

Interpretive Guide

Grades 3–8
ELA and Math
Spring 2016

LEAP



John C. White
State Superintendent of Education

For further information, contact
the Louisiana Department of Education

1-844-268-7320

assessment@la.gov

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all of its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, gender identity, political affiliation, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Attorney, LDOE, Exec. Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877.453.2721 or customerservice@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at <http://www2.ed.gov/about/offices/list/ocr/index.html>.

This public document was published at a cost of \$1,000. This Web-only document was published for the Louisiana Department of Education, P.O. Box 94064, Baton Rouge, LA 70804-9064, by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. This material was printed in accordance with the standards for printing by State Agencies established pursuant to R.S. 43:31.

© 2016, Louisiana Department of Education

TABLE OF CONTENTS

| | |
|---|-----------|
| INTRODUCTION TO THE INTERPRETIVE GUIDE | 1 |
| Overview | 1 |
| Purpose of the Interpretive Guide | 1 |
| History of LEAP ELA and LEAP Math | 1 |
| Test Design | 1 |
| The ELA Test | 1 |
| The Math Test | 3 |
| Scoring | 3 |
| ELA Item Types and Scoring | 3 |
| Math Item Types and Scoring | 4 |
| Interpreting Scores and Achievement Levels | 4 |
| Scaled Score | 4 |
| Average Scaled Score | 5 |
| Achievement Level | 5 |
| Student Rating by Claim and Subclaim | 7 |
| STUDENT-LEVEL REPORTS | 8 |
| Sample Student Report: Explanation of Results and Terms | 8 |
| Sample Student Report A | 10 |
| Sample Student Report B | 11 |
| Parent Guide to the LEAP Student Reports | 12 |
| SCHOOL ROSTER REPORT | 13 |
| Sample School Roster Report: Explanation of Results and Terms | 13 |
| Sample School Roster Report | 15 |

This page was intentionally left blank.

INTRODUCTION TO THE INTERPRETIVE GUIDE

OVERVIEW

Purpose of the Interpretive Guide

This interpretive guide is designed to help district and school administrators, teachers, parents, and the general public better understand the LEAP English language arts (ELA) and mathematics (Math) tests. Through a better understanding of the assessments, school and district personnel will be able to use the results in more strategic ways.

History of LEAP ELA and LEAP Math

In 2010, the Board of Elementary and Secondary Education (BESE) approved the Common Core State Standards (CCSS) in English language arts and mathematics. After adopting the CCSS, Louisiana became a governing member of the Partnership for Assessment of Readiness for College and Careers (PARCC)—a group of states working to develop high-quality assessments that measure the full range of the CCSS.

In preparation for the PARCC assessments and to help ease the transition to the new standards, the Louisiana Department of Education (LDOE) incrementally revised the LEAP and *i*LEAP grades 3 through 8 ELA and math assessments and administered the transitional tests during the 2012–2013 and 2013–2014 school years.

In the 2014–2015 school year, ELA and math students in grades 3 through 8, except those qualifying for the LEAP Alternate Assessment, Level 1 (LAA 1), took the PARCC assessments, which included two components: the performance-based assessment (PBA), administered in March, and the end-of-year assessment (EOY), administered in May.

As a result of the legislative agreement reached during the summer of 2015 and to maintain comparability with the 2015 assessments, the LEAP ELA and math assessments at grades 3 through 8 for the 2015–2016 school year consist of a combination of items taken from the PARCC assessments (not more than 49.9 percent), with the remaining percentage of items coming from the College and Career Readiness Item Bank belonging to Data Recognition Corporation.

The information that follows describes the 2016 LEAP ELA and math assessments and provides information about how to read and interpret the data on the 2016 assessment reports. For more information, see the Introduction of any of the LEAP ELA or math assessment guides, found at <http://www.louisianabelieves.com/resources/library/assessment-guidance>.

TEST DESIGN

The ELA Test

At all grade levels, the LEAP ELA Assessments consist of three sessions and 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; and
- a focus on words that matter most in texts, are essential to understanding a particular text, and include context that allows a student to determine literal and figurative meanings.

Session 1 consists of the Research Simulation Task, which mirrors the research process by presenting two (grade 3) or three (grades 4 through 8) texts on a given topic. Students answer questions about the texts and then write an extended response about some aspect of the related texts.

Session 2 consists of **either** the Literary Analysis Task (LAT) only **or** the Narrative Writing Task (NWT) **and** a set of questions based on an additional passage. The passage set after the NWT in Session 2 is included to balance the reading load between the LAT and the NWT and to provide consistent timing in Sessions 2 and 3. The LAT and NWT are described below.

Literary Analysis Task—provides students an opportunity to show their understanding of literature by asking students to answer questions about two literary texts and write an extended response that compares and/or explains key ideas or elements in the texts.

Narrative Writing Task—asks students to read a literary text, answer questions about the text, and then create a narrative related to the text.

Session 3, Reading Literary and Informational Texts, asks students to read at least three 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).

Table 1 (below) shows the overall design of the ELA tests and what is measured in each session. More information regarding test design can be found at www.louisianabelieves.com/resources/library/assessment-guidance.

| Table 1: Spring 2016 LEAP ELA Test Design (Grades 3–8) | | | | |
|--|---|--------------------------------------|---------------------------------------|---|
| Test Session | Focus of Session | Number of Passages | Number/Type of Items | Subclaims Measured |
| Session 1 | Research Simulation Task | 2 or 3 (depending on grade level) | • 6–7 questions about the texts | • Reading Informational Text and Reading Vocabulary |
| | | | • 1 writing prompt | • Reading Informational Text, Written Expression, and Knowledge of Language and Conventions |
| Session 2 | EITHER the Literary Analysis Task only | 2 | • 5 questions about the texts | • Reading Literary Text and Reading Vocabulary |
| | | | • 1 writing prompt | • Reading Literary Text, Written Expression, and Knowledge of Language and Conventions |
| | Narrative Writing Task | 1 | • 4 questions about text | • Reading Literary Text and Reading Vocabulary |
| | | | • 1 writing prompt | • Written Expression and Knowledge of Language and Conventions |
| | AND | 1 | • 5–6 questions about additional text | • Reading Literary or Informational Text and Reading Vocabulary |
| | | | | |
| Session 3 | Reading Literary and Informational Texts | At least 3 | • 14–15 questions about texts | • Reading Literary and Informational Text and Reading Vocabulary |
| Approximate Percentage of Points by Claim: Reading—61 to 64%; Writing—36 to 39% (depending on grade level and task) | | | | |

The Math Test

Each item on the LEAP Math assessment is referred to as a task and is identified by one of three types: Type I, Type II, and Type III. Each of the three task types is aligned to one of four reporting categories (also called subclaims): major content, additional and supporting content, reasoning, and modeling.

Type I tasks, designed to assess conceptual understanding, fluency, and application, are aligned to the major content specified for each grade (reported in subclaim A, Major Content) and additional and supporting content (reported in subclaim B, Additional and Supporting Content). Type II tasks are designed to assess student reasoning ability of the major content in applied contexts (reported in subclaim C, Expressing Mathematical Reasoning). Type III tasks are designed to assess student modeling ability of selected content for grade-specific content in applied contexts (reported in subclaim D, Modeling and Application).

These reporting categories are the same as the reporting categories on the Spring 2015 mathematics student reports and will provide parents and educators valuable information about overall student performance, including readiness to continue further studies in mathematics; student performance broken down by mathematics subcategories, which may help identify when students need additional support or more challenging work; and how well schools and districts are helping students achieve higher expectations.

Table 2 (below) shows the total number of questions for each type of task by grade.

| Subclaim | Grades 3–5 | Grades 6–8 |
|-----------------------------------|------------|------------|
| Major Content | 30 | 30 |
| Additional and Supporting Content | 10 | 10 |
| Expressing Mathematical Reasoning | 10 | 14 |
| Modeling and Application | 12 | 12 |
| Total | 62 | 66 |

SCORING

LEAP ELA and Math tests contain multiple types of items that allow students the opportunity to demonstrate their knowledge in different ways. More detailed information on these item types and scoring rubrics can be found in the grade-specific [LEAP Assessment Guides for ELA and Math](#).

ELA Item Types and Scoring

The 2016 LEAP ELA assessment includes several types of items, many similar to the items on the Spring 2015 ELA assessment. All of the item types below, except for the technology-enhanced items, appear on both the paper- and computer-based versions of the tests.

Multiple-Choice (MC): This item type consists of a question and four answer options with only one correct answer. The MC items are worth one point each.

Evidence-Based Selected Response (EBSR): This item type consists of two parts; Part A asks students to show understanding of a text and Part B asks students to identify evidence that supports the answer to Part A. Some of the EBSR items are worth two points, and students can earn partial credit (1 point) by answering Part A correctly. They cannot earn any credit if they answer only Part B correctly. Both parts of one-point EBSR items must be answered correctly to receive any credit.

Multiple-Select (MS): This item type, whether it has one or two parts, asks students to choose more than one correct answer. Some of the MS items are worth two points, and students can earn partial credit (1 point). Other MS items are worth only one point and do not allow partial credit.

Technology-Enhanced (TE): This item type uses technology to capture student comprehension of texts. TE items appear only on the computer-based version of the assessment and are worth one point each (no partial credit).

Prose-Constructed-Response (PCR): This item type appears at the end of the Research Simulation Task (RST) and the Literary Analysis Task (LAT) or Narrative Writing Task (NWT) and asks students to write an extended response that shows their understanding of one or more texts they have read. Each PCR is worth several points and is scored using rubrics with two dimensions: Reading Comprehension/Written Expression and Conventions for PCRs at the end of the RST and LAT and Written Expression and Conventions for the NWT. For detailed information about the scoring of the PCRs, see the grade-specific [LEAP ELA Assessment Guides](#).

Math Item Types and Scoring

The 2016 LEAP Math assessment also includes several different types of items, many similar to the items on the Spring 2015 ELA assessment. All of the item types below, except for the technology-enhanced items, appear on both the paper-based and computer-based versions of the tests.

Multiple-Choice (MC): This item type consists of a question and four answer options with only one correct answer. The MC items are worth one point each.

Multiple-Select (MS): This item type consists of a question and five to seven answer choices with at least one correct answer. The MS items are worth one point each. However, all correct options must be chosen and no incorrect options may be chosen. No partial credit is given.

Fill-in-the-Blank (FB): These items ask the students to write out the answer in a box in the paper-based administration or key them into an answer box in the computer-based administration. Each item is worth one point.

Open-Response (OR): These items allow the student to complete multiple parts and components to a larger task in a provided space. The items are worth three, four, or six points each.

Technology-Enhanced Items (TEIs): There are either one or two of these items as part of the computer-based administration. They allow the student to interface with the material in new ways. They are worth one point each.

INTERPRETING SCORES AND ACHIEVEMENT LEVELS

This section explains some key terms used in the LEAP ELA and Math reports, along with explanations about how to best use the information in the reports. Please refer to this section as needed when reading other sections of this guide or when using LEAP test reports to understand student performance or the performance of a school, a district, or the state.

Scaled Score

Definition

Scaled scores are derived from **raw scores** (the sum of points for all items on the test) using methods that take into account differences in difficulty among forms within a content area or grade. The use of scaled scores avoids a misunderstanding associated with scores such as raw scores or percentage correct, in which the percentage of items answered may be interpreted as absolute judgment about percentage of mastery of the subject matter. Since test items represent only a sample of questions that could be asked, it is false to assume that a percentage of those items represents some actual percentage of information learned in that content area. For LEAP ELA and Math, scaled scores have a range of 650 to 850 for all grades. Refer to Table 3 on page 6 to see the scaled-score ranges.

Uses

Scaled scores are used to represent student performance on LEAP tests. A higher scaled score represents more knowledge, skill, and ability than a lower scaled score. Scaled scores for the same test can be compared regardless of when students were tested or which form was taken. For example, the scaled-score range for the *Basic* achievement level on the LEAP grade 4 Math test is 725–749. Because the range does not change from year to year, a student who receives a scaled score within this range on the LEAP grade 4 Math test in any year will score at the *Basic* achievement level. Scaled scores are also averaged together to represent the overall performance of a school, a district, and the state (see the Average Scaled Score section on page 5 for more information).

Limitations

Scaled scores are only comparable within a grade and content area across years. They cannot be compared across grades or content areas because they do not represent the same level of performance. For example, a score of 785 on the grade 7 ELA test falls in the *Advanced* achievement level, but a score of 785 on the grade 8 ELA test falls in the *Mastery* achievement level range. Similarly, the score of 785, which indicates *Advanced* for the grade 7 ELA test, falls into the *Mastery* range for the grade 7 Math test.

Average Scaled Score

Definition

The average scaled score is obtained by adding the scaled scores of all the students in a school, district, or state and dividing the sum by the number of students tested. Higher average scaled scores represent better performance. The average scaled score is comparable regardless of when students were tested or which test form was taken.

Uses

Average scaled scores are provided in school and district reports. The average scaled score provides an overall summary of group performance. The best use of average scaled scores is to compare one group's (school or district) performance to another's and to monitor the performance of a school or district over time. For example, a school may compare the 2015 and 2016 average scaled scores for the grade 6 Math test to help analyze patterns in performance, which may help determine future instructional choices. Average scaled scores can also help facilitate a comparison of students across subgroups, such as ethnicity or education classification. For example, if a school has an average scaled score of 750 for the grade 7 Math test and the district average is 758 and the state average is 743 for the same test, the school performed better than the state on this test, but not as well as the district.

Limitations

Like scaled scores, average scaled scores are not comparable across grades or content areas. This means that schools and districts need to focus their analyses within a specific grade or subject area and not compare Math to ELA or grade 6 to grade 5 when analyzing the average scaled scores.

Achievement Level

Definition

The percent of students in an achievement level is the percent of students whose scaled score falls in the range associated with that level.

Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana's five achievement levels, described below:

- **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.

Table 3 (on page 6) lists the range of scaled scores for each achievement level.

Uses

The number and percent in achievement levels are reported at the school, district, and state levels. Since this information is based on scaled scores, it is comparable across groups for the same test regardless of when the test was taken or which form was taken. Unlike scaled scores, it may be used to monitor group performance over time. For example, if 15 percent of grade 4 students taking the ELA test had scores in the *Mastery* achievement level range last year, but 12 percent of those same students have scores in the *Mastery* achievement level for the Spring 2016 grade 5 test, then there has been a decrease in the number of students with scores in the *Mastery* achievement level for that group. This could mean that a greater percentage of students scored at a higher achievement level, a lower achievement level, or some students scored at a higher level while others scored at a lower level.

Limitations

Because the achievement-level definitions are the same across grade levels, the achievement-level information offers more comparison opportunities than the scaled scores. However, the achievement level only tells part of the student's story, so other relevant information (e.g., student work samples, course grades, teacher observations, etc.) should be examined when analyzing achievement levels.

| Table 3: LEAP ELA and Math Scaled-Score Ranges | | | | | | |
|--|---------|---------|---------|---------|---------|---------|
| ELA | | | | | | |
| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| <i>Advanced</i> | 810–850 | 790–850 | 799–850 | 790–850 | 785–850 | 794–850 |
| <i>Mastery</i> | 750–809 | 750–789 | 750–798 | 750–789 | 750–784 | 750–793 |
| <i>Basic</i> | 725–749 | | | | | |
| <i>Approaching Basic</i> | 700–724 | | | | | |
| <i>Unsatisfactory</i> | 650–699 | | | | | |
| MATH | | | | | | |
| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| <i>Advanced</i> | 790–850 | 796–850 | 790–850 | 788–850 | 786–850 | 801–850 |
| <i>Mastery</i> | 750–789 | 750–795 | 750–789 | 750–787 | 750–785 | 750–800 |
| <i>Basic</i> | 725–749 | | | | | |
| <i>Approaching Basic</i> | 700–724 | | | | | |
| <i>Unsatisfactory</i> | 650–699 | | | | | |

Student Rating by Claim and Subclaim

Definition

Performance is also broken down into subcategories (claims and subclaims) within each subject. Included with each claim or subclaim is a rating of one to three stars and a performance description (Weak, Moderate, or Strong). These ratings are linked to raw scores within each claim or subclaim. Although the performance rating is determined only by the items included within a claim or subclaim, the level of knowledge and ability needed to achieve a performance rating is connected to the level of knowledge and ability required by the subject-level achievement tests: a Weak rating is comparable to the knowledge and ability required below the *Basic* achievement levels; a Moderate rating requires similar knowledge and ability as the *Basic* achievement level; and a Strong rating requires similar knowledge and ability of at least the *Mastery* achievement level. The raw score needed to obtain each performance rating within a claim or subclaim can vary by content area and grade. For example, the number of correct answers needed to receive a moderate performance rating in the ELA Reading Informational Text subclaim is different than the number of correct answers needed to earn that same rating in the Math Modeling and Application subclaim.

Uses

The ratings are used to show student performance within each claim or subclaim. When working with the student rosters, a school or district can use the ratings to compare student performance with the school, district, or state average. This information shows a student's relative standing compared to the reference group. By analyzing the subclaim performance across a group of students, a school can determine areas of weaknesses and strengths and adjust instruction accordingly.

Limitations

The performance-based rating system only allows for broad interpretation of the score received in each claim or subclaim and does not give a specific number value. For instance, if a student receives a Moderate rating within a subclaim, is it not known if that student's performance is closer to the Strong performance rating or closer to the Weak performance rating. Because the test has been shortened, there are fewer points in each subclaim, which means the information should be used in conjunction with other relevant information (e.g., student work samples, course grades, observations of teachers, etc.), especially when discussing individual student interventions.

STUDENT-LEVEL REPORTS

Sample Student Report: Explanation of Results and Terms

Online Student Reports for each school are posted by grade and may be downloaded and printed from eDIRECT (<https://la.drcedirect.com>) by districts and by schools. Schools should print two copies of each report for each student. One copy should be sent home and the second copy filed in the student's cumulative folder.

The Student Report summarizes the student's performance in ELA and Math. Two sample student reports are provided in this guide, one for ELA and one for Math.

- **Sample Student Report A**—grade 4 LEAP ELA
- **Sample Student Report B**—grade 4 LEAP Math

Also available in eDIRECT and on the LDOE website (in the Back-To-School Package) is the *Parent Guide to the LEAP Student Reports*. This document should be included when sending individual student reports home so parents can better understand how to read and use their child's ELA and Math reports.

Both sample student reports present realistic data for a fictitious student and include circled numbers that identify important parts of the reports. The information that follows explains what each circled number represents and how that information may be used when analyzing the reports. It may be helpful to refer to the explanations found in the earlier section, Interpreting Scores and Achievement Levels (see page 4), when reading through this section.

1 OVERVIEW

This section provides a brief explanation of the purpose of testing and scope of the report. It also includes information about where to find additional resources regarding testing, interpreting results, and instructional resources.

2 OVERALL STUDENT PERFORMANCE

Results are reported according to five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. Scaled scores range from 650 to 850 (refer to Table 3 on page 6 of this guide to see the ranges of scores for each achievement level by content area).

On sample report A, John's scaled score for the ELA test was 714. This corresponds to Level 2, the *Approaching Basic* achievement level.

Sample report B shows a scaled Math score of 739 for John. This corresponds to Level 3, the *Basic* achievement level.

3 DISTRICT AND STATE AVERAGE

For a more complete picture of the student's performance, it is helpful to compare the student's achievement level and scaled score to the district and state averages, provided to the right of the Overall Student Performance information.

Sample report B shows that John's overall score of 739 for Math was better than the district average score of 724, but lower than the overall state average score of 748 for Math. However, both John's score and the state average score are within the *Basic* achievement level.

4 CLAIM AND SUBCLAIM PERFORMANCE INDICATORS

Claim and subclaim performance indicators are located below the Overall Student Performance field. Within each content area there are specific skill sets students demonstrate.

These claim and subclaim categories are not reported using scaled scores or achievement levels. Instead, they are rated using the 3-tiered system shown in the Legend box in the student report.

- Three stars indicate a Strong Performance and that the student exceeded or met expectations and is prepared for further studies.
- Two stars indicate a Moderate Performance and that the student approached expectations and may need additional support to be fully prepared for further studies.
- One star indicates a Weak Performance and that the student partially met or did not meet expectations and will need significant support for further studies.

Sample Student Report: Explanation of Results and Terms (continued)

ELA Claims and Subclaims

The ELA test measures the major claims of Reading and Writing and includes performance ratings for each claim. A student's performance on these claims can be compared to the state percent for these claims. For example, on sample report A, the student's performance rating for Reading was Moderate, which indicates the student may need additional support to be fully prepared for further studies. When comparing this student's Reading performance to the state ratings, the student did as well as the 50 percent of students in the state who also achieved a Moderate performance rating, but did not perform as well as the 30 percent of students who achieved the Strong performance rating for this claim. However, this student did outperform the 20 percent of students in the state who achieved a Weak performance rating in Reading.

Student performance in Reading and Writing is also broken down further by including information about performance by subclaim.

Reading Subclaims

- Literary Text
- Informational Text
- Vocabulary

Writing Subclaims

- Written Expression
- Knowledge & Use of Language Conventions

These performance indicators can help parents and educators understand which specific areas they might focus on to help the student be better prepared for the next level of studies. For example, on sample report A, John's performance rating in the Written Expression subclaim was Moderate, meaning he may need additional support going forward. John's Strong performance rating in the subclaim Literary Text indicates John is able to read and understand complex grade-level fiction, drama, and poetry; however, his Weak performance rating in the Vocabulary subclaim indicates this may be a specific area John could focus on to improve his overall Reading performance in the future.

Math Subclaims

The Math test is reported by subclaims only, which are listed below:

- Major Content
- Additional & Supporting Content
- Expressing Mathematical Reasoning
- Modeling & Application

Like the subclaims for ELA, the performance indicators on each Math subclaim can help parents and educators understand which specific areas they can focus on to help the student be better prepared for the next level of studies. For example, on sample report B, John's Strong performance rating on the Major Content subclaim and Weak performance rating on Expressing Mathematical Reasoning may indicate that although John has a good understanding of grade-level mathematics content, he struggles with how to express that understanding.

5 PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

The chart on the lower left side of the student report lists the percentage of students in each achievement level by school, district, and the state. This information allows users to compare an individual student's overall achievement level with the achievement level of his or her peers. Sample report B shows that John's achievement level of *Basic* on the Math test was the most common achievement level among the students in his school, his district, and the state. However, the *Basic* achievement level indicates John is only approaching expectations. He may perform better on future tests if he receives additional support, particularly in the areas of Expressing Mathematical Reasoning, Additional & Supporting Content, and Modeling & Application.

Totals in this category may not equal 100 percent due to rounding.

6 ACHIEVEMENT-LEVEL DESCRIPTORS

The right side of the Student Achievement Level chart shows the score ranges and short definitions that correspond with the achievement levels. This information helps define the expectations relative to each achievement level.

LEAP Spring 2016 Student Report
ENGLISH LANGUAGE ARTS



JOHN DOE • GRADE 4
000000 MAGNOLIA ELEMENTARY • PELICAN PARISH

OVERVIEW 1

The English Language Arts (ELA) assessment measures whether students are on track to be successful in ELA coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as grades, teacher feedback, and scores on other tests will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

OVERALL STUDENT PERFORMANCE 2

LEVEL **2**
APPROACHING BASIC

SCORE **714**

Your student scored 714 on a scale of 650 to 850, and performed at Level 2. 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.

DISTRICT AVERAGE 3

LEVEL **3**
BASIC

SCORE **731**

LEVEL **3**
BASIC

SCORE **743**

STUDENT'S READING PERFORMANCE 4

★★★ MODERATE PERFORMANCE

STATE PERCENT OF STUDENTS AT EACH RATING

| | |
|--------------------------|-----|
| ★★★★ STRONG PERFORMANCE | 30% |
| ★★★ MODERATE PERFORMANCE | 50% |
| ★★★ MODERATE PERFORMANCE | 20% |
| ★★★ MODERATE PERFORMANCE | 20% |

★★★ MODERATE PERFORMANCE

STUDENT'S WRITING PERFORMANCE 4

★★★ MODERATE PERFORMANCE

STATE PERCENT OF STUDENTS AT EACH RATING

| | |
|--------------------------|-----|
| ★★★★ STRONG PERFORMANCE | 5% |
| ★★★ MODERATE PERFORMANCE | 45% |
| ★★★ MODERATE PERFORMANCE | 50% |
| ★★★ MODERATE PERFORMANCE | 50% |

LITERARY TEXT

★★★★ STRONG PERFORMANCE

In this area, your student did as well as or better than students who met the expectations. He[She] is able to read and show understanding of complex grade-level fiction, drama, and poetry.

★★★ MODERATE PERFORMANCE

In this area, your student did almost as well as students who met the expectations. He[She] may require additional support to be able to compose well-developed, organized, and clear writing, using details from what he[she] has read.

INFORMATIONAL TEXT

★★★ MODERATE PERFORMANCE

In this area, your student did almost as well as students who met the expectations. He[She] is able to read and show understanding of less complex grade-level non-fiction, including texts about history, science, art, and music.

★★★ STRONG PERFORMANCE

KNOWLEDGE & USE OF LANGUAGE CONVENTIONS

★★★ STRONG PERFORMANCE

In this area, your student did as well as or better than students who met the expectations. He[She] is able to compose writing using the rules of standard English, including those for grammar, spelling, and usage.

VOCABULARY

★★★ WEAK PERFORMANCE

In this area, your student did not do as well as students who met the expectations. He[She] struggles to use context to determine the meanings of words and phrases in grade-level texts.

★★★★ STRONG PERFORMANCE
Prepared for further studies

★★★★ MODERATE PERFORMANCE
May need additional support to be fully prepared for further studies

★★★★ WEAK PERFORMANCE
Will need significant support for further studies

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL 6

| SCHOOL | DISTRICT | STATE | ACHIEVEMENT LEVEL | DESCRIPTION |
|--------|----------|-------|-------------------|----------------------------|
| 10% | 15% | 16% | 5 | Exceeded expectations |
| 20% | 23% | 24% | 4 | Met expectations |
| 40% | 30% | 35% | 3 | Approached expectations |
| 20% | 25% | 15% | 2 | Partially met expectations |
| 10% | 7% | 10% | 1 | Did not meet expectations |

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values between 0 and 1, inclusive, are reported as < 1%. Percentages between 99 and 100, inclusive, are reported as > 99%. If there are fewer than 10 students in a subgroup, the percentage will not be reported (i.e., NR)

LEAP Spring 2016 Student Report
MATHEMATICS



JOHN DOE • GRADE 4
000000 MAGNOLIA ELEMENTARY • PELICAN PARISH

OVERVIEW 1

The Mathematics assessment measures whether students are on track to be successful in math coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as grades, teacher feedback, and scores on other tests will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

OVERALL STUDENT PERFORMANCE 2

LEVEL **3**
BASIC

SCORE **739**

Your student scored 739 on a scale of 650 to 850, and performed at Level 3. 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.

DISTRICT AVERAGE **3** STATE AVERAGE
LEVEL **2** SCORE **724**
APPROACHING BASIC

LEVEL **3**
BASIC

SCORE **748**

4

MAJOR CONTENT

★★★
STRONG PERFORMANCE

In this area, your student did as well as or better than students who met the expectations. He [She] is able to solve problems involving addition, subtraction, multiplication and division of whole numbers; use place value reasoning; compare fractions; and add and subtract fractions with the same denominators.

LEGEND

★★★
STRONG PERFORMANCE
Prepared for further studies

ADDITIONAL & SUPPORTING CONTENT

★★★
MODERATE PERFORMANCE

In this area, your student did almost as well as students who met the expectations. He[She] is able to demonstrate some understanding of solving problems involving number and shape patterns, simple measurement conversions, angle measures, geometric shapes classification, and line plots with fraction measurements.

★★★
MODERATE PERFORMANCE
May need additional support to be fully prepared for further studies

EXPRESSING MATHEMATICAL REASONING

★★★
WEAK PERFORMANCE

In this area, your student did not do as well as students who met the expectations. He[She] struggles to create and justify logical mathematical solutions, and analyzing and correcting the reasoning of others in applied contexts.

MODELING & APPLICATION

★★★
MODERATE PERFORMANCE

In this area, your student did almost as well as students who met the expectations. He[She] is able to demonstrate some understanding of applying math skills to solve real-world problems, representing and solving problems with symbols, reasoning quantitatively, and using appropriate tools as a strategy to solve problems.

★★★
WEAK PERFORMANCE
Will need significant support for further studies

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL 6

| SCHOOL | DISTRICT | STATE | 5 | 4 | 3 | 2 | 1 | |
|--------|----------|-------|--------------------|-------------------------|-----------------------------|----------------------------|--------------------------|---------------------------|
| 10% | 15% | 16% | ADVANCED (790-850) | Exceeded expectations | MASTERY (750-795) | Met expectations | BASIC (725-749) | Approached expectations |
| 20% | 23% | 24% | BASIC (725-749) | Approached expectations | APPROACHING BASIC (700-724) | Partially met expectations | UNSATISFACTORY (650-699) | Did not meet expectations |
| 40% | 30% | 35% | | | | | | |
| 20% | 25% | 15% | | | | | | |
| 10% | 7% | 10% | | | | | | |

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values between 0 and 1, inclusive, are reported as < 1%. Percentages between 99 and 100, inclusive, are reported as > 99%. If there are fewer than 10 students in a subgroup, the percentage will not be reported (i.e., NR)

PARENT GUIDE TO THE LEAP STUDENT REPORTS

HOW TO READ THE STUDENT REPORT

At the top of each report is your child's overall performance information, which consists of his or her overall achievement level, overall scale score, and the type of support your child will need based on his or her performance on the test. This section also includes the district and state performance averages so you can see how your child compares to other students in the same grade and subject area.

OVERALL STUDENT PERFORMANCE

| | | |
|---|---------------------|--|
| LEVEL 2 APPROACHING BASIC | SCORE 714 | Your student scored 714 on a scale of 650 to 850, and performed at the Approaching Basic level. Students performing at this level will need significant support to be prepared for further studies in this content area. |
|---|---------------------|--|

| | | | |
|--|---------------------|---|---------------------|
| DISTRICT AVERAGE LEVEL 3 BASIC | SCORE 731 | STATE AVERAGE LEVEL 3 BASIC | SCORE 743 |
|--|---------------------|---|---------------------|

The chart below outlines what each of the achievement levels means in terms of how well your child met the expectations for that grade and subject.

| | | |
|----------|--------------------------------|----------------------------|
| 5 | ADVANCED (790-850) | Exceeded expectations |
| 4 | MASTERY (750-789) | Met expectations |
| 3 | BASIC (725-749) | Approached expectations |
| 2 | APPROACHING BASIC (700-724) | Partially met expectations |
| 1 | UNSATISFACTORY (650-699) | Did not meet expectations |

Performance is also broken down into subcategories within each subject, as shown in the example on the right. In each subcategory, your child is provided a rating of one to three stars, with a description of performance in this specific area and the support needed moving forward.

READING PERFORMANCE



LITERARY TEXT

★ ★ ★ In this area, your student is able to read and analyze grade-appropriate fiction, drama, and poetry very well and is prepared for further studies.

INFORMATIONAL TEXT

★ ★ ★ Your student can read and analyze grade-appropriate nonfiction, including texts about history, science, and music. Your student may need additional support to be fully prepared for further studies.

VOCABULARY

★ ★ ★ Your student will need significant support to determine what word or phrase is the most appropriate for a given context.



This is an ELA sample.
The math performance areas also use a three-star rating system.

HOW TO USE THE RESULTS

The scores and ratings will be used to help teachers identify students who need additional support or more challenging work in each subject area. The information will also be used to measure how well schools and districts are helping students achieve higher expectations.

As a parent, you can use the test results to guide a discussion with your child's teacher(s) about additional supports or enrichment that may be needed in class and at home.

For additional tools and resources to help you support student learning at home, visit the Family Support Toolbox at www.louisianabelieves.com/resources/family-support-toolbox or view the LEAP ELA and math interpretive guides at www.louisianabelieves.com

HERE ARE SOME SUGGESTED QUESTIONS TO ASK WHEN DISCUSSING THE RESULTS WITH YOUR CHILD'S TEACHER(S):

- Where is my child doing well and where does he or she need improvement?
- What can be done in the classroom to help improve his or her area(s) of weakness?
- What can be done to appropriately challenge my child in areas where he or she exceeds the expectations?
- How can I help support my child's learning at home?
- How do we ensure that my child continues to progress?



SCHOOL ROSTER REPORT

Sample School Roster Report: Explanation of Results and Terms

The School Roster Report is posted in PDF format and may be downloaded and printed from eDIRECT (<https://la.drcedirect.com>) by districts and by schools. For most schools, the report has multiple pages.

The School Roster Report, which provides summary information about student performance on the ELA and Math tests, is a useful tool for identifying regular or special education students who might be performing below the school average in specific content areas. The report lists regular education students and special education students separately. It can also be helpful in determining if there are school-wide strengths or weaknesses in a particular content area.

The sample school roster report provided shows ELA and Math results for fictitious grade 4 regular and special education students and includes circled numbers that identify important parts of the report. The information that follows explains what each circled number represents and how that information may be used when analyzing the report. It may be helpful to refer to the explanations found in the earlier section, Interpreting Scores and Achievement Levels (see page 4), when reading through this section.

❶ ACHIEVEMENT-LEVEL SCALED-SCORE RANGES

The scaled-score ranges associated with each achievement level are reported in the box located at the top of the report page. These ranges can be useful for understanding the achievement level rankings in relation to one another and in determining how close a student's score may be in relation to another achievement level. For example, a student receiving a scaled score of 724 on the Math test would be at the *Approaching Basic* achievement level, but only one point away from the *Basic* achievement level.

❷ SCHOOL PERCENT IN ACHIEVEMENT LEVEL AND RATINGS

The table on the first page of the report, titled School Percent in Achievement Level and Ratings by Claim/Subclaims, shows the percentage of students in the school that scored at each achievement level and the percentage of students who scored in each rating category within the claims and/or the subclaims that comprise the test.

On the sample roster report, a total of 64 percent of students in the school scored at lower achievement levels for the Math test, with 21 percent at the *Approaching Basic* achievement level and 43 percent at the *Unsatisfactory* achievement level. By comparing this school-level information to an individual student's performance, a school can determine a student's relative standing. For instance, on page 16, Mattie Bellard's achievement level of *Basic* in Math is the same as 21 percent of students. Her performance rating of Moderate on the subclaim Major Content is the same as 21 percent of the students. Her performance rating of Weak on the subclaim Expressing Mathematical Reasoning is the same as 64 percent of her classmates.

The School Percent table can also provide a quick overview of which subclaim areas might be targeted when making instructional decisions. For instance, although many students had Strong performance ratings across various subclaims on the ELA test, 0 percent of students achieved a Strong performance rating in the Written Expression subclaim. This is also the subclaim where the most students (62 percent) received a Weak performance rating. This information might lead to an evaluation of writing instruction to see how student performance in this area might be improved.

❸ SCHOOL AVERAGE

Scaled-Score Averages for ELA and Math are presented near the bottom of the school roster reports. The first page of the sample school roster report shows the average for all students in the school who took the grade 4 test. The school average for regular education students is presented at the end of the regular education student roster (see page 16) and the school average for the special education students is presented at the end of the special education student roster (see page 17). Students with tests that were voided due to testing irregularities are included in the participation count, but they are not included in the school's average scaled-score calculations.

These percentages can be used to help assess a student's relative standing within a grade level. For example, on page 16 of the sample school roster report, Brian Johnson's scaled score of 735 on the ELA test is higher than the average scaled score of 727 for the school's regular education students, but his scaled score of 675 on the Math test is lower than the average scaled score of 722 for the school's average, which includes all students.

Sample School Roster Report: Explanation of Results and Terms (continued)

4 ROSTER OF STUDENTS TESTED

In the far left column of the sample school roster report, a list of students who tested in the school is printed alphabetically by last name and first name. The second column from the left lists the student's state identification number. Pages 16 and 17 of the sample school roster report provide information for regular and special education students.

5 PERFORMANCE DATA

Each student's performance on the ELA and Math tests can be found in the columns to the right of the student information, with ELA followed by Math. When reading across each row, users will see the student's achievement level and scaled score, followed by the performance rating for each claim and/or subclaim.

For example, in the sample school roster report, Brian Johnson received a scaled score of 735 on the ELA test, which corresponds to the *Basic* achievement level. Brian's overall performance rating in Reading, as well as his performance rating in the Reading subclaims of Literary Text and Informational Text, is listed as Moderate, while his rating in the Vocabulary subclaim is Strong. Brian's overall performance rating for Writing, along with his performance rating for the Written Expression subclaim, is Strong, with a performance rating of Moderate in the subclaim Knowledge & Use of Language Conventions. Continuing across the row, Brian's overall achievement level for Math is listed as *Unsatisfactory*. His scaled score for Math is 675. His performance score in the subclaims of Major Content, Additional & Supporting Content, Expressing Mathematical Reasoning, and Modeling & Application are all listed as Weak.

The roster facilitates a comparison among students in the same class or school for the same content area and subclaims. For example, Mattie Bellard and Bruce Genot both scored at the *Basic* achievement level for Math. However, when comparing their subclaim ratings, Mattie's rating is higher on the subclaim of Additional & Supporting Content, lower on the subclaim Expressing Mathematical Reasoning, and the same on the subclaims of Major Content and Modeling & Application.

The asterisk (*) next to Mindy Tarby's ELA scaled score indicates she received no score because her test was voided due to a test security violation.

If a student did not take a test, the Achievement Level, Scaled Score, and all performance ratings for the claims and subclaims would be blank. For example, on page 17 of the sample school roster report, Robin Andrepoint did not attempt either test; therefore, there is no performance information in his row.

Sample School Roster Report

MM/DD/YYYY

Page 1



Spring YYYY School Roster Report English Language Arts and Mathematics—Grade 4

District: 000 Pelican Parish
School: 002 Egret School

| 1 | Achievement Level Scaled Score Ranges | | | | |
|-----------------------|---------------------------------------|-------------------|---------|---------|----------|
| | Unsatisfactory | Approaching Basic | Basic | Mastery | Advanced |
| English Language Arts | 650-699 | 700-724 | 725-749 | 750-789 | 790-850 |
| Mathematics | 650-699 | 700-724 | 725-749 | 750-795 | 796-850 |

Percent of Students at Each Achievement Level and Rating by Claim/Subclaims

| English Language Arts | | | | | | | | | | 2 Mathematics | | | | | | |
|-----------------------|-----------------------------|--------------|---------------------|-------------------|--------------------|------------|---------------------|--------------------|---|-------------------|-----------------------------|--------------|---------------|---------------------------------|-----------------------------------|------------------------|
| Achievement Level | % at Each Achievement Level | Rating | Reading Performance | Reading Subclaims | | | Writing Performance | Writing Subclaims | | Achievement Level | % at Each Achievement Level | Rating | Subclaims | | | |
| | | | | Literary Text | Informational Text | Vocabulary | | Written Expression | Knowledge & Use of Language Conventions | | | | Major Content | Additional & Supporting Content | Expressing Mathematical Reasoning | Modeling & Application |
| Advanced | 0 | Strong (S) | 15 | 15 | 23 | 23 | 15 | 0 | 23 | Advanced | 7 | Strong (S) | 14 | 21 | 14 | 14 |
| Mastery | 15 | | | | | | | | | Mastery | 7 | | | | | |
| Basic | 31 | Moderate (M) | 31 | 38 | 31 | 31 | 31 | 38 | 31 | Basic | 21 | Moderate (M) | 21 | 29 | 21 | 29 |
| Approaching Basic | 31 | Weak (W) | 54 | 46 | 46 | 46 | 54 | 62 | 46 | Approaching Basic | 21 | Weak (W) | 64 | 50 | 64 | 57 |
| Unsatisfactory | 23 | | | | | | | | | Unsatisfactory | 43 | | | | | |

3 Scaled Score Averages

| | English Language Arts | Mathematics |
|--------------------------------|-----------------------|-------------|
| School Average (All Students): | 723 | 717 |

* Tests that are voided due to test irregularities are not included in the school summary data.

Sample School Roster Report (continued)

MM/DD/YYYY

Page 1



Spring YYYY School Roster Report English Language Arts and Mathematics—Grade 4

District: 000 Pelican Parish
School: 002 Egret School

| ① Achievement Level Scaled Score Ranges | | | | | |
|---|----------------|-------------------|---------|---------|----------|
| | Unsatisfactory | Approaching Basic | Basic | Mastery | Advanced |
| English Language Arts | 650-699 | 700-724 | 725-749 | 750-789 | 790-850 |
| Mathematics | 650-699 | 700-724 | 725-749 | 750-795 | 796-850 |

| | | English Language Arts ⑤ | | | | | | | | | Mathematics | | | | | | | | | |
|---------------------------------|------------|-------------------------|--------------|---------------------|-------------------|--------------------|------------|---------------------|--------------------|---|-------------------|--------------------|---------------|---------------------------------|-----------------------------------|------------------------|---|---|---|---|
| ④ Regular Education Students | | Achievement Level | Scaled Score | Reading Performance | Reading Subclaims | | | Writing Performance | Writing Subclaims | | Achievement Level | Scaled Score | Major Content | Subclaims | | | | | | |
| | | | | | Literary Text | Informational Text | Vocabulary | | Written Expression | Knowledge & Use of Language Conventions | | | | Additional & Supporting Content | Expressing Mathematical Reasoning | Modeling & Application | | | | |
| Name | LASID | Performance Rating | | | | | | | | | | Performance Rating | | | | | | | | |
| ANDREPONT, ROBERT | 9999999999 | | | | | | | | | | | | | | | | | | | |
| AVERETT, DEVAN | 9999999999 | Unsatisfactory | 660 | W | W | W | M | W | W | W | Unsatisfactory | 682 | W | W | M | W | W | W | W | W |
| BELLARD, MATTIE | 9999999999 | Mastery | 770 | S | S | S | M | S | S | S | Basic | 730 | M | S | W | M | W | M | M | M |
| FELLARD, JACK | 9999999999 | Unsatisfactory | 688 | W | M | W | W | W | W | W | Unsatisfactory | 672 | W | W | W | W | W | W | W | W |
| GENOT, BRUCE | 9999999999 | Basic | 730 | M | M | M | W | M | M | S | Basic | 737 | M | M | S | M | M | M | M | M |
| JOHNSON, BRIAN | 9999999999 | Basic | 735 | M | M | M | S | S | S | M | Unsatisfactory | 675 | W | W | W | W | W | W | W | W |
| LANCHER, DANIELE | 9999999999 | Approaching Basic | 716 | W | W | W | M | M | M | M | Unsatisfactory | 662 | W | W | W | W | W | W | W | W |
| MOAST, SHONDRIK | 9999999999 | Unsatisfactory | 655 | W | W | W | W | W | W | W | Unsatisfactory | 654 | W | W | W | W | W | W | W | W |
| NOUREAUX, MICHAEL | 9999999999 | Basic | 726 | M | M | M | M | S | M | S | Mastery | 775 | M | S | S | S | S | S | S | S |
| PRIGGS, KRISTINA | 9999999999 | Mastery | 755 | S | S | M | S | S | S | S | Advanced | 835 | S | S | S | S | S | S | S | S |
| RALAIS, MAREY | 9999999999 | Approaching Basic | 712 | W | M | W | W | M | M | W | Unsatisfactory | 692 | W | M | W | W | W | W | W | W |
| ROWNY, HESTER | 9999999999 | Approaching Basic | 720 | M | M | W | M | M | M | M | Approaching Basic | 715 | M | W | M | M | M | M | M | M |
| SCORMER, MARY | 9999999999 | Basic | 746 | M | S | M | M | M | M | S | Approaching Basic | 720 | M | M | M | M | W | W | W | W |
| TARBY, MINDY | 9999999999 | * | | | | | | | | | Approaching Basic | 718 | M | W | M | M | M | M | M | M |
| TELKE, DARIN | 9999999999 | Approaching Basic | 704 | M | M | W | M | W | W | W | Basic | 736 | M | M | S | M | M | M | M | M |

③ School Average (Regular Ed):

727

722

S = Strong, M = Moderate, W = Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school averages.

Sample School Roster Report (continued)

MM/DD/YYYY



Spring YYYY School Roster Report English Language Arts and Mathematics—Grade 4

District: 000 Pelican Parish
School: 002 Egret School

| ① Achievement Level Scaled Score Ranges | | | | | |
|---|----------------|-------------------|---------|---------|----------|
| | Unsatisfactory | Approaching Basic | Basic | Mastery | Advanced |
| English Language Arts | 650-699 | 700-724 | 725-749 | 750-789 | 790-850 |
| Mathematics | 650-699 | 700-724 | 725-749 | 750-795 | 796-850 |

| ④ Special Education Students | | English Language Arts | | | | | | | | | ⑤ Mathematics | | | | | | |
|---------------------------------|------------|-----------------------|--------------|---------------------|-------------------|--------------------|------------|---------------------|--------------------|---|-------------------|--------------------|---------------|---------------------------------|-----------------------------------|------------------------|--|
| | | Achievement Level | Scaled Score | Reading Performance | Reading Subclaims | | | Writing Performance | Writing Subclaims | | Achievement Level | Scaled Score | Subclaims | | | | |
| | | | | | Literary Text | Informational Text | Vocabulary | | Written Expression | Knowledge & Use of Language Conventions | | | Major Content | Additional & Supporting Content | Expressing Mathematical Reasoning | Modeling & Application | |
| | | | | | | | | | | | | | | | | | |
| Name | LASID | Performance Rating | | | | | | | | | | Performance Rating | | | | | |
| ANDREPONT, ROBIN | 9999999999 | Unsatisfactory | 660 | W | W | W | M | W | W | W | Unsatisfactory | 682 | W | W | M | W | |
| BAVERETT, DONALD | 9999999999 | Mastery | 756 | S | S | S | M | S | S | S | Basic | 730 | M | S | W | M | |
| BELARD, MATT | 9999999999 | Unsatisfactory | 688 | W | M | W | W | W | W | W | Unsatisfactory | 672 | W | W | W | W | |
| FELLARD, JACKIE | 9999999999 | Basic | 730 | M | M | M | W | M | M | S | Basic | 736 | M | M | S | M | |
| FENOT, BOB | 9999999999 | | | | | | | | | | | | | | | | |
| JOHNSON, JOE | 9999999999 | | * | | | | | | | | Unsatisfactory | 675 | W | W | W | W | |

③ School Average (Special Ed): 709 699

S = Strong, M = Moderate, W = Weak
* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school averages.

2016
Interpretive Guide

LEAP