

# Title 28 EDUCATION

## Part XI. Accountability/Testing

### Subpart 3. Bulletin 118—Statewide Assessment Standards and Practices

#### Chapter 51. General Provisions

##### §5105. Testing and Accountability [Formerly LAC 28:CXI.105]

A. Every school shall participate in a school accountability system based on student achievement as approved by the SBESE.

~~B. Under No Child Left Behind (NCLB), the Elementary and Secondary Education Act of 2002, a state's definition of Adequate Yearly Progress (AYP) must apply the same high standards of academic achievement to all public elementary and secondary school students in the state and result in continuous and substantial academic improvement for all students, including students with disabilities.~~

~~BC.~~ All LEAs must administer all assessments according to the testing schedule dates approved by SBESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005), amended LR 33:255 (February 2007), LR 43:.

##### §5107. Assessment Programs [Formerly LAC 28:CXI.107]

A. Kindergarten Developmental Readiness Screening Program (KDRSP). Each school district is required to administer an approved entry assessment screening instrument to each child entering kindergarten for the first time, with the results to be used for placement and planning instruction.

B. Louisiana Educational Assessment Program (LEAP) 2025. Criterion-referenced tests in English Language Arts, Mathematics, Science, and Social Studies in grades 3-8 and English I, English II, Algebra, Geometry, Biology and US History in high school assess student performance relative to specific benchmarks established in the state's content standards and provide data for evaluating student, school, and district performance. The tests assess a student's complex thinking skills as well as knowledge and application of information. These assessments will be administered to high school students enrolled in and/or receiving credit for a LEAP 2025 high school course or retesting for the purposes of graduation. These high stakes tests are tied to promotional policy for grades 4 and 8.

~~C. Graduation Exit Examination (GEE). Criterion-referenced tests in English Language Arts, Mathematics, Science, and Social Studies assess student performance relative to specific benchmarks established in the state's content standards and provide data for evaluating student, school, and district performance. These high stakes tests require high school students to meet established achievement levels to be eligible to receive a high school diploma.~~

~~D. Integrated Louisiana Educational Assessment Program (iLEAP). The iLEAP will integrate criterion-referenced tests and norm-referenced tests into one program to provide data for evaluating students, schools, and district performance in grades 3, 5, 6, 7, and 9 beginning with the 2005-2006 academic year.~~

~~C.E.~~ LEAP 2025 Connect Alternate Assessment, Level 1 (LAA 1). The LAA 1 LEAP 2025 Connect is an performance-based student assessment that evaluates each eligible special education student's knowledge and skills in targeted areas. It is an "on-demand" assessment, which means the test administrator directs the student to perform a specific task and then scores the student's performance after the task is completed.

~~F. LEAP Alternate Assessment, Level 2 (LAA 2). The LAA 2 is a criterion-referenced assessment, which is based on modified academic achievement standards that allow students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning. The last administration of LAA 2 assessment in grades 3-8 will occur in the academic year 2013-2014.~~

~~G. English Language Development Assessment (ELDA). The ELDA is a research-based program designed to measure proficiency in reading, writing, speaking, and listening to English of LEP students; the program began in the 2004-2005 academic year.~~

~~D.H.~~ LEAP English Language Proficiency Test (ELPT). The ELPT is an assessment program designed to measure proficiency in reading, writing, speaking, and listening of English Learners.

~~E.H.~~ End of Course (EOC) Tests (EOCT). The EOCT will be administered to high school students enrolled in and/or receiving credit for an EOCT course online beginning fall 2007. The tests, which are criterion-referenced and standards-based, will be phased in over a period of six years to assess student mastery of six high school courses.

~~I. The Iowa Tests. The Iowa Tests of Basic Skills (ITBS), used in grades 3, 5, 6, and 7, and the Iowa Tests of Educational Development (ITED), used in grade 9, are norm-referenced tests that provide comparative data to evaluate student, school, and district performance. The last administration of The Iowa Tests will occur in the academic year 2004-2005.~~

~~J. Graduation Exit Examination ("old" GEE). The "old" GEE measures curricula based proficiencies in English Language Arts, Mathematics, Written Composition, Science, and Social Studies. The administration of the "old" GEE became a district responsibility beginning with the 2003-2004 academic year.~~

~~K. LEAP Alternate Assessment B (LAA-B). The LAA-B, which was administered from 2000 through 2003, assessed special education students who met specific criteria at their functioning levels in language/reading and/or mathematics, rather than at their enrolled grade levels.~~

~~F. National Assessment of Educational Progress (NAEP). Also known as the Nation's Report Card, NAEP is administered nationally to a random stratified sample population of students to gather data about subject-matter achievement, instructional experiences, and school environment.~~

~~G.M. Field Tests. Representative student populations from school districts throughout Louisiana are chosen to field test new items to be used in future statewide assessments, including LEAP, GEE, ELDA, and iLEAP. The items are tested, scored, ranked statistically, and identified as effective or ineffective.~~

~~N. Placement Tests. Students from out of district or in state educational settings, such as approved home study programs or nonpublic schools, who wish to enroll in public schools at grades 5 and 9 must take a placement test if they have not taken and met the requirements for LEAP. Students taking the placement test must score basic or above in English Language Arts or Mathematics and approaching basic or above in the other to enroll in grade 5 and score approaching basic or above in English Language Arts and Mathematics to enroll in grade 9.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005), amended LR 32:233 (February 2006), LR 33:255 (February 2007), LR 36:477 (March 2010), LR 40:2509 (December 2014), LR 43:

## **§5109. Assessment Populations**

### **[Formerly LAC 28:CX1.109]**

#### **A. Classified Populations**

1. ...

2. Regular Education Students. These are students who have not been identified as eligible for special education and related services under the Individuals with Disabilities Education Act.

3. ~~Special Education Students. This group includes:~~

~~3. Students with Disabilities. These are students who have been evaluated in accordance with CFR 300.530-300.536 as having and are receiving special education and related services as a result of mental retardation or an intellectual disability, a hearing impairment disability including deafness or hearing loss, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services (*Federal Register*, Vol. 64, No. 48);~~

~~4. Gifted and Talented Students. These are students who have been identified as possessing demonstrated or potential abilities that give evidence of high-performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (*HR 637 Gifted and Talented Students Education Act of 1999*);~~

~~5. Section 504 Students. These are students with one or more disabilities according to the regulations for Section 504 of the Rehabilitation Act of 1973, which defines disability as a physical or mental impairment which substantially limits one or more major life activities. (*PL 95-602 Title 1, Sec. 122 [a] [4] [8]*);~~

~~6. Limited English Learners proficient students. These are students who are aged 3 through 21; who were not born in the United States or whose native language is a language other than English; who are Native Americans or Alaska Natives or native residents of the outlying areas and come from an environment where a language other than English has had significant impact on their level of English language proficiency; or who are migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny them:~~

~~i. the ability to meet the state's proficient level of achievement on state assessments;~~

~~ii. the ability to successfully achieve in classrooms where the language of instruction is English; or~~

iii. the opportunity to participate in society.

B.—B.5. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1527 (July 2005), amended LR 33:255 (February 2007), LR 43:

## Chapter 53. Test Security

### §5305. Test Security Policy

[Formerly LAC 28:CXL305]

A.—A.2.b. ...

c. ~~approved special schools, such as the Louisiana School for the Visually Impaired and Louisiana School for the Deaf; statewide schools authorized through acts of the Louisiana legislature.~~

d.—e. ...

f. ~~Louisiana School for Math, Science, and the Arts; and~~

~~f.g.~~ participating nonpublic/other schools that utilize tests administered through the SBESE or the LDE.

A.3.—A.3.f.iv. ...

g. administer published parallel, previously administered, or current forms of any statewide assessment (~~e.g., Louisiana Educational Assessment Program [LEAP]; Integrated LEAP [iLEAP]; Graduation Exit Examination [GEE]; Graduation Exit Examination ["old" GEE]; LEAP Alternate Assessment, Level 1 [LAA 1]; LEAP Alternate Assessment, Level 2 [LAA 2]; the English Language Development Assessment [ELDA]; LEAP English Language Proficiency Connect [LEAP ELP Connect]; end-of-course tests (EOCT) online assessments; forms K, L, M, A, and B and all new forms of the Iowa tests; or EXPLORE and PLAN as a practice test or study guide;~~

h. ...

i. conduct testing in environments that differ from the usual classroom environment (~~excluding computer labs used for online testing~~) without prior written permission from the LDE, ~~Division of Standards, Assessments, and Accountability~~ except for the purpose of providing accommodations;

j. fail to report any testing irregularities to the district test coordinator (a testing irregularity is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data), who must report such incidents to the LDE, ~~Division of Assessments and Accountability~~;

k. participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the section.

4. Each local education agency (LEA) as described in this policy shall develop and adopt a LEA test security policy and procedures for handling emergencies during ~~online~~ testing that is in compliance with the state's test security policy. The LDE shall audit LEA test security policies every three years to ensure compliance with all aspects of Bulletin 118. The policy shall provide:

A.4.a.—A.5.b. ...

c. Interviews regarding testing administration and security procedures shall be conducted with the principal, school test coordinator(s), test administrator(s), and proctor(s) at the identified schools. All individuals who had access to the test materials at any time must be interviewed, when necessary.

A.5.d.—A.9.b. ...

c. Any discrepancies noted in the serial numbers of test booklets, answer documents, and any supplementary secure materials, or the quantity received from contractors must be reported to the LDE, ~~Division of Assessments and Accountability~~ by the designated institutional or school district personnel prior to the administration of the test.

A.9.d.—A.9.e. ...

f. Each district superintendent or institution must annually designate one individual in the district or institution as district test coordinator, who is authorized to procure test materials that are utilized in testing programs administered by or through the SBESE of the LDE. The name of the individual designated must be provided in writing to the LDE, ~~Division of Assessments and Accountability~~, and included on the Statement of Assurance.

g. Testing shall be conducted in class-sized groups. Bulletin 741 (913A) states that K-3 classroom enrollment should be no more than 26 students, and in grades 4-12, no more than 33, except in certain activity types of classes in which the teaching approach and the material and equipment are appropriate for large groups. For grades K-8, the maximum class size for Health and Physical

Education classes may be no more than 40. Class size for exceptional students is generally smaller Bulletin 741, (915). Permission for testing in environments that differ from the usual classroom environment must be obtained in writing from the LDE, ~~Division of Assessments and Accountability~~, at least 30 days prior to testing. If testing outside the usual classroom environment is approved by the ~~Division of Assessments and Accountability~~ LDE, the school district must provide at least one proctor for every 30 students.

h. The state superintendent of education may disallow test results that may have been achieved in a manner that is in violation of test security.

A.10—A.10.c. ...

d. excessive wrong-to-right answer changes ~~erasures for multiple-choice tests~~;

A.10.e.—A.17. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.7(C)(G).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005), amended LR 32:233 (February 2006), LR 33:255 (February 2007), LR 33:424 (March 2007), LR 33:2033 (October 2007), LR 34:65 (January 2008), LR 34:431 (March 2008), LR 34:1351 (July 2008), LR 35:217 (February 2009), LR 37:858 (March 2011), repromulgated LR 37:1123 (April 2011), amended LR 38:747 (March 2012), LR 39:1018 (April 2013), LR 40:2510 (December 2014), LR 43:634 (April 2017), LR 43.

### **§5307. Change of District Test Coordinator Notification**

**[Formerly LAC 28:CXL307]**

A. If during the academic year the person appointed as district test coordinator changes, the district superintendent must notify the LDE. The notification must be in writing and must be submitted within 15 days of the change in appointment.

1. The former district test coordinator must inform the new district test coordinator of the location of placement tests; and other relevant and ~~“old” GEE~~ testing materials.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1530 (July 2005), amended LR 32:234 (February 2006), LR 33:257 (February 2007), LR 34:1351 (July 2008), LR 35:217 (February 2009), LR 43:634 (April 2017), LR 43.

### **§5309. Erasure Analysis and Online Answer Changes**

**[Formerly LAC 28:CXL309]**

A. To investigate erasures on student answer documents ~~for the criterion-referenced and norm-referenced~~ of the state testing programs, the SBESE and the LDE have developed the following procedures.

A.1.—A.7. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1530 (July 2005), amended LR 32:234 (February 2006), LR 33:257 (February 2007), LR 35:217 (February 2009), LR 35:443 (March 2009), LR 40:2512 (December 2014), LR 43:634 (April 2017), LR 43.

### **§5311. Addressing Suspected Violations of Test Security and Troubling Content in Written Responses (~~Constructed Responses, Short Answers, Extended Responses, and Prose Constructed Responses and Essays~~)**

**[Formerly LAC 28:CXL311]**

A.—A.1.d. ...

2. Reported Violations by School Personnel or Other Persons. All suspected instances of cheating should be reported directly to the school's district test coordinator (DTC) for further investigation, and a report of the incident must be sent by the DTC to LDE; ~~Division of Assessments and Accountability~~. If it is deemed necessary to void tests, the DTC must submit a completed void form to the LDE. The original Void Verification form along with a written report of the investigation carried out must be mailed to the LDE; ~~Division of Assessments and Accountability~~.

3. Suspected Violations Discovered by Scoring Contractors

a. In addition to erasure analysis for multiple-choice and multi-select items, possible incidents of the following violations may be discovered during the scoring process:

3.a.i. ...

ii. use of unauthorized materials, including cell phones or other unauthorized electronic devices. Students brought unauthorized materials into the testing environment and used them to assist in written responses;

3.a.iii.—4.b. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1531 (July 2005), amended LR 33:257 (February 2007), LR 35:217 (February 2009), LR 43:635 (April 2017), LR 43:

**§5312. Administrative Error**  
**[Formerly LAC 28:CXI.312]**

A. Administrative errors that result in questions regarding the security of the test or the accuracy of the test data are considered testing irregularities. If it is deemed necessary to void the test, the district test coordinator must ~~fax~~ submit a completed void form to the LDE, ~~Division of Assessments and Accountability~~, as directed in the *District and School Test Coordinators Manual*. ~~The original void verification form, along with a copy of the account of the incident, must also be mailed to the LDE, Division of Assessments and Accountability, as directed in the manual.~~

B. If tests are voided by the district due to administrative error, the LEA superintendent, on behalf of individual students, ~~may~~ must initiate a request to the state superintendent of education for an opportunity to retest prior to the next scheduled test administration on behalf of individual students.

~~C. If administrative errors result in a question of the accuracy of the test data, the LEA superintendent or the parent, or legal guardian of an affected student may initiate a request for an opportunity to retest prior to the next scheduled test administration. The LEA superintendent or parent must provide the state superintendent of education with school and student level documentation describing the administrative error.~~

~~C.D.~~ If the LDE determines that an administrative error that allows for a retest did occur the tests will be voided. LDE will notify the LEA of the determination and of arrangements for the retest. The LEA must provide a corrective plan of action.

~~D.E.~~ To offset costs involved in retesting, the vendor will assess the LEA a fee for each test.

~~E.F.~~ The LDE will provide a report to the SBESE of retests due to administrative errors.

~~F.G.~~ Administrative errors on tests that result from failure to transfer answers from a test ~~booklet~~ form onto an answer ~~document~~ form require the following steps:

1. the LEA superintendent will place a request on behalf of individual students, which request must include a description of the administrative error and a corrective plan of action, to the state superintendent of education to have the testing vendor send to the district the student's test booklet and a new answer document;
2. the DTC and STC will transfer only the answers not initially transferred from the test booklet onto the new answer document; and
3. the DTC will return all testing materials to the vendor, who will assess the LEA a fee for the service.

~~H. LEAs have the right to appeal to SBESE to replace the voided or invalid scores with the results from the administrative error retests for accountability purposes. The appeal must include a description of the testing irregularity; a summary of the LEA's investigation including who conducted the investigation; the findings of the investigation; and a corrective action plan. After review of the submitted documentation by LDOE, the state superintendent will make a recommendation to SBESE.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 32:390 (March 2006), amended LR 33:257 (February 2007), LR 34:66 (January 2008), LR 34:1351 (July 2008), LR 35:218 (February 2009), LR 36:967 (May 2010), LR 38:33 (January 2012), amended LR 38:748 (March 2012), LR 38:2358 (September 2012), LR 40:2512 (December 2014), LR 43:

**§5315. Emergencies during Testing**  
**[Formerly LAC 28:CXI.315]**

A. For emergencies (e.g., fire alarms, bomb threats) that require evacuation of the classroom during administration of statewide assessments, the following procedures should be followed.

1. If the room can be locked, the test administrator should direct the students to pause a computer-based test or place the answer document inside the test booklet and leave both on the desk for paper-based tests. For computer-based tests, students will resume the test after returning to the classroom. ~~For paper-based tests, before~~ students are allowed back into the room, the test administrator should return to the room, pick up the test booklets, answer documents, and other secure materials, and then distribute them individually to the students when they have returned to their desks.

A.2.—A.7. ...

B. Online Testing End of Course (EOC) Tests Emergency Plan

B.1.—B.2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1532 (July 2005), amended LR 32:234 (February 2006), LR 33:258 (February 2007), LR 34:66 (January 2008), LR 35:218 (February 2009), LR 37:858 (March 2011), LR 38:33 (January 2012), LR 43:.

## Chapter 55. Test Coordinator Responsibilities

### Subchapter A. District Test Coordinator

#### §5501. District Test Coordinator Role

[Formerly LAC 28:CXI.501]

A.1.—A.1.c. ...

A.2. Specific tasks include:

a. coordinating with the district data coordinator to ensure the submitting enrollment data are submitted by the yearly deadline;

A.2.b.—A.2.d. ...

e. coordinating with the district Section 504, English Learner, and Special Education coordinators the submission of student Section 504, English Language Learner, and IEP data to the student information system (SIS) and/or special education reporting system (SER);

A.2.f.—A.2.i. ...

j. maintaining the security of test materials immediately upon receipt of testing materials, including materials used for computer-based tests, from testing contractors and from schools;

A.2.k.—A.2.r.

s. maintaining the district password and all school passwords within the district that are used with assessment and data systems LEAPweb Reporting System and the LEAPdata Query System;

t. training district and school users within a district to effectively use the systems; ensure they are familiar with the Family Educational Rights and Privacy Act (FERPA) law governing confidentiality of student records, and ensure they have signed a security agreement before receiving a password for access to assessment and data systems the LEAPdata Query System;

u. ensuring:

i. that all district/school users maintain the security of and access to all student information obtained via assessment and data systems the LEAPweb Reporting and LEAPdata Query systems;

ii. that all school users are aware that student test data shall not be disclosed to anyone other than another school official and only for a legitimate educational purpose.

v. confirming that ~~TA~~ Test Administrator numbers have been assigned at each school for each scheduled test administration;

A.2.w.—A.2.x.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1533 (July 2005), amended LR 33:258 (February 2007), LR 34: 1352 (July 2008), LR 34:2552 (December 2008), repromulgated LR 35:57 (January 2009), amended LR 35:218 (February 2009), LR 38:748 (March 2012), LR 43:.

### Subchapter B. School Test Coordinator

#### §5511. School Test Coordinator Role

[Formerly LAC 28:CXI.511]

A.—A.2. ...

3. making arrangements for a location to test students with certain accommodations or accessibility features when needed or in the case of untimed tests, students who need time beyond that scheduled to complete testing;

A.4—A.6. ...

7. ensuring the security of testing materials from the time they arrive at the school until the time they are returned to the district test coordinator;

A.8.—A.11. ...

~~12.~~ submitting the Verification of Section 504 forms to the school district Section 504 coordinator by the date established in the district;

~~12.13.~~ compiling a list of students approved for accommodations, with the accommodations they are to receive, and providing a list of such students in a testing group to individual test administrators;

~~13.14.~~ verifying that classrooms have been prepared for testing (test-related content material removed or covered, sufficient space for students, testing sign on door);

~~14.15.~~ distributing materials to test administrators on the appropriate testing day and collecting, checking in and putting into the secure storage area all secure testing materials at the end of each day of testing and during any extended breaks;

~~15.16.~~ monitoring testing sessions;

~~16.17.~~ supervising test administrators who must transfer student answers from large-print, braille, or other accommodation formats to a scorable test form answer document;

~~17.18.~~ collecting and returning any computer disks or other accommodation-format testing materials;

~~18.19.~~ reporting any testing irregularities to the district test coordinator; and

~~19.20.~~ packaging test materials as instructed in the manuals for return to the district test coordinator;

~~20.21.~~ assigning TA numbers before scheduled test administrations;

~~21.22.~~ distributing student reports and summary reports to teachers and parents in a timely manner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1533 (July 2005), amended LR 33:258 (February 2007), LR 34:1352 (July 2008), LR 34:2552 (December 2008), repromulgated LR 35:57 (January 2009), LR 43:

## Chapter 57. Assessment Program Overview

### §5701. Overview of Assessment Programs in Louisiana [Formerly LAC 28:CX1.701]

#### A. Norm-Referenced and Criterion-Referenced Testing Programs Since 1986

Name of Assessment Program	Assessment Population	Administered
<b>Kindergarten Screening</b>		
Kindergarten Developmental Readiness Screening Program (KDRSP)	Kindergarten	fall 1987-
<b>Norm-Referenced Tests (NRTs)</b>		
California Achievement Test (CAT/F)	grades 4, 6, and 9	spring 1988- spring 1992 (no longer administered)
California Achievement Test (CAT/5)	grades 4 and 6 grade 8	spring 1993- spring 1997 spring 1997 only (no longer administered)
Iowa Tests of Basic Skills (ITBS) (form L) and Iowa Tests of Educational Development (ITED) (form M)	grades 4, 6, 8, 9, 10, and 11	spring 1998 (no longer administered)
ITBS ITED (form M)	grades 3, 5, 6, and 7 grade 9	spring 1999- spring 2002 (no longer administered)
ITBS ITED (form B)	grades 3, 5, 6, and 7 grade 9	spring 2003- spring 2005 (no longer administered)
ITBS	grade 2	spring 2012-spring 2013 (no longer administered)
<b>Criterion-Referenced Tests (CRTs)</b>		
National Assessment of Educational Progress (NAEP)	grades 4, 8, and 12	spring 1990-
Louisiana Educational Assessment Program (LEAP)	grades 3, 5, and 7	spring 1989- spring 1998 (no longer administered)
Graduation Exit Examination ("old" GEE)	grades 10 and 11	spring 1989- spring 2003 (state administered) fall 2003- (district administered)
Louisiana Educational Assessment Program (LEAP) (ELA and Mathematics)	grades 4 and 8	spring 1999-2014
LEAP (Science and Social Studies)	grades 4 and 8	spring 2000-2016 Social Studies spring 2000- Science

Name of Assessment Program	Assessment Population	Administered
LEAP 2025 (ELA, Mathematics)	grades 3-8	Spring 2016-
LEAP 2025 (Science)		Spring 2019 -
LEAP 2025 (Social Studies)	grades 3-8	Spring 2017-
Graduation Exit Examination (GEE) (ELA and Mathematics)	grade 10	spring 2001-fall 2014 (district administered)
GEE (Science and Social Studies)	grade 11	spring 2002-fall 2014 (district administered)
End-Of-Course Tests (EOCT)	Algebra I	fall 2007-Summer 2017
EOCT	English II	fall 2008- Summer 2017
EOCT	Geometry	fall 2009 -Summer 2017
EOCT	Biology	fall 2010-Spring 2018
EOCT	Applied Algebra I form	spring 2011- summer 2013
EOCT	English III	fall 2011- summer 2017 (available for students who have entered a high school cohort prior to 2017-2018 school year)
EOCT	U. S. History	fall 2012-2017 (continued for graduating seniors and retesters in 2017-2018 only)
EXPLORE	grades 8 and 9	spring 2013-2015
PLAN	grade 10	spring 2013-2015
ACT	grade 11	spring 2013-
LEAP 2025	English I English II US History Geometry Algebra	fall 2017-
<b>Integrated NRT/CRT</b>		
Integrated Louisiana Educational Assessment Program (iLEAP)	grades 3, 5, 7, and 9	spring 2006-2017
iLEAP	grade 9	spring 2010 (last administration of grade 9 iLEAP)
<b>Special Population Assessments</b>		
LEAP Connect	Students with Individualized Education Programs (IEPs) who meet participation criteria in grades 3-11	Spring 2018-
Louisiana Alternate Assessment, Level 1 (LAA 1)	Students with Individualized Education Programs (IEPs) who meet participation criteria in grades 3-11	spring 2000-2007
LAA 1	ELA and Mathematics (grade spans 3-4; 5-6; 7-8; 9-10); Science (grades 4, 8, and 11)	Revised spring 2008-2017
LAA 1 ELA and Mathematics	grade 9	spring 2010-Spring 2017 (last administration of grade 9 LAA 1)
Louisiana Alternate Assessment, Level 2 (LAA 2) ELA and Mathematics (Grades 4 and 8)	grades 4, and 8	spring 2006-spring 2014 (no longer administered)
LAA 2 ELA and Mathematics (Grade 10) Science and Social Studies (Grade 11)	grades 10 and 11	spring 2006- (available for students who have entered a high school cohort in 13-14 or prior)
LAA 2 ELA and Mathematics	grades 5, 6, and 7	spring 2007-spring 2014 (no longer administered)
LAA 2 ELA and Mathematics	grade 9	spring 2010 (last state administration of grade 9 LAA 2)
LAA 2 Science and Social Studies	grades 4 and 8	spring 2008-spring 2014 (no longer administered)
Louisiana Alternate Assessment-B (LAA-B) ["out-of-level" test]	Students with Individualized Education Programs (IEPs) who met eligibility criteria in grades 3-11.	spring 1999-spring 2003 (no longer administered)
English Language Proficiency Test (ELPT)	Limited English Proficient (LEP) students in grades K-12	Spring 2018-
English Language Development Assessment (ELDA)	Limited English Proficient (LEP) students in grades K-12	spring 2005-2017
Academic Skills Assessment (ASA) and ASA LAA 2 form	Students pursuing a State-Approved Skills Certificate (SASC) or GED	spring 2012 (one administration only, spring 2012)

B. As a result of these initiatives, the SBESE in May, 1997 approved content standards in English language arts, mathematics, science, social studies, foreign languages, and the arts. The LDE initiated new criterion-referenced tests to align with these standards. In the 1997 Regular Session of the Louisiana Legislature, the state law was changed to require that criterion-referenced tests be given in grades 4 and 8 rather than in grades 3, 5, and 7. In spring 2002, the new state criterion-referenced tests at grades 4, 8, 10, and 11 were completely phased in and previous criterion-referenced tests were phased out.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1534 (July 2005), amended LR 32:235 (February 2006), LR 34:66 (January 2008), LR 34:1352 (July 2008), LR 35:218 (February 2009), LR 36:967 (May 2010), LR 37:858 (March 2011), LR 38:34 (January 2012), LR 39:74 (January 2013), LR 39:1019 (April 2013), LR 40:1319 (July 2014), LR 40:2512 (December 2014), LR 43:

## **Chapter 59. Kindergarten Entry Assessment ~~Developmental Readiness Screening~~ Program**

### **§5901. Statement of Purpose [Formerly LAC 28:CXI.901]**

A. This Chapter provides for the implementation of a ~~local~~ kindergarten entry assessment to identify children's developmental levels ~~developmental readiness screening programs~~ as required by Act 146, Regular Session, 1986. Activities conducted under this Chapter shall be coordinated with other forms of assessment screening conducted by the school district.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(1)(b).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005), LR 43:

### **§5903. Definitions [Formerly LAC 28:CXI.903]**

Developmental levels — a set of skills or specific tasks that most children can do at a certain age range ~~the process of identifying appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, social-emotional development, auditory discrimination, visual discrimination, and self help skills.~~

Readiness—Screening Kindergarten Entry Assessment—the process of identifying the developmental levels of kindergarten performance levels, skills, and abilities of young children through gathering of information concerning their social-emotional, language and literacy, math, cognitive, and physical development. ~~physical, intellectual, emotional, and social development.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.11, R.S. 17:24.4(F) (1)(b), and R.S. 17:151.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005), LR 43:

### **§5905. Target Population [Formerly LAC 28:CXI.905]**

A. Every child entering public school kindergarten for the first time shall be assessed ~~screened~~ with a research-based, standards-aligned assessment ~~nationally recognized developmental readiness instrument~~. If a student is identified as having a disability according to Bulletin 1508 and has a current multidisciplinary evaluation, he or she shall not be excluded from this assessment screening. ~~If appropriate developmental screening information from the current evaluation cannot be used, appropriate adaptations of the developmental screening instrument shall be made.~~ The results of the assessment screening shall not exclude any child who meets the age requirements from entering public school kindergarten.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:139.11, 20, R.S. 17:151.3, R.S. 17:1941, and USCS §1400 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005), LR 43:

### **§5907. Agency Administrative Participation [Formerly LAC 28:CXI.907]**

A. ~~Screening Instruments.~~ Kindergarten Entry Assessments. Each school district shall select and administer one assessment ~~nationally recognized readiness screening instrument~~ from among those recommended by the LDE and approved by the SBESE. The results of this assessment shall be used with the goals of informing efforts to close the school readiness gap at kindergarten entry and informing instruction and services to support children's success in school. ~~screening shall be used in placing children within a regular kindergarten classroom setting and planning their instructional programs to meet identified needs.~~

#### B. Administrative Timelines

1. Each school district shall submit to the LDE by the date established by the LDE and annually thereafter the name of the assessment ~~developmental readiness screening instrument~~ selected for system-wide use by the local school board for the purpose of program implementation.

2. Beginning with the 1987-1988 academic year and annually thereafter, screening assessment administration and reporting shall occur by September 30, within 30 days before or after the opening date of school.

C. Parental Advisement. Beginning with the 1987-1988 academic year and annually thereafter, school districts shall inform the parent or guardian of the results of the individual student's performance screening.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq., and R.S. 17:139 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005), LR 43:

## **Chapter 61. Louisiana Educational Assessment Program 2025 (LEAP) and (LEAP 2025)**

### **Subchapter A. General Provisions**

#### **§6101. Introduction**

[Formerly LAC 28:CXL1101]

A. The LEAP 2025 is a criterion-referenced testing program that is directly aligned with the state content standards, which by law are as rigorous as those of NAEP. The LEAP measures how well students in grades three through eight four and eight have mastered the state content standards. Test results are reported in terms of achievement levels.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(1)(c).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 32:235 (February 2006), LR 43:

### **Subchapter B. Achievement Levels and Performance Standards**

#### **§6113. Achievement Levels**

[Formerly LAC 28:CXL1113]

A.—A.2. ...

B. Achievement Level Definitions

1. *Advanced (Proficient)*—a student at this level has demonstrated superior performance beyond the mastery level. 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.

2. *Mastery (formerly Proficient)*—a student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling. 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.

3. *Basic*—a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling. 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.

4. *Approaching Basic*—a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling. 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.

5. *Unsatisfactory*—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.24.4(F)(1) and (C).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 42:225 (February 2016), LR 43:

#### **§6115. Performance Standards**

[Formerly LAC 28:CXL1115]

A. Performance standards for LEAP English Language Arts, Mathematics, Science, and Social Studies tests are finalized in scaled-score form. The scaled scores range between 100 and 500 for science and social studies, and between 650 and 850 for English language arts, and mathematics, and social studies.

~~B. LEAP Achievement Levels and Scaled Score Ranges—Grade 4~~

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
Advanced	790-850	796-850	405-500	399-500
Mastery	750-789	750-795	360-404	353-398
Basic	725-749	725-749	306-359	301-352
Approaching Basic	700-724	700-724	263-305	272-300
Unsatisfactory	650-699	650-699	100-262	100-271

English Language Arts						
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Advanced	810 – 850	790 – 850	799 – 850	790 – 850	785 – 850	794 – 850
Mastery	750 – 809	750 – 789	750 – 798	750 – 789	750 – 784	750 – 793
Basic	725 - 749					
Approaching Basic	700 – 724					
Unsatisfactory	650 - 699					
Mathematics						
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Advanced	790 – 850	796 – 850	790 – 850	788 – 850	786 – 850	801 – 850
Mastery	750 – 789	750 – 795	750 – 789	750 – 787	750 – 785	750 – 800
Basic	725 – 749					
Approaching Basic	700 – 724					
Unsatisfactory	650 – 699					
Science (to be updated in 2019)						
Achievement Level	iLEAP Grade 3	iLEAP Grade 4	iLEAP Grade 5	iLEAP Grade 6	iLEAP Grade 7	iLEAP Grade 8
Advanced	382 – 500	405 – 500	378 – 500	380 – 500	388 – 500	400 – 500
Mastery	342 – 381	360 – 404	341 – 377	343 – 379	348 – 387	345 – 399
Basic	292 – 341	306 – 359	292 – 340	295 – 342	302 – 347	305 – 344
Approaching Basic	249 – 291	263 – 305	248 – 291	251 – 294	259 – 301	267 – 304
Unsatisfactory	100 – 248	100 – 262	100 – 247	100 – 250	100 – 258	100 – 266

C. LEAP Achievement Levels and Scaled Score Ranges—Grade 8

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
Advanced	794-850	801-850	400-500	404-500
Mastery	750-793	750-800	345-399	350-403
Basic	725-749	725-749	305-344	297-349
Approaching Basic	700-724	700-724	267-304	263-296
Unsatisfactory	650-699	650-699	100-266	100-262

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 32:235 (February 2006), LR 42:225 (February 2016), LR 43:.

## Subchapter C. LEAP 2025 Assessment Structure

### ~~§6155. Student Membership Determination~~ ~~[Formerly LAC 28:CX1.1155]~~

~~A. Student membership is determined when a student in school is identified with the following minimum required identification elements:~~

- ~~1. state identification number;~~
- ~~2. full legal name;~~
- ~~3. date of birth;~~
- ~~4. sex;~~
- ~~5. race;~~

6.—school district and school code;

7.—entry date; and

8.—grade placement.

(Adapted from Section 10, page 10.1, Student Information System User's Guide, LDE.)

**AUTHORITY NOTE:**—Promulgated in accordance with R.S. 17:24.4.

**HISTORICAL NOTE:**—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1547 (July 2005), LR 43:

## **Chapter 63.—Graduation Exit Examination**

### **Subchapter A.—General Provisions**

#### **§6301.—Introduction**

**[Formerly LAC 28:CX1.1301]**

A.—The GEE is a criterion referenced testing program that is directly aligned with the state content standards, which by law are as rigorous as those of NAEP. This test measures how well a student has mastered the state content standards. The GEE initially is administered at grades 10 and 11. Initial testers generally take the English Language Arts test and the Mathematics test at grade 10 and the Science test and Social Studies test at grade 11.

B.—The last statewide administration was in the summer of 2014. The testing program then became the responsibility of the school districts, with the tests to be administered by the district.

C.—The GEE tests are to be administered by the district test coordinators each year in October and April, as indicated on the statewide testing schedule, to former high school students who have earned Carnegie units but still need to pass the GEE to earn a high school diploma. Students are required to take only those parts of the GEE in which they did not attain the required performance standards.

D.—All students who were enrolled in tenth grade for the first time in 2001-2002 through the 2010-2011 may be administered the test twice a year. There is no age limit for students who request a retest with GEE, nor is there a limit on the number of times the student may retake the test.

E.—If the student was issued a GED or HSET and later passes the GEE, the student may surrender the GED or HSET diploma and be issued a standard high school diploma.

**AUTHORITY NOTE:**—Promulgated in accordance with R.S. 17:24.4(F)(1)(c).

**HISTORICAL NOTE:**—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005), amended LR 32:236 (February 2006), LR 40:2513 (December 2014).

### **Subchapter B.—Achievement Levels and Performance Standards**

#### **§6311.—Achievement Levels**

**[Formerly LAC 28:CX1.1311]**

A.1.—The Louisiana achievement levels are:

- a.—Advanced;
- b.—Mastery (Exceeding the Standard);
- c.—Basic (Meeting the Standard);
- d.—Approaching Basic (Approaching the Standard); and
- e.—Unsatisfactory.

2.—Though the names of the achievement levels differ slightly from those detailed in the NCLB Act, the definitions are similar. The definitions of the Louisiana achievement levels are also consistent with the definitions of basic, proficient, and advanced in English language arts and mathematics for NAEP.

B.—Achievement Level Definitions

- 1.—*Advanced*—a student at this level has demonstrated superior performance beyond the mastery level.
- 2.—*Mastery (formerly Proficient)*—a student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

3. *Basic*—a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

4. *Approaching Basic*—a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

5. *Unsatisfactory*—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:24.4 (F) (1) and (C).

HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005).

**§6313. Performance Standards**

**[Formerly LAC 28:CX1.1313]**

A. Performance standards for GEE English Language Arts, Mathematics, Science, and Social Studies tests are finalized in sealed score form. The sealed scores range between 100 and 500 for all grades and content areas.

B. GEE Achievement Levels and Sealed Score Ranges

Achievement Level	Grade 10		Grade 11	
	English Language Arts Sealed Score Range	Mathematics Sealed Score Range	Science Sealed Score Range	Social Studies Sealed Score Range
Advanced	398-500	377-500	396-500	386-500
Mastery	347-397	346-376	349-395	344-385
Basic	299-346	305-345	301-348	297-343
Approaching Basic				
Unsatisfactory	100-269	100-285	100-266	100-274

AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005); amended LR 32:237 (February 2006).

**Subchapter C. GEE Achievement Level Descriptors**

**§6323. Introduction**

**[Formerly LAC 28:CX1.1323]**

A. Achievement level descriptors for Louisiana assessments were developed by committees composed of Louisiana educators who represented the subjects and grades assessed. They define what a student should know and be able to do at each achievement level for each subject assessed at a given grade level.

AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:391.4 (B).

HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005).

**§6325. Grade 10 Achievement Level Descriptors**

**[Formerly LAC 28:CX1.1325]**

A. Grade 10 English Language Arts Achievement Level Descriptors

<b>Advanced</b>
<p>Students scoring at this level generally exhibit the following skills:</p> <p>—In the areas of reading and use of resources, students:</p> <ol style="list-style-type: none"> <li>1. demonstrate thorough understanding of what they read and describe abstract themes and ideas;</li> <li>2. analyze texts for meaning and form and support their analyses with specific examples;</li> <li>3. extend ideas in texts by relating their experiences and to the world; and</li> <li>4. research topics by selecting and evaluating information from various sources.</li> </ol> <p>—In the area of writing, students</p> <ol style="list-style-type: none"> <li>1. express analytical, critical, and/or creative thinking in response to a writing task;</li> <li>2. develop effective responses that demonstrate sharply focused central ideas, cohesive organization, and elaboration with illustrative, supporting details;</li> <li>3. demonstrate audience awareness through the use of rich vocabulary and a clear personal style or voice; and</li> </ol>

<p>4. demonstrate consistent command of spelling, grammar, punctuation, and capitalization.</p>
<b>Mastery</b>
<p>Students scoring at this level generally exhibit the following skills:</p> <p>In the areas of reading and use of resources, students:</p> <p>1. demonstrate overall understanding of what they read including inferential and literal information;</p> <p>2. analyze an author's use of literary devices;</p> <p>3. extend ideas in texts by making inferences, drawing conclusions, and making clear connections to personal experiences and other readings; and</p> <p>4. research topics by selecting and analyzing information from various sources.</p> <p>In the area of writing, students:</p> <p>1. express critical, analytical, and/or creative thinking in response to a writing task;</p> <p>2. develop effective responses with focused central ideas, logical organization, and convincing elaboration;</p> <p>3. demonstrate awareness of the intended audience through use of varied word choice (vocabulary) and sentence structure; and</p> <p>4. demonstrate reasonable command of spelling, grammar, punctuation, and capitalization</p>
<b>Basic</b>
<p>Students scoring at this level generally exhibit the following skills:</p> <p>In the areas of reading and use of resources, students:</p> <p>1. demonstrate overall understanding of what they read and make some interpretations;</p> <p>2. identify elements of texts and an author's style;</p> <p>3. extend ideas in texts by making simple inferences and some connections to personal experiences; and</p> <p>4. research topics by selecting and using information in various sources.</p> <p>In the area of writing, students:</p> <p>1. demonstrate some evidence of critical, analytical, and/or creative thinking in response to a writing task;</p> <p>2. develop responses with central ideas, evidence of conscious organization, and some supporting details;</p> <p>3. demonstrate audience awareness through a sense of personal style or voice and some variety in vocabulary and sentence structure; and</p> <p>4. make some errors in spelling, grammar, punctuation, and capitalization that interfere with communication to the reader.</p>
<b>Approaching Basic</b>
<p>Students scoring at this level generally exhibit the following skills:</p> <p>In the areas of reading and use of resources, students:</p> <p>1. demonstrate a partial understanding of what they read;</p> <p>2. identify some elements of an author's style;</p> <p>3. make simple or broad connections between texts and their personal experiences; and</p> <p>4. research topics by locating information in commonly-used sources.</p> <p>In the area of writing, students:</p> <p>1. demonstrate a limited responses to a writing task;</p> <p>2. develop responses with unfocused central ideas, and minimal elaboration or supporting details;</p> <p>3. demonstrate limited audience awareness through use of weak personal style or voice, simple or inappropriate vocabulary, and simple sentences; and</p> <p>4. demonstrate inconsistent or little command of spelling, grammar, capitalization, and punctuation.</p>
<b>Unsatisfactory</b>
<p>Students scoring at this level generally have not demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>In the areas of reading and use of resources, students at this level have not exhibited the ability to:</p> <p>1. demonstrate an understanding of what they read;</p> <p>2. identify simple elements of an author's style;</p> <p>3. make connections between ideas in texts and personal experiences; or</p> <p>4. research topics by locating information in commonly-used sources.</p> <p>In the area of writing, students at this level have not exhibited the ability to:</p> <p>1. express ideas in response to a writing task;</p>

- 2. — develop a central idea with focus, observable organization, or sufficient elaboration;
- 3. — show audience awareness through the use of appropriate vocabulary and varied sentence structure; or
- 4. — demonstrate acceptable command of spelling, grammar, capitalization, and punctuation.

**B. Grade 10 Mathematics Achievement Level Descriptors**

<b>Advanced</b>
<p>Students scoring at this level generally exhibit the ability to:</p> <ul style="list-style-type: none"> <li>— 1. — understand the function concept and are able to communicate and apply the numeric, algebraic, and graphical properties of functions;</li> <li>— 2. — apply their knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics;</li> <li>— 3. — formulate generalizations and create models through probing examples and counter-examples; and</li> <li>— 4. — communicate their mathematical reasoning through the clear, concise, and correct use of mathematical symbolism and logical thinking.</li> </ul>
<b>Mastery</b>
<p>Students scoring at this level generally exhibit the ability to:</p> <ul style="list-style-type: none"> <li>— 1. — demonstrate an understanding of algebraic, statistical, geometric, and spatial reasoning;</li> <li>— 2. — simplify algebraic expressions; justify geometric relationships; and judge and defend the reasonableness of answers as applied to real-world situations;</li> <li>— 3. — analyze and interpret data in various forms;</li> <li>— 4. — understand and use elements of the linear function concept in symbolic, graphical, and tabular form; and</li> <li>— 5. — make conjectures, defend ideas, and give supporting examples.</li> </ul>
<b>Basic</b>
<p>Students scoring at this level generally exhibit the ability to:</p> <ul style="list-style-type: none"> <li>— 1. — use estimation to verify solutions and determine the reasonableness of results as applied to routine real-world problems;</li> <li>— 2. — use algebraic and geometric reasoning strategies to solve problems;</li> <li>— 3. — recognize relationships presented in verbal, algebraic, tabular, and graphical forms;</li> <li>— 4. — demonstrate knowledge of geometric relationships and corresponding measurement skills;</li> <li>— 5. — apply statistical reasoning in the organization and display of data and in reading tables and graphs;</li> <li>— 6. — use correct mathematical language and symbols to communicate mathematical relationships and reasoning processes; and</li> <li>— 7. — use calculators appropriately to solve problems.</li> </ul>
<b>Approaching Basic</b>
<p>Students scoring at this level generally exhibit the ability to:</p> <ul style="list-style-type: none"> <li>— 1. — use estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems;</li> <li>— 2. — show limited use of fundamental algebraic, geometric, and statistical reasoning in problem solving;</li> <li>— 3. — interpret data presented in various forms;</li> <li>— 4. — show limited skills in communicating mathematically; and</li> <li>— 5. — demonstrate limited application of conceptual knowledge.</li> </ul>
<b>Unsatisfactory</b>
<p>Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>— Students scoring at this level have generally have not exhibited the ability to:</p> <ul style="list-style-type: none"> <li>— 1. — use estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems;</li> <li>— 2. — use fundamental algebraic, geometric, and statistical reasoning in problem solving;</li> <li>— 3. — interpret data presented in various forms;</li> <li>— 4. — communicate mathematically; and</li> <li>— 5. — apply conceptual knowledge.</li> </ul>

HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005), amended LR 36:974 (May 2010).

**§6327.—Grade 11 Achievement Level Descriptors**  
**[Formerly LAC 28:CXI.1327]**

**A.—Grade 11 Science Achievement Level Descriptors**

<b>Advanced</b>
Students scoring at this level generally exhibit the ability to — 1. have a qualitative and quantitative grasp of scientific principles, relating them to one another and to other phenomena, and being aware of their development and limitations; — 2. formulate scientific questions, compare experimental designs, and devise valid experiments to answer their questions; — 3. collect the relevant quantitative and qualitative data using appropriate instrumentation; — 4. provide a scientifically valid interpretation of the data they collect; — 5. engage in self assessment, discard unnecessary data, and recognize gaps in information; — 6. locate needed information in primary or secondary sources; and — 7. communicate their ideas by interpolating, extrapolating, and interpreting patterns of change in graphic and symbolic representations. With inquiry as the core, students at the <i>Advanced</i> level demonstrate an understanding that unifying concepts and processes can be applied throughout the science disciplines—physical, life, earth/space, and the environmental sciences.
<b>Mastery</b>
Students scoring at this level generally exhibit the ability to — 1. grasp scientific principles on both a qualitative and quantitative basis; — 2. understand that scientific knowledge is tentative and subject to change; — 3. identify more than one way to solve a given problem and select the method with the most promise; — 4. manipulate data through various mathematical models; — 5. integrate several abstract facts in order to understand overarching scientific principles; and — 6. apply those principles to human activities. With inquiry as the core, students at the <i>Mastery</i> level will identify unifying concepts and processes among the science disciplines—physical, life, earth/space, and the environmental sciences.
<b>Basic</b>
Students scoring at this level generally exhibit the ability to — 1. formulate valid hypotheses; — 2. design a simple experiment; — 3. draw appropriate conclusions; — 4. develop inferences from experimentation and apply that information to new situations; — 5. distinguish scientific principles from pseudoscience; and — 6. apply scientific principles to their everyday lives. With inquiry as the core, students at the <i>Basic</i> level begin to identify unifying concepts and processes among the science disciplines—physical, life, earth/space, and the environmental sciences.
<b>Approaching Basic</b>
Students scoring at this level generally exhibit the ability to: — 1. know and understand fundamental science facts and concepts concerning the world; and — 2. conduct a simple experiment that includes making observations; forming a reasonable hypothesis; identifying variables; collecting, displaying, and interpreting data; and drawing conclusions. These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.
<b>Unsatisfactory</b>
Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling. — Students scoring at this level generally have <i>not</i> exhibited the ability to: — 1. know and understand fundamental science facts and concepts concerning the world; and — 2. conduct a simple experiment that includes making observations; forming a reasonable hypothesis; identifying variables;

collecting, displaying, and interpreting data; and drawing conclusions.  
 These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.

**B. Grade 11 Social Studies Achievement Level Descriptors**

<b>Advanced</b>
<p>Students scoring at this level generally exhibit the ability to</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>1. organize geographical data;</li> <li>2. analyze the physical structure of the planet; and</li> <li>3. evaluate the spatial relationship between humans and their environment.</li> </ul> <p><b>Civics:</b></p> <ul style="list-style-type: none"> <li>1. compare and contrast structure and purpose of government;</li> <li>2. interpret and evaluate foundations of the American political system;</li> <li>3. analyze international relationships; and</li> <li>4. evaluate the roles of citizens.</li> </ul> <p><b>Economics:</b></p> <ul style="list-style-type: none"> <li>1. apply fundamental economic concepts;</li> <li>2. evaluate decisions made by consumers; and</li> <li>3. evaluate U.S. fiscal and monetary policies.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>1. analyze continuity and change;</li> <li>2. analyze people, places, events, ideas, and documents;</li> <li>3. evaluate relevant experiences from the past to critique understanding of contemporary issues; and</li> <li>4. evaluate the role of evidence in making an historical argument.</li> </ul>
<b>Mastery</b>
<p>Students scoring at this level generally exhibit the ability to</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>1. classify geographical data;</li> <li>2. examine the physical structure of the planet; and</li> <li>3. compare spatial relationships between humans and their environment.</li> </ul> <p><b>Civics:</b></p> <ul style="list-style-type: none"> <li>1. examine the structure and purpose of government;</li> <li>2. discuss the foundation of the American political system;</li> <li>3. interpret international relationships; and</li> <li>4. examine the roles of citizens.</li> </ul> <p><b>Economics:</b></p> <ul style="list-style-type: none"> <li>1. analyze fundamental economic concepts;</li> <li>2. discuss decisions made by consumers, businesses, and government; and</li> <li>3. analyze U.S. fiscal and monetary policies.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>1. examine the role of continuity and of change in history;</li> <li>2. examine the significance of people, places, events, ideas, and documents in history;</li> <li>3. analyze relevant experience from the past to understanding of contemporary issues; and</li> <li>4. analyze the role of evidence in making an historical argument.</li> </ul>

### Basic

Students scoring at this level generally exhibit the ability to

— Geography:

- 1. interpret geographical data;
- 2. describe the basic physical structure of the planet; and
- 3. explain the spatial relationships between humans and their environment.

— Civics:

- 1. explain structure and purposes of government;
- 2. describe the foundations of the American political system;
- 3. explain international relationships; and
- 4. discuss the roles of citizens.

— Economies:

- 1. discuss fundamental economic concepts;
- 2. explain decisions made by consumers, businesses, and government; and
- 3. explain U.S. fiscal policy.

— History:

- 1. describe continuity and change;
- 2. describe the significance of people, places, events, ideas, and documents;
- 3. examine relevant experiences from the past to contemporary issues; and
- 4. explain the role of evidence in making an historical argument.

### Approaching Basic

Students scoring at this level generally exhibit the ability to

— Geography:

- 1. identify geographical data;
- 2. recognize the physical structure of the planet; and
- 3. state the spatial relationships between humans and their environment.

— Civics:

- 1. identify the structure and purposes of government;
- 2. recognize the foundations of the American political system;
- 3. identify international relationships; and
- 4. identify the roles of citizens.

— Economies:

- 1. identify fundamental economic concepts;
- 2. identify decisions made by consumers, businesses, and government; and
- 3. identify U.S. fiscal and monetary policies.

— History:

- 1. recognize continuity and change;
- 2. recognize the significance of people, places, events, ideas, and documents;
- 3. identify relevant experiences from the past to describe contemporary issues; and
- 4. recognize the role of evidence in making an historical argument.

### Unsatisfactory

Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Students scoring at this level generally have *not* exhibited the ability to

— Geography:

- 1. identify geographical data;
- 2. recognize the physical structure of the planet; and
- 3. state the spatial relationships between humans and their environment.

— Civics:

- 1. identify the structure and purposes of government;
- 2. recognize the foundations of the American political system;
- 3. identify international relationships; and
- 4. identify the roles of citizens.

— Economies:

- 1. identify fundamental economic concepts;
- 2. identify decisions made by consumers, businesses, and government; and
- 3. identify U.S. fiscal and monetary policies.

— History:

- 1. recognize continuity and change;
- 2. recognize the significance of people, places, events, ideas, and documents;
- 3. identify relevant experiences from the past to describe contemporary issues; and
- 4. recognize the role of evidence in making an historical argument.

AUTHORITY NOTE:— Promulgated in accordance with R.S. 17:24.4 and R.S. 17:391.4(A).

HISTORICAL NOTE:— Promulgated by the Board of Elementary and Secondary Education, LR 31:1550 (July 2005), amended LR 36:975 (May 2010).

## **Subchapter D. GEE Assessment Structure**

### **§6345. Double Jeopardy Rule**

**{Formerly LAC 28:CXI.1345}**

A. If a school administers a GEE test that the student has already passed and the student scores unsatisfactory on the retest, the passing score will be used to determine the student's eligibility for a standard high school diploma.

AUTHORITY NOTE:— Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE:— Promulgated by the Board of Elementary and Secondary Education, LR 31:1554 (July 2005), amended LR 32:237 (February 2006).

### **§6347. First and Second Cohorts**

**{Formerly LAC 28:CXI.1347}**

A. The first cohort comprises students who were first time tenth graders in 2000-2001. First cohort students are required to score approaching basic or above on the GEE English Language Arts test and the GEE Mathematics test to be eligible for a standard high school diploma.

B. The second cohort comprises students who were first time tenth graders in 2001-2002 and all first time tenth graders thereafter. Second cohort students are required to score approaching basic or above on the GEE English Language Arts test and the GEE Mathematics test and to score approaching basic or above on either the GEE Science or Social Studies test to be eligible for a standard high school diploma.

AUTHORITY NOTE:— Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE:— Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1554 (July 2005), amended LR 32:237 (February 2006).

### **§6348. Last Cohorts**

**{Formerly LAC 28:CXI.1348}**

A. First time freshmen in 2009-2010 comprise the last cohort of GEE.

AUTHORITY NOTE:— Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE:— Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 38:35 (January 2012).

## **Chapter 65. Norm-Referenced Tests**

### **§6501. Description**

**{Formerly LAC 28:CXI.1501}**

A. The Louisiana Statewide Norm-Referenced Testing Program (LSNRTP) was established in 1986 as a component of LEAP. The primary goal of the program is to provide parents, students, educators, and policymakers with normative data that may be used for evaluating student, school, and district performance. Test results are used by teachers and administrators to plan instructional programs that enhance educational opportunities for Louisiana students. The LSNRTP ended in 2005 with the last administration of The Iowa Tests.

AUTHORITY NOTE:— Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4.

HISTORICAL NOTE:— Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:238 (February 2006).

## **Chapter 67. Integrated LEAP**

### **Subchapter A. General Provisions**

#### **§6700. Sunset Provision**

**{Formerly LAC 28:CXI.1700}**

A. Beginning academic year 2010-2011, grade 9 iLEAP tests will no longer be administered.

AUTHORITY NOTE:— Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4(F)(2).

HISTORICAL NOTE:— Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:859 (March 2011).

**§6701. Introduction**

**[Formerly LAC 28:CXI.1701]**

A. ~~The iLEAP is a criterion-referenced testing program that is directly aligned with the state content standards. The LEAP measures how well students in grades three, five, six and seven have mastered the state content standards. Test results are reported in terms of achievement levels.~~

~~AUTHORITY NOTE:— Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4(F)(2).~~

~~HISTORICAL NOTE:— Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:238 (February 2006), LR 33:265 (February 2007), LR 39:75 (January 2013), LR 42:226 (February 2016).~~

**Subchapter B. Achievement Levels and Performance Standards**

**§6705. Introduction**

**[Formerly LAC 28:CXI.1705]**

A. ~~On each test (English language arts, math, science, and social studies) student performance will be reported in terms of achievement level. The Louisiana achievement levels are:~~

- ~~1. advanced;~~
- ~~2. mastery;~~
- ~~3. basic;~~
- ~~4. approaching basic; and~~
- ~~5. unsatisfactory.~~

**B. Achievement Levels Definitions**

- ~~1. *Advanced*— a student at this level has demonstrated superior performance beyond the mastery level.~~
- ~~2. *Mastery* (formerly *Proficient*)— a student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.~~
- ~~3. *Basic*— a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.~~
- ~~4. *Approaching Basic*— a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.~~
- ~~5. *Unsatisfactory*— a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.~~

~~AUTHORITY NOTE:— Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4(F)(2).~~

~~HISTORICAL NOTE:— Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:266 (February 2007), amended LR 42:227 (February 2016).~~

**§6707. Performance Standards**

**[Formerly LAC 28:CXI.1707]**

A. ~~iLEAP Achievement Levels and Scaled Score Ranges— Grades 3, 5, 6, and 7~~

Achievement Level	English Language Arts Scaled Score Ranges			
	Grade 3	Grade 5	Grade 6	Grade 7
Advanced	810-850	799-850	790-850	785-850
Mastery	750-809	750-798	750-789	750-784
Basic	725-749	725-749	725-749	725-749
Approaching Basic	700-724	700-724	700-724	700-724
Unsatisfactory	650-699	650-699	650-699	650-699

Achievement Level	Mathematics Scaled Score Ranges			
	Grade 3	Grade 5	Grade 6	Grade 7
Advanced	790-850	790-850	788-850	786-850
Mastery	750-789	750-789	750-787	750-785
Basic	725-749	725-749	725-749	725-749
Approaching Basic	700-724	700-724	700-724	700-724
Unsatisfactory	650-699	650-699	650-699	650-699

Achievement Level	Science Scaled Score Ranges				
	Grade 3	Grade 5	Grade 6	Grade 7	Grade 9
Advanced	382-500	378-500	380-500	388-500	Not Assessed
Mastery	342-381	341-377	343-379	348-387	
Basic	292-341	292-340	295-342	348-387	
Approaching Basic	249-291	248-291	251-294	259-301	
Unsatisfactory	100-248	100-247	100-250	100-258	

Achievement Level	Social Studies Scaled Score Ranges				
	Grade 3	Grade 5	Grade 6	Grade 7	Grade 9
Advanced	396-500	365-500	364-500	372-500	Not Assessed
Mastery	341-395	339-364	338-363	339-371	
Basic	287-340	289-338	292-337	293-338	
Approaching Basic	255-286	257-288	261-291	262-292	
Unsatisfactory	100-254	100-256	100-260	100-261	

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:266 (February 2007), amended LR 42:227 (February 2016).

## Chapter 68. LEAP 2025 Assessments for High School End-of-Course Tests

### Subchapter A. Background

#### §6801. Overview

[Formerly LAC 28:CXL1801]

A. ~~The tests which are both criterion referenced and standards based assessments will be available online to high school students beginning fall 2007. The tests will be phased in over a period of five years beginning with Algebra I. In the first years of administration, policies regarding the use of EOCT results shall be determined by the district's local pupil progression plan.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:214 (February 2009), LR 43:.

### Subchapter BA. General Provisions

#### §6803. Introduction

[Formerly LAC 28:CXL1803]

A. ~~EOCT~~ LEAP 2025 assessments for high school will measure the knowledge and skills a student should have mastered by the end of the course. The results of the LEAP 2025 assessments for high school ~~EOCT~~ will help ensure that all Louisiana students have access to a rigorous curriculum that meets high academic standards.

B. Beginning in 2017-2018, LEAP 2025 assessments for high school ~~EOCT~~ will assess student learning in the high school courses:

1. algebra I;
2. geometry;
3. English II;
4. English III; and
5. biology (beginning Spring 2019); and
6. U.S. history.

NOTE: The U.S. History 4-level end-of-course test will continue to be available in 2017-2018 only to students who are either retesting and are not repeating the course, or graduating in 2017-2018. The biology 4-level end-of-course test will continue to be utilized through spring 2018; beginning in the 2018-2019 school year, student knowledge and skills of state academic standards in biology will be measured by the LEAP 2025 Biology assessment for students who are taking the course and are not graduating in 2018-2019; like US History in 2017-2018, students who are retesting and are not repeating the course, and students graduating in 2018-2019 will be allowed to complete the four-level Biology EOC for one more year. The English III end-of-course exam will continue to be available for students who entered a high school cohort in 2016-2017 or prior.

C. Any student enrolled in and/or receiving credit for an ~~EOCT~~ LEAP 2025 course, regardless of grade inclusive of middle school students taking high school courses for high school credit is required to take the LEAP 2025 high school assessment upon completion of that course.

D. ~~EOCT LEAP 2025 high school assessments~~ will be offered at the end of the fall and spring semesters.

D.1.—D.2. ...

3. Students completing the course at the end of the summer semester shall participate in the summer test regardless of the grade earned during the summer semester.

~~E.—EOC retests will not be offered until 2010-2011.~~

~~E.F.—~~Since these tests are being developed for use in Louisiana schools, any school selected for field tests shall participate in the field tests. ~~In spring, 2012, the U. S. history field tests will be administered.~~

G. ~~Students completing the following courses will take the Algebra I test:~~

- ~~1.—Algebra I: course code 160321;~~
- ~~2.—Algebra I, Part 2: course code 160338;~~
- ~~3.—Integrated Mathematics I: course code 160339;~~
- ~~4.—Algebra I—Middle School: course code 160380.~~
- ~~5.—Applied Algebra: course code 160331.~~

~~D.—EOCT will be offered at the end of the fall, and spring semesters.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:214 (February 2009), LR 36:477 (March 2010), amended LR 38:35 (January 2012), LR 40:2514 (December 2014), LR 43:

**~~§6804. EOCT Development and Implementation Plan~~**  
**~~[Formerly LAC 28:CXL1804]~~**

Course	Test Administration	Year 1 2008– 2009	Year 2 2009– 2010	Year 3 2010– 2011	Year 4 2011–2012	Year 5 2012– 2013
Algebra I	Field Test					
	Operational Test	√	√	√	√	√
English II	Field Test					
	Operational Test	√	√	√	√	√
Geometry	Field Test	√				
	Operational Test		√	√	√	√
Biology	Field Test		√			
	Operational Test			√	√	√
English III	Field Test			√		
	Operational Test				√	√
U.S. History	Field Test				√	
	Operational Test					√

NOTE: The field test in the table is the stand-alone field test for the initial item development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:215 (February 2009), amended LR 38:35 (January 2012), repromulgated LR 39:76 (January 2013).

## Subchapter C. Achievement Levels and Performance Standards

**~~§6811. EOCT LEAP 2025 for High School Achievement Levels~~**  
**~~[Formerly LAC 28:CXL1811]~~**

A.1. The Louisiana ~~EOCT LEAP 2025~~ achievement levels are:

- a. ~~excellent;~~ advanced;
- b. ~~good;~~ mastery;
- c. ~~fair;~~ basic;
- d. ~~needs improvement.~~ approaching basic; and
- e. unsatisfactory.

B. Achievement Level Definitions

1. ~~Excellent~~—a student at this achievement level has demonstrated mastery of course content beyond Good.—~~Advanced (Proficient)~~--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.

2. ~~Good~~—a student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.—~~Mastery (Proficient)~~-- 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.

3. ~~Fair~~—a student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject 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.

4. ~~Needs Improvement~~—a student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject 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.

5. ~~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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:215 (February 2009), LR 43:

**§6813. Performance Standards**

**[Formerly LAC 28:CXL1813]**

A. Performance standards for LEAP 2025 EOCT algebra I, English I, English II, geometry, biology, ~~English III~~, and U.S. history tests are finalized in scaled-score form.

B. ~~EOCT~~ LEAP 2025 Achievement Levels and Scaled-Score Ranges

1. English I Scaled-Score Ranges

English I	
Achievement Level	Scaled-Score Ranges
Advanced	791-850
Mastery	750-790
Basic	725-749
Approaching Basic	700-724
Unsatisfactory	650-699

2. Algebra I Scaled-Score Ranges

Algebra I	
Achievement Level	Scaled-Score Ranges
Excellent Advanced	805-850
Good Mastery	750-804
Fair Basic	725-749
Needs Improvement	700-724
Approaching Basic	
Unsatisfactory	650-699

2.3. English II Scaled-Score Ranges

English II	
Achievement Level	Scaled-Score Ranges
Excellent Advanced	794-850
Good Mastery	750-793
Fair Basic	725-749
Needs Improvement	700-724
Approaching Basic	
Unsatisfactory	650-699

3.4. Geometry Scaled-Score Ranges

Geometry	
Achievement Level	Scaled-Score Ranges
Excellent Advanced	783-850

Geometry	
Achievement Level	Scaled-Score Ranges
Good-Mastery	750-782
Fair-Basic	725-749
Needs Improvement Approaching Basic	700-724
Unsatisfactory	650-699

4.5. Biology Scaled-Score Ranges (will be updated after 2018-2019)

Biology	
Achievement Level	Scaled-Score Ranges
Excellent	740-800
Good	700-739
Fair	661-699
Needs Improvement	600-660

5. English III Scaled-Score Ranges

English III	
Achievement Level	Scaled-Score Ranges
Excellent-Advanced	791-850
Good-Mastery	750-790
Fair-Basic	725-749
Needs Improvement Approaching Basic	700-724
Unsatisfactory	650-699

6. U.S. History (will be updated in 2017-2018)

U.S. History	
Achievement Level	Scaled-Score Ranges
Excellent	748-800
Good	700-747
Fair	665-699
Needs Improvement	600-664

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:215 (February 2009s), amended LR 36:478 (March 2010), LR 37:820 (March 2011), repromulgated LR 37:1123 (April 2011), amended LR 38:35 (January 2012), LR 39:76 (January 2013), LR 39:2444 (September 2013), LR 43:.

## Subchapter D. EOCT LEAP 2025 for High School Administrative Rules

### §6819. Double Jeopardy Rule

[Formerly LAC 28:CXL1819]

A. If a school administers an EOC or LEAP 2025 tests that the student has already passed and the student scores needs improvement on the retest, the passing score will be used to determine the student's eligibility for a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:977 (May 2010), LR 43:.

### §6821. First High School Test Cohorts

[Formerly LAC 28:CXL1821]

A. ~~The first cohort comprises s~~Students who were first-time ninth graders entered traditional grade 9 in 2010–2011 through 2016-2017 and all first-time ninth graders thereafter. First cohort students are required to score Level 2 (Approaching Basic/Fair) or above on EOC English II or English III, Algebra I or Geometry, and Biology or U.S. history to be eligible for a standard high school diploma.

B. Students who enter traditional grade 9 during or after 2017-2018 are required to score Level 2 (Approaching Basic/Fair) or above on English I or English II, Algebra I or Geometry, and Biology or U.S. History to be eligible for a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:977 (May 2010), amended LR 38:36 (January 2012), LR 43:.

**§6825. ~~EOC LEAP 2025~~ for High School Administration Rules**  
**[Formerly LAC 28:CXI.1825]**

A. Students enrolled in EOC or LEAP 2025 courses shall take the EOC or LEAP 2025 test for that course at the conclusion of the course.

B. ...

C. There is no ending age limit for students to retest in EOC or LEAP 2025, nor is there a limit on the number of times the student may retake the test. Students who no longer reside in the school district where he/she completed Carnegie units may test in the current school district of residence. The DTC shall forward the passing test scores to the high school where the Carnegie units reside.

D. If a student was issued a GED diploma and subsequently meets the requirements for the EOC or LEAP 2025, the student may surrender the GED diploma and be issued a standard high school diploma.

E. ...

F. Students who wish to retest for the Louisiana high school diploma endorsements may retest during the fall, spring, or summer retest administration only one time for each EOC test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:977 (May 2010), amended LR 39:77 (January 2013), LR 43:.

**§6827. ~~EOC LEAP 2025~~ Retest Administration**  
**[Formerly LAC 28:CXI.1827]**

A. Students who did not score ~~Fair~~ Approaching Basic or above on an ~~EOC LEAP 2025~~ test may retest in the next ~~EOC LEAP 2025~~ administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:978 (May 2010), LR 43:.

**§6829. ~~EOC LEAP 2025~~ Transfer Rules**  
**[Formerly LAC 28:CXI.1829]**

A. The following rules apply for transfer students who are Louisiana residents transferring into the Louisiana public school district from out-of-state schools, nonpublic schools, or approved home study programs.

1. A transfer student is not required to take the ~~EOC LEAP 2025~~ tests for courses he/she already successfully completed for Carnegie credit.

2. A transfer student shall be required to take the ~~EOC LEAP 2025~~ test for courses he/she previously took but did not pass.

3. A transfer student may choose to take an ~~EOC LEAP 2025~~ test for a course he/she already successfully completed if he/she scored *Needs Improvement* on an ~~EOC LEAP 2025~~ test in another course and the student must pass the ~~EOC LEAP 2025~~ test for one of the ~~EOC LEAP 2025~~ pairs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:978 (May 2010), amended LR 37:820 (March 2011), LR 43:.

**~~§6831. College and Career Diploma~~**  
**~~[Formerly LAC 28:CXI.1831]~~**

~~A. Refer to *Bulletin 741: Louisiana's Handbook for School Administrators*.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:821 (March 2011).~~

# Chapter 69. LEAP Connect Alternate Assessment, Level 1

## Subchapter A. Background

### ~~§6900. Sunset Provision~~

~~[Formerly LAC 28:CXL1900]~~

~~A. Beginning academic year 2010-2011, grade 9 LAA 1 tests will no longer be administered.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(3) and R.S. 17:183.1-17:183.3.~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:821 (March 2011).~~

### §6901. Overview

[Formerly LAC 28:CXL1901]

A. The LEAP Connect Alternate Assessment, Level 1 (LAA 1), is a specially designed assessment program that evaluates students with the most significant cognitive disabilities. ~~LAA 1 LEAP Connect~~ represents an assessment of ~~extended connector~~ standards relative to the general education components of the ~~LEAP 2025 Louisiana state assessment program (i.e., LEAP, iLEAP, and GEE)~~. As such, it meets ~~NCLB ESSA~~ requirements to assess students with the most significant cognitive disabilities in the state (~~sometimes called "1 percent" students~~), with its results contributing to school, district, and state accountability decisions.

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(3) and R.S. 17:183.1-17:183.3.~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:239 (February 2006), LR 33:425 (March 2007), LR 35:208 (February 2009), LR 43:.~~

## Subchapter B. General Provisions

### §6903. Introduction

[Formerly LAC 28:CXL1903]

A. The ~~LAA 1 LEAP 2025 Connect~~ is an ~~performance-based student~~ assessment that evaluates each ~~eligible~~ student's knowledge and skills in ~~targeted areas, the Louisiana content standards using extended standards (ES)~~. It is administered one-on-one and consists of items written at four levels of complexity to represent different levels of achievement by students.

1. ~~LAA 1 correlates to the ESs that are extensions of the state academic content standards. The LEAP Connect is aligned to the Louisiana Connectors (LCs), which represent developmentally-appropriate content benchmarks that provide pathways toward achieving Louisiana Student Standards across all grade levels in English language arts and mathematics for students with significant cognitive disabilities.~~

2. The ~~ESs~~ LCs capture the essence of the content standards and provide a way for students with significant cognitive disabilities to access the general education curriculum.

B. ~~Three~~ Four levels of academic complexity related to each ~~ES~~ LC provide instructional access for students with varying academic abilities.

1. ~~The ESs are organized in four grade spans that represent the core academic content considered appropriate for students taking LAA 1 at each grade span:~~

~~a. grades 3-4;~~

~~b. grades 5-6;~~

~~c. grades 7-8; and~~

~~d. grades 9-11.~~

C. Definitions

~~*Alternate Assessment*—a substitute approach used in gathering information on the performance of students who do not participate in typical state assessments. (from Alternate Assessment Resource Matrix [CCSSO, SCASS-ASES, 1999].)~~

~~*Content Standards*—broad statements of what students should know and be able to do.~~

~~*Connector Standards*—represent the most salient grade-level, core academic content that students with significant cognitive disabilities must master in order to be prepared for a successful life after high school.~~

~~*Benchmarks*—define the standards more specifically.~~

~~*GLEs*—state what all students should know and be able to do at the end of a given grade level.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(3) and R.S. 17:183.1-17:183.3.~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Office of Student and School Performance, LR 33:425 (March 2007), amended LR 35:208 (February 2009), LR 43:.~~

## Subchapter E. Alternate Achievement Levels and Performance Standards

### §6911. ~~LAA1 LEAP Connect~~ Achievement Levels [Formerly LAC 28:CXI.1911]

A.1. The ~~Louisiana LAA1 LEAP Connect~~ alternate achievement levels are Levels 1-4.

- a. ~~exceeds standard;~~
- b. ~~meets standard; and~~
- c. ~~working toward standard.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(3) and R.S. 17:183.1-17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Office of Student and School Performance LR 33:426 (March 2007), amended LR 35:209 (February 2009), LR 43.

### §6913. Performance Standards [Formerly LAC 28:CXI.1913]

A. Performance standards for ~~LAA1 LEAP Connect~~ English Language Arts, Mathematics, and LAA1 Science ~~and Science~~ tests are finalized in scaled-score form.

B. LEAP Connect and LAA 1 Alternate Achievement Levels and Scaled-Score Growth Ranges

1. English Language Arts and Mathematics Scaled-Score Ranges ~~LEAP Connect English Arts and Mathematics Scaled Score Ranges~~

English Language Arts Scaled-Score Ranges				
Achievement Level	Grade Span 3-4	Grade Span 5-6	Grade Span 7-8	Grade Span 9-10
Exceeds Standard	840-900	840-900	848-900	845-900
Meets Standard	810-839	810-839	810-847	810-844
Working Toward Standard	700-809	700-809	700-809	700-809

Mathematics Scaled-Score Ranges				
Achievement Level	Grade Span 3-4	Grade Span 5-6	Grade Span 7-8	Grade Span 9-10
Exceeds Standard	845-900	843-900	846-900	840-900
Meets Standard	810-844	810-842	810-845	810-839
Working Toward Standard	700-809	700-809	700-809	700-809

ELA Scaled-Score Ranges (will be updated 2017-2018)
Mathematics Scaled-Score Ranges (will be updated 2017-2018)

B.2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(3) and R.S. 17:183.1-17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Office of Student and School Performance, LR 33:426 (March 2007), amended LR 35:209 (February 2009), LR 43.

## ~~Chapter 70. LEAP Alternate Assessment, Level 2~~

### ~~Subchapter A. Background~~

#### ~~§7000. Sunset Provision~~ ~~[Formerly LAC 28:CXI.2000]~~

A. ~~Beginning academic year 2010-2011, grade 9 LAA 2 tests will no longer be administered.~~

~~B.—Beginning with the academic year 2014-2015, the LAA 2 will no longer be administered in grades 4 through 8. Students who have entered a high school cohort prior to the 2014-2015 academic year may participate in the high school LAA 2 assessments for graduation purposes.~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:24.4(F)(3) and R.S. 17:183.1-17:183.3.~~

~~HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:821 (March 2011); amended LR 40:2514 (December 2014).~~

#### ~~§7001.—Introduction~~

~~[Formerly LAC 28:CXI.2001]~~

~~A.—LEAP Alternate Assessment, Level 2 (LAA 2) is a criterion referenced assessment, which is based on modified academic achievement standards, that allows students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning. All content in LAA 2 was derived from the existing LEAP/GEE assessments, and all items selected were subjected to the complete process of reviews and checks to determine appropriateness and eligibility for potential use in LAA 2. The achievement levels are aligned with the *Approaching Basic* and *Basic* achievement levels of LEAP/GEE.~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:24.4(F)(3) and R.S. 17:183.1-17:183.3.~~

~~HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 32:239 (February 2006); amended LR 33:269 (February 2007); LR 40:2514 (December 2014).~~

## ~~Subchapter B. Achievement Levels and Performance Standards~~

#### ~~§7005.—Achievement Levels~~

~~[Formerly LAC 28:CXI.2005]~~

~~A.1.—The Louisiana achievement levels are:~~

- ~~a.—basic (meeting the standard);~~
- ~~b.—approaching basic (approaching the standard); and~~
- ~~c.—foundational;~~
- ~~d.—pre-foundational.~~

~~B.—Achievement Level Definitions~~

~~*Approaching Basic*—a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.~~

~~*Basic*—a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.~~

~~*Foundational*—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade level curriculum.~~

~~*Pre-Foundational*—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:24.4(F)(1) and (C).~~

~~HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:270 (February 2007).~~

#### ~~§7007.—Performance Standards~~

~~[Formerly LAC 28:CXI.2007]~~

~~A.—Performance standards for LAA 2 English Language Arts, Mathematics, Science, and Social Studies tests are finalized in sealed score form.~~

~~B.—The sealed score range of the approaching basic achievement level is exactly the same scale score range as with LEAP/GEE.~~

~~C.—The beginning score for the basic achievement level is also exactly the same as with LEAP/GEE.~~

~~D.—The top end of the basic achievement level was truncated at a scale score of 340 in all cases because the LAA 2 assessment was not designed to accurately assess students who may be emerging into the mastery achievement level.~~

#### ~~LAA 2 Achievement Levels and Sealed Score Ranges~~

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 4			
Basic	301-340	315-340	306-340	301-340
Approaching Basic	263-300	282-314	263-305	272-300
Foundational	227-262	248-281	224-262	250-271
Pre-Foundational	100-226	100-247	100-223	100-249

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 5			
Basic	286-340	282-340		
Approaching Basic	247-285	250-281		
Foundational	213-246	215-249		
Pre-Foundational	100-212	100-214		

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 6			
Basic	280-340	281-340		
Approaching Basic	239-279	248-280		
Foundational	177-238	201-247		
Pre-Foundational	100-176	100-200		

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 7			
Basic	286-340	292-340		
Approaching Basic	236-285	255-291		
Foundational	185-235	220-254		
Pre-Foundational	100-184	100-219		

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 8			
Basic	315-340	321-340	305-340	297-340
Approaching Basic	269-314	296-320	267-304	263-296
Foundational	223-268	263-295	222-266	237-262
Pre-Foundational	100-222	100-262	100-221	100-236

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 9			
Basic	291-340	293-340		
Approaching Basic	219-290	263-292		
Foundational	121-218	221-262		
Pre-Foundational	100-120	100-220		

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 10		Grade 11	
Basic	299-340	305-340	301-340	297-340
Approaching Basic	270-298	286-304	267-300	275-296
Foundational	221-269	241-285	214-266	241-274
Pre-Foundational	100-220	100-240	100-213	100-240

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Office of Student and School Performance, LR 33:270 (February 2007), amended LR 33:2350 (November 2007), LR 34:2553 (December 2008), repromulgated LR 35:57 (January 2009).

## **Subchapter C. Achievement Level Descriptors**

### **§7009. Introduction**

**[Formerly LAC 28:CXI.2009]**

A. Achievement level descriptors for Louisiana assessments were developed by committees composed of Louisiana educators who represented the subjects and grades assessed. The descriptors define what a student should know and be able to do at each achievement level for each subject assessed at a given grade level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(B).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:271 (February 2007).

### **§7017. Grade 10 Achievement Level Descriptors**

**[Formerly LAC 28:CXI.2017]**

A. Grade 10 English Language Arts Achievement Level Descriptors

<b>Basic</b>
<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>— Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> <li>— 1. demonstrate overall understanding of what they read and make some interpretations;</li> <li>— 2. identify elements of text and an author's style;</li> <li>— 3. extend ideas in text by making simple inferences and some connections to personal experiences;</li> <li>— 4. research a topic by selecting and using information in various sources;</li> <li>— 5. demonstrate some evidence of critical, analytical, and/or creative thinking in response to a writing task;</li> <li>— 6. develop a response with a central idea, evidence of some observable organization, and elaboration with some supporting details;</li> <li>— 7. demonstrate audience awareness through a sense of personal style or voice and some variety in vocabulary and sentence structure; and</li> <li>— 8. demonstrate some command of spelling, grammar, punctuation, and capitalization.</li> </ol>
<b>Approaching Basic</b>
<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>— Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> <li>— 1. demonstrate partial understanding of what they read;</li> <li>— 2. identify some elements of text and an author's purpose;</li> <li>— 3. make simple or broad connections between text and personal experiences;</li> <li>— 4. research a topic by locating information in commonly used sources;</li> <li>— 5. demonstrate a partial response to a writing task;</li> <li>— 6. develop a response with a weak central idea, some evidence of organization, and minimal elaboration or supporting details;</li> <li>— 7. demonstrate limited audience awareness through use of weak personal style or voice, simple or inappropriate vocabulary, and simple sentences; and</li> <li>— 8. demonstrate limited command of spelling, grammar, punctuation, and capitalization.</li> </ol>

<b>Foundational</b>
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> <li>1. demonstrate a minimal understanding of what they read;</li> <li>2. identify few elements of text and an author's purpose;</li> <li>3. make minimal connections between text and personal experiences;</li> <li>4. research a topic by locating minimal information in commonly used sources;</li> <li>5. demonstrate a minimal response to a writing task;</li> <li>6. develop a response with a weak or unfocused idea, attempted organization, and little or irrelevant support;</li> <li>7. demonstrate minimal audience awareness through use of weak personal style or voice, simple or inappropriate vocabulary, and simple sentences; and</li> <li>8. demonstrate minimal command of spelling, grammar, punctuation, and capitalization.</li> </ol>
<b>Pre-Foundational</b>
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level <i>need to develop</i> the ability to:</p> <ol style="list-style-type: none"> <li>1. understand what they read;</li> <li>2. make at least minimal connections between text and personal experiences;</li> <li>3. make minimal connections between text and personal experiences;</li> <li>4. locate information within commonly used sources;</li> <li>5. develop a response to a writing task using a general focus, attempted organization, and minimal support;</li> <li>6. demonstrate at least minimal audience awareness through use of simple vocabulary and simple sentences; and</li> <li>7. demonstrate at least minimal command of spelling, grammar, punctuation, and capitalization.</li> </ol>

## B. Grade 10 Mathematics Achievement Level Descriptors

<b>Basic</b>
<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> <li>1. use estimation to verify solutions and determine the reasonableness of results as applied to routine real-world problems;</li> <li>2. use algebraic and geometric reasoning strategies to solve problems;</li> <li>3. recognize relationships presented in verbal, algebraic, tabular, and graphical forms;</li> <li>4. demonstrate knowledge of geometric relationships and corresponding measurement skills;</li> <li>5. apply statistical reasoning in the organization and display of data and in reading tables and graphs;</li> <li>6. generalize from patterns and examples in the areas of algebra, geometry, and statistics;</li> <li>7. use correct mathematical language and symbols to communicate mathematical relationships and reasoning processes; and</li> <li>8. use calculators appropriately to solve problems.</li> </ol>
<b>Approaching Basic</b>
<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> <li>1. use estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems;</li> <li>2. show limited use of fundamental algebraic, geometric, and statistical reasoning in problem solving;</li> <li>3. interpret data presented in various forms;</li> <li>4. show limited skills in communicating mathematically; and</li> <li>5. demonstrate limited application of conceptually knowledge.</li> </ol>

<b>Foundational</b>
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>— Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> <li>— 1. use some estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems;</li> <li>— 2. show minimal knowledge of fundamental algebraic, geometric, and statistical reasoning in problem-solving;</li> <li>— 3. interpret data presented in limited forms;</li> <li>— 4. show minimal skills in communicating mathematically; and</li> <li>— 5. demonstrate minimal or inappropriate application of conceptual knowledge.</li> </ol>
<b>Pre-Foundational</b>
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>— Students scoring at this level need to develop the ability to:</p> <ol style="list-style-type: none"> <li>— 1. use some estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems;</li> <li>— 2. show minimal knowledge of fundamental algebraic, geometric, and statistical reasoning in problem-solving;</li> <li>— 3. interpret data presented in limited forms;</li> <li>— 4. show minimal skills in communicating mathematically; and</li> <li>— 5. demonstrate minimal application of conceptual knowledge.</li> </ol>

**AUTHORITY NOTE:**—Promulgated in accordance with R.S. 17:391.4(A).

**HISTORICAL NOTE:**—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:273 (February 2007), amended by the Board of Elementary and Secondary Education, LR 33:2040 (October 2007), LR 36:980 (May 2010).

**§7019. Grade 11 Achievement Level Descriptors**  
**[Formerly LAC 28:CXI.2019]**

**A. Grade 11 Science Achievement Level Descriptors**

<b>Basic</b>
<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>— Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> <li>— 1. formulate valid hypotheses;</li> <li>— 2. design a simple experiment;</li> <li>— 3. draw appropriate conclusions;</li> <li>— 4. develop inferences from experimentation and apply that information to new situations;</li> <li>— 5. distinguish scientific principles from pseudoscience; and</li> <li>— 6. apply scientific principles to their everyday life.</li> </ol> <p>With inquiry as the core, students at the Basic level begin to identify unifying concepts and processes among the science disciplines—physical, life, earth/space, and the environmental sciences.</p>
<b>Approaching Basic</b>
<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>— Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> <li>— 1. know and understand fundamental science facts and concepts concerning the world; and</li> <li>— 2. make observations, form a reasonable hypothesis, identify variables, interpret data, and draw conclusions.</li> </ol> <p>These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.</p>
<b>Foundational</b>
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>— Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> <li>— 1. demonstrate limited knowledge and understanding of fundamental science facts and concepts concerning the world; and</li> <li>— 2. make simple observations, attempt to form a hypothesis, identify a limited number and type of variables, minimally</li> </ol>

<p>interpret data, and draw conclusions that may be inappropriate or inaccurate.</p> <p>These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.</p>
<b>Pre-Foundational</b>
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>—Students scoring at this level need to develop the ability to:</p> <ol style="list-style-type: none"> <li>— 1. demonstrate knowledge and understanding of fundamental science facts and concepts concerning the world with minimal accuracy or consistency; and</li> <li>— 2. make simple observations; attempt to form a hypothesis; identify a limited number and type of variables; minimally interpret data, and draw conclusions.</li> </ol> <p>These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.</p>

**B. Grade 11 Social Studies Achievement Level Descriptors**

<b>Basic</b>
<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>—Students scoring at this level generally exhibit the ability to do the following:</p> <ol style="list-style-type: none"> <li>— 1. Geography: interpret geographical data; describe the basic physical structure of the planet, and explain the spatial relationships between humans and their environment.</li> <li>— 2. Civics: explain structure and purposes of government; describe the foundations of the American political system; explain international relationships; and describe the roles of citizen.</li> <li>— 3. Economics: describe fundamental economic concepts; explain decisions made by consumers, businesses, and government; and explain U.S. fiscal policy.</li> <li>— 4. History: describe continuity and change; describe the significance of people, places, events, ideas, and documents; and examine relevant experiences from the past to describe contemporary issues.</li> </ol>
<b>Approaching Basic</b>
<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>—Students scoring at this level generally exhibit the ability to do the following:</p> <ol style="list-style-type: none"> <li>— 1. Geography: identify geographical data; recognize the physical structure of the planet, and state the spatial relationships between humans and their environment.</li> <li>— 2. Civics: identify the structure and purposes of government; recognize the foundations of the American political system; identify international relationships; and identify the roles of citizen.</li> <li>— 3. Economics: identify fundamental economic concepts; identify decisions made by consumers, businesses, and government; and identify U.S. fiscal and monetary policies.</li> <li>— 4. History: recognize continuity and change; recognize the significance of people, places, events, ideas, and documents; and identify relevant experiences from the past to describe contemporary issues.</li> </ol>

<b>Foundational</b>
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>— Students scoring at this level generally exhibit the ability to do the following:</p> <ol style="list-style-type: none"> <li>— 1. Geography: identify limited geographical data, recognize a limited number of physical structures of the planet, and state a limited number of spatial relationships between humans and their environment.</li> <li>— 2. Civics: demonstrate limited knowledge about the structure and purposes of government, demonstrate a limited understanding or recognition of the foundations of the American political system, identify a few international relationships, and identify the role of citizens with only some consistency.</li> <li>— 3. Economics: demonstrate limited knowledge or understanding of fundamental economic concepts, identify a limited number and type of decisions made by consumers, businesses, and government; and show minimal understanding of U.S. fiscal and monetary policies.</li> <li>— 4. History: demonstrate limited recognition of continuity and change, recognize the significance of a limited number of people, places, events, ideas and documents, and identify a limited number of relevant experiences from the past to describe contemporary issues.</li> </ol>
<b>Pre-Foundational</b>
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>— Students scoring at this level need to develop the ability to do the following:</p> <ol style="list-style-type: none"> <li>— 1. Geography: identify geographical data, recognize physical structures of the planet, and state the spatial relationships between humans and their environment.</li> <li>— 2. Civics: demonstrate knowledge about the structure and purposes of government, demonstrate an understanding or recognition of the foundations of the American political system, identify international relationships, and identify the role of citizens.</li> <li>— 3. Economics: demonstrate knowledge or understanding of fundamental economic concepts, identify types of decisions made by consumers, businesses, and government, and show understanding of U.S. fiscal and monetary policies.</li> <li>— 4. History: demonstrate recognition of continuity and change, recognize the significance of people, places, events, ideas, and documents, and identify relevant experiences from the past to describe contemporary issues.</li> </ol>

**AUTHORITY NOTE:**— Promulgated in accordance with R.S. 17:391.4(A).

**HISTORICAL NOTE:**— Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:274 (February 2007), amended by the Board of Elementary and Secondary Education, LR 33:2041 (October 2007), LR 36:981 (May 2010).

## **Subchapter D. LAA 2 Assessment Structure**

### **§7021. Content Standards**

**{Formerly LAC 28:CXI.2021}**

Editor's Note: This Section has been moved from §2019.

**A.** The LAA 2 tests measure knowledge and skills deemed necessary for students to become good scholars and productive citizens. This knowledge and these skills are reflected in the content standards that were approved in August 2005 by the SBESE.

**B.** The LAA 2 is based on academic content standards. Modifications in the test and item format allow students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning.

**C.** The LAA 2 assessments consist of fewer items than LEAP and GEE.

**AUTHORITY NOTE:**— Promulgated in accordance with R.S. 17:24.4 (F)(3) and R.S. 17:183.1-17:183.3.

**HISTORICAL NOTE:**— Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:275 (February 2007), amended LR 33:2042 (October 2007).

**~~§7023. English Language Arts Tests Structure~~**  
**~~[Formerly LAC 28:CXI.2023]~~**

Editor's Note: This Section has been moved from §2021.

~~A. The English Language Arts tests have four sessions or subtests:~~

~~1. Writing. The Writing session requires students to produce a composition in response to a prompt. The writing session measures key aspects of English Language Arts Standards 2 and 3.~~

~~a. Standard 2. Students write competently for a variety of purposes and audiences.~~

~~b. Standard 3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.~~

~~2. Reading and Responding. The Reading and Responding session includes two short reading passages (fiction, nonfiction, no poetry), four multiple choice and one short answer item for each passage. Questions in this session measure key aspects of English Language Arts standards 1, 6, and 7.~~

~~a. Standard 1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.~~

~~b. Standard 6. Students read, analyze, and respond to literature as a record of life experiences.~~

~~c. Standard 7. Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.~~

~~3. Using Information Resources. The Using Information Resources session requires students to complete a specified task designed to measure standard 5.~~

~~a. Standard 5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge. Test items appear next to the resource needed to locate each answer. This session includes five multiple choice items and one short answer item.~~

~~4. Proofreading. The Proofreading session requires students to identify mistakes in grammar, usage, and mechanics. The session consists of eight multiple choice items formatted with a sentence as the stem followed by four answer choices. Questions in this session measure key aspects of English Language Arts standard 3.~~

~~a. Standard 3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(A)(1)(2).~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:275 (February 2007), amended LR 33:2042 (October 2007).~~

**~~§7025. Mathematics Test Structure~~**  
**~~[Formerly LAC 28:CXI.2025]~~**

Editor's Note: This Section has been moved from §2023.

~~A. The Mathematics test consists of three sessions:~~

~~1. two multiple choice sessions; and~~

~~2. one constructed response session.~~

~~B. The Mathematics test assesses the following strands:~~

~~1. Strand N: Number and Number Relations~~

~~a. Standard. In problem solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.~~

~~2. Strand A: Algebra~~

~~a. Standard. In problem solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real world situations.~~

~~3. Strand M: Measurement~~

~~a. Standard. In problem solving investigations, students demonstrate an understanding of the concepts, processes, and real life applications of measurement.~~

~~4. Strand G: Geometry~~

a.—Standard. In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

5.—Strand D: Data Analysis, Probability, and Discrete Math

a.—Standard. In problem-solving investigations, students discover trends, formulate conjectures, regarding cause and effect relationships, and demonstrate critical thinking skills in order to make informed decisions.

6.—Strand P: Patterns, Relations, and Functions

a.—Standard. In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:24.4(A)(1)(2).

HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:275 (February 2007), amended LR 33:2042 (October 2007).

**§7027. Science Tests Structure**

**[Formerly LAC 28:CXI.2027]**

Editor's Note: This Section has been moved from §2025.

A.—The Science tests consist of two sessions.

1.—Session 1 uses a multiple-choice test items for grade 11 to assess concepts and skills in all five strands of science.

2.—Session 2 consists of two short-answer questions that assess two of the four science content strands: Physical Science, Life Science, Earth and Space Science, and Science and the Environment. These questions allow students to reflect on an idea, demonstrate their understanding of concepts and processes of science, make meaning of a given set of data, or critique the information. The wording of the questions is direct and specific, and the questions focus on the quality of the students' knowledge.

B.—The Science tests assess the following science strands.

1.—Strand: Science as Inquiry

a.—Standard. Students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

2.—Strand: Physical Science

a.—Standard. Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

3.—Strand: Life Science

a.—Standard. Students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

4.—Strand: Earth and Space Science

a.—Standard. Students will develop an understanding of the properties of earth materials, the structure of Earth's system, Earth's history, and Earth's place in the universe.

5.—Strand: Science and the Environment

a.—Standard. In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:24(A)(1)(2).

HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:276 (February 2007), amended LR 33:2043 (October 2007).

**§7029. Social Studies Tests Structure**

**[Formerly LAC 28:CXI.2029]**

Editor's Note: This Section has been moved from §2027.

A.—The Social Studies tests consist of two sessions.

1.—Session 1 consists of 32 multiple-choice test items for grade 11 that assess knowledge, conceptual understanding, and application of skills in all four social studies strands (i.e., Geography, Civics, Economics, and History). Items in Session 1 are intermingled across strands.

2. ~~Session 2 consists of 2 open-ended questions calling for a constructed response and requiring higher-order thinking in a social studies context (e.g., grasping a concept, analyzing information, evaluating a principle, or applying a skill). Students may be required to construct or interpret a chart, graph, map, timeline, or other graphic representation; to supply a short written answer; or to produce a short writing in response to a social studies issue or problem. Each of the constructed response items represents one of the four social studies strands. Each task in part B is scored on a 0 to 2 point scale.~~

~~B. The four social studies strands assessed are:~~

~~1. Strand G—Geography: Physical and Cultural Systems~~

~~a. Standard. Students develop a spatial understanding of Earth's surface and the processes that shape it, the connection between people and places, and the relationship between man and his environment.~~

~~2. Strand C—Civics: Citizenship and Government~~

~~a. Standard. Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.~~

~~3. Strand E—Economics: Interdependence and Decision Making~~

~~a. Standard. Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.~~

~~4. Strand H—History: Time, Continuity, and Change~~

~~a. Standard. Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:24.4(A)(1)(2)~~

~~HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR~~

#### ~~§7031. Double Jeopardy Rule~~

~~{Formerly LAC 28:CXI.2031}~~

~~A. If a school administers a LAA 2 test that the student has already passed and the student scores below approaching basic on the retest, the passing score will be used to determine the student's eligibility for a standard high school diploma.~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:391.4(A).~~

~~HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:981 (May 2010).~~

#### ~~§7033. Rescores~~

~~{Formerly LAC 28:CXI.2033}~~

~~A. The district test coordinator must file a request with the scoring contractor within 20 working days from the date the school district receives the individual student scores. All requests must be made on or before the deadline date identified by the testing contractor and the LDE. Requests received after the deadline will not be honored.~~

~~B. Only rescores of tests from the most recent administration may be requested.~~

~~C. All requests for rescoring require a fee, which is established by and paid to the scoring contractor.~~

~~D. Students may request a rescore of their LAA 2 tests at specified achievement levels and scaled score ranges. If the following criteria are met, the rescore will be expedited:~~

~~1. English Language Arts and Mathematics. The test has a scaled score 10 points below the Approaching Basic achievement level.~~

~~2. Science and Social Studies. The test has a scaled score 10 points below the Approaching Basic achievement level.~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:391.4(A).~~

~~HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:981 (May 2010).~~

#### ~~§7035. LAA 2 High School Assessment Administration Rules~~

~~{Formerly LAC 28:CXI.2035}~~

~~A. The LAA 2 high school assessments shall only be available for students entering a high school cohort prior to the 2014-2015 school year. Students who are transferring into a Louisiana public school district from an out-of-state school, nonpublic school, or approved home study program who meet LAA 2 Participation Criteria may participate in the LAA 2 high school assessments if they entered the ninth grade in 2013-2014 or prior.~~

~~B. Students shall take the Algebra I or Geometry EOCT to be eligible for the LAA 2 mathematics exam, the English II or English III EOCT to be eligible for the LAA 2 English Language Arts exam, the Biology EOCT for the LAA 2 Science exam, and the U.S. History EOCT for the LAA 2 Social Studies exam.~~

~~C. If a district holds “graduation” prior to the release of spring test scores, the LEA must have in place a policy for graduation without the test scores.~~

~~D. There is no ending age limit for students to retest in LAA 2, nor is there a limit on the number of times the student may retake the test. Students who no longer reside in the school district where he/she completed Carnegie units may test in the current school district of residence. The DTC shall forward the passing test scores to the high school where the Carnegie units reside.~~

~~E. If a student was issued a GED diploma and subsequently meets the requirements of the LAA 2, the student may surrender the GED diploma and be issued a standard high school diploma.~~

~~F. When administrative errors are made in testing, the state superintendent of education may determine how to remedy the error.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:981 (May 2010), amended LR 40:2514 (December 2014).~~

~~**§7037. Summer Retest Administration**  
**[Formerly LAC 28:CXI.2037]**~~

~~A. Students who were enrolled in grades 10, 11, or 12 during the spring test administration and did not score approaching basic in the required LAA 2 tests are eligible for the summer retest administration.~~

~~B. Students who were enrolled in grades 10, 11, or 12 in public schools during the spring test administration but who were absent during testing are eligible for the summer retest administration.~~

~~C. Students who enrolled in and attended grades 10, 11, or 12 after the spring test administration and before the close of the regular academic year are eligible for the summer retest administration.~~

~~D. Students who enroll in grades 10, 11, or 12 after the close of the regular academic year but did not attend public schools during the academic year are not eligible for the summer retest administration. They must test during the fall retest administration.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:982 (May 2010), amended LR 40:2515 (December 2014).~~

~~**§7041. Student Membership Determination**  
**[Formerly LAC 28:CXI.2041]**~~

~~A. Student membership is determined when a student in school is identified with the following minimum required identification elements:~~

- ~~1. state identification number;~~
- ~~2. full legal name;~~
- ~~3. date of birth;~~
- ~~4. sex;~~
- ~~5. race;~~
- ~~6. district and school code;~~
- ~~7. entry date; and~~
- ~~8. grade placement.~~

~~(Adapted from Section 10, page 10.1, Student Information System User’s Guide, LDE.)~~

~~B. A student must be in membership in a Louisiana public school(s) for 160 days per year or 80 days per semester in order to be eligible to receive grades~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:983 (May 2010).~~

## **Chapter 71. National Assessment of Educational Progress**

~~**§7101. General Provisions**  
**[Formerly LAC 28:CXI.2101]**~~

~~A. NAEP, also known as the "Nation's Report Card," reports its results from jurisdictions around the country. NAEP uses a random stratified sample to select school districts, schools within those districts, and students within those schools. The testing window for NAEP is January through March.~~

B. ...

C. The NAEP test contractor handles all aspects of NAEP testing including distribution and collection of all test materials. ~~The testing process involves about 60 minutes of assessment in one subject (mathematics, science, or reading).~~ Results are reported within six months.

D. Participation in NAEP

1. In 1990, the NAEP assessments became a part of the LEAP, with state statute R.S. 17:24.4, making participation in NAEP mandatory for Louisiana schools. Additionally, the ~~NCLB Act~~ Every Student Succeeds Act (ESSA) mandates schools' participation. Participation in NAEP is a requirement for states and school districts receiving Title I grants.

D.2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005), LR 43:

## Chapter 72. ACT Program

### ~~§7203. EXPLORE~~

~~[Formerly LAC 28:CXI.2203]~~

~~A. Designed to help 8th and 9th graders explore a broad range of options for their future, EXPLORE is a curriculum-based educational and career planning program that measures achievement in English, math, reading, and science. As an early indicator of college readiness, EXPLORE gives educators the means to structure high school planning and career exploration for students and parents.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 39:77 (January 2013).~~

### ~~§7205. PLAN~~

~~[Formerly LAC 28:CXI.2205]~~

~~A. PLAN helps 10th graders build a solid foundation for future academic and career success. PLAN is a curriculum-based educational and career planning program that measures achievement in English, math, reading, and science. PLAN is designed to help 10th graders build rigorous high school course plans and identify areas of academic need so they can stay on track for college and work success.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 39:77 (January 2013).~~

### §7209. WorkKeys

[Formerly LAC 28:CXI.2209]

A. The ACT WorkKeys assessment for 11th grade students in the Jump Start program assesses the academic and career skills that are needed to be successful in the workplace. It assists in identifying educational pathways that can further develop the proficiencies that are critical to job success. WorkKeys matches student skills to job profiles in order to support students in developing successful career pathways.

1. Students shall be subject to a 30-day wait period before retesting on WorkKeys assessments, during which time LEAs shall provide remediation.

2. District must provide student results for all WorkKeys tests taken by every student every year, as outlined by DOE, to ensure all results are considered.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 40:1320 (July 2014), LR 43:

## Chapter 73. English Language Proficiency Test (ELPT) ~~English Language Development Assessment (ELDA)~~

### Subchapter A. Background

#### §7301. Overview

[Formerly LAC 28:CXI.2301]

A. The NCLB of 2002 Title III (20 USCS §6301 et seq.) requires standards-based assessment of the progress of all ~~LEP students~~ English Learners enrolled in grades kindergarten through 12 in attaining English proficiency, including a student's level of

comprehension, speaking, listening, reading, and writing skills in English. ~~ELDA grade cluster 3-12 was field tested in spring 2004 and implemented during spring 2005. Grade cluster K-2 was field tested in spring 2005. Full implementation of ELDA in kindergarten through 12 occurred in spring 2006.~~

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005), amended LR 33:259 (February 2007), LR 43.

## Subchapter B. General Provisions

### §7303. Introduction

[Formerly LAC 28:CXI.2303]

A. ~~ELDA~~ The English Language Proficiency Test (ELPT) is composed of tests in ~~six~~ four grade ~~clusters~~ bands (Kindergarten-2, 1, 2-3, 4-5, 6-8, 9-12) in the four language domains (reading, writing, listening, and speaking). It assesses the English language proficiency ~~both the academic and school/social environment language~~ of students. ~~ELDA~~ ELPT is vertically linked across grade ~~clusters~~ bands and has five levels of performance proficiency descriptors ranging from level 1, ~~which has a realistic definition of English proficiency for beginners~~, to level 5, ~~which has a rigorous definition of full English proficiency~~.

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:259 (February 2007), LR 43.

## Subchapter C. Target Population

### §7307. Participation Criteria

[Formerly LAC 28:CXI.2307]

A. ~~Limited English Proficient students~~. English Language Learners. A student who is aged 3 through 21; who is enrolled in an English-speaking elementary school or secondary school for less than a year; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native or a native resident of the outlying areas and comes from an environment where a language other than English has had significant impact on his level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny them:

A.1.—A.3. ...

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:259 (February 2007), LR 43.

## Subchapter D. Proficiency Performance Levels and Proficiency Standards

### §7309. Proficiency Levels

[Formerly LAC 28:CXI.2309]

A.1. ~~The English Language Development Standards (ELDS)~~ ELPT performance levels are:

- a. Level 1, ~~Beginning Proficiency~~;
- b. Level 2, ~~Lower Early Intermediate Proficiency~~;
- c. Level 3, ~~Upper Intermediate Proficiency~~;
- d. Level 4, Early Advanced Proficiency; and
- e. Level 5, Advanced Full English Proficiency.

2. The name of the proficiency performance levels align with ~~ELDS~~ ELPT. The definition of each level is also consistent with the definitions of ~~ELDS~~ ELPT.

B. Proficiency Performance Level Definitions

1. Level 1: Beginning—Displays few grade-level English language skills and will benefit from EL Program support.
2. Level 2: Early Intermediate—Presents evidence of developing grade-level English language skills and will benefit from EL Program support.
3. Level 3: Intermediate—Applies some grade-level English language skills and will benefit from EL Program support.

4. Level 4: Early Advanced—Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs.

5. Level 5: Advanced—Exhibits superior English language skills, as measured by LEAP Connect.

1. Listening Proficiency Levels

*Level I, Beginning Proficiency*—a student at this level is beginning to understand short utterances.

*Level II, Lower Intermediate Proficiency*—a student at this level understands simple statements, directions, and questions.

*Level III, Upper Intermediate Proficiency*—a student at this level understands standard speech delivered in most settings.

*Level IV, Advanced Proficiency*—a student at this level can identify main ideas and relevant details of discussions or presentations on a wide range of topics.

*Level V, Full English Proficiency*—a student at this level can understand and identify main idea(s) and relevant details of extended discussions or presentations on a wide range of familiar and unfamiliar topics.

2. Speaking Proficiency Levels

*Level I, Beginning Proficiency*—a student at this level is beginning to use gestures and simple words to communicate.

*Level II, Lower Intermediate Proficiency*—a student at this level can use appropriate strategies to initiate and respond to simple conversation.

*Level III, Upper Intermediate Proficiency*—a student at this level can communicate orally with some hesitation.

*Level IV, Advanced Proficiency*—a student at this level can actively engage in most communicative situations familiar and unfamiliar.

*Level V, Full English Proficiency*—a student at this level is fluent and accurate in language production.

3. Reading Proficiency Levels

*Level I, Beginning Proficiency*—a student at this level is beginning to understand simple printed material.

*Level II, Lower Intermediate Proficiency*—a student at this level can understand the general message of basic reading passages.

*Level III, Upper Intermediate Proficiency*—a student at this level can understand descriptive materials within familiar contexts and some complex narratives.

*Level IV, Advanced Proficiency*—a student at this level can understand the context of most text in the academic areas with support.

*Level V, Full English Proficiency*—a student at this level can use reading strategies the same as their native English speaking peers to derive meaning from a wide range of both social and academic texts.

4. Writing Proficiency Levels

*Level I, Beginning Proficiency*—a student at this level is beginning to develop communicative writing skills.

*Level II, Lower Intermediate Proficiency*—a student at this level can compose short informative passages on very familiar topics.

*Level III, Upper Intermediate Proficiency*—a student at this level can write simple texts and short reports.

*Level IV, Advanced Proficiency*—a student at this level can write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors.

*Level V, Full English Proficiency*—a student at this level can write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions (wordy or indirect language).

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:259 (February 2007), LR 43:

**§7311. Proficiency Standards**

**[Formerly LAC 28:CXI.2311]**

A. Proficiency Performance standards for ELDA English Language Proficiency Connectors for listening, speaking, reading, and writing tests are finalized in scaled-score form. The scaled-score ranges vary per grade cluster and grade band.

**ELDA Proficiency Level Scaled-Score Performance Standards Cut Scores Ranges**

Domain	Proficiency Level 1 Performance Standard Level 1	Proficiency Level 2 Performance Standard Level 2	Proficiency Level 3 Performance Standard Level 3	Proficiency Level 4 Performance Standard Level 4	Proficiency Level 5 Performance Standard Level 5
<b>Kindergarten</b>					
Listening	50-99 466 or below	100-130 467-506	131-170 507-612	171-191 613-644	192-230 645 or above
Speaking	40-99 486 or below	100-130 487-534	131-166 535-597	167-196 598-624	197-230 625 or above
Reading	30-99 472 or below	100-127 473-513	128-164 514-591	165-184 592-626	185-240 627 or above
Writing	30-99 496 or below	100-135 497-561	136-156 562-650	157-192 651-672	193-220 673 or above
<b>Grade Cluster 1-2 Grade One</b>					
Listening	50-114 434 or below	115-145 435-466	146-178 467-548	179-199 549-593	200-230 594 or above
Speaking	40-112 527 or below	113-135 528-576	136-170 577-592	171-199 593-618	200-230 619 or above
Reading	30-107 478 or below	108-141 479-514	142-167 515-583	168-199 584-628	200-240 629 or above
Writing	30-94 497 or below	95-138 498-547	139-159 548-612	160-199 613-640	200-220 641 or above
<b>Grade Cluster 3-5 Grade Two</b>					
Listening	100-449 407 or below	450-543 405-437	547-644 438-511	645-724 512-563	725-930 564 or above
Speaking	117-449 489 or below	450-546 490-528	547-667 529-554	668-808 555-587	809-937 588 or above
Reading	100-449 456 or below	450-579 456-488	580-647 489-554	648-769 555-594	770-931 594 or above
Writing	127-449 451 or below	450-576 452-492	577-668 493-554	669-844 555-590	845-950 591 or above
<b>Grade Cluster 6-8 Grade Three</b>					
Listening	115-553 408 or below	554-625 409-447	626-717 448-535	718-805 536-597	806-941 598 or above
Speaking	133-457 499 or below	458-610 500-537	611-718 538-571	719-824 572-611	825-936 612 or above
Reading	103-459 494 or below	460-611 495-540	612-690 541-609	691-828 610-643	829-940 644 or above
Writing	149-552 497 or below	553-652 498-541	653-721 542-602	722-896 603-635	897-928 636 or above
<b>Grade Cluster 9-12 Grade Four</b>					
Listening	118-555 397 or below	556-631 398-430	632-728 431-491	729-849 492-562	850-950 563 or above
Speaking	192-569 461 or below	570-649 462-505	650-764 506-543	765-849 544-583	850-950 584 or above
Reading	122-544 452 or below	545-629 453-487	630-717 488-549	718-849 550-593	850-933 594 or above
Writing	122-508 436 or below	509-630 437-480	631-718 481-567	719-849 568-599	850-932 600 or above
<b>Grade Five</b>					

Listening	412 or below	413-454	455-497	498-580	581 or above
Speaking	482 or below	483-525	526-572	573-606	607 or above
Reading	467 or below	468-510	511-587	588-626	627 or above
Writing	437 or below	438-485	486-597	598-627	628 or above
<b>Grade Six</b>					
Listening	409 or below	410-439	440-497	498-564	565 or above
Speaking	464 or below	465-510	511-561	562-594	595 or above
Reading	460 or below	461-495	496-564	565-603	604 or above
Writing	424 or below	425-471	472-563	564-593	594 or above
<b>Grade Seven</b>					
Listening	429 or below	430-472	473-552	553-596	597 or above
Speaking	474 or below	475-526	527-581	582-610	611 or above
Reading	485 or below	486-533	534-608	609-641	642 or above
Writing	473 or below	474-519	520-596	597-624	625 or above
<b>Grade Eight</b>					
Listening	431 or below	432-477	478-564	565-612	613 or above
Speaking	475 or below	476-527	528-589	590-618	619 or above
Reading	493 or below	494-546	547-639	640-668	669 or above
Writing	483 or below	484-532	533-618	619-646	647 or above
<b>Grade Nine – Twelve</b>					
Listening	450 or below	451-490	491-570	571-612	613 or above
Speaking	480 or below	481-535	536-592	593-618	619 or above
Reading	487 or below	488-538	539-630	631-661	662 or above
Writing	484 or below	585-532	533-614	615-640	641 or above

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:260 (February 2007), amended LR 34:2556 (December 2008), repromulgated LR 35:61 (January 2009), LR 43:.

## **Chapter 74. Academic Skills Assessment (ASA)**

### **Subchapter A. Background**

#### **§7400. ~~Sunset Provision~~**

**~~[Formerly LAC 28:CX1.2400]~~**

A. ~~For the academic year 2011-2012, ASA and ASA LAA2 tests will be administered one time only and thereafter discontinued as a statewide assessment.~~

AUTHORITY NOTE: ~~Promulgated in accordance with R.S. 17:7 and 17:24(F)(2).~~

HISTORICAL NOTE: ~~Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 39:77 (January 2013).~~

## **Chapter 75. Field Testing**

#### **§7501. General Provisions**

**~~[Formerly LAC 28:CX1.2501]~~**

A. The purpose of field testing is to obtain data on test items that have been developed for a particular assessment. In Louisiana, test items are developed and field tests conducted for the following assessments as needed:

1. Louisiana Educational Assessment Program (LEAP) ~~2025~~;
2. LEAP Connect
3. ELPT
2. ~~Integrated LEAP (iLEAP);~~
3. ~~End of Course Tests (EOCT).~~

B.—C.2.f.iii. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005), amended LR 32:239 (February 2006), LR 34:1353 (July 2008), LR 40:2515 (December 2014), LR 43:.

**§7503. Field Test Administration**  
**[Formerly LAC 28:CXI.2503]**

A. The same test security procedures and test administration rules used for operational (regular) testing apply to field tests. District and school personnel must adhere to the test security policy and to all directions in the field test administration manuals. Schools will be monitored to ensure that administrative and security procedures are followed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005).

**Chapter 79. Graduation Exit Examination ("Old" GEE)**

**§7901. General Provisions**  
**[Formerly LAC 28:CXI.2901]**

A. The "Old" GEE measures curricula-based proficiencies in language arts, mathematics, written composition, science, and social studies. The first statewide administration of the GEE was in the spring of 1989, and the last statewide administration was in the summer of 2003. The testing program then became the responsibility of the school districts, with the tests to be administered by the district test coordinators.

B. District test coordinators have received from the LDE a CD containing the tests, answer folders, scoring keys, and conversion tables. Copies of braille and large print tests may be requested from the LDE, Division of Student Standards and Assessments, Assessment Administration Section.

C. The GEE tests are to be administered by the district test coordinators each year in October and April, as indicated on the official statewide testing schedule, to former high school students who have earned Carnegie units but still need to pass the GEE to earn a high school diploma. Students are required to take only those parts of the GEE in which they did not attain the required performance standards.

D. All students who were enrolled in tenth grade during the spring of 1989 through the spring of 2000 can be administered the test twice a year. There is no age limit for students who request a retest with GEE, nor is there a limit on the number of times the student may retake the test.

E. If the student was issued a GED and later passes the GEE, the student may surrender the GED diploma and be issued a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(4)(a) and R.S. 17.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005), amended LR 40:2515 (December 2014).

**§7903. Performance Standards**  
**[Formerly LAC 28:CXI.2903]**

A. Performance standards for the GEE Language Arts, Mathematics, Written Composition, Science, and Social Studies tests are finalized in sealed score form:

	<b>Performance Standard</b>	<b>Scaled Score Range</b>
Language Arts	1053	1000-1097
Mathematics	1048	1000-1097
Written Composition	1047	1018-1072
Science	1042	1000-1093
Social Studies	1041	1000-1093

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(4)(a) and R.S. 17.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005).

**§7905. Transfer Students**  
**[Formerly LAC 28:CXI.2905]**

A. These rules apply to students who were enrolled as sophomores during the 1988-1989 through 1999-2000 academic years.

1. Requirements for students who have never been in membership in a Louisiana public school and are transferring from out-of-state, from Louisiana nonpublic schools, or from an approved home study program are as follows:

a. A student who entered the ninth grade during the 1987-1988 school year and thereafter, and who transferred to a Louisiana public school at or below the ninth grade shall take and pass all parts of the GEE.

b. A student who entered ninth grade in 1987-1988 and thereafter, and who is classified by the local school district as a tenth grader shall take and pass all parts of the GEE.

~~e.—A student who entered ninth grade in 1987–1988 and thereafter and who is classified by the local school district as an eleventh grader shall take and pass the science and social studies parts of the GEE.~~

~~d.—A student who entered ninth grade in 1987–1988 and thereafter and who is classified by the local school district as a twelfth grader shall not be required to take any part of the GEE.~~

~~2.—Requirements for students who were in membership in a Louisiana public school(s), transferred out, and subsequently returned are as follows:~~

~~a.—A student who was in initial membership in Louisiana public schools as a student in grades kindergarten through 6 and who transferred out and subsequently returned shall adhere to the following policy:~~

~~i.—A student who returns in the seventh and/or eighth grade for a period in membership of 160 days total shall take and pass all parts of GEE.~~

~~ii.—A student who returns in the ninth grade shall be required to take and pass all parts of the GEE.~~

~~iii.—A student who returns and is classified as a tenth grader shall be required to take and pass all parts of the GEE.~~

~~iv.—A student who returns and is classified as an eleventh grader shall be required to take and pass the science and social studies parts of the GEE.~~

~~v.—A student who returns and is classified as a twelfth grader shall not be required to take any part of the GEE.~~

~~b.—A student who was in initial membership in Louisiana public schools in the seventh and/or eighth grades for a period of 160 days total and who then transferred out and subsequently returned at any grade level shall take and pass all parts of the GEE.~~

~~e.—A student who was in initial membership in Louisiana public schools as a ninth grader and who then transferred out and subsequently returned at any grade level, shall be required to take and pass all parts of the GEE.~~

~~d.—A student who was in initial membership in Louisiana public schools as a tenth grader and who then transferred out and subsequently returned at any grade level shall take and pass all parts of the GEE.~~

~~e.—A student who was in initial membership in Louisiana public schools as an eleventh grader and who then transferred out and subsequently returned at the eleventh or twelfth grade level shall take and pass the science and social studies parts of the GEE.~~

~~f.—A student who was in initial membership in Louisiana public schools as a twelfth grader and who then transferred out and subsequently returned as a twelfth grader shall not be required to take any part of the GEE.~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17.24.4 and R.S. 17.7.~~

~~HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1559 (July 2005).~~

**§7907.—Student Membership Determination**  
**[Formerly LAC 28:CX1.2907]**

~~A.—Student membership is determined when a student in school is identified with the following minimum required identification elements:~~

- ~~1.—state identification number;~~
- ~~2.—full legal name;~~
- ~~3.—date of birth;~~
- ~~4.—sex;~~
- ~~5.—race;~~
- ~~6.—school district and school code;~~
- ~~7.—entry date; and~~
- ~~8.—grade placement.~~

~~(Adapted from Section 10, page 10.1, Student Information System User's Guide, LDE.)~~

~~B.—A student must be in membership in a Louisiana public school(s) for 160 days per year or 80 days per semester in order to be eligible to receive grades (1103G, Bulletin 741, LDE).~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17.24.et seq.~~

~~HISTORICAL NOTE:—Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1559 (July 2005).~~

## Chapter 81. Louisiana Alternate Assessment B

### §8101. Special Education Needs

[Formerly LAC 28:CX1.3101]

A. To accommodate the needs of Louisiana students in special education, the SBESE mandated that the Louisiana Statewide Norm-Referenced Testing Program (LSN RTP) provide the Louisiana Alternate Assessment B (LAA-B) testing component, referred to as "out of level," beginning in spring 2000. Spring 2003 was the fourth and final year of the LAA-B testing program.

B. The program provided data for evaluating student, school, and district performance. Teachers and administrators could use test results to plan instructional programs.

C. Students enrolled in grades 3 through 8 who met specific criteria for LAA-B took the Complete Battery of the Iowa Tests of Basic Skills at the appropriate level(s). LAA-B students in grade 9 or in the Options (PreGED/Skills) Program took either the Complete Battery of the Iowa Tests of Basic Skills or the Complete Battery of the Iowa Tests of Educational Development at their functioning grade levels in reading, language, and/or mathematics. Some students may have taken both the ITBS and the ITED.

D. The LAA-B is no longer administered in Louisiana.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(3).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1559 (July 2005).

## Chapter 83. Assessment of Special Populations

### §8301. Participation

[Formerly LAC 28:CX1.3301]

A. The following classifications of special populations students must be tested in statewide assessments:

1. ~~special education students~~ students with disabilities receiving special education services;
2. ...
3. ~~LEP students~~ English Language Learners.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1945

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1560 (July 2005), LR 43:

### §8303. ~~Special Education Students~~ Students with Disabilities

[Formerly LAC 28:CX1.3303]

A. All ~~special education~~ students with disabilities must participate in statewide assessments. Students are to take the test that corresponds to the grade in which they are enrolled. ~~Special education~~ Students who meet specific participation criteria as stated in Bulletin 1530 Louisiana IEP Handbook for Students with Disabilities and whose Individualized Education Plans (IEPs) indicate they will participate in an alternate assessment may participate in the LEAP Alternate Assessment, Level 1 (LAA 1). **Beginning with the 2018-2019 school year, the LAA 1 shall be replaced with LEAP Connect assessment.** The assessment in which the student is to participate and any accommodations the student is to receive for instruction and assessment must be documented annually on the program/services page of the student's IEP. Test accommodations cannot be different from or in addition to the accommodations indicated on the student's IEP and provided in regular classroom instruction and assessment.

A.1.—A.2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1945.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1560 (July 2005), amended by the Board of Elementary and Secondary Education, LR 32:239 (February 2006), LR 36:983 (May 2010), LR 38:37 (January 2012), LR 40:2515 (December 2014), LR 43:

### §8305. Students with One or More Disabilities According to Section 504

[Formerly LAC 28:CX1.3305]

A.—B.2.a. ...

b. Signatures. Duplicate signatures are not acceptable on the IAP. ~~Signature lines with an asterisk must be original signatures.~~ The parent and student signatures are optional, but it is considered best practice to obtain these. ~~The district Section 504 coordinator's signature is required only if the student will require accommodations on statewide assessment.~~

B.2.c.—3. ...

4. New accommodations or changes to an accommodation for a statewide assessment ~~must~~ should be on the student IAP form 30 days prior to the start of testing.

B.5.—C.3. ...

4. formal assessments approved by the school district such as:

- a.—WRAT 3;
- b.—Slosson;
- e.—Brigance;
- d.—OWLS;
- e.—TOLD-3;
- f.—KBIT;
- g.—GORT 3;
- h.—KTEA(Brief);
- i.—Test of Reading Comprehension 3;
- j.—DRA;
- k.—TOWL 3 Test of Problem Solving; and
- l.—PIAT.

D.—F. ...

~~G.—LEAP Summer Retest and GEE Summer, Fall, and February Seniors Only Retest. Students who were identified as Section 504 or who had accommodations added to their Section 504 IAP after the spring assessment must have a LEAP Data Validation form completed and submitted to LDE 30 days before the summer or fall retest. A copy of the IAP must be forwarded to the student's summer remediation and summer or fall testing site to ensure the student receives the appropriate accommodations for instruction and assessment.~~

~~H.GEE and "Old" GEE. Students who have completed their Carnegie units but are no longer enrolled in school should receive the accommodations documented on their last IAP.~~

G.I. Test Accommodations for both Section 504 and Special Education

1. Definition

*Accommodation*—a change in the test administration environment, timing, scheduling, presentation format, and/or method of response to the assessment.

2. Purpose of Accommodations. Test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. Not all students with disabilities will need test accommodations, but many will need them to provide a valid and accurate measure of their abilities. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. The accommodation should allow the test score to reflect the student's proficiency in the area tested without the interference of his or her disability.

3. General Guidelines

a. Test accommodations should not be different from, or in addition to, the accommodations provided in the classroom during instruction and assessment and as indicated on the student's IEP or Section 504 IAP. According to the 1997 amendments to IDEA, accommodations for administration of general statewide and districtwide assessments must be based on each student's needs, as documented in the student's IEP. If an accommodation, even an accommodation listed on a student's IEP or IAP, is not provided in classroom instruction or assessment, it is inappropriate to provide that accommodation during testing.

b. Selection of appropriate test accommodations should be based on a review of a student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures. This information should determine which accommodations enable the student to demonstrate best what he or she knows and can do.

c. The accommodations must never compromise the purpose of the test. For example, a test that measures reading comprehension cannot be read aloud to a student. To do so would destroy the purpose of the test, which is to measure reading comprehension.

d. Individual or small group administration must be used if the accommodations will interfere with the testing of other students, e.g., tests read aloud.

e. ~~All p~~ Provided accommodations must be ~~marked~~ indicated in the required locations on student answer documents as instructed in the appropriate test manual.

f. Accommodations must not compromise test security or confidentiality. Any assistance in test administration must not give away the answers. All conditions that pertain to test security and return of test materials after the test is administered apply to tests that are administered with accommodations. All test manual instructions relating to handling nontraditional secure materials for accommodations must be followed precisely.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24 et seq., R.S. 17:391-400, R.S. 17:1941 et seq., R.S. 17:397, R.S. 17:1946, and R.S. 17:1947.1.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1560 (July 2005), amended LR 32:239 (February 2006), LR 33:262 (February 2007), LR 38:37 (January 2012), LR 43:.

**§8306. Approved Accommodations for ~~Special Education and Section 504~~ Students with IEPs or 504 Plans**  
**[Formerly LAC 28:CXI.3306]**

A.—A.1. ...

a. Braille editions of the test are provided for students who are proficient in this mode of access to written material. The regular print edition may be modified in braille. Supplementary test administration instructions and manipulatives are provided as needed. All responses must be transferred to the scorable ~~answer document~~ test form.

2. Large Print

a. Large-print editions may be used by students who use large print as an accommodation in classroom instruction and assessment and take the paper-based assessment in grades 3-4. Large-print editions contain all test items that are in the regular edition. Essentially the large-print edition is an enlarged version of the regular-print edition, though the layout may vary slightly so as not to make the document more difficult for a student to use. All responses must be transferred to the scorable ~~answer document~~ test form.

3. Answers Recorded

a. If a student is unable due to his/her disability to write, ~~provisions~~ the test administrator ~~must~~ may record the student's answers on the scorable ~~answer document~~ test form. Scribes and others supporting a student's test taking must be neutral in responding to the student during test administration. Assistance in test administration must not give away the answers. The student's responses must accurately represent the student's own choices. If a scribe is used ~~for a writing topic~~, the scribe must follow the directions for administration and recording answers in the guidance provided by LDE, ~~write exactly what the student dictates without punctuation or capitalization. The student then must edit what the scribe wrote and provide punctuation and capitalization or any other changes.~~

4. ...

5. Extended Time/Adjusted Time

a. Every student must be given extended or sufficient time to respond to every test item. Extended time for statewide assessments is allowed until the end of the school day. Students must complete a test session on the day it is begun. Time may be adjusted for certain students, such as those who have short attention spans or who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time if a student's behavior interferes with testing. The elapsed time must be documented and the test administrator must closely monitor that test security is maintained. The time of day the test is administered may also be adjusted to a time more beneficial to the student. All sessions, however, must be completed within the specified test administration dates, including makeup sessions.

6. Communication Assistance Script

a. Students who are deaf or hard of hearing and have the Communications Assistance Script accommodation for testing must have a A-test administrator who is fluent in the cuing or signing modality routinely used by a student should be available to repeat or clarify directions and sign portions of the test if warranted by the student's reading level as documented on the IEP or IAP.

b. No passages, questions, or distractors (multiple choices) of any English language arts test that measures reading comprehension may be signed or cued. Such tests include the Reading and Responding session of LEAP, GEE, and LAA 2, EOC Reading, Part 2 of iLEAP grades 3, 5, 6, and 7, Reading Comprehension of iLEAP grade 9 and the "old" GEE, Reading session of ELDA, and any others developed to measure this skill. Directions only to these sessions may be signed or cued. When signing or cueing, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.

7. Transferred Answers

a. Student responses ~~that are recorded in any format other than on the standard answer document~~ must be transferred by the test administrator precisely as instructed in the appropriate test manual. Such formats include braille, large print, ~~oral responses~~, typewritten responses, computer responses, and any other responses recorded with the assistance of mechanical or technological devices. Student responses not transferred will not be scored. If both a student's and a test administrator's handwriting appear on an answer document, only the student's writing will be scored.

#### ~~8. Individual/Small Group Administration~~

~~a. Tests may be administered to a small group (maximum, eight students) or to an individual requiring more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (e.g., extended time on a timed test, tests read aloud), individual or small group administration must be used.~~

#### ~~8.9. Tests Read Aloud~~

a. Students may be allowed to have portions of the tests read to them, with the exception of portions designed to measure reading comprehension, which are clearly designated in the *Test Administration Manuals*. No passages, questions, or distractors (multiple choices) of any English language arts assessment that measures reading comprehension may be read aloud. Such tests include the Reading and Responding session of LEAP, GEE, EOC, and LAA 2, ~~Reading, Part 2 of iLEAP grades 3, 5, 6, and 7, Reading Comprehension of iLEAP grade 9 and the "old" GEE, Reading session of ELDA~~, and any others developed to measure this skill. Directions only to these sessions may be signed or cued. When signing or cueing, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.

#### ~~9.10. Other~~

a. Any ~~necessary~~ approved accommodations may be used, but they must be decided by the IEP team or Section 504 committee and listed on the student's IEP or IAP. The accommodation must not invalidate the meaning of the test score or the purpose of the test. Examples of other accommodations include highlighting the task or verbs in the directions on the test or assisting the student in tracking the test items.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24 et seq., R.S. 17:391-400, R.S. 17:1941 et seq., R.S. 17:397, R.S. 17:1946, and R.S. 17:1947.1.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:263 (February 2007), LR 33:1010 (June 2007), ~~LR 43:~~

### **§8307. ~~Limited English Proficient Students~~ English Language Learners Formerly LAC 28:CXI.3307]**

A. All ~~LEP students~~ ELLs must participate in statewide assessments. ~~LEP students~~ ELLs qualify, ~~however~~, for accommodations, ~~provided they are used in the students' regular classroom instruction and assessment~~. Test accommodations must not be different from or in addition to the accommodations provided in the classroom during instruction and assessment and must not compromise test security or confidentiality. Accommodations must be documented on an ELL Accommodation form.

B.—6.c. ...

C. Approved Accommodations for LEP Students

1. The following accommodations ~~are to~~ may be provided for ~~LEP~~ ELL students participating in the LEAP 2025, GEE, ~~iLEAP~~, LAA 2, LAA1, LEAP Connect, and EOC assessments.

~~a. Extended Time/Adjusted Time. Extended time for statewide assessments is allowed until the end of the school day. Students must complete a test session on the day it is begun. Every student must be given extended or sufficient time to respond to every test item. Time may be adjusted for certain students, such as those who have short attention spans or those who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time if a student's behavior interferes with testing. The elapsed time must be documented and the test administrator must closely monitor that test security is maintained. All sessions, however, must be completed within the specified test administration dates, including makeup sessions.~~

~~b. Individual/Small Group Administration. Tests may be administered to a small group (maximum, eight students) or to an individual requiring more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (e.g., extended time on a timed test, tests read aloud), individual or small group administration must be used.~~

~~b.e. Provision of English/Native Language Word-to-Word Dictionary (No Definitions). LEP students may use either a standard or an electronic English/native language word-to-word dictionary, without definitions, on all sessions of the test. On the written composition sessions of the tests, all LEP students may use an English/native language word-to-word dictionary with definitions; this is not an accommodation.~~

~~c.d.—Tests Read Aloud. Students with accommodation of test read aloud may be allowed to have Mathematics, Social Studies, and Science tests read aloud, portions of the tests read to them, with the exception of portions designed to measure reading comprehension, which are clearly designated in the *Test Administration Manuals*. No passages, questions, or distractors (multiple choices) of any English language arts assessment that measures reading comprehension may be read aloud. Such tests include the Reading and Responding session of LEAP, GEE, and LAA 2, Reading, Part 2 of *iLEAP* grades 3, 5, 6, and 7, Reading Comprehension of *iLEAP* grade 9 and the “old” GEE, and any others developed to measure this skill. Directions only to these sessions may be signed or cued. When signing or cueing, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.~~

~~d.e.—Test Administered by ESL Teacher or by Individual Providing Language Services. Familiarity with the speech patterns of the ESL teacher or individual providing language services may assist the student in understanding the test directions or the portions read aloud if the student receives the accommodation Tests Read Aloud.~~

~~D. Spanish language versions of math state assessments are provided for ELLs limited English proficient (LEP) students in grades 3 through 8 on LEAP 2025 math assessments. Directions for LEAP 2025 assessments are provided in multiple native languages.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1941 et seq., and R.S. 17:24.4(F)(3).~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1562 (July 2005), amended by the Board of Elementary and Secondary Education, LR 32:240 (February 2006), LR 33:264 (February 2007), LR 33:1010 (June 2007), LR 36:983 (May 2010), LR 37:821 (March 2011), LR 41:616 (April 2015), LR 43.~~

### **§8503. Homebound Students**

**[Formerly LAC 28:CX1.3503]**

~~A. Homebound students shall be administered the appropriate assessment for their enrolled grade. The test administrator must issue the test booklet and answer document each day and return the testing materials to the enrolled school daily. The test administrator must receive training in security and test administration procedures and sign a security oath.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005), LR 43.~~

### **§8507. Office of Juvenile Justice**

**[Formerly LAC 28:CX1.3507]**

~~A. Students enrolled in grades 3 through 11 who are under the supervision of correctional facilities shall take the appropriate assessment for their enrolled grade.~~

~~B. If a student is 18 years of age by March 1, and:~~

- ~~1. is pursuing a high school diploma, he/she shall test; and~~
- ~~2. is not pursuing a high school diploma, he/she does not need to test.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.~~

~~HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005), amended LR 33:2043 (October 2007), LR 43.~~