This guide includes the following sections:

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts (ELA) assessment for grade 3, which will be administered in the spring.

INTRODUCTION

All students in grades 3–8 will take the LEAP 2025 ELA and mathematics assessments, which offer the following:

- Consistency with the rigor and types of questions used in previous Louisiana assessments
- Measurement of the Louisiana Student Standards in ELA and mathematics
- Ability to measure the full range of student performance, including the performance of high- and low-performing students
- Information for educators and parents about student readiness in ELA and mathematics and whether students are "on track" for college and careers
- Comparison of Louisiana student performance with the performance of students in other states

ELA REPORTING CATEGORIES

Student performance on the LEAP 2025 ELA assessments will be reported by claim and sub-claim as outlined in the following table.

Claim	Sub-Claim	Sub-Claim 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, art, and music.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	Students compose well-developed, organized, and clear writing, using details from provided texts.
	Knowledge and Use of Language Conventions	Students compose writing that correctly uses the rules of standard English (including those for grammar, mechanics, and usage).

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.

ELA ASSESSMENT DESIGN

The LEAP 2025 ELA Assessments focus 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 texts, answer reading and vocabulary questions about the texts, 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, administered by itself, **or** the Narrative Writing Task and one additional passage set consisting of a literary or informational text and a set of selected-response questions about the text.

The tasks are described below.

- **Research Simulation Task**—mirrors the research process by presenting two 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., relationship between a series of events, ideas, or concepts; comparison/contrast of key details; the use of illustrations in the texts).

- **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 compares and/or explains key ideas or elements in the texts (e.g., central idea/message, contribution of illustrations, characterization).

- **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, such as a journal entry). Students should make sure that they create narrative, not expository, responses.

Session 1 consists of **either** the Literary Analysis Task **or** the Research Simulation Task.

Session 2 consists of **either** the Research Simulation Task **or** the Narrative Writing Task and an additional passage set.

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 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.

The table on the next page outlines the two possible designs of the Grade 3 ELA 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.

	Grade 3 ELA Test Design—Literary Analysis Task (LAT) Administered			
Test Session	**Focus of Session**	**Number of Passages**	**Number/Type of Items**	**Assessable ELA Student Standards (by sub-claim)**
Session 1	Literary Analysis Task (LAT)	2	5 SR and 1 PCR	RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.1-2, 4; language conventions standards L.1 and L.2, plus language skills from previous grades
Session 2	Research Simulation Task (RST)	2	5 SR and 1 PCR	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards W.1–2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
Session 3	Reading Literary and Informational Texts	3	14 SR	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
	OR			
	Grade 3 ELA Test Design—Narrative Writing Task (NWT) Administered			
Test Session	**Focus of Session**	**Number of Passages**	**Number/Type of Items**	**Assessable ELA Student Standards (by sub-claim)**
Session 1	Research Simulation Task (RST)	2	5 SR and 1 PCR	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards W.1–2, 4, 7–8, 10; language conventions standards L.1–2, plus language skills from previous grades
Session 2	Narrative Writing Task (NWT) and Reading Set	2	4 SR and 1 PCR 4 SR	RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.3 and 4; language conventions standards L.1 and L.2, plus language skills from previous grades
Session 3	Reading Literary and Informational Texts	3	14 SR	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5

SR: Selected-Response Items—students select answers; includes two-part items (EBSR), multiple-select items, which require students to choose more than one correct answer, and technology-enhanced items (on computer-based test only)
PCR: Prose Constructed Response—requires an extended written response
RL: Reading Literature; **W**: Writing; **L**: Language; **RI**: Reading Informational Text

TEST ADMINISTRATION POLICIES

Administration Schedule

The LEAP 2025 ELA, mathematics, and social studies assessments will be administered during **one** testing window and will be available to districts as paper-based tests (PBT) and computer-based tests (CBT) for grade 3. The *i*LEAP science assessment, which is available only as a paper-based test, will be administered during the PBT testing window.

The table below lists the PBT administration schedule for the spring ELA, mathematics, social studies, and science assessments.

Paper-Based Test Administration Schedule: Grade 3

Testing Window: May 1 – May 5, 2017			
Day 1 **May 1**	English Language Arts Session 1:	Literary Analysis Task **OR** Research Simulation Task	75 minutes
	Mathematics Session 1		75 minutes
Day 2 **May 2**	English Language Arts Session 2:	Research Simulation Task **OR** Narrative Writing Task + 1 passage set	75 minutes
	Mathematics Session 2		75 minutes
Day 3 **May 3**	English Language Arts Session 3: Reading Literary and Informational Texts		60 minutes
	Mathematics Session 3		75 minutes
Day 4 **May 4**	Social Studies Session 1: Item Sets		75 minutes
	Social Studies Session 2: Task Set		45 minutes
	Social Studies Session 3: Item Sets and Discrete Items		75 minutes
Day 5 **May 5**	Science Session 1: Multiple-Choice		Suggested time: 60 minutes
	Science Session 2: Task		Suggested time: 30 minutes

The LEAP 2025 ELA, mathematics, and social studies tests are **strictly timed**; no additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP). Although the *i*LEAP science test is not timed, suggested times are included.

The table below lists just one example CBT administration session order for grade 3, followed by the policies and recommendations for the spring ELA, mathematics, and social studies online assessments. Examples of testing schedules can be found here.

Computer-Based Test Administration: Grade 3

Testing Window: April 3, 2017 – May 5, 2017			
English Language Arts	Session 1:	Literary Analysis Task **OR** Research Simulation Task	75 minutes
Mathematics	Session 1		75 minutes
English Language Arts	Session 2:	Research Simulation Task **OR** Narrative Writing Task + 1 passage set	75 minutes
Mathematics	Session 2		75 minutes
English Language Arts	Session 3: Reading Literary and Informational Texts		60 minutes
Mathematics	Session 3		75 minutes
Social Studies	Session 1: Item Sets		75 minutes
Social Studies	Session 2: Task Set		45 minutes
Social Studies	Session 3: Item Sets and Discrete Items		75 minutes

Computer-based testing allows districts some flexibility in scheduling. However, to reduce incidences of testing irregularities, districts must adhere to the following scheduling and administration practices:

- Testing students in the same grade level across the district at or very close to the same time
- Completing makeup testing for students immediately upon their return
- Limiting student interaction during breaks between test sessions
- Isolating students who have not completed testing for the day (e.g., students with extended time accommodation)
- Preventing interaction between groups of students taking the same tests at different times within a testing day
- Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)
- Taking the sessions within a content area in the correct order (e.g., ELA Session 1 taken before ELA Session 2)

We also recommend
- limiting sessions to no more than three in one day for a student; and
- administering no more than one session that includes an extended-response task or writing prompt (i.e., Social Studies Session 2, ELA Session 1, and ELA Session 2) in a day to an individual student.

The LEAP 2025 ELA, mathematics, and social studies tests are **strictly timed**; no additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

Paper-Based Tests

Students taking the paper-based tests, except those using braille test materials, will enter all answers in their test booklets. There will be no separate answer documents. Each session of the ELA test booklet will be sealed; day indicator bars will appear on the outside margin of each page. Instructions for how to manage the test booklets, including how to break the seals, will be outlined in the Test Administration Manual.

Students will fill in the bubble next to the correct answer(s) for the selected-response questions, which include Evidence-Based Selected Response (EBSR) and Multiple-Select (MS) questions.

When students are answering the Prose Constructed Response (PCR) questions in sessions 1 and 2, which require written responses, they should make sure to write their responses in the spaces provided. Any information written outside the space or which has been scratched out in the printed test booklet will not be scored.

The following information presents guidelines for marking/writing in the English language arts test booklet.

- Students are encouraged to mark the reading passages and questions in the test booklet (e.g., highlight or underline evidence, annotate the passage, circle key words in the questions), especially as part of their preparation in responding to the writing tasks in sessions 1 and 2.
- Students may use yellow highlighters to highlight text in the test booklet.
- Highlighting text in options and placing an X to the right of the text in an option are recommended ways for students to eliminate options. However, crossing out options could create scoring issues if students mark through answer circles.

Computer-Based Tests

Students taking the computer-based tests 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.

Sample of Response Box Added
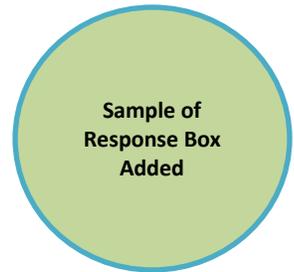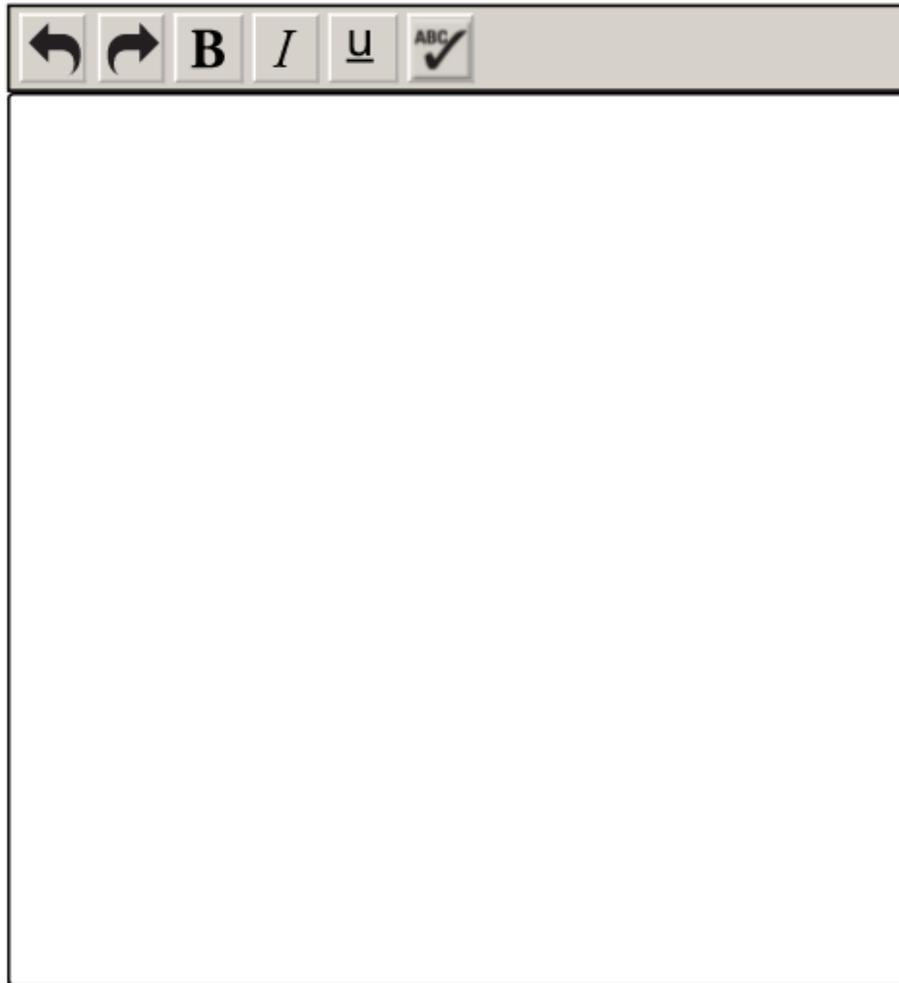
The toolbar at the top of the response box allows students to undo or redo an action; add boldface, italics, or underlining to their response; and check the spelling of words in their response.

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 taking the computer-based tests should work through the Online Tools Training (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

For both the paper- and computer-based tests, 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 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 student responses takes into account the absence of such resources and the time constraints of each task.

For information about accessibility features and accommodations, please refer to the Accessibility and Accommodations Overview.

ELA ITEM TYPES

The grade 3 ELA assessment includes several types of items, many similar to the items on previous ELA assessments. All of the item types below, except for the technology-enhanced items, will appear on both the paper- and computer-based versions of the tests.

1) **Evidence-Based Selected Response (EBSR)**: This item type consists of two parts for students to A) show their understanding of a text and B) provide evidence that supports their understanding. The EBSR items are worth two points, and students can earn partial credit (1 point). However, they must answer correctly the part that aligns to a specific standard and not only the part that asks for evidence. This means that if part A asks students to demonstrate their understanding of theme and part B asks for evidence of that theme, students must answer part A correctly to receive any credit; they cannot receive partial credit for answering only part B correctly.

2) **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.

3) **Technology Enhanced (TE)**: This item type appears only on the computer-based test and uses technology to capture student comprehension of texts. Each TE item is worth two points, which means students can earn partial credit. The updated Online Tools Training will allow students to practice answering the different kinds of TE questions to prepare for the computer-based test.

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 grade 3 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 ELA Tasks at grade 3.

|		Scoring of Grade 3 Tasks		
Task	**Dimensions**	**Points by Dimension**	**Total Points**	**Rubric**
Literary Analysis	Reading Comprehension and Written Expression*	12 points (4 times holistic score)	15	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	12 points (4 times holistic score)	15	LAT/RST Rubric
	Conventions	3 points		
Narrative Writing	Written Expression	9 points (3 times holistic score)	12	NWT Rubric
	Conventions	3 points		

*When scoring the Reading Comprehension and Written Expression dimension, the holistic score (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 the following item types: an Evidence-Based Selected Response (EBSR), a Technology-Enhanced (TE) item, and a Prose Constructed Response (PCR). To review an example of a Multiple-Select (MS) item, please refer to the samples in the grade 5 assessment guide.

Even though the grade 3 LEAP test is available as a paper- or computer-based test, all the samples included in this guide show the item types as they would appear on the computer-based test. Teachers and students will be able to see how items will look on the paper-based test by reviewing the paper-based practice tests (*available Winter*).

Information associated with the sample items (i.e., answer keys/rubric and standards alignment) is located in the Appendix. The sample items, and the passages associated with them, will also be included in the updated LEAP OTT (*available Winter*).

Sample Items Included
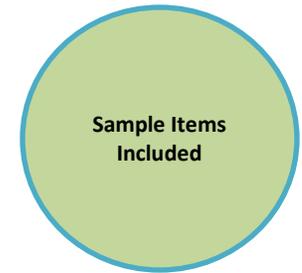
Evidence-Based Selected-Response Item

Today you will do some research on animals and their natural environments. First, you will read an article about wolves in Yellowstone National Park. Then you will read an article titled "The Missing Lynx." As you read these sources, you will gather information and answer questions about animals and their environments so you can write a response.

Read the article "A Howling Success." Then answer the questions.

A Howling Success

by Gerry Bishop

Part A

What is a **main** idea of "A Howling Success"?

- (a) Wolves have been missing from Yellowstone for over 70 years.

- (b) Many people feared wolves and wanted them out of the park.

- (c) Wolves helped control the number of elk living in the park.

- (d) Scientists helped increase the number of wolves in Yellowstone.

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Read the article "A Howling Success." Then answer the questions.

A Howling Success

by Gerry Bishop

Part B

Which detail from the article **best** supports the answer to Part A?

(a) "They worried that the predators would attack their cows, sheep, horses . . . " (paragraph 4)

(b) "Then things began to change." (paragraph 5)

(c) ". . . living wolf-free in Yellowstone for many years." (paragraph 10)

(d) ". . . captured 17 more adult wolves in Canada and released them into the park." (paragraph 12)

Technology-Enhanced Item (on computer-based test only)

Today you will do some research on animals and their natural environments. First, you will read an article about wolves in Yellowstone National Park. Then you will read an article titled "The Missing Lynx." As you read these sources, you will gather information and answer questions about animals and their environments so you can write a response.

Read the article "A Howling Success." Then answer the questions.

A Howling Success

by Gerry Bishop

Compare ideas from both "A Howling Success" and "The Missing Lynx". Drag the sentences and drop them into the chart. All the sentences will be used.

"A Howling Success"   BOTH   "The Missing Lynx"

Scientists wanted to help Yellowstone National Park by releasing more animals into the wild.

Scientists were able to keep track of the animal population and record how their numbers grew.

Scientists had to bring back enough smaller animals to help feed the larger animal population.

Scientists warned ranchers about hunting the endangered animals.

Scientists first made sure that the animals were comfortable in their new surroundings and then set them free.

Click To Respond

Enlarged Graphic from the Technology-Enhanced Item Sample

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Read the arti

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Scientists warned ranchers about hunting the endangered animals.

Scientists first made sure that the animals were comfortable in their new surroundings and then set them free.

OK

Prose Constructed-Response Item

Today you will read two stories titled "Johnny Chuck Finds the Best Thing in the World" and "Me First." As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled "Johnny Chuck Finds the Best Thing in the World." Then answer the question.

Johnny Chuck Finds the Best Thing in the World

by Thornton W. Burgess

1   Old Mother West Wind had stopped to talk with the Slender Fir Tree.

2   "I've just come across the Green Meadows," said Old Mother West Wind, "and there I saw the Best Thing in the World."

3   Striped Chipmunk was sitting under the Slender Fir Tree and he couldn't help hearing what Old Mother West Wind said. "The Best Thing in the World—now what can that be?" thought Striped Chipmunk. "Why, it must be heaps and heaps of nuts and acorns! I'll go and find it."

4   So Striped Chipmunk started down the Lone Little Path through the wood as fast as he could run. Pretty soon he met Peter Rabbit.

Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories.

Write an essay that explains how Old Mother West Wind's and the Sandwitch's words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

RESOURCES

- Online Tools Training: (*Available now, updated-version available Winter*) provides students and teachers opportunities to become familiar with the tools available in the online testing platform; spring 2016 version currently available in INSIGHT or here using the Chrome browser

- LEAP 2025 Grade 3 Paper-Based Practice Test and Scoring Guide: (*Available Winter*) offers samples of paper-based grade-level practice tests to help prepare students for the spring assessments; available through INSIGHT

- LEAP 2025 Grade 3 Computer-Based Practice Test and Scoring Guide: (*Available Winter*) offers a computer-based grade-level practice test to help prepare students for the spring assessments; accessed through INSIGHT

- LEAP 2025 ELA Practice Test Guidance: (*Available Winter*) provides guidance on how grades 3-8 teachers might better use the ELA practice tests to support their instructional goals

- Guide to Administering the Online Practice Tests: (*Available Winter*) provides information regarding the administration and scoring process of the online practice tests

- Accessibility and Accommodations Overview: (*Updated version available Winter*) provides an overview of Louisiana's accessibility features and accommodations for grades 3–8 spring testing

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

- Third Grade Teacher Library: provides links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans

- EAGLE Sample Test Items: provides teachers a bank of questions that can be used for instructional and assessment purposes

Answer Key/Rubric and Alignment Information for Sample Items

Answer Key/Rubrics Included for Sample Items
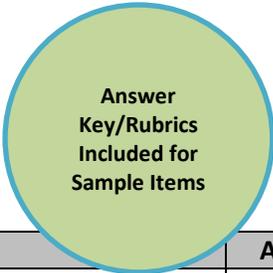
Item Type	Answer Keys/Rubric	Alignment
Evidence-Based Selected-Response Item	Part A: D Part B: D	RI.3.2, RI.3.1
Technology-Enhanced Item		RI.3.2, RI.3.9, RI.3.1
Prose Constructed-Response Item	Literary Analysis Task Rubric	RL.3.3, RL.3.1; W.3.2; L.3.1, L.3.2

Venn diagram:

"A Howling Success" — Scientists wanted to help Yellowstone National Park by releasing more animals into the wild. / Scientists first made sure that the animals were comfortable in their new surroundings and then set them free.

BOTH — Scientists were able to keep track of the animal population and record how their numbers grew.

"The Missing Lynx" — Scientists had to bring back enough smaller animals to help feed the larger animal population. / Scientists warned ranchers about hunting the endangered animals.