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PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts (ELA) assessment for grade 7, 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 full range of Louisiana content 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., analysis of argument; comparison/contrast of presentation of information, point of view or purpose; the use of illustrations in the texts).
- **Literary Analysis Task**—provides students an opportunity to show their understanding of literature. It asks students to read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that compares and/or explains key ideas or elements in the texts (e.g., analysis of plot and characterization; comparison of themes; influence of point of view, structure; interaction of literary elements).
- **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 one 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 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 7 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 7 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 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	3	12 SR	RL and RI standards and vocabulary standards RL/RI.4, L. 4, and L.5
OR				
Grade 7 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 paired texts	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	3	14 SR	RL and RI standards and vocabulary standards RL/RI.4, L.4 and L.5
<p>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</p> <p>PCR: Prose Constructed Response—requires an extended written response</p> <p>RL: Reading Literature; W: Writing; L: Language; RI: Reading Informational Text</p>				

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 7. The table below lists just one example CBT administration session order for grade 7, 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 7

Test Window: April 3, 2017 – May 5, 2017		
English Language Arts	Session 1: Research Simulation Task OR Literary Analysis Task + 1 passage set	90 minutes
Mathematics	Session 1	75 minutes
English Language Arts	Session 2: Research Simulation Task OR Narrative Writing Task + 1 paired passage set	90 minutes
Mathematics	Session 2	75 minutes
English Language Arts	Session 3: Reading Literary and Informational Texts	70 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.

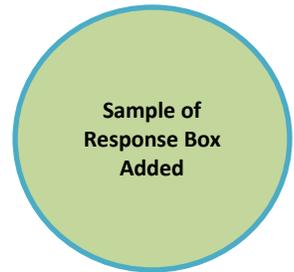
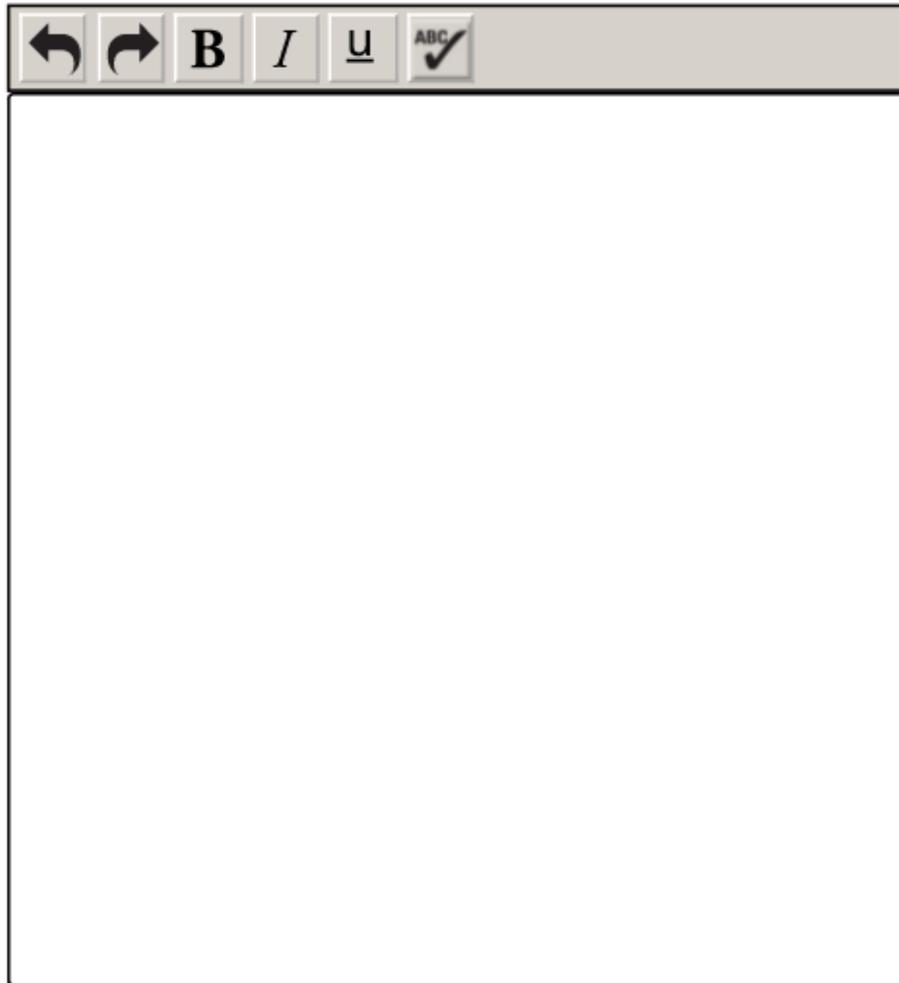
Paper-Based Test Administration Schedule: Grade 7 Science

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 the [Accessibility and Accommodations Overview](#).

ELA ITEM TYPES

The grade 7 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 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 7 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 grade 7 tasks.

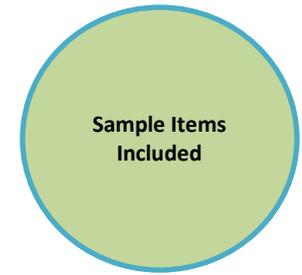
Scoring of Grade 7 Tasks				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Narrative Writing	Written Expression	12 points (3 times holistic score)	15	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

Today you will read a passage from *The Count of Monte Cristo* as well as a scene from the play *Blessings*. After you have read the selections and answered some questions, you will write an essay analyzing the themes presented in the two texts.

Read the passage from *The Count of Monte Cristo*, in which Edmond Dantes has been imprisoned for over four years and has recently stopped eating the prison food. Then answer the questions that follow.

from *The Count of Monte Cristo*

by Alexandre Dumas

- 1 Suddenly, about nine o'clock in the evening, Edmond heard a hollow sound in the wall against which he was lying.
- 2 So many loathsome animals inhabited the prison, that their noise did not, in general, awake him; but whether abstinence¹ had quickened his faculties, or whether the noise was really louder than usual, Edmond raised his head and listened. It was a continual scratching, as if made by a huge claw, a powerful tooth, or some iron instrument attacking the stones.
- 3 Although weakened, the young man's brain instantly responded to the idea

Part A

In *The Count of Monte Cristo*, how does the noise in the wall affect Edmond Dantes?

- (a) It causes him to summon the jailer.
- (b) It gives him a sense of hope.
- (c) It frightens him into behaving foolishly.
- (d) It proves that he will escape.

Today you will read a passage from *The Count of Monte Cristo* as well as a scene from the play *Blessings*. After you have read the selections and answered some questions, you will write an essay analyzing the themes presented in the two texts.

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- 3 Although weakened, the young man's brain instantly responded to the idea

Part B

Which evidence from *The Count of Monte Cristo* supports the answer to Part A?

- (a) "So many loathsome animals inhabited the prison, that their noise did not, in general, awake him" (paragraph 2)
- (b) "It seemed to him that heaven had at length taken pity on him" (paragraph 3)
- (c) "No, no, doubtless he was deceived, and it was but one of those dreams that forerun death!" (paragraph 4)
- (d) "Suddenly the jailer entered." (paragraph 6)

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

Read the folktale “The Four Dragons.” Then answer the questions.

The Four Dragons

- 1 Once upon a time, there were no rivers and lakes on earth, but only the Eastern Sea, in which lived four dragons: the Long Dragon, the Yellow Dragon, the Black Dragon, and the Pearl Dragon. One day the four dragons flew from the sea into the sky. They soared and dived, playing at hide-and-seek in the clouds.
- 2 “Come over here quickly!” the Pearl Dragon cried out suddenly.
- 3 “What’s up?” asked the other three, looking down in the direction where the Pearl Dragon pointed.
- 4 On the earth they saw many people putting out fruits and cakes, and burning incense sticks. They were praying! A white-haired woman, kneeling on the ground with a thin boy on her back, murmured,
- 5 “Please send rain quickly, God of Heaven, to give our children rice to eat.”
- 6 For there had been no rain for a long time. The crops withered, the grass turned yellow and fields cracked under the scorching sun.
- 7 “How poor the people are!” said the Yellow Dragon. “And they will die if it doesn’t rain soon.”
- 8 The Long Dragon nodded. Then he suggested, “Let’s go and beg the Jade Emperor for rain.”

Part A

Which difference in attitudes between the Jade Emperor and the dragons influences events later in the story?

- (a) The Jade Emperor is amused by the needs of the people, and the dragons are annoyed.
- (b) The Jade Emperor is angered by the needs of the people, and the dragons are pleased.
- (c) The Jade Emperor is indifferent to the needs of the people, and the dragons are concerned.
- (d) The Jade Emperor is upset about the needs of the people, and the dragons are worried.

Read the folktale “The Four Dragons.” Then answer the questions.

The Four Dragons

- 1 Once upon a time, there were no rivers and lakes on earth, but only the Eastern Sea, in which lived four dragons: the Long Dragon, the Yellow Dragon, the Black Dragon, and the Pearl Dragon. One day the four dragons flew from the sea into the sky. They soared and dived, playing at hide-and-seek in the clouds.
- 2 “Come over here quickly!” the Pearl Dragon cried out suddenly.
- 3 “What’s up?” asked the other three, looking down in the direction where the Pearl Dragon pointed.
- 4 On the earth they saw many people putting out fruits and cakes, and burning incense sticks. They were praying! A white-haired woman, kneeling on the ground with a thin boy on her back, murmured,
5 “Please send rain quickly, God of Heaven, to give our children rice to eat.”
- 6 For there had been no rain for a long time. The crops withered, the grass turned yellow and fields cracked under the scorching sun.
- 7 “How poor the people are!” said the Yellow Dragon. “And they will die if it doesn’t rain soon.”
- 8 The Long Dragon nodded. Then he suggested, “Let’s go and beg the Jade Emperor for rain.”

Part B

Identify evidence from the folktale that supports the answer to Part A. Choose **two** phrases that demonstrate the character of the Jade Emperor and **two** phrases that demonstrate the character of the dragons. Drag the phrases into the correct boxes in the chart.

The Jade Emperor	The Dragons

“I will do anything to save the people. . . .” (paragraph 19)

“ . . . brought back to the heavenly palace.” (paragraph 25)

“ . . . cried and leaped with joy.” (paragraph 22)

“ . . . never took the people to heart . . .” (paragraph 14)

“ . . . only cared about pleasure . . .” (paragraph 14)

“ . . . I beg you to send rain down quickly!” (paragraph 11)

Click To Respond

Enlarged Graphic from the Technology-Enhanced Item Sample

Read the folktale “The Four Dragons.” Then answer the questions.

The Four Dragons

- 1 Once upon a time, there were no rivers and lakes on earth, but only the Eastern Sea, in which lived four dragons: the Long Dragon, the Yellow Dragon, the Black Dragon, and the Pearl Dragon. One day the four dragons flew from the sea into the sky. They soared and dived, playing at hide-and-seek in the clouds.
- 2 “Come over here quickly!” the Pearl Dragon called.
- 3 “What’s up?” asked the other three, but the Pearl Dragon pointed.
- 4 On the earth they saw many people burning incense sticks. They were praying! A woman stood on the ground with a thin boy on her back, rapping the drum.
- 5 “Please send rain quickly, God of Heaven!” she cried.
- 6 For there had been no rain for a long time, the sky had turned yellow and fields cracked under the sun.
- 7 “How poor the people are!” said the Pearl Dragon. “I will do anything to save the people. . . .”

Part B

Identify evidence from the folktale that supports the answer to Part A. Choose **two** phrases that demonstrate the character of the Jade Emperor and **two** phrases that demonstrate the character of the dragons. Drag the phrases into the correct boxes in the chart.

?


?

	The Jade Emperor	The Dragons

“I will do anything to save the people. . . .” (paragraph 19)

“. . . never took the people to heart . . .” (paragraph 14)

“. . . brought back to the heavenly palace.” (paragraph 25)

“. . . only cared about pleasure . . .” (paragraph 14)

“. . . cried and leaped with joy.” (paragraph 22)

“. . . I beg you to send rain down quickly!” (paragraph 11)

OK

Multiple-Select Item

Read the folktale “The Four Dragons.” Then answer the questions.

The Four Dragons

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- 2 “Come over here quickly!” the Pearl Dragon cried out suddenly.
- 3 “What’s up?” asked the other three, looking down in the direction where the Pearl Dragon pointed.
- 4 On the earth they saw many people putting out fruits and cakes, and burning incense sticks. They were praying! A white-haired woman, kneeling on the ground with a thin boy on her back, murmured,
- 5 “Please send rain quickly, God of Heaven, to give our children rice to eat.”
- 6 For there had been no rain for a long time. The crops withered, the grass turned yellow and fields cracked under the scorching sun.
- 7 “How poor the people are!” said the Yellow Dragon. “And they will die if it doesn’t rain soon.”
- 8 The Long Dragon nodded. Then he suggested, “Let’s go and beg the Jade Emperor for rain.”

Part A

How do the dragons’ actions contribute to the development of the theme of the folktale?

- (a) Their playfulness shows that appearances can be misleading when making character judgments.
- (b) Their willingness to disobey the Jade Emperor shows that sacrifice is often needed for the good of others.
- (c) Their reliability shows that respecting one’s elders and following instructions are necessary for a successful society.
- (d) Their respect for the Jade Emperor shows that children can learn much from their ancestors about historical events.

Read the folktale “The Four Dragons.” Then answer the questions.

The Four Dragons

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- 7 “How poor the people are!” said the Yellow Dragon. “And they will die if it doesn’t rain soon.”
- 8 The Long Dragon nodded. Then he suggested, “Let’s go and beg the Jade Emperor for rain.”

Part B

Which **two** paragraphs from the folktale support the answer to Part A?

- (a) paragraph 1
- (b) paragraph 8
- (c) paragraph 13
- (d) paragraph 18
- (e) paragraph 23
- (f) paragraph 27

Prose Constructed-Response Item

Today you will read a passage from *The Count of Monte Cristo* as well as a scene from the play *Blessings*. After you have read the selections and answered some questions, you will write an essay analyzing the themes presented in the two texts.

Read the passage from *The Count of Monte Cristo*, in which Edmond Dantes has been imprisoned for over four years and has recently stopped eating the prison food. Then answer the questions.

from *The Count of Monte Cristo*

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- 3 Although weakened, the young man's brain instantly responded to the idea

You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings*. Think about the similarities and differences in how the two authors develop the themes in each text.

Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from **both** selections.

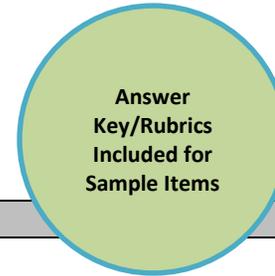
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RESOURCES

- 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 7 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 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](#): a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- [Grades 6-8 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: B	RL.7.3, RL.7.1						
Technology-Enhanced Item	Part A: C Part B: <table border="1" data-bbox="401 500 1524 979"> <thead> <tr> <th data-bbox="401 500 963 565">The Jade Emperor</th> <th data-bbox="963 500 1524 565">The Dragons</th> </tr> </thead> <tbody> <tr> <td data-bbox="401 565 963 773">“. . . never took the people to heart . . .” (paragraph 14)</td> <td data-bbox="963 565 1524 773">“I will do anything to save the people. . . .” (paragraph 19)</td> </tr> <tr> <td data-bbox="401 773 963 979">“. . . only cared about pleasure . . .” (paragraph 14)</td> <td data-bbox="963 773 1524 979">“. . . I beg you to send rain down quickly!” (paragraph 11)</td> </tr> </tbody> </table>	The Jade Emperor	The Dragons	“. . . never took the people to heart . . .” (paragraph 14)	“I will do anything to save the people. . . .” (paragraph 19)	“. . . only cared about pleasure . . .” (paragraph 14)	“. . . I beg you to send rain down quickly!” (paragraph 11)	RL.7.3, RL.7.6, RL.7.1
The Jade Emperor	The Dragons							
“. . . never took the people to heart . . .” (paragraph 14)	“I will do anything to save the people. . . .” (paragraph 19)							
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Multiple-Select Item	Part A: B Part B: D and F	RL.7.2, RL.7.3, RL.7.1						
Prose Constructed-Response Item	Literary Analysis Task Rubric	RL.7.2, RL.7.1; W.7.2, W.7.4, W.7.9; L.7.1, L.7.2						