

This guide includes the following sections:

- [Purpose](#)
- [Introduction](#)
- [ELA Reporting Categories](#)
- [ELA Assessment Design](#)
- [Test Administration Policies](#)
- [ELA Item Types](#)
- [Sample Test Items](#)
- [Resources](#)
- [Appendix](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts (ELA) assessment for grade 4, 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 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 8, an additional passage set with one text or a pair of related texts will come after the Literary Analysis or Narrative Writing task. 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., role of illustrations in the texts, comparison of firsthand and secondhand accounts, how author uses reasons and evidence to support ideas).
- **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., theme; characterization, events, setting; point of view).
- **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 and an 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 an additional 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 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 4 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 4 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) and a Reading Passage Set | 3 | 5 SR and 1 PCR 4 SR | RL standards; vocabulary standards RL.4, L.4-5; writing standards W.1–2, 4, 9–10; language conventions standards L.1-2, plus language skills from previous grades |
| Session 2 | Research Simulation Task (RST) | 3 | 7 SR and 1 PCR | 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 |
| Session 3 | Reading Literature and Informational Texts | 2–3 | 10 SR | RL and RI standards and vocabulary standards RL/RI.4, L.4, and L.5 |

OR

Grade 4 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) | 3 | 7 SR and 1 PCR | 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 |
| Session 2 | Narrative Writing Task (NWT) and Reading Set with one text or a pair of texts | 2–3 | 4 SR and 1 PCR 6 SR | RL standards; vocabulary standards RL.4, L.4-5; writing standards W.3 and 4; language conventions standards L.1-2, plus language skills from previous grades |
| Session 3 | Reading Literature and Informational Texts | 2–3 | 10 SR | RL and RI standards and vocabulary standards RL/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 4. The 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 4

| Testing Window: May 1 – May 5, 2017 | | |
|-------------------------------------|--|----------------------------|
| Day 1 May 1 | English Language Arts Session 1: Literary Analysis Task + 1 passage set OR Research Simulation Task | 90 minutes |
| | Mathematics Session 1 | 75 minutes |
| Day 2 May 2 | English Language Arts Session 2: Research Simulation Task OR Narrative Writing Task + 1 reading set with one or two texts | 90 minutes |
| | Mathematics Session 2 | 75 minutes |
| Day 3 May 3 | English Language Arts Session 3: Reading Literary and Informational Texts | 45 minutes |
| | Mathematics Session 3 | 75 minutes |
| Day 4 May 4 | Social Studies Session 1: Item Sets | 85 minutes |
| | Social Studies Session 2: Task Set | 45 minutes |
| | Social Studies Session 3: Item Sets and Discrete Items | 85 minutes |
| Day 5 May 5 | Science Session 1: Multiple-Choice | Suggested time: 60 minutes |
| | Science Session 2: Short Answer | Suggested time: 30 minutes |
| | Science Session 3: 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 LEAP science test is not timed, suggested times are included.

The table below lists just one example CBT administration session order for grade 4, 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 4

| Testing Window: April 3–May 5, 2017 | | |
|-------------------------------------|---|------------|
| English Language Arts | Session 1: Literary Analysis Task + 1 passage set OR Research Simulation Task | 90 minutes |
| Mathematics | Session 1 | 75 minutes |
| English Language Arts | Session 2: Research Simulation Task OR Narrative Writing Task + 1 reading set with one or two texts | 90 minutes |
| Mathematics | Session 2 | 75 minutes |
| English Language Arts | Session 3: Reading Literary and Informational Texts | 45 minutes |
| Mathematics | Session 3 | 75 minutes |
| Social Studies | Session 1: Item Sets | 85 minutes |
| Social Studies | Session 2: Task Set | 45 minutes |
| Social Studies | Session 3: Item Sets and Discrete Items | 85 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.

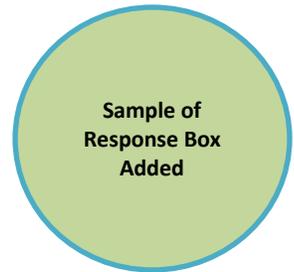
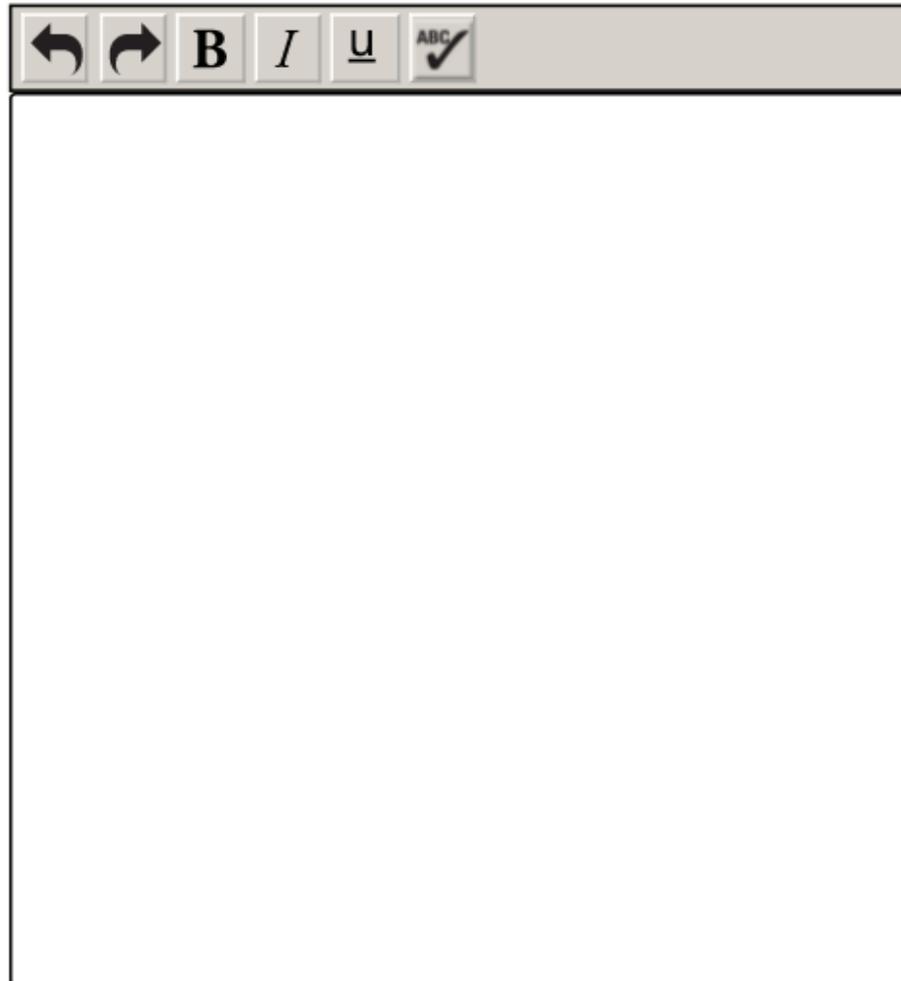
The following information presents guidelines for marking/writing in the English language arts test booklet.

- 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 task 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.



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

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 written responses takes into account the absence of such resources and the time constraints of each task.

For more information about accessibility features and accommodations, please refer to the [Accessibility and Accommodations Overview](#).

ELA ITEM TYPES

The grade 4 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 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 4 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 4.

| Scoring of Grade 4 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 | 9 points (3 times holistic score) | 12 | NWT Rubric |
| | Conventions | 3 points | | |

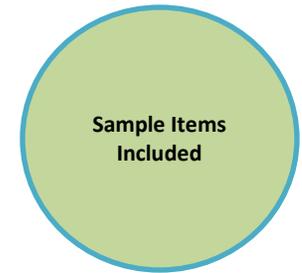
*When scoring the Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written 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 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 4 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*).



Evidence-Based Selected-Response Item

Read the passage “Troll and Dragon.” Then answer the questions.

Troll and Dragon

by Maggie Murphy

[The passage content is blurred and illegible.]

Part A

Why did the troll leave his cave after receiving the message from the prince?

- (a) to have lunch with his aunt
- (b) to avoid fighting the dragon
- (c) to put his gold in a safe place
- (d) to prepare for battle with the dragon

Read the passage “Troll and Dragon.” Then answer the questions.

Troll and Dragon

by Maggie Murphy



Part B

Which detail from the passage best supports the answer to Part A?

- (a) “. . . unknotted a huge sack stuffed with gold.” (paragraph 8)
- (b) “I’m begging you to fight in the mountains. . . .” (paragraph 10)
- (c) “Is this dragon big?” (paragraph 11)
- (d) “No one makes better cockroach pudding than she does.” (paragraph 13)

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

Read the passage "Troll and Dragon." Then answer the questions.

Troll and Dragon

by Maggie Murphy

[Blurred passage content]

Drag and drop each word from the list into the correct box in the chart to describe the characters in "Troll and Dragon."

| | |
|---|---|
|  |  |
| Queen: "What shall I do?" | |
| Prince: "Leave this to me." | |
| Troll: "... the troll stomped out..." | |
| Dragon: "... he snatched up his treasure chest and flew away." | |
| | Angry Confident Concerned Scared |

Prose Constructed-Response Item

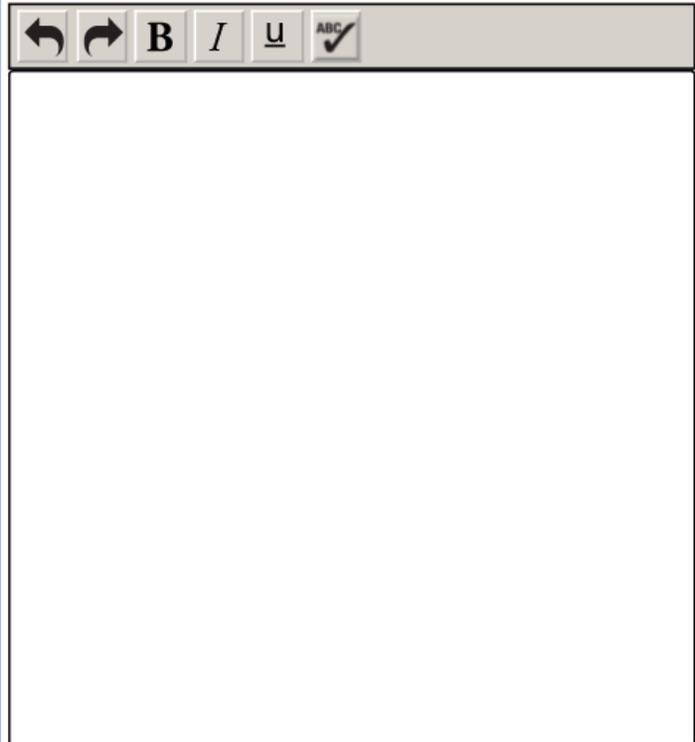
Today you will read a story about a girl whose family is from India and a poem that expresses how the speaker faces frightening experiences. After you finish the task, you will write an essay about the theme in the story and the poem.

Read the story “Just Like Home.” Then answer the questions.

Just Like Home

by Mathangi Subramanian

Identify a theme in “Just Like Home” and a theme in “Life Doesn’t Frighten Me.” Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

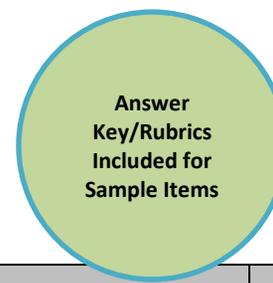


RESOURCES

- 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 4 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 4 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; the online practice test 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
- [Fourth 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

APPENDIX

Answer Key/Rubric and Alignment Information for Sample Items



| Item Type | Answer Keys/Rubric | Alignment |
|---------------------------------------|---|---|
| Evidence-Based Selected-Response Item | Part A: B Part B: C | RL.4.3, RL.4.1 |
| Technology-Enhanced Item | <div data-bbox="405 431 854 594" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Queen: “What shall I do?”</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">Concerned</p> </div> <div data-bbox="405 656 854 818" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Prince: “Leave this to me.”</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">Confident</p> </div> <div data-bbox="405 880 854 1042" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Troll: “... the troll stomped out...”</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">Angry</p> </div> <div data-bbox="405 1104 854 1312" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Dragon: “... he snatched up his treasure chest and flew away.”</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">Scared</p> </div> | RL.4.3, RL.4.1 |
| Prose Constructed-Response Item | Literary Analysis Task Rubric | RL.4.2, RL.4.1; W.4.2, W.4.4, W.4.9; L.4.1, L.4.2 |