This guide includes the following sections:

UPDATES 8/22/2017
- ❖ **Minor Changes to Test Design**
- ❖ **New Time Limit for Session 3**
- ❖ **Additional Information about Permitted Testing Materials**
- ❖ **Resources and Links**

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English I 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 I 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 I Assessment will be reported by claim and subclaim as outlined in the following table.

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

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 I 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., complex characterization, text structure, point of view/cultural experience in non-U.S. literature).

- **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 drama 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** will include 2 operational passage sets **and** 1 additional passage set that is being field tested. A passage set for English I 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 I 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 I Test Design—Literary Analysis Task (LAT) Administered

Test Session	Focus of Session	Number of Passages	Number/Type of Items	Assessable ELA Student Standards (by subclaim)
Session 1	Literary Analysis Task (LAT) and Reading Passage Set with one text	3	6 SR and 1 PCR 4 SR	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
Session 2	Research Simulation Task (RST)	3	8 SR and 1 PCR	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
Session 3	Reading Literary and Informational Texts	2-3*	10 SR*	RL and RI standards and vocabulary standards RL/RI.4, L.4, and L.5

OR

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

Test Session	Focus of Session	Number of Passages	Number/Type of Items	Assessable ELA Student Standards (by subclaim)
Session 1	Research Simulation Task (RST)	3	8 SR and 1 PCR	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
Session 2	Narrative Writing Task (NWT) and Reading Passage Set with one text or a pair of related texts	2-3	4 SR and 1 PCR 6 SR	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 grades; Reading Set: RL and RI standards and vocabulary standards RL/RI.4, L. 4, L.5
Session 3	Reading Literary and Informational Texts	2-3*	10 SR*	RL and RI standards and vocabulary standards RL/RI.4, L.4, and L.5

*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

TEST ADMINISTRATION POLICIES

Administration Information

The LEAP 2025 English I 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.

| Administration and Reporting for LEAP 2025 English I and English II		
Administration	Testing Window	Release of Results
Fall	November 29, 2017 – December 15, 2017	January 2018
Spring	April 23, 2018 – May 18, 2018	In window
Summer	June 18, 2018 – June 22, 2018	In window

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

LEAP 2025 English I Test		
Session 1	Literary Analysis Task + 1 passage set with one text **OR** Research Simulation Task	90 minutes
Session 2	Research Simulation Task **OR** Narrative Writing Task + 1 passage set with one text or a pair of related texts	90 minutes
Session 3	Reading Literary and Informational Texts	80 minutes

The LEAP 2025 English I 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.
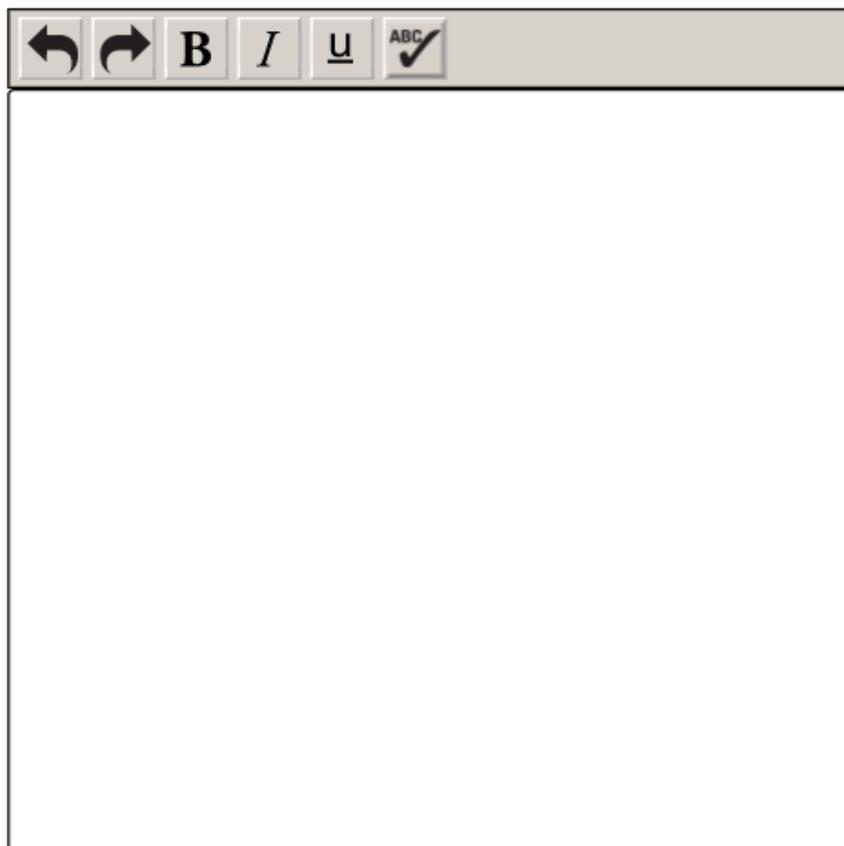
The toolbar at the top of the response box allows students to undo or redo an action; add boldface, italics, or underlining to their response; and check the spelling of words in their response. There is a limit to the amount of characters that can be typed into the response box; however, it is set well 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
- Highlighter tool
- Cross-Off tool

- Sticky Note tool
- Magnifying tool
- Line Guide

- Help tool

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 I 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. (See English II assessment guide for sample of three-part EBSR.)

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 type, 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 I 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 the English I tasks.

Scoring of English I Tasks				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Narrative Writing	Written Expression	12 points (3 times holistic score)	15	NWT Rubric
	Conventions	3 points		

* 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 the Appendix A. The sample items, and the passages associated with them, are included in the LEAP 2025 English I/II OTT, available in INSIGHT or here using the Chrome browser.

Evidence-Based Selected-Response Item

Read the passage from the article "Sound as My Mentor." Then answer the questions.

from "Sound as My Mentor"

by Bernie Krause

1   Without water, life as we know it wouldn't exist. Giving off the most ancient of sounds, it is extremely hard to capture acoustically and replicate. Its burbling, hissing, lapping, roaring, crashing, multi-rhythmic periodicity has served as a setting for human themes since the first music was sung and the first words spoken.

2   It took the full course of musical history for a composer to produce an orchestral composition that approximated a sense of the sea—Debussy got close in *La Mer*, which was first performed in 1905. However, his piece still required that programmatic visual quality and verbal association in order to be reasonably successful. Here's an interesting exercise: play excerpts from the piece for a few people who've never heard the work and don't know the title, and ask them what they think it is trying to convey. The one time in the late '90s that I tried this test—playing the six-minute second movement ("Jeux de vagues") for a class of seventh graders—the answers ranged from "traveling in space," "music for a film about the country," "a scene about a family of dinosaurs," and "a Western movie" to "just plain boring." Not one student guessed that the music represented an impression of the sea or even water.

3   At first glance, the task of recording water looks simple: set up a microphone by the shore and hit the "record" button. But no matter how hard I tried, my early attempts at capturing the sound of water never seemed quite right. We're so sight-oriented that most of us who have reasonable vision tend to hear what we are looking at. When we're focusing our eyes on breakers far

Part A

What does the word **enigma** mean as it is used in paragraph 6?

(a) something that cannot be explained

(b) something that is constantly present

(c) something that is interesting to discuss

(d) something that is rarely thought about

Part B

Which phrase from paragraph 6 provides the **best** clue about the meaning of the word **enigma**?

(a) "The basic elements . . ."

(b) ". . . and to most of us . . ."

(c) "'How should I know . . .'"

(d) "'. . . heard the expression . . .'"

Technology-Enhanced Item

Read the passage from the article "Sound as My Mentor." Then answer the questions.

from "Sound as My Mentor"

by Bernie Krause

1   Without water, life as we know it wouldn't exist. Giving off the most ancient of sounds, it is extremely hard to capture acoustically and replicate. Its burbling, hissing, lapping, roaring, crashing, multi-rhythmic periodicity has served as a setting for human themes since the first music was sung and the first words spoken.

2   It took the full course of musical history for a composer to produce an orchestral composition that approximated a sense of the sea—Debussy got close in *La Mer*, which was first performed in 1905. However, his piece still required that programmatic visual quality and verbal association in order to be reasonably successful. Here's an interesting exercise: play excerpts from the piece for a few people who've never heard the work and don't know the title, and ask them what they think it is trying to convey. The one time in the late '90s that I tried this test—playing the six-minute second movement ("Jeux de vagues") for a class of seventh graders—the answers ranged from "traveling in space," "music for a film about the country," "a scene about a family of dinosaurs," and "a Western movie" to "just plain boring." Not one student guessed that the music represented an impression of the sea or even water.

From the list, select **three** steps the author took in learning to capture audio that sounds like the ocean. Drag and drop each step in chronological order to the boxes.

tried to find a microphone that would filter out unwanted sounds

focused on three distances and recorded the ocean at each one

identified which extra sounds would detract from the recording and which would not

realized that microphones pick up extra sounds other than the ocean

developed a computer program to edit the sounds recorded

realized that the ocean cannot really sound like the ocean to a person without the person seeing it

used a computer program to combine sounds from all recordings

Click To Respond

Enlarged Graphic from the Technology-Enhanced Item Sample

tried to find a microphone that would filter out unwanted sounds

focused on three distances and recorded the ocean at each one

identified which extra sounds would detract from the recording and which would not

realized that microphones pick up extra sounds other than the ocean

developed a computer program to edit the sounds recorded

realized that the ocean cannot really sound like the ocean to a person without the person seeing it

used a computer program to combine sounds from all recordings

Multiple-Select Item

Read the passage from *Odysseus*. Then answer the questions.

from *Odysseus*

by Geraldine McCaughrean

1   Warily he kept watch for the Island of the Sirens. There! Was that birdsong or human voices drifting toward him? Either way, a sweet sound to hear at sea. He kneaded the wax; the heat of the morning sun had made it soft. He stopped up the ears of his men, one by one, and all the while the music grew louder.

2   Too quiet, too low, I must get closer, he thought, and stood with his hand to his ear on the dipping prow. It was Polites who roped him round and round and tied the rope ends to the mast.

3   "What are you doing?" said Odysseus irritably, mouthing the words at deaf Polites.

4   "Only what you would have commanded me if it had not slipped your mind, my lord. I heard Circe's advice."

Part A

In paragraph 14 of the passage from *Odysseus*, how does the author's choice of words contribute to the meaning of the passage?

(a)   by emphasizing the extreme dangers that Odysseus and his crew have avoided

(b)   by foreshadowing the obstacles that Odysseus and his crew will later face

(c)   by suggesting that Polites is angered by Odysseus's words and actions

(d)   by implying that Polites is questioning Odysseus's judgment

Read the passage from *Odysseus*. Then answer the questions.

from *Odysseus*

by Geraldine McCaughrean

1   Warily he kept watch for the Island of the Sirens. There! Was that birdsong
    or human voices drifting toward him? Either way, a sweet sound to hear at
    sea. He kneaded the wax; the heat of the morning sun had made it soft. He
    stopped up the ears of his men, one by one, and all the while the music
    grew louder.

2   Too quiet, too low, I must get closer, he thought, and stood with his hand to
    his ear on the dipping prow. It was Polites who roped him round and round
    and tied the rope ends to the mast.

3   "What are you doing?" said Odysseus irritably, mouthing the words at deaf
    Polites.

4   "Only what you would have commanded me if it had not slipped your mind,
    my lord. I heard Circe's advice."

Part B

Which **two** phrases from paragraph 14 **most** strongly support the answer in Part A?

(a) "hideous vultures"

(b) "An acre"

(c) "jagged rocks"

(d) "nothing grew"

(e) "good men"

(f) "my lord"

Prose Constructed-Response Item

Today you will analyze a passage from the poem *The Odyssey* and a passage from *Odysseus*. As you read these texts, you will gather information and answer questions about how each author transforms the material so you can write an essay.

from *The Odyssey*

by Homer; *translated by* Alexander Pope

"'O friends, oh ever partners of my woes,
Attend while I what Heaven foredooms disclose.
Hear all! Fate hangs o'er all; on you it lies
To live or perish! to be safe, be wise!

5   "'In flowery meads the sportive Sirens play,
Touch the soft lyre, and tune the vocal lay;
Me, me alone, with fetters firmly bound,
The gods allow to hear the dangerous sound.
Hear and obey; if freedom I demand,
10 Be every fetter strain'd, be added band to band.'

  "While yet I speak the winged galley flies,
And lo! the Siren shores like mists arise.
Sunk were at once the winds; the air above,
And waves below, at once forgot to move;
15 Some demon calm'd the air and smooth'd the deep,
Hush'd the loud winds, and charm'd the waves to sleep.
Now every sail we furl, each oar we ply;
Lash'd by the stroke, the frothy waters fly.
The ductile wax with busy hands I mould,
20 And cleft in fragments, and the fragments roll'd;

Write an essay that analyzes how McCaughrean draws on and transforms a particular passage from Pope's translation of *The Odyssey* in her narrative retelling titled *Odysseus*. Include how the **two** selections are alike and different. Be sure to provide details from the selections to support your ideas and claims.

[toolbar: B I U ABC✓]
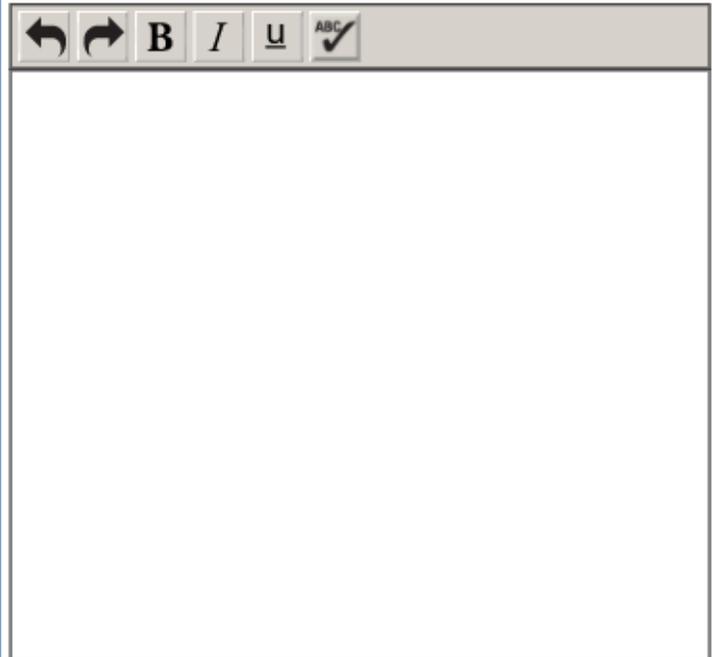
RESOURCES

- 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 TE 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 I Practice Test and Answer Key (*Available Fall*): provides an online practice test to help prepare students for the LEAP 2025 English I 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

Item Type	Answer Keys/Rubric	Alignment
Evidence-Based Selected-Response Item	Part A: A Part B: C	L.9-10.4 RI.9-10.1
Technology-Enhanced Item	realized that microphones pick up extra sounds other than the ocean focused on three distances and recorded the ocean at each one used a computer program to combine sounds from all recordings	RI.9-10.2 RI.9-10.1
Multiple-Select Item	Part A: A Part B: A, C	RL.9-10.4 L.9-10.4 RL.9-10.1
Prose Constructed-Response Item	Literary Analysis Task Rubric	RL.9-10.9 RL.9-10.1 W.9-10.2 W.9-10.4 W.9-10.9 L.9-10.1, L.9-10.2

Appendix B

		Update Log
Date	**Page**	**Summary of Changes**
8/22/17	1	Added Appendix B to list of internal links
		Added box outlining primary changes and internal links
	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	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	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	Added information under Permitted Testing Materials: NO Writer's Checklist or Model Parenthetical Citations page for LEAP 2025 ELA assessments
	9	Expanded EBSR description to include three-part EBSR
		Revised description and name of TEI resource
	17	Revised description and name of TEI resource
		Added LEAP 360 information
		Updated EAGLE link and description
	19	Added Update Log, which will be used to track changes made to assessment guide moving forward