This guide includes the following sections:

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- Introduction
- ELA Reporting Categories
- ELA Assessment Design
- Test Administration Policies
- ELA Item Types
- Sample Test Items
- Resources
- Appendix A: Answer Key for Sample Items
- Appendix B: Update Log

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English II test.

INTRODUCTION

In order to create a more cohesive grades three through high school assessment system, the high school assessments are transitioning from four-level to five-level tests. These new assessments, which include the LEAP 2025 operational English II test, provide

- consistency with the approach and design of the LEAP 2025 ELA assessments at grades 3-8;
- questions that have been reviewed by Louisiana educators to ensure their alignment to the Louisiana Student Standards and appropriateness for Louisiana students;
- measurement of the full range of student performance, including the performance of high- and low-performing students;
- consistency in graduation requirements;
- information for educators and parents about student readiness in ELA and whether students are “on track” for college and careers; and
- comparison of Louisiana student performance with the performance of students in other states.

For additional information about the high school assessment program, see the 2017-2018 High School Assessment Frequently Asked Questions.
ELA REPORTING CATEGORIES

Student performance on the LEAP 2025 English II Assessment will be reported by claim and subclaim as outlined in the following table.

<table>
<thead>
<tr>
<th>Claim</th>
<th>Subclaim</th>
<th>Subclaim Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Reading Literary Text</td>
<td>Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.</td>
</tr>
<tr>
<td></td>
<td>Reading Informational Text</td>
<td>Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, technology, and the arts.</td>
</tr>
<tr>
<td></td>
<td>Reading Vocabulary</td>
<td>Students use context to determine the meaning of words and phrases in grade-level texts.</td>
</tr>
<tr>
<td>Writing</td>
<td>Written Expression</td>
<td>Students use details from provided texts to compose well-developed, organized, clear writing.</td>
</tr>
<tr>
<td></td>
<td>Knowledge and Use of Language Conventions</td>
<td>Students use the rules of standard English (grammar, mechanics, and usage) to compose writing.</td>
</tr>
</tbody>
</table>

These reporting categories provide parents and educators valuable information about
- overall student performance, including readiness to continue further studies in English Language Arts;
- student performance broken down by subcategories, which may help identify when students need additional support or more challenging work in reading and writing; and
- how well schools and districts are helping students achieve higher expectations.

Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana’s five achievement levels:

- **Advanced**: Students performing at this level have *exceeded* college and career readiness expectations, and are well prepared for the next level of studies in this content area.
- **Mastery**: Students performing at this level have *met* college and career readiness expectations, and are prepared for the next level of studies in this content area.
- **Basic**: Students performing at this level have *nearly met* college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
- **Approaching Basic**: Students performing at this level have *partially met* college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
- **Unsatisfactory**: Students performing at this level have *not yet met* the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.
ELA ASSESSMENT DESIGN

The LEAP 2025 English II Assessment focuses on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom:

- careful, close reading of complex grade-level literary and informational texts
- a full range of texts from across the disciplines, including science, social studies, and the arts
- tasks that integrate key ELA skills by asking students to read text(s), answer reading and vocabulary questions about the text(s), and then write using evidence from what they have read
- questions worth answering, ordered in a way that builds meaning
- a focus on students citing evidence from texts when answering questions about a specific passage or when writing about a set of related passages
- a focus on words that matter most in texts, that are essential to understanding a particular text, and that include context that allows a student to determine literal and figurative meanings

All students will take the Research Simulation Task. The other task will be either the Literary Analysis Task or the Narrative Writing Task. At grades 4 through 10, an additional passage set will come after the Literary Analysis Task (one text only) or the Narrative Writing Task (one text or a pair of related texts). The additional set may be literary or informational and is included to balance the reading load across the test and to maintain consistent timing in sessions 1 and 2.

The tasks are described below.

- **Research Simulation Task**: mirrors the research process by presenting three texts on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts (e.g., how ideas/claims are developed, point of view/purpose, analysis of argument/claims, relationship of ideas, primary and secondary sources).

- **Literary Analysis Task**: provides students an opportunity to show their understanding of literature. It asks students to read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that analyzes key ideas or elements in the texts (e.g., impact of word choice, complex characterization, how an author structures a text).

- **Narrative Writing Task**: asks students to read a literary text, answer a set of selected-response questions about the text, and then create a narrative related to the text (e.g., finish the story, retell the story in another narrative form or from a different point of view). Students should make sure that they create narrative, not expository, responses.
**Session 1** consists of either the Literary Analysis Task and one additional passage set or the Research Simulation Task (administered by itself).

**Session 2** consists of either the Research Simulation Task (administered by itself) or the Narrative Writing Task and a passage set with one text or a pair of related texts.

**Session 3**, Reading Literary and Informational Texts, asks students to read texts and answer questions to show their understanding of each text. The reading selections may include fiction (e.g., short stories, novel and play excerpts, poems) and non-fiction (e.g., informational texts from across the disciplines of science, history, and the arts). Students will answer only selected-response questions about each text. No writing is included in this session.

**NOTE:** **Session 3** includes 2 operational passage sets and 1 additional passage set that is being field tested. A passage set for English II includes one text or a pair of related texts and 4 or 6 questions about the text(s). Only a student’s performance on the operational passage sets will count towards a student’s final score. The field-test questions do not count towards a student’s final score on the test; they provide information that will be used to develop future test forms.

The table on the next page outlines the two possible designs of the LEAP 2025 English II Assessment. The first part of the table shows the test design when the Literary Analysis Task is administered, while the second part of the table shows the test design when the Narrative Writing Task is administered.
# LEAP 2025 English II Test Design—Literary Analysis Task (LAT) Administered

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Focus of Session</th>
<th>Number of Passages</th>
<th>Number/Type of Items</th>
<th>Assessable ELA Student Standards (by subclaim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Literary Analysis Task (LAT) and Reading Passage Set with one text</td>
<td>3</td>
<td>6 SR and 1 PCR 4 SR</td>
<td>LAT: RL standards; vocabulary standards RL.4, L.4–5; writing standards W.1–2, 4, 9–10; conventions standards L.1-2, plus language skills from previous grades; Reading Set: RL and RI standards and vocabulary standards RL/RI.4, L. 4, L.5</td>
</tr>
<tr>
<td>Session 2</td>
<td>Research Simulation Task (RST)</td>
<td>3</td>
<td>8 SR and 1 PCR</td>
<td>RI standards; vocabulary standards RI.4, L.4–5; writing standards W.1–2, 4, 7–10; conventions standards L.1–2, plus language skills from previous grades</td>
</tr>
<tr>
<td>Session 3</td>
<td>Reading Literary and Informational Texts</td>
<td>2-3*</td>
<td>10 SR*</td>
<td>RL and RI standards and vocabulary standards RL/RI.4, L.4, and L.5</td>
</tr>
</tbody>
</table>

*The table reflects the operational test only. An additional passage set will also be included for field test purposes; see [Session 3 description](#) for more information.

SR: Selected-Response Items—include two-part items (EBSR), multiple-select items, and technology-enhanced items

PCR: Prose Constructed Response—requires an extended written response

RL: Reading Literature; L: Language; W: Writing; RI: Reading Informational Text

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# LEAP 2025 English II Test Design—Narrative Writing Task (NWT) Administered

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Focus of Session</th>
<th>Number of Passages</th>
<th>Number/Type of Items</th>
<th>Assessable ELA Student Standards (by subclaim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Research Simulation Task (RST)</td>
<td>3</td>
<td>8 SR and 1 PCR</td>
<td>RI standards; vocabulary standards RI.4, L.4–5; writing standards W.1–2, 4, 7–10; language conventions standards L.1–2, plus language skills from previous grades</td>
</tr>
<tr>
<td>Session 2</td>
<td>Narrative Writing Task (NWT) and Reading Passage Set with a pair of related texts</td>
<td>3</td>
<td>4 SR and 1 PCR 6 SR</td>
<td>NWT: RL standards; vocabulary standards RL.4, L.4–5; writing standards W.3–4; conventions standards L.1-2, plus language skills from previous grade; Reading Set: RL and RI standards and vocabulary standards</td>
</tr>
<tr>
<td>Session 3</td>
<td>Reading Literary and Informational Texts</td>
<td>2-3*</td>
<td>10 SR*</td>
<td>RL and RI standards and vocabulary standards RL/RI.4, L.4, and L.5</td>
</tr>
</tbody>
</table>

*The table reflects the operational test only. An additional passage set will also be included for field test purposes; see [Session 3 description](#) for more information.
TEST ADMINISTRATION POLICIES

Administration Information

The LEAP 2025 English II test is administered during three testing windows, shown in the table below. The school or district test coordinator will communicate the testing schedule. For more information about scheduling and administration policies, refer to the Computer-Based Test Guidance document, found in the LDOE assessment library. Students taking the Fall 2017 English I and English II assessments will receive results in January 2018, while students taking the Spring and Summer 2018 English I and English II assessments will receive results during the testing window. The table below shows the testing window and student-level results by administration.

<table>
<thead>
<tr>
<th>Administration</th>
<th>Testing Window</th>
<th>Release of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>November 29, 2017 – December 15, 2017</td>
<td>January 2018</td>
</tr>
<tr>
<td>Spring</td>
<td>April 23, 2018 – May 18, 2018</td>
<td>In window</td>
</tr>
<tr>
<td>Summer</td>
<td>June 18, 2018 – June 22, 2018</td>
<td>In window</td>
</tr>
</tbody>
</table>

The table below lists the content and exact times of each session for the LEAP 2025 English II Test.

<table>
<thead>
<tr>
<th>LEAP 2025 English II Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td></td>
</tr>
<tr>
<td>Literary Analysis Task + 1 passage set with one text OR Research Simulation Task</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Session 2</td>
<td></td>
</tr>
<tr>
<td>Research Simulation Task OR Narrative Writing Task + 1 passage set with one text or a pair of related texts</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Session 3</td>
<td></td>
</tr>
<tr>
<td>Reading Literary and Informational Texts</td>
<td>80 minutes</td>
</tr>
</tbody>
</table>

The LEAP 2025 English II test is **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).
Computer-Based Tests

Students will enter their answers into the online testing system. The way each answer is entered depends on the item type. For example, for an EBSR item with one correct answer in each part, a student will click on the circle next to the correct answer in Part A and in Part B. When responding to a PCR, students will type their essays into a response box, like the one shown below.

The toolbar at the top of the response box allows students to undo or redo an action; add boldface, italics, or underlining to their response; and check the spelling of words in their response. There is a limit to the amount of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the LEAP 2025 essay expectations and time limits. The character count is not included on the response box so students focus on the quality of their essays rather than the amount of writing.
The computer-based tests include the following online tools, which allow a student to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line. A help tool is also featured to assist students as they use the online system.

- Pointer tool
- Sticky Note tool
- Help tool
- Highlighter tool
- Magnifying tool
- Cross-Off tool
- Line Guide

All students should work through the Online Tools Training (OTT), available in INSIGHT or here using the Chrome browser, to practice using the online tools so they are well prepared to navigate the online testing system.

Permitted Testing Materials

Students will be permitted to have school-issued scratch paper only, which can be used to help students prepare their written responses.

Students will not be allowed to use dictionaries and thesauruses on any part of the test. Because the LEAP 2025 ELA tests integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student’s understanding of a text. Definitions will be provided as footnotes for words that are important to understanding the text but do not have sufficient context. The scoring of the written responses takes into account the absence of such resources and the time constraints of each task.

Because of the integrated nature of the LEAP 2025 ELA tests and the shift in the way research is assessed, the tests will not include a Writer’s Checklist or a Model Parenthetical Citations page.

For more information about accessibility features and accommodations, please refer to the LEAP 2025 Accessibility and Accommodations Manual.
ELA ITEM TYPES

The LEAP 2025 English II Assessment includes the following types of items:

1) **Evidence-Based Selected Response (EBSR):** This item type consists of two (A and B), and in rare instances, three parts (A, B, and C); one part asks students to show their understanding of a text, and the other part or parts ask students to identify evidence to support that understanding or to extend or apply the understanding. The EBSR items are worth two points, and students can earn partial credit (1 point). However, they must answer correctly the part that asks them to show their understanding of a text and not only the part that asks for evidence, application, or extension. This means that if part A asks students to identify the theme of a text and part B asks for evidence of that theme and part C asks for more evidence or extension of the theme, students must answer part A correctly to receive any credit; they cannot receive partial credit for answering only part B and/or part C correctly.

2) **Technology Enhanced (TE):** This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). The Online Tools Training will allow students to practice answering TE questions to prepare for the computer-based test. For a summary of the different kinds of TE items and where to find examples of each, refer to [LEAP 2025 Technology-Enhanced Item Types](#).

3) **Multiple Select (MS):** This item type asks students to choose more than one correct answer and may appear as a one-part question or as an EBSR item. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point) if they get one of two correct answers or two of three correct answers in a one-part MS item or in part A, if the MS item is an EBSR.

4) **Prose Constructed Response (PCR):** This item type appears at the end of each of the two tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions.
There are two English II rubrics used to score the PCRs—one to score student responses to the Literary Analysis Task (LAT) and the Research Simulation Task (RST) and one to score student responses to the Narrative Writing Task (NWT). The table that follows summarizes the scoring of each task.

<table>
<thead>
<tr>
<th>Task</th>
<th>Dimensions</th>
<th>Points by Dimension</th>
<th>Total Points</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Analysis</td>
<td>Reading Comprehension and Written Expression*</td>
<td>16 points (4 times holistic score)</td>
<td>19</td>
<td>LAT/RST Rubric</td>
</tr>
<tr>
<td></td>
<td>Conventions</td>
<td>3 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Simulation</td>
<td>Reading Comprehension and Written Expression*</td>
<td>16 points (4 times holistic score)</td>
<td>19</td>
<td>LAT/RST Rubric</td>
</tr>
<tr>
<td></td>
<td>Conventions</td>
<td>3 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative Writing</td>
<td>Written Expression</td>
<td>12 points (3 times holistic score)</td>
<td>15</td>
<td>NWT Rubric</td>
</tr>
<tr>
<td></td>
<td>Conventions</td>
<td>3 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* When scoring the Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST and the LAT.

**SAMPLE TEST ITEMS**

This section includes samples of each item type: an Evidence-Based Selected Response (EBSR), a Technology-Enhanced (TE) item, a Multiple-Select (MS) item, and a Prose Constructed Response (PCR).

Information associated with the sample items (i.e., answer keys/rubric and standards alignment) is located in Appendix A. Some of the sample items, and the passages associated with them, are also included in the LEAP 2025 English I/II OTT, available in INSIGHT or here using the Chrome browser.
Evidence-Based Selected-Response Item (with two parts)

Read the passage from “Mrs. Dutta Writes a Letter.” Then answer the questions.

from “Mrs. Dutta Writes a Letter”

by Chitra Banerjee Divakaruni

1. Mrs. Basu wrote, *Are you happy in America?*

2. Mrs. Dutta knows that Mrs. Basu, who has been her closest friend since they both came to Ghoshpara Lane as young brides, cannot be fobbed off with descriptions of Fisherman’s Wharf and the Golden Gate Bridge, or even anecdotes involving grandchildren. And so she has been putting off her reply while in her heart family loyalty battles with insidious feelings of—but she turns from them quickly and will not name them even to herself.

3. Now Sagar is knocking on the children’s doors—a curious custom, this, children being allowed to close their doors against their parents—and with relief Mrs. Dutta gathers up her bathroom things. She has plenty of time. It will take a second rapping from their mother before Pradeep and Mrinalini open their doors and stumble out. Still, she is not one to waste the precious morning. She splashes cold water on her face and neck (she does not believe in pampering herself), scrapes the night’s gumminess from her tongue with her metal tongue cleaner, and brushes vigorously, though the minty toothpaste does not leave her mouth feeling as clean as did the bittersweet neem stick she’d been using all her life. She combs the knots out of her hair. Even at her age, it is thicker and silkier than her daughter-in-law’s permed curls. *Such vanity,* she scolds her reflection, *and you a grandmother and a widow besides.* Still, as she deftly fashions her hair into a neat coil, she remembers how her husband would always compare it to night rain.

4. She hears a commotion outside.

Part A

Read the sentence from paragraph 9 of “Mrs. Dutta Writes a Letter.”

> Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder.

What does this sentence suggest about Mrs. Dutta?

- Mrs. Dutta felt emotional pain whenever she punished her son.
- Mrs. Dutta felt heartbreak over her naughty child’s actions.
- Mrs. Dutta felt that disciplining a child was a form of devotion.
- Mrs. Dutta felt that parents should always be honest with children.
5. “Pat! Minnie! What d’you mean you still haven’t washed up? I’m late every morning to work nowadays because of you kids.”

6. “But, Mom, she’s in there. She’s been there forever . . .” says Mrinalini.

7. Pause. Then, “So go to the downstairs bathroom.”

8. “But all our stuff is here,” says Pradeep, and Mrinalini adds, “It’s not fair. Why can’t she go downstairs?”

9. A longer pause. Inside the bathroom Mrs. Dutta hopes Shyamoli will not be too harsh on the girl. But a child who refers to elders in that disrespectful way ought to be punished. How many times had she slapped Sagar for something far less, though he was her only one, the jewel of her eye, come to her after she had been married for seven years and everyone had given up hope already? Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder. Such is a mother’s duty.

10. But Shyamoli only says, in a tired voice, “That’s enough! Go put on your clothes, hurry.”

11. The grumblings recede. Footsteps clatter down the stairs. Inside the bathroom Mrs. Dutta bends over the sink, gripping the folds of her sari. Hard to think through the pounding in her head to what it is she feels most—anger at the children for their rudeness, or at Shyamoli for letting them go unrebuked. Or is it shame that clogs her throat, stinging, sulfuric, indigestible?

Excerpt from THE UNKNOWN ERRORS OF OUR LIVES by Chitra Banerjee Divakaruni, copyright © 2001 by Chitra Banerjee Divakaruni. Used by permission of Doubleday, an imprint of the Knopf Doubleday Publishing Group, a division of Random House LLC. All rights reserved.
Evidence-Based Selected-Response Item (with three parts)

Read the poem “The Human Seasons.” Then answer the question.

The Human Seasons

by John Keats

Four Seasons fill the measure of the year;
There are four seasons in the mind of man:
He has his lusty Spring, when fancy clear
Takes in all beauty with an easy span:

5 He has his Summer, when luxuriously
Spring’s honied cud of youthful thought he loves
To ruminate, and by such dreaming high
Is nearest unto heaven: quiet coves
His soul has in its Autumn, when his wings

10 He furleth close; contented so to look
On mists in idleness—to let fair things
Pass by unheeded as a threshold brook.
He has his Winter too of pale misfeature,
Or else he would forego his mortal nature.

“The Human Seasons” by John Keats—Public Domain

Part A

Based on the structure of “The Human Seasons,” in what way do the human seasons mentioned in the title differ from the seasons of the year?

a) Unlike the seasons of the year, the human seasons build upon one another.

b) Unlike the seasons of the year, the progression of human seasons must come to an end.

c) Each season of the year has its own inherent mood, unlike the human seasons.

d) The order of the seasons of the year is predictable, unlike the human seasons.
Read the poem “The Human Seasons.” Then answer the question.

**The Human Seasons**

by John Keats

Four Seasons fill the measure of the year;  
There are four seasons in the mind of man:  
He has his lusty Spring, when fancy clear  
Takes in all beauty with an easy span:

5 He has his Summer, when luxuriously  
Spring’s honied cud of youthful thought he loves  
To ruminant, and by such dreaming high  
Is nearest unto heaven: quiet coves  
His soul has in its Autumn, when his wings

10 He furleth close; contented so to look  
On mists in idleness—to let fair things  
Pass by unheeded as a threshold brook.  
He has his Winter too of pale misfeature,  
Or else he would forego his mortal nature.

“*The Human Seasons*” by John Keats—Public Domain

Part B

Which phrase from the poem best supports the answer to Part A?

- **a** “mind of man” (line 2)
- **b** “honied cud” (line 6)
- **c** “threshold brook” (line 12)
- **d** “mortal nature” (line 14)

Part C

Which word best describes the speaker’s overall reaction to the answer to Part B?

- **a** amused
- **b** celebratory
- **c** contemplative
- **d** enthusiastic
Technology-Enhanced Item

Read the passage from “Mrs. Dutta Writes a Letter.” Then answer the questions.

from “Mrs. Dutta Writes a Letter”

by Chitra Banerjee Divakaruni

1. Mrs. Basu wrote, Are you happy in America?

2. Mrs. Dutta knows that Mrs. Basu, who has been her closest friend since they both came to Ghoshpara Lane as young brides, cannot be fobbed off with descriptions of Fisherman’s Wharf and the Golden Gate Bridge, or even anecdotes involving grandchildren. And so she has been putting off her reply while in her heart family loyalty battles with insidious feelings of—but she turns from them quickly and will not name them even to herself.

3. Now Sagar is knocking on the children’s doors—a curious custom, this, children being allowed to close their doors against their parents—and with relief Mrs. Dutta gathers up her bathroom things. She has plenty of time. It will take a second rapping from their mother before Pradeep and Mrinalini open their doors and stumble out. Still, she is not one to waste the precious morning. She splashes cold water on her face and neck (she does not believe in pampering herself), scrapes the night’s gumminess from her tongue with her metal tongue cleaner, and brushes vigorously, though the minty toothpaste does not leave her mouth feeling as clean as did the bittersweet neem stick she’d been using all her life. She combs the knots out of her hair. Even at her age, it is thicker and silkier than her daughter-in-law’s permed curls. Such vanity, she scolds her reflection, and you a grandmother and a widow besides. Still, as she deftly fashions her hair into a neat coil, she remembers how her husband would always compare it to night rain.

4. She hears a commotion outside.

Part A

Based on “Mrs. Dutta Writes a Letter,” how do Mrs. Dutta’s feelings affect her interactions with the other characters?

- She is full of experience and offers wisdom to her family.
- She is unpredictable and causes her family to feel anxious.
- She is withdrawn and doesn’t directly address her family.
- She is lonely and dependent on her family.
grandmother and a widow beseeching nature to fashion her hair into a neat coil, she remembers how her husband would always compare it to night rain.

4. She hears a commotion outside.

5. “Pat! Minnie! What d’you mean you still haven’t washed up? I’m late every morning to work nowadays because of you kids.”

6. “But, Mom, she’s in there. She’s been there forever . . .” says Mrinalini.

7. Pause. Then, “So go to the downstairs bathroom.”

8. “But all our stuff is here,” says Pradeep, and Mrinalini adds, “It’s not fair. Why can’t she go downstairs?”

9. A longer pause. Inside the bathroom Mrs. Dutta hopes Shyamoli will not be too harsh on the girl. But a child who refers to elders in that disrespectful way ought to be punished. How many times had she slapped Sagar for something far less, though he was her only one, the jewel of her eye, come to her after she had been married for seven years and everyone had given up hope already? Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder. Such is a mother’s duty.

10. But Shyamoli only says, in a tired voice, “That’s enough! Go put on your clothes, hurry.”

11. The grumblings recede. Footsteps clatter down the stairs. Inside the bathroom Mrs. Dutta bends over the sink, gripping the folds of her sari. Hard to think through the pounding in her head to what it is she feels most—anger at the children for their rudeness, or at Shyamoli for letting them go unrebuked. Or is it shame that clogs her throat, stinging, sulfuric, indigestible?

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Part B

Select two pieces of evidence from the passage that support the answer to Part A.

“But, Mom, she’s in there. She’s been there forever . . .” says Mrinalini. Pause. Then, “So go to the downstairs bathroom.”

“But all our stuff is here,” says Pradeep, and Mrinalini adds, “It’s not fair. Why can’t she go downstairs?”

A longer pause. Inside the bathroom Mrs. Dutta hopes Shyamoli will not be too harsh on the girl. But a child who refers to elders in that disrespectful way ought to be punished.

How many times had she slapped Sagar for something far less, though he was her only one, the jewel of her eye, come to her after she had been married for seven years and everyone had given up hope already? Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder. Such is a mother’s duty.

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Hard to think through the pounding in her head to what it is she feels most—anger at the children for their rudeness, or at Shyamoli for letting them go unrebuked.
Multiple-Select Item

Today, you will read the passage from *Far from the Madding Crowd*. As you read, pay close attention to the development of characters and plot as you answer the questions to prepare to write a narrative story.

Read the passage from *Far from the Madding Crowd*. Then answer the questions.

*from Far from the Madding Crowd*

*by* Thomas Hardy

1. It would be ungallant to suggest that the novelty of her engagement in such an occupation had almost as much to do with the magnetism as had the beauty of her face and movements. However, the interest was general, and this Saturday’s *début* in the forum, whatever it may have been to Bathsheba as the buying and selling farmer, was unquestionably a triumph to her as the maiden. Indeed, the sensation was so pronounced that her instinct on two or three occasions was to merely walk as a queen among these gods of the fallow, like a little sister of a little Jove, and to neglect closing prices altogether.

2. The numerous evidences of her power to attract were only thrown into greater relief by a marked exception. Women seem to have eyes in their ribbons for such matters as these. Bathsheba, without looking within a right angle of him, was conscious of a black sheep among the flock.

3. It perplexed her first. If there had been a respectable minority on either side, the case would have been most natural. If nobody had regarded her, she would have taken the matter indifferently—such cases had occurred. If everybody, this man included, she would have taken it as a matter of coursepeople had done so before. But the smallness of the exception made the mystery.

Part A

Which sentence describes how the author structures the events in this passage?

- The author relates the story through the narrator’s interactions with Bathsheba.
- The author provides a flashback at the beginning and then shows the consequences at the end.
- The author establishes an uncertain situation at the beginning and explains it at the end.
- The author develops parallel plots to show how Bathsheba and Farmer Boldwood’s lives intersect at the market.
Today, you will read the passage from *Far from the Madding Crowd*. As you read, pay close attention to the development of characters and plot as you answer the questions to prepare to write a narrative story.

Read the passage from *Far from the Madding Crowd*. Then answer the questions:

**from *Far from the Madding Crowd***

*by Thomas Hardy*

1. It would be ungallant to suggest that the novelty of her engagement in such an occupation had almost as much to do with the magnetism as had the beauty of her face and movements. However, the interest was general, and this Saturday’s *début* in the forum, whatever it may have been to Bathsheba as the buying and selling farmer, was unquestionably a triumph to her as the maiden. Indeed, the sensation was so pronounced that her instinct on two or three occasions was to merely walk as a queen among these gods of the fallow, like a little sister of a little Jove, and to neglect closing prices altogether.

2. The numerous evidences of her power to attract were only thrown into greater relief by a marked exception. Women seem to have eyes in their ribbons for such matters as these. Bathsheba, without looking within a right angle of him, was conscious of a black sheep among the flock.

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**Part B**

Which **two** sentences from the passage provide evidence to support the answer to Part A?

- “Indeed, the sensation was so pronounced that her instinct on two or three occasions was to merely walk as a queen among these gods of the fallow, like a little sister of a little Jove, and to neglect closing prices altogether.” (paragraph 1)

- “The numerous evidences of her power to attract were only thrown into greater relief by a marked exception.” (paragraph 2)

- “Women seem to have eyes in their ribbons for such matters as these.” (paragraph 2)

- “One characteristic pre-eminently marked him—dignity.” (paragraph 4)

- “It may be said that married men of forty are usually ready and generous enough to fling passing glances at any specimen of moderate beauty they may discern by the way.” (paragraph 6)

- “That! That’s Farmer Boldwood—of course ‘tis—the man you couldn’t see the other day when he called.”” (paragraph 16)
Prose Constructed-Response Item

Today, you will read the passage from *Far from the Madding Crowd*. As you read, pay close attention to the development of characters and plot as you answer the questions to prepare to write a narrative story.

Read the passage from *Far from the Madding Crowd*. Then answer the questions.

*from Far from the Madding Crowd*

by Thomas Hardy

1. It would be un gallant to suggest that the novelty of her engagement in such an occupation had almost as much to do with the magnetism as had the beauty of her face and movements. However, the interest was general, and this Saturday's début in the forum, whatever it may have been to Bathsheba as the buying and selling farmer, was unquestionably a triumph to her as the maiden. Indeed, the sensation was so pronounced that her instinct on two or three occasions was to merely walk as a queen among these gods of the fallow, like a little sister of a little Jove, and to neglect closing prices altogether.

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3. It perplexed her first. If there had been a respectable minority on either side, the case would have been most natural. If nobody had regarded her, she would have taken the matter indifferently—such cases had occurred. If everybody, this man included, she would have taken it as a matter of course—people had done so before. But the smallness of the exception made the mystery.
RESOURCES

- **LEAP 2025 English I/II Online Tools Training**: provides students and teachers opportunities to become familiar with the tools available in the online testing platform; accessed in INSIGHT or here using the Chrome browser

- **LEAP 2025 Technology-Enhanced Item Types**: provides a summary of the different kinds of technology-enhanced items students may encounter in any of the computer-based tests across courses and grade-levels, along with where to find examples of each type

- **LEAP 2025 English II Practice Test and Answer Key (Available Fall)**: provides an online practice test to help prepare students for the LEAP 2025 English II test; accessed through INSIGHT

- **LEAP 2025 ELA Practice Test Guidance (Updated Fall)**: provides guidance on how teachers might better use the ELA practice tests to support their instructional goals

- **Practice Test Quick Start Guide**: provides information regarding the administration and scoring process of the online practice tests

- **LEAP 2025 Accessibility and Accommodations Manual**: provides information about Louisiana’s accessibility features and accommodations for LEAP 2025 assessments

- **ELA Guidebooks 2.0**: a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts

- **Grades 9-12 ELA Teacher Library**: provides teachers links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans

- **LEAP 360**: an optional, free high-quality non-summative assessment system that provides educators with a complete picture of student learning at the beginning, middle, and end of the school year; includes diagnostic and interim assessments

- **EAGLE**: a part of the LEAP 360 system, which allows teachers to integrate high-quality questions into day-to-day classroom experiences and curricula through teacher-created tests, premade assessments, and individual items for small group instruction
# APPENDIX A

## Answer Key/Rubric and Alignment Information for Sample Items

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Answer Keys/Rubric</th>
<th>Alignment</th>
</tr>
</thead>
</table>
| Evidence-Based Selected-Response Item (EBSR) with two parts | Part A: A  
Part B: C | RL.9-10.4, RL.9-10.1  
L.9-10.5 |
| EBSR with three parts                         | Part A: B  
Part B: D  
Part C: C | RL.9-10.5, RL.9-10.1 |
<table>
<thead>
<tr>
<th>Item Type</th>
<th>Answer Keys/Rubric</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology-Enhanced Item</td>
<td>Part A: C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part B:</td>
<td></td>
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<tr>
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<td>“But, Mom, she’s in there. She’s been there forever …” says Mrinalini. Pause. Then, “So go to the downstairs bathroom.”</td>
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<td>A longer pause. Inside the bathroom Mrs. Dutta hopes Shyamoli will not be too harsh on the girl. But a child who refers to elders in that disrespectful way ought to be punished.</td>
<td>RL.9-10.3</td>
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<td>How many times had she slapped Sagar for something far less, though he was her only one, the jewel of her eye, come to her after she had been married for seven years and everyone had given up hope already? Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder. Such is a mother’s duty.</td>
<td>RL.9-10.1</td>
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<td></td>
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<tr>
<td>-----------------------------------</td>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Multiple-Select Item</td>
<td>Part A: B</td>
<td>RL.9-10.5</td>
</tr>
<tr>
<td></td>
<td>Part B: B, D, F</td>
<td>RL.9-10.1</td>
</tr>
<tr>
<td>Prose</td>
<td>Narrative Writing Task Rubric</td>
<td>W.9-10.3</td>
</tr>
<tr>
<td>Constructed-Response Item</td>
<td></td>
<td>W.9-10.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L.9-10.1, L.9-10.2</td>
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## Appendix B

<table>
<thead>
<tr>
<th>Date</th>
<th>Page</th>
<th>Summary of Changes</th>
</tr>
</thead>
</table>
| 8/22/17  | 1    | Added Appendix B to list of internal links  
Added box outlining primary changes with internal links                                                                                     |
| 4        | 4    | Added qualifier to end of Session 2 description about the passage set after the Narrative Writing Task  
Revised number of passage sets in Session 3 Note to reflect new design                                                                         |
| 5        | 5    | Updated design table to reflect minor changes: number of items in all sessions of LAT design and sessions 1 and 3 of NWT design; number of passages in session 2 of NWT design and in session 3 of both designs |
| 6        | 6    | Revised dates for Fall administration in first table  
Updated second table to reflect design changes  
Added new time for Session 3 to second table                                                                                                   |
| 8        | 8    | Added information under Permitted Testing Materials: NO Writer’s Checklist or Model Parenthetical Citations page for LEAP 2025 ELA assessments     |
| 9        | 9    | Expanded EBSR description to include three-part EBSR  
Revised description and name of TEI resource                                                                                                    |
| 13       | 13   | Added sample of three-part EBSR                                                                                                                      |
| 20       | 20   | Revised description and name of TEI resource  
Added LEAP 360 information  
Updated EAGLE link and description                                                                                                               |
| 21       | 21   | Added answer key and alignment information for three-part EBSR sample                                                                                   |
| 24       | 24   | Added Update Log, which will be used to track changes made to assessment guide moving forward                                                        |