additional and supporting content	5.OA.A.1 5.OA.A.2 5.OA.B.3 5.MD.A.1 5.MD.B.2 5.G.A.1 5.G.A.2 5.G.B.3 5.G.B.4	5.OA.B.3 Grade 5 LEAP Practice Test Item 18 Technology Enhanced in Online Test 5.G.A.1 Grade 5 LEAP Practice Test Item 17	
Expressing mathematical reasoning	Base explanations/ reasoning on place value and/or understanding of operations. 5.NBT.B.6	Sample not available	
	Base explanations/ reasoning on the properties of operations 5.NBT.B.7 5.MD.C.5a	Sample not available	
	Base explanations/reasoning on the relationship between multiplication and division. 5.NBT.B.6 5.NF.B.3, 5.NF.B.4a 5.NF.B.7	Sample not available	
	Base explanations/ reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. 5.NBT.B.7	Sample not available	
	Reason about the place value system itself. 5.NBT.A	Sample not available	

	<p>Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method.</p> <p>5.NF.A.2 5.NF.A.4b 5.NBT.B.6 5.NBT.B.7 5.MD.C</p>	<p>5.NBT.B.6 Student Work: Grade 5 Released Test Item 15</p> <p>5.MD.C.4, 5.MD.C.5b, 5.MD.5c Student Work: Grade 5 Released Test Item 10</p>	
	<p>Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response).</p> <p>5.NF.A.2 5.NF.B.4a 5.NF.B.7a, 5.NF.B.7b</p>	<p>5.NF.B.7a Student Work: Grade 5 Released Test Item 12</p>	
	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p>5.NF.A.1, 5.NF.A.2 5.NF.B.5b 4.NBT, 4.NF.A, 4.NF.B</p>	<p>4.NBT.A.1, 4.NBT.A.2 Student Work: Grade 5 Released Test Item 13</p> <p>5.NF.A.1 Student Work: Grade 5 Released Test Item 11</p>	
	<p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions</p>	<p>Sample not available</p>	

	to multi-step problems and present corrected solutions. 5.MD.C.5c		
Modeling and application	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in standards listed in Major content.	5.NBT.B.5 Student Work: Grade 5 Released Test Item 5.NBT.B.7 Student Work: Grade 5 Released Test Item 14	
	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in 4.OA, 4.NBT, 4.NF, 4.MD	4.MD.A.3 Grade 5 LEAP Practice Test Item 41 4.NBT.B.4, 4.NBT.B.5 Student Work: Grade 5 Released Test Item 16	

6th GRADE

Reading	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Items)	Resources to Support Instruction
Literary text	RL.1-3, 5-6, 9	Literary Analysis Task : questions 10, 12, 13 and Reading points on question 14 OR Narrative Writing Task : questions 15-19 Literary texts in session 3 : questions 31, 33-35 PARCC Released Literary Text Set	Grade 6 ELA Standards Crosswalk ELA Guidebooks 2.0 Unit: Hatchet ELA Guidebooks 2.0 Unit: The Witch of Blackbird Pond ELA Guidebooks 2.0 Unit: Out of the Dust Literary passage sets in EAGLE ELA Instructional Strategies: Annotating text , Notice and Note Signposts , TP-CASTT , philosophical chairs debate , answer frames , accountable talk , and student-led discussions

Informational text	RI.1-3, 5-9	Research Simulation Task : questions 2-5, 7 and Reading points on question 8 Informational texts in session 3 : questions 26, 29, 30, 35-37 PARCC Released Informational Text Set	Grade 6 ELA Standards Crosswalk ELA Guidebooks 2.0 Unit: Steve Jobs ELA Guidebooks 2.0 Unit: If Stones Could Speak Informational (non-fiction) passage sets in EAGLE ELA Instructional Strategies: Annotating text , OPTIC , SOAPSTone , philosophical chairs debate , answer frames , accountable talk , and student-led discussions
Vocabulary	RL.4, RI.4, L.4, L.5	Literary and Informational passage sets : questions 1, 9, 11, 20, 27, 32	Grade 6 ELA Standards Crosswalk ELA Instructional Strategies: Semantic mapping and word displays
Writing	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Items)	Resources to Support Instruction
Written expression	W.1-4, 7-10	Prose-constructed response Items (PCRs): Research Simulation Task , question 8 Literary Analysis Task , question 14 OR Narrative Task , question 19	Grade 6 Rubrics Grade 6 ELA Standards Crosswalk PARCC's Grade 6 Narrative Writing Task-Annotated Student Samples Culminating Writing Tasks in ELA Guidebooks 2.0 ELA Instructional Strategies: Answer frames , modeling (mentor texts) , accountable talk , and student-led discussions
Knowledge and use of language conventions	L.1 and 2, plus applicable skills from the Language Progressive Skills Chart	Grade 6 ELA-Conventions-Student Samples (PARCC)	Grade 6 Rubrics Grade 6 ELA Standards Crosswalk ELA Instructional Strategies: Sentence composing

Math	Standards (for text of 2016 standards see crosswalk documents)	Sample Questions (taken from LEAP 2015-2016 Practice Test and Sample Student work from PARCC 2015 Released Test Items)	Resources to Support Instruction
Major content	6.RP.A.1 6.RP.A.2 6.RP.A.3 6.NS.A.1 6.NS.C.5 6.NS.C.6 6.NS.C.7 6.NS.C.8 6.EE.A.1 6.EE.A.2 6.EE.A.3 6.EE.A.4 6.EE.B.5 6.EE.B.6 6.EE.B.7 6.EE.B.8 6.EE.C.9	6.RP.A.2 Grade 6 LEAP Practice Test Item 3 6.NS.C.8 Grade 6 LEAP Practice Test Item 17 6.EE.C.9 Grade 6 LEAP Practice Test Item 28	Grade 6 LEAP Paper Practice Test (online practice test cannot be linked as it requires use of edirect and student tickets, etc.) Grade 6 LEAP Online Practice Test Scoring Guide Grade 6 PBA Sample Student Responses Grade 6 Math Crosswalk Document Grade 6 Remediation Guide – Major, Additional, Supporting Content Grade 6 Teachers Companion Document EAGLE – Items, Premade Tests, Instructional Tasks Aligned by Standard
Additional and supporting content	6.NS.B.2 6.NS.B.3 6.NS.B.4 6.G.A.1 6.G.A.2 6.G.A.3 6.G.A.4 6.SP.A.1 6.SP.A.2 6.SP.A.3 6.SP.B.4 6.SP.B.5	6.NS.B.2 Grade 6 LEAP Practice Test Item 4 6.SP.A.3 Grade 6 LEAP Practice Test Item 11	

Expressing mathematical reasoning	Base explanations/ reasoning on the properties of operations. 6.EE.A.3, 6.EE.A.4	6.EE.A.3, 6.EE.A.4 Grade 6 LEAP Practice Test Item 37	
	Base explanations/ reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. 6.NS.A.1	Sample not available	
	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. 6.NS.A.1	6.NS.A.1 Student Work: Grade 6 Released Test Item 12	
	Base explanations/ reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). 6.NS.C.6, 6.NS.C.7	6.NS.C.6c, 6.NS.C.7c. 6.NS.C.7d Student Work: Grade 6 Released Test Item 13	
	Base explanations/ reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response). 6.NS.C.6, 6.NS.C.8	Sample not available	
	Given an equation, present the solution steps as a logical argument that concludes with a solution 6.EE.B	Sample not available	
	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. 6.EE.A.4	Sample not available	
	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as	Sample not available	

	<p>equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p>6.RP.A 6.EE.C.9</p>		
	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p>5.NBT, 5.MD.C</p>	<p>5.NBT.A.1, 5.NBT.A.2 Student Work: Grade 6 Released Test Item 14</p>	
Modeling and application	<p>Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in standards listed in Major content.</p>	<p>6.RP.A.3b, 6.EE.A.2, 6.EE.B.6 Student Work: Grade 6 Released Test Item 17</p>	
	<p>Solve multi-step contextual problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in 5.NBT.B, 5.NF, 5.MD, and 5.G.A.</p>	<p>5.MD.A.1, 5.MD.B.2, 5.NF.A.2, 5.NF.B.6 Student Work: Grade 6 Released Test Item 16</p>	
	<p>Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity. Content Scope: knowledge and skills articulated in standards listed in Major content.</p>	<p>6.NS.B.3, 6.NS.B.4 Student Work: Grade 6 Released Test Item 11</p>	

7th GRADE

Reading	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Items)	Resources to Support Instruction
Literary text	RL.1-3, 5-6, 9	Literary Analysis Task : questions 10, 11, 12, 13, and Reading points from question 14 OR Narrative Writing Task : questions 16-18 Literary texts in session 3 : questions 26, 28, 37, 39, 40 PARCC Released Literary Text Set	Grade 7 ELA Standards Crosswalk ELA Guidebooks 2.0 Unit: The Giver ELA Guidebooks 2.0 Unit: Christmas Carol Literary passage sets in EAGLE ELA Instructional Strategies: Annotating text , Notice and Note Signposts , TP-CASTT , philosophical chairs debate , answer frames , accountable talk , and student-led discussions
Informational text	RI.1-3, 5-9	Research Simulation Task : questions 2-4, 6, 7, and Reading points from question 8 Informational texts in session 3 : questions 31, 33, 35 PARCC Released Informational Text Set	Grade 7 ELA Standards Crosswalk ELA Guidebooks 2.0 Unit: Written in Bone Informational (non-fiction) passage sets in EAGLE ELA Instructional Strategies: Annotating text , OPTIC , SOAPSTone , philosophical chairs debate , answer frames , accountable talk , and student-led discussions
Vocabulary	RL.4, RI.4, L.4, L.5	Literary and Informational passage sets : questions 5, 12, 15, 32, 34, 36	Grade 7 ELA Standards Crosswalk ELA Instructional Strategies: Semantic mapping and word displays
Writing	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Items)	Resources to Support Instruction
Written expression	W.1-4, 7-10	Prose-constructed response Items (PCRs): Research Simulation Task , question 8 Literary Analysis Task , question 14 OR Narrative Task , question 19	Grade 7 Rubrics Grade 7 ELA Standards Crosswalk PARCC's Grade 7 Literary Analysis Task- Annotated Student Samples Culminating Writing Tasks in ELA Guidebooks 2.0 ELA Instructional Strategies: Answer frames , modeling (mentor texts) , accountable talk , and student-led discussions

Knowledge and use of language conventions	L.1 and 2, plus applicable skills from the Language Progressive Skills Chart	Grade 7 ELA-Conventions-Student Samples (PARCC)	Grade 7 Rubrics Grade 7 ELA Standards Crosswalk ELA Instructional Strategies: Sentence composing
Math	Standards (for text of 2016 standards see crosswalk documents)	Sample Questions (taken from LEAP 2015-2016 Practice Test and Sample Student work from PARCC 2015 Released Test Items)	Resources to Support Instruction
Major content	7.RP.A.1 7.RP.A.2 7.RP.A.3 7.NS.A.1 7.NS.A.2 7.NS.A.3 7.EE.A.1 7.EE.A.2 7.EE.B.3 7.EE.B.4	7.RP.A.2a Grade 7 LEAP Practice Test Item 35 7.NS.A.3 Grade 7 LEAP Practice Test Item 5 7.EE.B.4a Grade 7 LEAP Practice Test Item 3	Grade 7 LEAP Paper Practice Test (online practice test cannot be linked as it requires use of edirect and student tickets, etc.) Grade 7 LEAP Online Practice Test Scoring Guide Grade 7 PBA Sample Student Responses Grade 7 Math Crosswalk Document
Additional and supporting content	7.G.A.1 7.G.A.2 7.G.A.3 7.G.B.4 7.G.B.5 7.G.B.6 7.SP.A.1 7.SP.A.2 7.SP.B.3 7.SP.B.4 7.SP.C.5 7.SP.C.6 7.SP.C.7 7.SP.C.8	7.G.A.2 Grade 7 LEAP Practice Test Item 31 7.SP.B.4 Grade 7 LEAP Practice Test Item 37	Grade 7 Remediation Guide – Major, Additional, Supporting Content Grade 7 Teachers Companion Document EAGLE – Items, Premade Tests, Instructional Tasks Aligned by Standard

Expressing mathematical reasoning	Base explanations/ reasoning on the properties of operations. 7.NS.A.1 7.NS.A.2 7.EE.A.1	Sample not available	
	Base explanations/ reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. 7.NS.A.1 7.NS.A.2	7.NS.A.1b Grade 7 LEAP Practice Test Item 30	
	Base explanations/ reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). 7.NS.A	Sample not available	
	Base explanations/ reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response). 7.RP.A	7.RP.A.2 Grade 7 LEAP Practice Test Item 32	
	Given an equation, present the solution steps as a logical argument that concludes with a solution 7.EE.B.4a	7.EE.B.4a Grade 7 LEAP Practice Test Item 36	
	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. 7.RP.A.2 6.NS.C 6.EE.A, 6.EE.B	7.RP.A.2 Student Work: Grade 7 Released Test Item 14 6.NS.C.6b, 6.NS.C.8 Student Work: Grade 7 Released Test Item 16	

	<p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p>7.RP.A.3 7.NS.A.2d 7.NS.A.3 7.EE.B.3</p>	Sample not available	
Modeling and application	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 7, requiring application of knowledge and skills articulated in standards listed in Major content.	7.NS.A.3, 7.EE.B.3 Grade 7 LEAP Practice Test Item 29	
	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 7, requiring application of knowledge and skills articulated in 6.RP.A, 6.EE.C, and 6.G	6.RP.A.3a, 6.RP.A.3b, 6.EE.C.9 Student Work: Grade 7 Released Test Item 15	
	Micro-models: Autonomously apply a technique from pure mathematics to a real-world situation in which the technique yields valuable results even though it is obviously not applicable in a strict mathematical sense (e.g., profitably applying proportional relationships to a phenomenon that is obviously nonlinear or statistical in nature). Content Scope: knowledge and skills articulated in standards listed in Major content.	Sample not available	

	Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity. Content Scope: Knowledge and skills articulated in standards listed in Major content.	7.SP.A.2, 7.NS.A.3, 7.EE.B.3 Student Work: Grade 7 Released Test Item 17	
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8th GRADE

Reading	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Items)	Resources to Support Instruction
Literary text	RL.1-3, 5-6, 9	Literary Analysis Task : questions 10, 11, 13, and Reading points from question 14 OR Narrative Writing Task : questions 15-18 Literary texts in session 3 : questions 32, 34, 35 PARCC Released Literary Paired Text Set	Grade 8 ELA Standards Crosswalk ELA Guidebooks 2.0 Unit: Tell-Tale Heart ELA Guidebooks 2.0 Unit: Flowers for Algernon Literary passage sets in EAGLE ELA Instructional Strategies: Annotating text , Notice and Note Signposts , TP-CASTT , philosophical chairs debate , answer frames , accountable talk , and student-led discussions
Information text	RI.1-3, 5-9	Research Simulation Task : questions 2, 3, 5-7, and Reading points from question 8 Informational texts in session 3 : questions 26, 29, 35, 37, 40 PARCC Released Informational Text Set	Grade 8 ELA Standards Crosswalk ELA Guidebooks 2.0 Unit: Sugar ELA Guidebooks 2.0 Unit: Conservation Informational (non-fiction) passage sets in EAGLE ELA Instructional Strategies: Annotating text , OPTIC , SOAPSTone , philosophical chairs debate , answer frames , accountable talk , and student-led discussions
Vocabulary	RL.4, RI.4, L.4, L.5	Literary and Informational passage sets : questions 1, 9, 12, 31, 33, 38	Grade 8 ELA Standards Crosswalk ELA Instructional Strategies: Semantic mapping and word displays

Writing	Standards	Sample Questions (taken from 2015-2016 LEAP Practice Tests and Released Items)	Resources to Support Instruction
Written expression	W.1-4, 7-10	Prose-constructed response Items (PCRs): Research Simulation Task , question 8 Literary Analysis Task , question 14 OR Narrative Task , question 19	Grade 8 Rubrics Grade 8 ELA Standards Crosswalk PARCC's Grade 8 Research Simulation Task- Annotated Student Samples Culminating Writing Tasks in ELA Guidebooks 2.0 ELA Instructional Strategies: Answer frames , modeling (mentor texts) , accountable talk , and student-led discussions
Knowledge and use of language conventions	L.1 and 2, plus applicable skills from the Language Progressive Skills Chart	Grade 8 ELA-Conventions-Student Samples (PARCC)	Grade 8 Rubrics Grade 8 ELA Standards Crosswalk ELA Instructional Strategies: Sentence composing
Math	Standards (for text of 2016 standards see crosswalk documents)	Sample Questions (taken from LEAP 2015-2016 Practice Test and Sample Student work from PARCC 2015 Released Test Items)	Resources to Support Instruction
Major content	8.EE.A.1 8.EE.A.2 8.EE.A.3 8.EE.A.4 8.EE.B.5 8.EE.B.6 8.EE.C.7 8.EE.C.8 8.F.A.1 8.F.A.2 8.F.A.3 8.G.A.1 8.G.A.2 8.G.A.3 8.G.A.4 8.G.A.5 8.G.B.6	8.EE.C.7a Grade 8 LEAP Practice Test Item 13 8.F.A.2 Grade 8 LEAP Practice Test Item 20 8.G.A.3 Grade 8 LEAP Practice Test Item 12	Grade 8 LEAP Paper Practice Test (online practice test cannot be linked as it requires use of edirect and student tickets, etc.) Grade 8 LEAP Online Practice Test Scoring Guide Grade 8 PBA Sample Student Responses Grade 8 Math Crosswalk Document Grade 8 Remediation Guide – Major, Additional, Supporting Content Grade 8 Teachers Companion Document EAGLE – Items, Premade Tests, Instructional Tasks Aligned by Standard

	8.G.B.7 8.G.B.8		
Additional and supporting content	8.NS.A.1 8.NS.A.2 8.F.B.4 8.F.B.5 8.G.C.9 8.SP.A.1 8.SP.A.2 8.SP.A.3 8.SP.A.4	8.NS.A.1 Grade 8 LEAP Practice Test Item 2 8.F.B.5 Grade 8 LEAP Practice Test Item 43 8.SP.A.4 Grade 8 LEAP Practice Test Item 26	
Expressing mathematical reasoning	Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. 8.EE.B.6 8.EE.C.8a	Sample not available	
	Given an equation or system of equations, present the solution steps as a logical argument that concludes with the set of solutions (if any). 8.EE.C.7a, 8.EE.C.7b 8.EE.C.8b	8.EE.C.7b Student Work: Grade 8 Released Test Item 12	
	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. 8.F.A.3 8.G.A.2, 8.G.A.4 8.G.A.5 7.RP.A 7.NS.A 7.EE.A	8.G.A.5 Student Work: Grade 8 Released Test Item 15 7.RP.A.3, 7.NS.A.3 Grade 8 LEAP Practice Test Item 41	
	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense	Sample not available	

	statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. 8.EE.C.8c		
	Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. 8.EE.B.6 8.G.A.2, 8.G.A.4, 8.G.B	8.G.A.2, 8.G.A.4 Grade 8 LEAP Practice Test Item 31	
Modeling and application	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 8, requiring application of knowledge and skills articulated in standards listed in Major content.	8.F.A.2, 8.EE.B.5 Student Work: Grade 8 Released Test Item 14	
	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 8, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.A.3, 7.EE, 7.G and 7.SP.B.	7.RP.A.3, 7.NS.A.3 Student Work: Grade 8 Released Test Item 17	
	Micro-models: Autonomously apply a technique from pure mathematics to a real-world situation in which the technique yields valuable results even though it is obviously not applicable in a strict mathematical sense (e.g., profitably applying proportional relationships to a phenomenon that is obviously nonlinear or statistical in nature). Content Scope: knowledge and skills articulated in standards listed in Major content.	8.EE.B.5, 8.F.B.4 Student Work: Grade 8 Released Test Item 18	

	<p>Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity.</p> <p>Content Scope: Knowledge and skills articulated in standards listed in Major content.</p>	Sample not available	
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Language Progressive Skills Chart

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

*Subsumed by L.7.3a

*Subsumed by L.9–10.1a

*Subsumed by L.11–12.3a