

UPDATES INCLUDED 9/23/2020

- ❖ [Test Administration Schedule](#)

This guide includes the following sections:

- [Purpose](#)
- [Assessment Design](#)
- [Reporting Categories](#)
- [Test Administration](#)
- [Sample Test Items](#)
- [Resources](#)
- [Appendix A: Answer Key for Sample Items](#)
- [Appendix B: Update Log \(describes ongoing updates to the guide\)](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts (ELA) assessment for grade 3.

Introduction

All students in grades 3–10 will take the LEAP 2025 ELA assessments, which provide

- questions that have been [reviewed by Louisiana educators](#) to ensure their alignment to the [Louisiana Student Standards](#) and appropriateness for Louisiana students;
- measurement of the full range of student performance, including the performance of high- and low-performing students; and
- information for educators and parents about student readiness in ELA and whether students are “on track” for college and careers.

Goal of English Language Arts

The goal of English language arts is for all students—including those who struggle—to read, understand, and express understanding of complex, grade-level texts. To ensure that all students are able to reach the ELA goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers and support students throughout the instructional process by using a high-quality curriculum that does the following:

- Provides opportunities for all students to meet the grade-level standards through appropriate scaffolds and supports (e.g., [Diverse Learners Guide](#) and [Supports Flow Chart](#))
- Provides a coherent set of plans that has students engage with texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas
- Is organized around high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, science, and the arts) and help students make connections
- Includes lessons and sections that build on each other to help develop students’ knowledge and skills

- Integrates reading, writing, and language instruction that focuses on building understanding of texts so that students can express that understanding in a variety of ways
- Includes lessons that are organized so the writing process begins with development of understanding to ensure students have something meaningful to write about
- Includes a variety [of instructional strategies](#), many of them focused on the importance of discussion in helping students make meaning of a text before they express their understanding in writing
- Offers assessment opportunities that allow teachers to check understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

ASSESSMENT DESIGN

Approach of the LEAP 2025 ELA Assessments

The LEAP 2025 ELA assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom and measures students' understanding of what they read through the following:

- Careful, close reading of complex grade-level literary and informational texts
- A full range of texts from across the disciplines, including science, social studies, and the arts
- Tasks that integrate key ELA skills by asking students to read texts, answer reading and vocabulary questions about the texts, and then write using evidence from what they have read
- Questions worth answering, ordered in a way that builds meaning
- A focus on students citing evidence from texts when answering questions about a specific passage or when writing about a set of related passages
- A focus on words that matter most in texts, are essential to understanding a particular text, and include context that allows a student to determine literal and figurative meanings

LEAP 2025 ELA Assessment Design

The LEAP 2025 ELA tests have three sessions that consist of tasks and passage sets. Students take two tasks: the Research Simulation Task and **either** the Literary Analysis Task **or** the Narrative Writing Task.

The tasks are described below.

- **Research Simulation Task:** mirrors the research process by presenting two texts on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts (e.g., relationship between a series of events, ideas, or concepts; comparison/contrast of key details; the use of illustrations in the texts).
- **Literary Analysis Task:** provides students an opportunity to show their understanding of literature. Students read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that compares and/or explains key ideas or elements in the texts (e.g., central idea/message, contribution of illustrations, characterization).
- **Narrative Writing Task:** asks students to read a literary text, answer a set of selected-response questions about the text, and then create a narrative related to the text (e.g., finish the story; retell the story in another narrative form, such as a journal entry). Students should make sure that they create narrative, not expository, responses.

Session 1 consists of either the Literary Analysis Task **or** the Research Simulation Task.

Session 2 consists of either the Research Simulation Task **or** the Narrative Writing Task and a passage set with one text.

Session 3, Reading Literary/Informational Texts, consists of passage sets only. The reading selections may include fiction (e.g., short stories, novel and drama excerpts, poems) and nonfiction (e.g., informational texts from across the disciplines of science, history, and the arts). Students will answer only selected-response questions about each text. No writing is included in this session.

NOTE: Session 3 will include 2 operational passage sets **and** 1 additional passage set that is being field tested. Each passage set includes one text and 4 or 6 questions about the text(s). Only a student's performance on the operational passages will count towards a student's final score. The field-test questions do **not** count towards a student's final score on the assessment but are used to help develop future test forms.

The table on the next page outlines the two possible designs of the Grade 3 ELA assessment. The first part of the table shows the test design when the Literary Analysis Task is administered, while the second part of the table shows the test design when the Narrative Writing Task is administered.

Grade 3 ELA Test Design—Literary Analysis Task Administered				
Test Session	Focus of Session	Number of Passages	Session Items/Points	Assessable ELA Student Standards (by subcategory)
1	Literary Analysis Task	2	6 SR and 1 PCR (27 points)	RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.1-2, 4; conventions standards L.1-2, plus language skills from previous grades
2	Research Simulation Task	2	6 SR and 1 PCR (27 points)	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards W.1–2, 4, 7–8, 10; conventions standards L.1–2, plus language skills from previous grades
3	Reading Literary/Informational Texts	2*	8 SR* (16 points)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
OR				
Grade 3 ELA Test Design—Narrative Writing Task (NWT) Administered				
Test Session	Focus of Session	Number of Passages	Session Items/Points	Assessable ELA Student Standards (by subcategory)
1	Research Simulation Task	2	6 SR and 1 PCR (27 points)	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards W.1–2, 4, 7–8, 10; conventions standards L.1–2, plus language skills from previous grades
2	Narrative Writing Task AND Passage Set with one text	2	4 SR and 1 PCR (20 points) 4 SR (8 points)	NWT: RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades; For Reading Set: RL or RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3	Reading Literary/Informational Texts	2*	8 SR* (16 points)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
<p>*The table reflects the operational test only. An additional passage set will also be included for field test purposes; see session 3 description for more information. SR: Selected-Response Items—includes two-part items (EBSR), multiple-select items, and technology-enhanced items (on computer-based test only) PCR: Prose Constructed Response—requires an extended written response RL: Reading Literature; L: Language; W: Writing; RI: Reading Informational Text</p>				

REPORTING CATEGORIES

Student performance on the LEAP 2025 ELA assessments will be reported by category and subcategory as outlined in the following table.

Category	Subcategory	Subcategory Description
Reading	Reading Literary Text	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	Students read and demonstrate comprehension of grade-level nonfiction, including texts about history, science, and the arts.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	Students use details from provided texts to compose well-developed, organized, clear writing.
	Written Knowledge and Use of Language Conventions	Students use the rules of Standard English (grammar, mechanics, and usage) to compose writing.

These reporting categories provide parents and educators valuable information about

- overall student performance, including readiness to continue further studies in English language arts;
- student performance broken down by subcategories, which may help identify when students need additional support or more challenging work in reading and writing; and
- how well schools and school systems are helping students achieve higher expectations.

Achievement-Level Definitions

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

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations and are well prepared for the next level of study in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations and are prepared for the next level of study in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations and will need extensive support to be prepared for the next level of study in this content area.

Achievement-Level Descriptors

Achievement Level Descriptors (ALDs) indicate what a typical student at each level should be able to demonstrate based on his or her command of grade-level standards. The [Grade 3 ELA ALDs](#) are written for the two assessment categories of Reading and Writing.

TEST ADMINISTRATION

Administration Schedule

All LEAP 2025 assessments are computer-based tests (CBT), but school systems may choose to administer paper-based tests (PBT) for grade 3. School systems have until October 31, 2020, to choose CBT or PBT. In response to the delay of school system openings due to COVID-19, the LEAP 2025 spring testing dates have been rescheduled. The **computer-based testing window opens April 26, 2021, and runs through May 26, 2021**. Your school or district test coordinator will communicate your school's testing schedule. All LEAP 2025 assessments are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

The table below shows the session information for the grade 3 ELA assessment.

LEAP 2025 Grade 3 ELA Assessment		Session Time
Session 1	Literary Analysis Task OR Research Simulation Task	75 minutes
Session 2	Research Simulation Task OR Narrative Writing Task and a passage set with one text	75 minutes
Session 3	Reading Literary/Informational Texts	60 minutes

Scheduling Requirements for Computer-Based Testing

Computer-based testing allows school systems some flexibility in scheduling. However, to reduce incidences of testing irregularities, school systems must adhere to the following scheduling and administration practices:

- Testing students in the same grade level across the school at or very close to the same time
- Completing makeup testing for students immediately upon their return
- Limiting student interaction during breaks between test sessions
- Isolating students who have not completed testing for the day (e.g., students with extended time accommodation)
- Preventing interaction between groups of students taking the same assessments at different times within a testing day
- Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)
- Taking the sessions within a content area in the correct order (e.g., ELA Session 1 taken before ELA Session 2)

We also recommend

- Limiting sessions to no more than three in one day for a student; and
- Administering no more than one session that includes an extended-response task or writing prompt (i.e., grades 5-8 Social Studies Session 2, ELA Session 1, and ELA Session 2) in a day to an individual student.

For more information about the scheduling of the CBT and online administration policies, refer to the [Online Scheduling Guidance](#) document, found in the LDOE [Assessment library](#).

Administration Schedule for Paper-Based Tests

In response to the delay of school system openings due to COVID-19, the LEAP 2025 spring testing dates have been rescheduled as shown below and in the newly revised [2020-2021 Assessment Calendar](#). The table below shows the PBT schedule for grade 3.

Testing Window: April 28, 2021 – May 4, 2021		Session Time
Day 1 April 28	English Language Arts Session 1: Literary Analysis Task OR Research Simulation Task	75 minutes
	Mathematics Session 1	75 minutes
Day 2 April 29	English Language Arts Session 2: Research Simulation Task OR Narrative Writing Task and a passage set with one text	75 minutes
	Mathematics Session 2	85 minutes
Day 3 April 30	English Language Arts Session 3: Reading Literary and Informational Texts	60 minutes
	Mathematics Session 3	75 minutes
Day 4 May 3	Science Session 1	75 minutes
	Science Session 2	70 minutes
	Science Session 3	70 minutes
Day 5 May 4	Social Studies Session 1	75 minutes
	Social Studies Session 2	75 minutes

Permitted Testing Materials

For both the paper- and computer-based tests, students will be permitted to have school-issued scratch paper only, which can be used to help students prepare their written responses.

Students will **not** be allowed to use dictionaries and thesauruses on any part of the assessment. Because the ELA assessments integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student’s understanding of a text. Definitions for words that are important to understanding the text but do not have sufficient context will be provided as footnotes. The scoring of the student responses takes into account the absence of such resources and the time constraints of each task.

For information about accessibility features and accommodations, please refer to the [LEAP 2025 Accessibility and Accommodations Manual](#).

Item Types

The LEAP 2025 ELA assessments include several types of items, as described below. For more information about how to score the different item types, see the [LEAP 2025 ELA Practice Test Guidance](#).

- 1) **Evidence-Based Selected Response (EBSR)**: This item type consists of two parts; one part asks students to show their understanding of a text and the other part asks students to identify evidence to support that understanding. The EBSR items are worth two points, and students can earn partial credit (1 point).
- 2) **Multiple Select (MS)**: This item type asks students to choose more than one correct answer and may appear as a one-part question or as part of an EBSR item. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point).
- 3) **Technology Enhanced (TE)**: This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). The Online Tools Training, available in INSIGHT or [here](#) using the Chrome browser, will allow students to practice answering TE questions to prepare for the test. For a summary of the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).
- 4) **Prose Constructed Response (PCR)**: This item type appears at the end of each of the two tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and written knowledge and use of language conventions.

There are two [grade 3 rubrics](#) used to score the PCRs—one to score student responses to the Literary Analysis Task (LAT) and the Research Simulation Task (RST) and one to score student responses to the Narrative Writing Task (NWT). The table that follows summarizes the scoring of the ELA Tasks at grade 3.

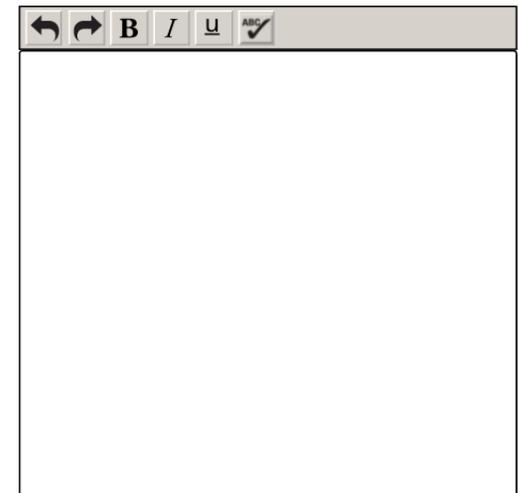
Scoring of Grade 3 Tasks						
Task	Dimensions	Score Points by Dimension	Weight	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	3, 2, 1, or 0	4	12	15	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Research Simulation	Reading Comprehension and Written Expression*	3, 2, 1, or 0	4	12	15	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Narrative Writing	Written Expression	3, 2, 1, or 0	3	9	12	NWT Rubric
	Conventions	3, 2, 1, or 0	1	3		

*When scoring the combined Reading Comprehension and Written Expression dimension, the holistic score (3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT.

Computer-Based Tests

Students taking the computer-based tests will enter their answers into the online testing system. The way each answer is entered depends on the item type. For example, for an EBSR item with one correct answer in each part, a student will click on the circle next to the correct answer in Part A and in Part B. When responding to a PCR, students will type their essays into a response box, like the one shown on the right.

The toolbar at the top of the response box allows students to undo or redo an action; add boldface, italics, or underlining to their response; and check the spelling of words in their response. There is a limit to the number of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the LEAP 2025 essay expectations and time limits. The character count is not included on the response box so students focus on the quality of their essays rather than the amount of writing.



The computer-based tests include the following online tools, which allow a student to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line. A help tool is also featured to assist students as they use the online system.

- | | | | | | |
|--------------------|---|--------------------|---|-------------|---|
| • Pointer tool |  | • Sticky Note tool |  | • Help tool |  |
| • Highlighter tool |  | • Magnifying tool |  | | |
| • Cross-Off tool |  | • Line Guide |  | | |

All students taking the computer-based tests should work through the Online Tools Training (OTT) available in INSIGHT or [here](#) using the Chrome browser to practice using the online tools so they are well prepared to navigate the online testing system.

Paper-Based Tests

Students taking the paper-based tests, except those using braille test materials, will enter all answers in their test booklets. There will be no separate answer documents. Instructions for how to manage the test booklets will be outlined in the Test Administration Manual.

Students will fill in the circle next to the correct answer(s) for the selected-response questions, which include Evidence-Based Selected Response (EBSR) and Multiple-Select (MS) questions. When students are answering the Prose Constructed Response (PCR) questions in sessions 1 and 2, which require written responses, they should make sure to write their responses in the space provided. Any information written outside the space or which has been scratched out in the test booklet will not be scored.

The following information presents guidelines for marking/writing in the English language arts test booklet.

- Students are encouraged to mark the reading passages and questions in the test booklet (e.g., highlight or underline evidence, annotate the passage, circle key words in the questions), especially as part of their preparation in responding to the writing task in sessions 1 and 2.
- Students may use yellow highlighters to highlight text in the test booklet.
- Highlighting text in options and placing an X to the right of the text in an option are recommended ways for students to eliminate options. However, crossing out options could create scoring issues if students mark through answer circles.

SAMPLE TEST ITEMS

This section includes samples of each item type: an Evidence-Based Selected Response (EBSR), a Multiple-Select (MS) item, a Technology-Enhanced (TE) item, and a Prose Constructed Response (PCR).

Even though the grade 3 LEAP 2025 assessment is available as a paper- or computer-based test, all the samples included in this guide show the item types as they would appear on the computer-based test. Teachers and students will be able to see how items will look on the paper-based test by reviewing the [paper-based practice tests](#).

Information associated with the sample items (i.e., answer keys/rubric and standards alignment) is located in [Appendix A](#). The sample items, and the passages associated with them, will also be included in the Online Tools Training, available in INSIGHT or [here](#) using the Chrome browser.

Evidence-Based Selected-Response Item

More Text Above
 Today you will read two stories titled “Johnny Chuck Finds the Best Thing in the World” and “Me First.” As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled “Johnny Chuck Finds the Best Thing in the World.” Then answer the question.

Johnny Chuck Finds the Best Thing in the World

by Thornton W. Burgess

- 1 Old Mother West Wind had stopped to talk with the Slender Fir Tree.
 - 2 “I’ve just come across the Green Meadows,” said Old Mother West Wind, “and there I saw the Best Thing in the World.”
 - 3 Striped Chipmunk was sitting under the Slender Fir Tree and he couldn’t help hearing what Old Mother West Wind said. “The Best Thing in the World—now what can that be?” thought Striped Chipmunk. “Why, it must be heaps and heaps of nuts and acorns! I’ll go and find it.”
 - 4 So Striped Chipmunk started down the Lone Little Path through the wood as fast as he could run. Pretty soon he met Peter Rabbit.
 - 5 “Where are you going in such a hurry, Striped Chipmunk?” asked Peter Rabbit.
 - 6 “Down in the Green Meadows to find the Best Thing in the World,” replied Striped Chipmunk, and ran faster.
 - 7 “The Best Thing in the World,” said Peter Rabbit, “why, that must be a great pile of carrots and cabbage! I think I’ll go and find it.”
- More Text Below

Part A

What does **cross** mean as it is used in paragraph 28 of “Johnny Chuck Finds the Best Thing in the World”?

- (a) excited
- (b) lost
- (c) upset
- (d) scared

Part B

Which statement **best** supports the answer to Part A?

- (a) “. . . ran this way and ran that way . . .”
- (b) “. . . hadn’t found the Best Thing in the World.”
- (c) “. . . they started up the Lone Little Path”
- (d) “They didn’t hurry now”

Multiple-Select Item

Read the story “Camping with the Cousins.” Then answer the questions.

Camping with the Cousins

by Sue Katharine Jackson

- 1 I poke my head out of the tent. Aunt Chris is lighting the stove. *Brrrr* . . . it's cold. I duck back into my sleeping bag. I curl up and for a few minutes pretend I'm a roly-poly bug. Then I put on warm clothes and go outside.
- 2 Nate and Julia are up, too. We drink steaming hot cocoa. Uncle George makes the best breakfast. Pancakes, eggs, and sausages.
- 3 We watch the sun gradually move toward our campsite¹. Mabs and Gramps are up, and we cousins give them big hugs. Mabs wears a funny winter hat. Gramps has a sore back from sleeping in a tent.
- 4 “The fishing is best early,” my dad says, and he takes me and my sister and Nate fishing. My dad teaches me how to cast and reel². We do it over and over again. I don't have any luck, but Nate catches a trout. When I feel the cold, spotted scales of the fish in the net, my heart jumps just as the trout did on the line.
- 5 It is warm now, and the cousins and I change into shorts and T-shirts. We explore the stream and find a secret fort under some low tree branches. We gather large rocks to make a bridge over the stream. Anna finds a flat rock for sitting and calls it our back porch. We gather leaves to make soft chairs. Nate steps into the stream and laughs at his muddy feet.

More Text Below

Part A

Which statement **best** describes a central message in the story?

- (a) Sharing love and happy times with family is the best part of camping.
- (b) The most enjoyable time to go fishing is early in the morning.
- (c) Camping is most enjoyable when it is warm outside.
- (d) The best place to use imagination is in nature.

Read the story “Camping with the Cousins.” Then answer the questions.

Camping with the Cousins

by Sue Katharine Jackson

- 1 I poke my head out of the tent. Aunt Chris is lighting the stove. *Brrrr* . . . it's cold. I duck back into my sleeping bag. I curl up and for a few minutes pretend I'm a roly-poly bug. Then I put on warm clothes and go outside.
- 2 Nate and Julia are up, too. We drink steaming hot cocoa. Uncle George makes the best breakfast. Pancakes, eggs, and sausages.
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- 5 It is warm now, and the cousins and I change into shorts and T-shirts. We explore the stream and find a secret fort under some low tree branches. We gather large rocks to make a bridge over the stream. Anna finds a flat rock for sitting and calls it our back porch. We gather leaves to make soft chairs. Nate steps into the stream and laughs at his muddy feet.

Part B

Select **two** sentences from the story that support the answer to Part A.

- (a) “Aunt Chris is lighting the stove.” (paragraph 1)
- (b) “Mabs and Gramps are up, and we cousins give them big hugs.” (paragraph 3)
- (c) “When I feel the cold, spotted scales of the fish in the net, my heart jumps just as the trout did on the line.” (paragraph 4)
- (d) “Then my cousins and I go back to our secret fort.” (paragraph 8)
- (e) “Before it gets dark, we look for long sticks for cooking marshmallows.” (paragraph 10)
- (f) “I see the first faint stars.” (paragraph 10)

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

Today you will do some research on animals and their natural environments. First, you will read an article about wolves in Yellowstone National Park. Then you will read an article titled “The Missing Lynx.” As you read these sources, you will gather information and answer questions about animals and their environments so you can write a response.

Refer to the article “A Howling Success” and the article “The Missing Lynx.” Then answer the question.

A Howling Success

by Gerry Bishop

- 1 *In Yellowstone National Park, a gray wolf sends its eerie call into the wild. You might say that it's howling for joy.*
- 2 When you look at this photo and think about wolves, what words come to mind? Wild? Scary? Awesome?



Compare ideas from both “A Howling Success” and “The Missing Lynx.” Drag the sentences and drop them into the chart. All the sentences will be used.

Scientists wanted to help Yellowstone National Park by releasing more animals into the wild.

Scientists were able to keep track of the animal population and record how their numbers grew.

Scientists had to bring back enough smaller animals to help feed the larger animal population.

Scientists warned ranchers about hunting the endangered animals.

Scientists first made sure that the animals were comfortable in their new surroundings and then set them free.

[Click To Respond](#)

Enlarged Graphic from the Technology-Enhanced Item Sample

“A Howling Success”

BOTH

“The Missing Lynx”

More Text Below

OK

Scientists wanted to help Yellowstone National Park by releasing more animals into the wild.

Scientists were able to keep track of the animal population and record how their numbers grew.

Scientists had to bring back enough smaller animals to help feed the larger animal population.

Scientists warned ranchers about hunting the endangered animals.

Scientists first made sure that the animals were comfortable in their new surroundings and then set them free.

Prose Constructed-Response Item

Today you will read two stories titled “Johnny Chuck Finds the Best Thing in the World” and “Me First.” As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled “Johnny Chuck Finds the Best Thing in the World.” Then answer the question.

Johnny Chuck Finds the Best Thing in the World

by Thornton W. Burgess

- 1 Old Mother West Wind had stopped to talk with the Slender Fir Tree.
- 2 “I’ve just come across the Green Meadows,” said Old Mother West Wind, “and there I saw the Best Thing in the World.”
- 3 Striped Chipmunk was sitting under the Slender Fir Tree and he couldn’t help hearing what Old Mother West Wind said. “The Best Thing in the World—now what can that be?” thought Striped Chipmunk. “Why, it must be heaps and heaps of nuts and acorns! I’ll go and find it.”
- 4 So Striped Chipmunk started down the Lone Little Path through the wood as fast as he could run. Pretty soon he met Peter Rabbit.

Old Mother West Wind and the Sandwich both try to teach important lessons to characters in the stories.

Write an essay that explains how Old Mother West Wind’s and the Sandwich’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

← → **B** *I* u ABC ✓

RESOURCES

K-12 ELA Resources Library

- [Louisiana Student Standards in ELA](#): provides comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): provides guidance for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [ELA Guidebooks](#): presents a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- [Getting Started Resources](#): includes writing and reading approach guides, learning tools, and instructional strategies
- [Instructional Materials Review Rubrics](#): provides links to rubrics used to evaluate K-12 instructional, assessment, and intervention materials
- [English Learner Library](#): contains a collection of resources for supporting ELs

Assessment Guidance Library

- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committees, includes information on applying for participation

Practice Test Library

- [LEAP 2025 Grade 3 PBT Practice Test](#) and [Answer Key](#) and LEAP 2025 Grade 3 ELA CBT Practice Test [Answer Key](#): helps prepare students for the spring assessments and provides scoring information for teachers
- [LEAP 2025 ELA Practice Test Guidance](#): provides guidance on how teachers might better use the ELA practice tests to support their instructional goals
- [Practice Test Quick Start Guide](#): provides information regarding administration and scoring of the online practice tests
- [Practice Test Webinars](#): provide information about how to use the practice tests instructionally

Teacher Leader Library: contains workshop materials from Teacher Leader collaborations and the annual Teacher Summit

Assessment Library

- [2020-2021 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [LEAP 2025 Technology-Enhanced Item Types](#): provides a summary of the different kinds of technology-enhanced items students may encounter in any CBT across courses and grade-levels
- [LEAP 2025 Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [LEAP 360](#): offers an optional, high-quality non-summative assessment system that includes diagnostic and interim tests
- [Released Items](#): includes sample student work that teachers can use as models for scoring tasks that are similar to the summative assessment tasks

DRC INSIGHT Portal (eDirect)

- includes access to tutorials, manuals, and user guides

INSIGHT™

- Online Tools Training: allows students to become familiar with the tools available in the online testing platform or [here](#) using the Chrome browser
- LEAP 2025 Grade 3 ELA CBT Practice Test: helps prepare students for the spring assessments

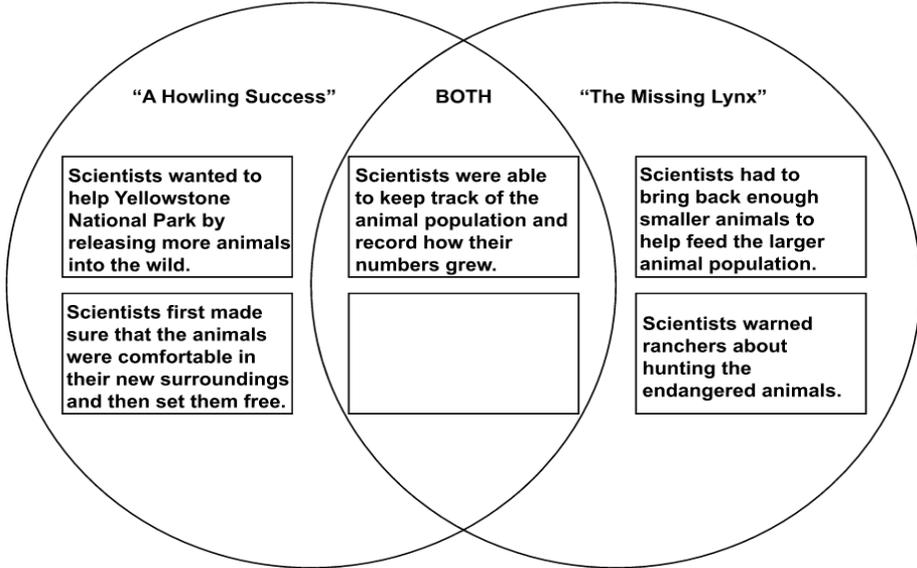
Contact Us

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions
- [AskLDOE](#) for other questions
- ldoecommunications@la.gov to subscribe to newsletters; include the newsletter(s) you want to subscribe to in your email

Newsroom: offers archived copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

APPENDIX A

Answer Key/Rubric and Alignment Information for Sample Items

Item Type	Answer Keys/Rubric	Alignment
Evidence-Based Selected-Response Item	Part A: D Part B: D	RI.3.2, RI.3.1
Multiple-Select Item	Part A: A Part B: B, D	RL 3.2 RL 3.1
Technology- Enhanced Item	 <p>The diagram consists of two overlapping circles. The left circle is labeled "A Howling Success" and contains two text boxes: "Scientists wanted to help Yellowstone National Park by releasing more animals into the wild." and "Scientists first made sure that the animals were comfortable in their new surroundings and then set them free." The right circle is labeled "The Missing Lynx" and contains two text boxes: "Scientists had to bring back enough smaller animals to help feed the larger animal population." and "Scientists warned ranchers about hunting the endangered animals." The overlapping area in the center is labeled "BOTH" and contains one text box: "Scientists were able to keep track of the animal population and record how their numbers grew." There is also an empty text box in the overlapping area.</p>	RI.3.2, RI.3.9, RI.3.1
Prose Constructed-Response Item	Literary Analysis Task Rubric	RL.3.3, RL.3.1; W.3.2; L.3.1, L.3.2

APPENDIX B

Update Log		
Date	Page(s)	Summary
8/3/20	All	Assessment Guides available for the 2020-2021 school year
9/23/20	6,7	Update to test administration windows and dates