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PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts assessment for grade 5, which is administered each spring.

INTRODUCTION

All students in grades 3–10 will take the LEAP 2025 ELA and mathematics 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;
- information for educators and parents about student readiness in ELA and mathematics and whether students are “on track” for college and careers; and
- comparison of Louisiana student performance with the performance of students in other states.

REPORTING CATEGORIES

Student performance on the LEAP 2025 ELA assessments 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, 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.

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 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). At grade 5, the additional set after the Literary Analysis Task will be literary, and the set after the Narrative Writing Task will be informational. The set 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., structure of texts, role of illustrations in the texts, use of evidence, multiple accounts of the same idea).
- **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 (e.g., comparison of characters, setting, events; similar themes; influence of point of view) in the texts.
- **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 with one text **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 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 2-3 operational passage sets **and** 1 additional passage set that is being field tested. Each passage set at grade 5 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 passages 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 help develop future test forms.

The table on the next page outlines the two possible designs of the Grade 5 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 5 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 subclaim)
Session 1	Literary Analysis Task (LAT) and a Reading Passage Set with one text	3	5 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 standards and vocabulary standards RL.4, L. 4, and L.5
Session 2	Research Simulation Task (RST)	3	7 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
Session 3	Reading Literary and Informational Texts	2–3*	10 SR*	RL and RI standards and vocabulary standards RL.4, RI.4, L.4 and L.5

OR

Grade 5 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 subclaim)
Session 1	Research Simulation Task (RST)	3	7 SR and 1 PCR	RI standards; vocabulary standards RI.4, L.4, L.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: RI standards and vocabulary standards RI.4, L. 4, L.5
Session 3	Reading Literary and Informational Texts	3*	12 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

PCR: Prose Constructed Response—requires an extended written response **RL:** Reading Literature; **L:** Language; **W:** Writing; **RI:** Reading Informational Text

TEST ADMINISTRATION POLICIES

Administration Schedule

The LEAP 2025 ELA, mathematics, and social studies assessments will be available to districts as computer-based tests (CBT) for grade 5. The **CBT window opens April 9, 2018, and runs through May 4, 2018**. The school or district test coordinator will communicate the testing schedule. 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](#).

The table below shows the session information for the spring grade 5 ELA assessment.

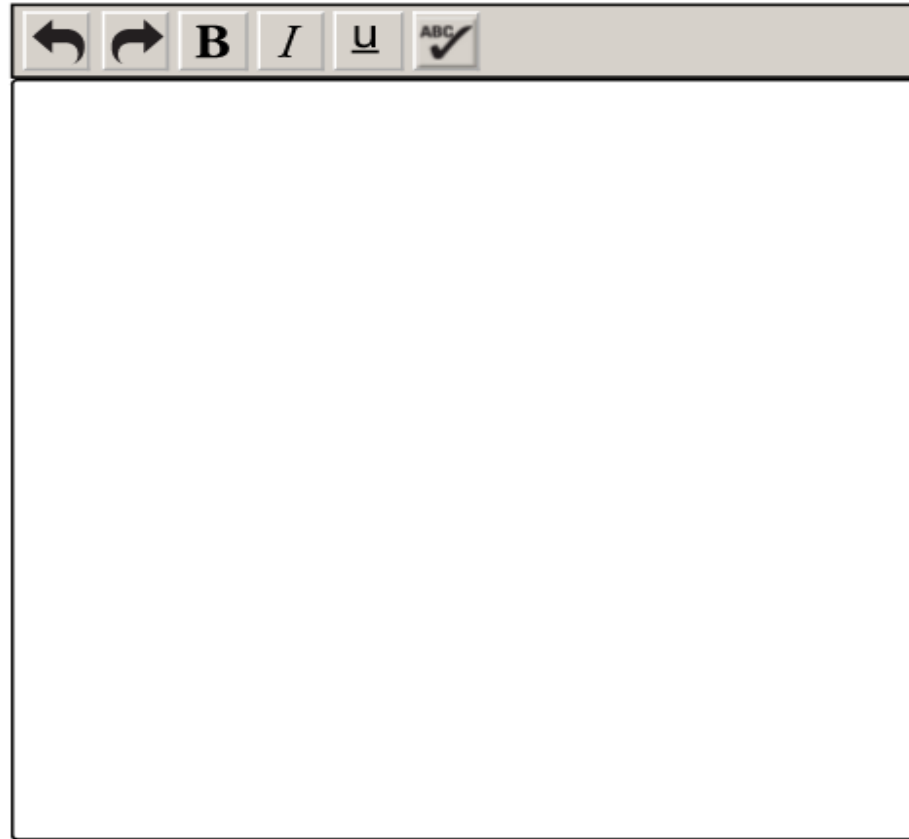
LEAP 2025 Grade 5 ELA Assessment	
Session 1	Literary Analysis Task and a passage set with one text OR Research Simulation Task
Session 2	Research Simulation Task OR Narrative Writing Task and a passage set with one text or a pair of related texts
Session 3	Reading Literary and Informational Texts

The LDOE is currently analyzing timing data, feedback from schools and districts, and field-test information to determine the appropriate session times for the LEAP 2025 ELA and mathematics assessments. Information about the exact times for ELA will be added to the table in Fall 2017.

The LEAP 2025 ELA, mathematics, and social studies tests are **timed** and 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 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 
- 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

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 [LEAP 2025 Accessibility and Accommodations Manual](#).

ITEM TYPES

The grade 5 ELA assessment includes the following types of items:

- 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 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 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 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, refer to [Technology-Enhanced Item Types Available in INSIGHT \(Update Fall 2017\)](#).
- 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 5 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 5.

Scoring of Grade 5 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 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.

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](#). The sample items, and the passages associated with them, will also be included in the OTT.

Evidence-Based Selected-Response Item

Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

Feathers

- 1 A sharp-tongued woman was accused of starting a rumor: When she was brought before the village rabbi, she said, “I was only joking. My words were spread by others, and so I’m not to blame.”
- 2 But the victim demanded justice, saying, “Your words soiled my good name!”
- 3 “I’ll take back what I said,” replied the sharp-tongued woman, “and that will take away my guilt.” When the rabbi heard this, he knew that this woman truly did not understand her crime.
- 4 And so he said to the woman, “Your words will not be excused until you have done the following. Bring my feather pillow to the market square, cut it and let the feathers fly through the air. Then collect every one of the feathers from the pillow and bring them all back to me. When you have done this, you will be absolved of your crime.”
- 5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

Part A

What is the purpose of the dialogue between the woman and the victim in the beginning of the story?

- (a) to introduce the causes for the woman’s negative actions
- (b) to introduce the conflict that will be resolved later in the story
- (c) to connect the woman’s thoughts and actions to important events
- (d) to develop background information for events in the story

Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

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- 5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

Part B

Which sentence from the story **best** supports the answer to Part A?

- (a) “When she was brought before the village rabbi, she said, ‘I was only joking.’ ” (paragraph 1)
- (b) “The wind carried them here and there, up into trees and under merchants’ carts.” (paragraph 6)
- (c) “She tried to catch them, but after much effort it was clear to her that she would never find them all.” (paragraph 6)
- (d) “From that day, the woman spoke kindly of all she had met.” (paragraph 7)

Technology-Enhanced Item

Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

Feathers

- 1 A sharp-tongued woman was accused of starting a rumor: When she was brought before the village rabbi, she said, “I was only joking. My words were spread by others, and so I’m not to blame.”
- 2 But the victim demanded justice, saying, “Your words soiled my good name!”
- 3 “I’ll take back what I said,” replied the sharp-tongued woman, “and that will take away my guilt.” When the rabbi heard this, he knew that this woman truly did not understand her crime.
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- 5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

Part A

Which statement contrasts the attitude of the woman with the attitude of the rabbi at the beginning of the story?

- (a) The woman accepted no blame, while the rabbi realized the significance of her crime.
- (b) The woman trusted the rabbi, but he thought she was playing a trick.
- (c) The woman wanted to correct her behavior, while the rabbi was pleased with his own behavior.
- (d) The woman thought the rabbi was wise, but the rabbi thought the woman was careless.





Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

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- 5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

Part B

Select **two** sentences from the story that show how the woman changes to agree with the rabbi.

5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

6 She did as he asked, and cut the pillow. Feathers blew far and wide over the square and beyond. The wind carried them here and there, up into trees and under merchants’ carts. She tried to catch them all, but after much effort it was clear to her that she would never find them all.

7 She returned to the rabbi with only a few feathers in her hand. Facing the rabbi, she said, “I could not take back the feathers any more than I could take back my words. From now on I will be careful not to say anything that would harm another, for there is no way to control the flight of words, any more than I could control the flight of these feathers.” From that day, the woman spoke kindly of all she had met.

Multiple-Select Item

Today you will read a passage from “The Growin’ of Paul Bunyan.” As you read, pay close attention to the characters’ thoughts. This will help you answer questions and prepare you to write a narrative story.

Read the passage from the story “The Growin’ of Paul Bunyan.” Then answer the questions.

from “The Growin’ of Paul Bunyan”

by William J. Brooke

- 1 *Paul Bunyan finds Johnny Appleseed after Paul chops down all the trees Johnny has planted for six days.*
- 2 Starin’ out at the orange sun, Johnny asks, “Are they all gone?” Paul looks back over his shoulder an’ allows as how they are. Paul waits for Johnny to say somethin’ else, but he just keeps starin’, so Paul says, “It took you six days to plant ‘em an’ it took me only three days to chop ‘em down. Pretty good, huh?”
- 3 Johnny looks up an’ smiles sadly. “It’s always easier to chop somethin’ down than to make it grow.” Then he goes back to starin’.
- 4 Now that rankles Paul. When he beats somebody fair an’ square, he expects that someone to admit it like a man. “What’s so hard about growin’ a tree anyway?” he grumps. “You just stick it in the ground an’ the seed does all the work.”
- 5 Johnny reaches way down in the bottom o’ his bag an’ holds out a seed. “It’s the last one,” he says. “All the rest o’ my dreams is so much kindlin’ wood, so why don’t you take this an’ see if it’s so easy to make it grow.”

Part A

At the beginning of the story, how is Johnny’s view about his trees different from Paul’s?

- (a) Johnny views his trees as food for the rabbits, while Paul views them as useful in his work.
- (b) Johnny views his trees as the result of hard work, while Paul views them as objects to win a contest.
- (c) Johnny views his trees as needing his protection, while Paul views them as needing too much care.
- (d) Johnny views his trees as friends that he needs to take care of, while Paul views them as something to brag about.

Today you will read a passage from “The Growin’ of Paul Bunyan.” As you read, pay close attention to the characters’ thoughts. This will help you answer questions and prepare you to write a narrative story.

Read the passage from the story “The Growin’ of Paul Bunyan.” Then answer the questions.

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- 5 Johnny reaches way down in the bottom o’ his bag an’ holds out a seed. “It’s the last one,” he says. “All the rest o’ my dreams is so much kindlin’ wood, so why don’t you take this an’ see if it’s so easy to make it grow.”

More Text Below

Part B

Choose **two** details, one for Johnny and one for Paul, that support the answer to part A.

- a “It took you six days to plant ‘em an’ it took me only three days to chop ‘em down.”
- b “It’s always easier to chop somethin’ down than to make it grow.”
- c “Johnny reaches way down in the bottom o’ his bag an’ holds out a seed.”
- d “So he takes the little bitty seed an’ pushes it down in the ground with the tip o’ one fingernail.”
- e “He pats the soil around it real nice, like he seen Johnny do.”
- f “‘Don’t matter,’ says Johnny’s voice, ‘if the rabbits get the seed.’”

Prose Constructed-Response Item

Today you will read a passage from “The Growin’ of Paul Bunyan.” As you read, pay close attention to the characters’ thoughts. This will help you answer questions and prepare you to write a narrative story.

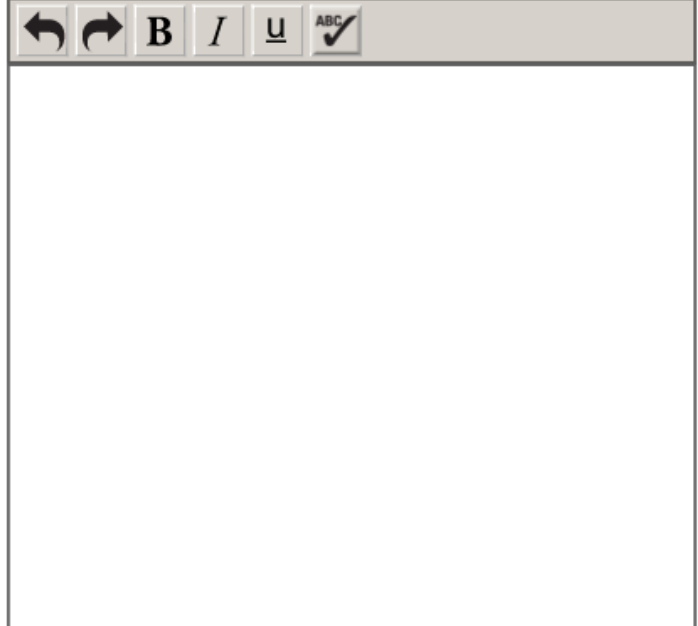
Read the passage from the story “The Growin’ of Paul Bunyan.” Then answer the questions.

from “The Growin’ of Paul Bunyan”

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- 3 Johnny looks up an’ smiles sadly. “It’s always easier to chop somethin’ down than to make it grow.” Then he goes back to starin’.
- 4 Now that rankles Paul. When he beats somebody fair an’ square, he expects that someone to admit it like a man. “What’s so hard about growin’ a tree anyway?” he grumps. “You just stick it in the ground an’ the seed does all the work.”

You have read a passage from “The Growin’ of Paul Bunyan.” Think about how the story would be different if it were told from Johnny’s point of view. Write the story from the point of view of Johnny.



A text entry box with a toolbar containing icons for undo, redo, bold, italic, underline, and a checkmark.

RESOURCES

- Online Tools Training: provides students and teachers opportunities to become familiar with the tools available in the online testing platform; available in INSIGHT or [here](#) using the Chrome browser
- [Technology-Enhanced Item Types Available in INSIGHT](#) (*Update Fall 2017*): provides a chart of the different kinds of technology-enhanced items students may encounter in any of the computer-based tests across courses and grade-levels
- LEAP 2025 Grade 5 ELA Computer-Based Practice Test and [Answer Key](#): provides a computer-based grade-level practice test to help prepare students for the spring assessment, along with scoring information for teachers; accessed through INSIGHT
- [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 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
- [Fifth 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: D	RL.5.5, RL.5.1
Technology- Enhanced Item	Part A: A Part B: Any combination of two answers <ul style="list-style-type: none">Facing the rabbi, she said, “I could not take back the feathers any more than I could take back my words.”“From now on I will be more careful not to say anything that would harm another, for there is no way to control the flight of words, any more than I could control the flight of these feathers.”From that day, the woman spoke kindly of all she had met.	RL.5.3, RL.5.1
Multiple-Select Item	Part A: B Part B: A and B	RL.5.3, RL.5.1
Prose Constructed-Response Item	Narrative Writing Task Rubric	W.5.3, W.5.4; L.5.1, L.5.2