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UPDATES INCLUDED 10/31/2018

- ❖ [Paper Based Administration Schedule](#)
- ❖ [New Resource: Practice Test Webinar](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts (ELA) assessment for grade 4.

Introduction

All students in grades 3–10 will take the LEAP 2025 ELA assessments, which provide

- 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; and
- information for educators and parents about student readiness in ELA and whether students are “on track” for college and careers.

Goal of English Language Arts

The goal of English language arts is for all students—including those who struggle—to read, understand, and express understanding of complex, grade-level texts. To ensure that all students are able to reach the ELA goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers and support students throughout the instructional process by using quality, [Tier 1](#), instructional materials that do the following:

- Provide opportunities for all students to meet the grade-level standards through appropriate scaffolds and supports (e.g., [Diverse Learners Guide](#))
- Provide a coherent set of plans that has students engage with texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas
- Provide a structure that is organized around high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, science, and the arts) and helps students make connections
- Include lessons and sections that build on each other to help develop students’ knowledge and skills

- Integrate reading, writing, and language instruction that focuses on building understanding of texts so that students can express that understanding in a variety of ways
- Include lessons that are organized so the writing process begins with development of understanding to ensure students have something meaningful to write about
- Include a variety of [instructional strategies](#), many of them focused on the importance of discussion in helping students make meaning of a text before they express their understanding in writing
- Offer assessment opportunities that allow teachers to check understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

ASSESSMENT DESIGN

Approach of the LEAP 2025 ELA Assessments

The LEAP 2025 ELA assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom and measures a student's ability to understand what they read and express that understanding in writing:

- 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

LEAP 2025 ELA Assessment Design

There are three sessions on the LEAP 2025 ELA assessments, which consist of tasks and reading passages. Students take two tasks, one in **Session 1** and one in **Session 2**; the tasks require students to write an extended response that addresses the text(s). All students will take the Research Simulation Task. The other task will be **either** the Literary Analysis Task **or** the Narrative Writing Task. See the table on page 4 for more information about the two designs.

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., 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., 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 3, Reading Literary/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 1-2 operational passage sets **and** 1 additional passage set that is being field tested. Each passage set includes one text and 4 or 6 questions about the text(s). Only a student’s performance on the operational passages will count towards a student’s final score. The field-test questions do **not** count towards a student’s final score on the assessment but are used to help develop future test forms.

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 Administered				
Test Session	Focus of Session	Number of Passages	Number/Type of Items	Assessable ELA Student Standards (by subcategory)
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, and L.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.4, RI.4, L. 4, L.5
2	Research Simulation Task (RST)	3	8 SR and 1 PCR	RI standards; vocabulary standards RI.4, L.4. and L.5; writing standards W.1–2, 4, 7–10; conventions standards L.1–2, plus language skills from previous grades
3	Reading Literary/Informational Texts	1-2*	6 SR*	RL and RI standards and vocabulary standards RL.4, 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 subcategory)
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
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, L.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.4, RI.4, L. 4, and L.5
3	Reading Literary/Informational Texts	2*	8 SR*	RL and RI standards and vocabulary standards RL.4, 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—includes two-part items ([EBSR](#)), [multiple-select](#) items, and [technology-enhanced](#) items (on computer-based test only)
PCR: Prose Constructed Response—requires an extended written response **RL:** Reading Literature; **L:** Language; **W:** Writing; **RI:** Reading Informational Text

REPORTING CATEGORIES

Student performance on the LEAP 2025 ELA assessments will be reported by category and subcategory as outlined in the following table.

Category	Subcategory	Subcategory 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, 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 school systems 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.

Achievement-Level Descriptors

Achievement Level Descriptors (ALDs) indicate what a typical student at each level should be able to demonstrate based on his or her command of grade-level standards. The [Grade 4 ELA ALDs](#) are written for the two assessment categories of Reading and Writing.

TEST ADMINISTRATION

Administration Schedule

All LEAP 2025 assessments are computer-based tests (CBT), but school systems may choose to administer paper-based tests (PBT) for grade 4. School systems have until October 31, 2018, to choose CBT or PBT. The **computer-based testing window opens April 1, 2019, and runs through May 3, 2019.** Your school or district test coordinator will communicate your school's testing schedule. All LEAP 2025 assessments are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

Scheduling Requirements for Computer-Based Testing

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

- Testing students in the same grade level across the school 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 assessments 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., grades 3-8 Social Studies Session 2, ELA Session 1, and ELA Session 2) in a day to an individual student.

For more information about the scheduling of the CBT and online administration policies, refer to the [CBT Guidance](#) document, found in the LDOE [Assessment library](#).

Administration Schedule for Paper-Based Tests

The table below shows the schedule for the paper-based tests and the timing for each session of the grade 4 assessments.

April 29, 2019 – May 3, 2019		Session Time
Day 1 April 29	English Language Arts Session 1: Literary Analysis Task and a passage set with one text OR Research Simulation Task	90 minutes
	Mathematics Session 1	75 minutes
Day 2 April 30	English Language Arts Session 2: Research Simulation Task OR Narrative Writing Task and a passage set with one text or a pair of related texts	90 minutes
	Mathematics Session 2	85 minutes
Day 3 May 1	English Language Arts Session 3: Reading Literary and Informational Texts	60 minutes
	Mathematics Session 3	75 minutes
Day 4 May 2	Science Session 1: Item Sets and Standalone Items	75 minutes
	Science Session 2: Item Set and Task Set	70 minutes
	Science Session 3: Item Sets and Standalone Items	70 minutes
Day 5 May 3	Social Studies Session 1: Item Sets and Standalone Items	75 minutes
	Social Studies Session 2: Item Sets and Standalone Items	75 minutes

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 assessment. Because the ELA assessments 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 for words that are important to understanding the text but do not have sufficient context will be provided as footnotes. 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 [LEAP 2025 Accessibility and Accommodations Manual](#).

Item Types

The grade 4 ELA assessment includes several types of items. All of the item types below, except for the technology-enhanced items, will appear on both the paper- and computer-based versions of the assessments.

- 1) **Evidence-Based Selected Response (EBSR)**: This item type consists of two parts; one part asks students to show their understanding of a text and the other part asks students to identify evidence to support that 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. This means that if part A asks students to identify the theme of a text 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 part of 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). For more information about how to score the MS items, see the [LEAP 2025 ELA Practice Test Guidance](#).
- 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, 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 more information about how to score the TE items, see the [LEAP 2025 ELA Practice Test Guidance](#). 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](#).
- 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	Score Points by Dimension	Weight	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	4, 3, 2, 1, or 0	4	16	19	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Research Simulation	Reading Comprehension and Written Expression*	4, 3, 2, 1, or 0	4	12	19	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Narrative Writing	Written Expression	3, 2, 1, or 0	3	9	12	NWT Rubric
	Conventions	3, 2, 1, or 0	1	3		

*When scoring the combined 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 or the LAT.

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 on the right.

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 number 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 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.

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. Instructions for how to manage the test booklets will be outlined in the Test Administration Manual.

Students will fill in the circle 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 space provided. Any information written outside the space or which has been scratched out in the 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.

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 see an example of a Multiple-Select (MS) item, please refer to the samples in the [Grade 4 ELA Paper Practice Test](#).

Even though the grade 4 LEAP 2025 assessment 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](#).

Information associated with the sample items (i.e., answer keys/rubric and standards alignment) is located in the [Appendix](#). Some of the sample items, and the passages associated with them, will also be included in the OTT.

Evidence-Based Selected-Response Item

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

Troll and Dragon

by Maggie Murphy

- 1 “You look upset, Mom,” Prince Gabriel said.
- 2 “I’ve received some not-so-good news,” said the queen. “A troll has moved into the cave on the western road. He says no one can pass without handing over a gold coin.”
- 3 Gabriel said, “Don’t worry. At least the eastern road is still open, and—”
- 4 A messenger ran into the room. “Your Highness, a dragon has moved into the cave on the eastern road! He says that no one can pass without handing over a gold coin.”
- 5 “Oh no,” said Gabriel. Their small kingdom was ringed by high mountains. The western and eastern roads were the only routes in and out.
- 6 “We don’t have enough knights to drive away trolls and dragons,” the queen said glumly. “What shall I do?”
- 7 Gabriel thought awhile. Then he said, “Leave this to me.”
- 8 Soon after, Gabriel rode his horse to the troll’s cave. As he drew close, the troll stomped out and unknotted a huge sack stuffed with gold.
- 9 “Turn back, Prince,” said the troll, “or toss in a gold piece.”

More Text Below

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

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- 6 “We don’t have enough knights to drive away trolls and dragons,” the queen said glumly. “What shall I do?”
- 7 Gabriel thought awhile. Then he said, “Leave this to me.”
- 8 Soon after, Gabriel rode his horse to the troll’s cave. As he drew close, the troll stomped out and unknotted a huge sack stuffed with gold.
- 9 “Turn back, Prince,” said the troll, “or toss in a gold piece.”

More Text Below

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

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- 2 “I’ve received some not-so-good news,” said the queen. “A troll has moved into the cave on the western road. He says no one can pass without handing over a gold coin.”
- 3 Gabriel said, “Don’t worry. At least the eastern road is still open, and—”
- 4 A messenger ran into the room. “Your Highness, a dragon has moved into the cave on the eastern road! He says that no one can pass without handing over a gold coin.”
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- 6 “We don’t have enough knights to drive away trolls and dragons,” the queen said glumly. “What shall I do?”
- 7 Gabriel thought awhile. Then he said, “Leave this to me.”
- 8 Soon after, Gabriel rode his horse to the troll’s cave. As he drew close, the troll stomped out and unknotted a huge sack stuffed with gold.
- 9 “Turn back, Prince,” said the troll, “or toss in a gold piece.”

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

?	
<p>Queen: “What shall I do?”</p> <hr style="border: 0; border-top: 1px solid black;"/>	<p>Angry</p> <p>Confident</p> <p>Concerned</p> <p>Scared</p>
<p>Prince: “Leave this to me.”</p> <hr style="border: 0; border-top: 1px solid black;"/>	
<p>Troll: “... the troll stomped out...”</p> <hr style="border: 0; border-top: 1px solid black;"/>	
<p>Dragon: “... he snatched up his treasure chest and flew away.”</p> <hr style="border: 0; border-top: 1px solid black;"/>	

Prose Constructed-Response Item

Refer to the story “Just Like Home” and the poem “Life Doesn’t Frighten Me.” Then answer the question.

Just Like Home

by Mathangi Subramanian

- 1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.
- 2 The only thing Priya liked about her new school was art. They hadn’t had art at her old school, but here art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink. During art, Priya forgot that she didn’t have any friends at her new school. All she thought about was whatever she was working on.
- 3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.
- 4 While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called rangoli, and they looked like stars and roses. Priya’s mother said that the drawings were to welcome guests to their home. All the families in India, where Priya’s family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement.

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.

← → **B** *I* u ABC ✓

RESOURCES

K-12 ELA Resources Library

- [Louisiana Student Standards in ELA](#): offers comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): guides for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [ELA Guidebooks 2.0](#): a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- [Getting Started Resources](#): includes writing and reading approach guides, learning tools, and instructional strategies
- [Instructional Materials Review Rubrics](#): provides links to rubrics used to evaluate K-12 instructional, assessment, and intervention materials
- [EL Guidebook](#): provides guidance to schools in how to implement high-quality instruction for English learners

Assessment Guidance Library

- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committees, includes information on applying for participation

Practice Test Library

- [LEAP 2025 Grade 4 Paper Practice Test](#) and [Answer Key](#) and LEAP 2025 Grade 4 ELA CBT Practice Test [Answer Key](#): helps prepare students for the spring assessments and provides scoring information for teachers
- [LEAP 2025 ELA Practice Test Guidance](#): 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 administration and scoring of the online practice tests
- [Practice Test Webinars](#): provide information about how to use the practice tests instructionally

Assessment Library

- [LEAP 2025 Technology-Enhanced Item Types](#): provides a summary of the different kinds of technology-enhanced items students may encounter in any CBT across courses and grade-levels
- [LEAP 2025 Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [LEAP 360](#): an optional, free high-quality non-summative assessment system that includes diagnostic and interim assessments
- [PARCC's Released Items](#): includes sample student work that teachers can use as models for scoring tasks that are similar to the summative assessment tasks

eDirect

- includes access to tutorials, manuals, and user guides
- EAGLE: part of the LEAP 360 system which allows teachers to integrate high-quality questions into daily lessons through teacher-created tests, premade assessments, and items for small group instruction

INSIGHT™

- Online Tools Training: allows students to become familiar with the tools available in the online testing platform
- LEAP 2025 Grade 4 ELA CBT Practice Test: helps prepare students for the spring assessments

Contact Us

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions

Newsroom: offers archive copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

APPENDIX A

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 style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Queen: “What shall I do?”</p> <p>Concerned</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Prince: “Leave this to me.”</p> <p>Confident</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Troll: “... the troll stomped out...”</p> <p>Angry</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Dragon: “... he snatched up his treasure chest and flew away.”</p> <p>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

APPENDIX B

Update Log		
Date	Page	Summary of Changes
10/31/2018	7	Added paper-based test administration schedule
	16	Added link to practice test webinar materials