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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 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 the 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., 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 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 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 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 Literary and Informational Texts	2–3	10 SR	RL and RI standards and vocabulary standards RL/RI.4, L.4 and L.5

OR

Grade 5 ELA Test Design—Narrative Writing Task (NAT) 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 Literary and Informational Texts	3	12 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

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 computer-based tests (CBT) for grade 5. The table below lists just one example CBT administration session order for grade 5, 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 5

Test Window: April 3, 2017 – 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	90 minutes
Social Studies	Session 2: Task Set	45 minutes
Social Studies	Session 3: Item Sets and Discrete Items	90 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** and no additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

The *i*LEAP science assessment will only be available to districts as paper-based tests (PBT). The table below lists the PBT administration schedule for the spring science assessments. Although the *i*LEAP science test is not timed, suggested times are included.

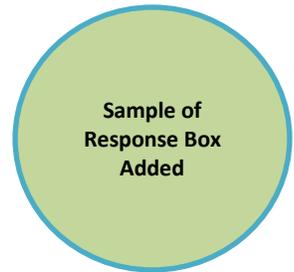
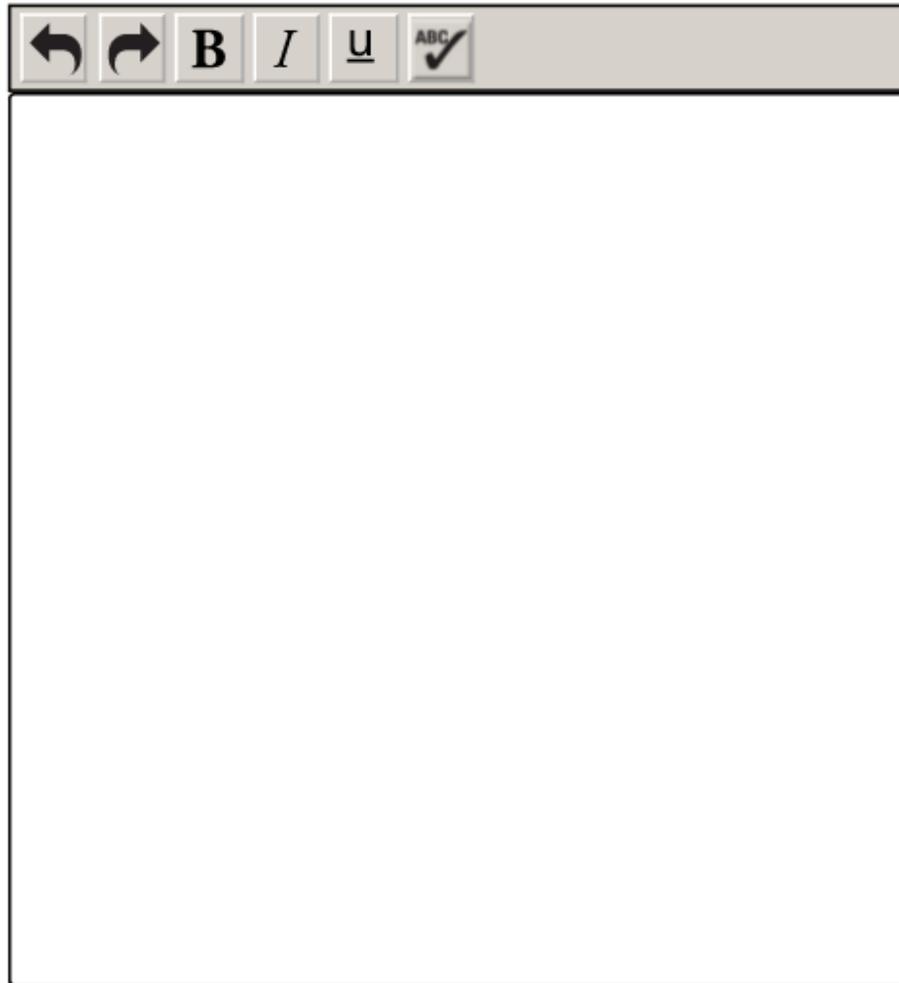
Paper-Based Test Administration Schedule: Grade 5 Science

Testing Date: May 5, 2017		
May 5	Science Session 1: Multiple-Choice	Suggested time: 60 minutes
	Science Session 2: Task	Suggested time: 30 minutes

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

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 [Accessibility and Accommodations Overview](#).

ELA 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 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 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 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.

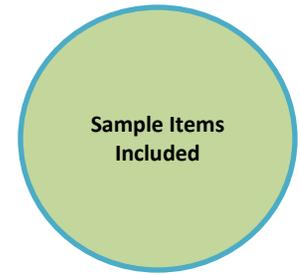
Scoring of Grade 5 Tasks				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (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 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, 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 updated LEAP OTT (*available Winter*).



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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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 (on computer-based test only)

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

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.

Feathers

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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

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.

from “The Growin’ of Paul Bunyan”

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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”

by William J. Brooke

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.

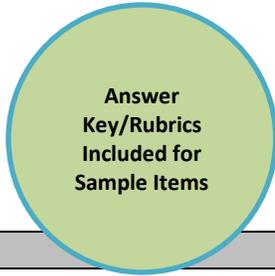
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RESOURCES

- 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 5 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 is 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 needed for 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 2017 testing
- [ELA Guidebooks 2.0](#): an English language arts curriculum for whole-class instruction. Made by teachers for teachers.
- [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



Answer
Key/Rubrics
Included 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