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PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts (ELA) assessment for grade 5.

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 quality, [Tier 1](#), instructional materials that do the following:

- Provide opportunities for all students to meet the grade-level standards through appropriate scaffolds and supports (e.g., [Diverse Learners Guide](#))
- Provide a coherent set of plans that has students engage with texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas
- Are organized around high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, science, and the arts) and helps students make connections
- Include lessons and sections that build on each other to help develop students’ knowledge and skills
- Integrate reading, writing, and language instruction that focuses on building understanding of texts so that students can express that understanding in a variety of ways

- Include lessons that are organized so the writing process begins with development of understanding to ensure students have something meaningful to write about
- Include 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
- Offer 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 a student's ability to understand what they read and express that understanding in writing:

- 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, that are essential to understanding a particular text, and that include context that allows a student to determine literal and figurative meanings

LEAP 2025 ELA Test Design

There are three sessions on the LEAP 2025 ELA tests, which consist of tasks and reading passages. Students take two tasks, one in **Session 1** and one in **Session 2**; the tasks require students to write an extended response that addresses the text(s). All students will take the Research Simulation Task. The other task will be **either** the Literary Analysis Task **or** the Narrative Writing Task. See the table on page 4 for more information about the two designs.

The tasks are described below.

- **Research Simulation Task:** mirrors the research process by presenting three texts on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts (e.g., e.g., structure of texts, role of illustrations in the texts, use of evidence, multiple accounts of the same idea).
- **Literary Analysis Task:** provides students an opportunity to show their understanding of literature. It asks students to read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that compares and/or explains key ideas or elements in the texts (e.g., comparison of characters, setting, events; similar themes; influence of point of view).
- **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 3, Reading Literary/Informational Texts, asks students to read texts and answer questions to show their understanding of each text. The reading selections may include fiction (e.g., short stories, novel and drama excerpts, poems) and non-fiction (e.g., informational texts from across the disciplines of science, history, and the arts). Students will answer only selected-response questions about each text. No writing is included in this session.

NOTE: Session 3 will include 1-2 operational passage sets **and** 1 additional passage set that is being field tested. Each passage set includes one text or a pair of related texts 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 test; they provide information that will be used to help develop future test forms.

The table on the next page outlines the two possible designs of the Grade 5 ELA assessment. The first part of the table shows the test design when the Literary Analysis Task is administered, while the second part of the table shows the test design when the Narrative Writing Task is administered.

Grade 5 ELA Test Design—Literary Analysis Task (LAT) Administered				
Test Session	Focus of Session	Number of Passages	Number/Type of Items	Assessable ELA Student Standards (by subcategory)
1	Literary Analysis Task (LAT) and Reading Passage Set with one text	3	6 SR and 1 PCR 4 SR	LAT: RL standards; vocabulary standards RL.4, L.4, and L.5; writing standards W.1–2, 4, 9–10; conventions standards L.1-2, plus language skills from previous grades; Reading Set: RL and RI standards and vocabulary standards RL.4, RI.4, L. 4, and L.5
2	Research Simulation Task (RST)	3	8 SR and 1 PCR	RI standards; vocabulary standards RI.4, L.4 and L.5; writing standards W.1–2, 4, 7–10; conventions standards L.1–2, plus language skills from previous grades
3	Reading Literary/Informational Texts	1-2*	6 SR*	RL and RI standards and vocabulary standards RL.4, RI.4, L.4 and L.5
OR				
Grade 5 ELA Test Design—Narrative Writing Task (NWT) Administered				
Test Session	Focus of Session	Number of Passages	Number/Type of Items	Assessable ELA Student Standards (by subcategory)
1	Research Simulation Task (RST)	3	8 SR and 1 PCR	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards; W.1–2, 4, 7–10; conventions standards L.1–2, plus language skills from previous grades
2	Narrative Writing Task (NWT) and Reading Passage Set with one text or a pair of related texts	2-3	4 SR and 1 PCR 6 SR	NWT: RL standards; vocabulary standards RL.4, L.4-5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades; Reading Set: RL and RI standards and vocabulary standards RL.4, RI.4, L. 4, L.5
3	Reading Literary/Informational Texts	2*	8 SR*	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 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 non-fiction, 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.
	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 studies in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of studies in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

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 5 ELA ALDs](#) are written for the two assessment categories of Reading and Writing.

TEST ADMINISTRATION

Administration Schedule

The **computer-based testing window opens April 1, 2019, and runs through May 3, 2019**. The school or district test coordinator will communicate the testing schedule. All LEAP 2025 tests 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 5 ELA assessment.

LEAP 2025 Grade 5 ELA Assessment		Session Time
Session 1	Literary Analysis Task and a passage set with one text OR Research Simulation Task	90 minutes
Session 2	Research Simulation Task OR Narrative Writing Task and a passage set with one text or a pair of related texts	90 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 tests at different times within a testing day
- Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)
- Taking the sessions within a content area in the correct order (e.g., ELA Session 1 taken before ELA Session 2)

We also recommend

- limiting sessions to no more than three in one day for a student; and

- administering no more than one session that includes an extended-response task or writing prompt (i.e., grades 3-8 Social Studies Session 2, ELA Session 1, and ELA Session 2) in a day to an individual student.

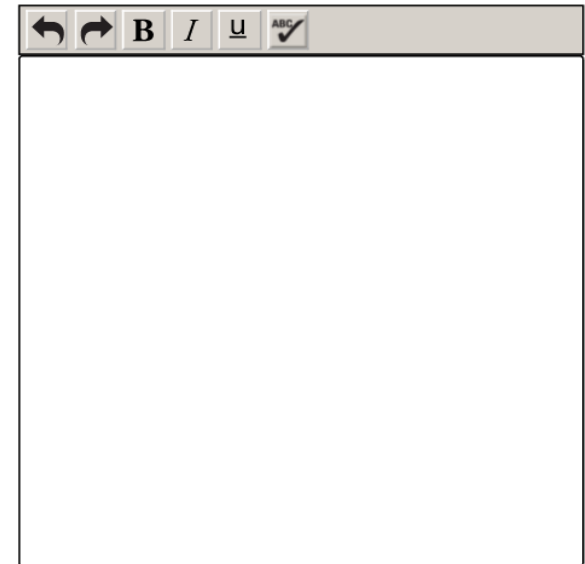
For more information about the scheduling of the CBT and administration policies, refer to the [Computer-Based Test Scheduling Guidance](#) document, found in the LDOE [Assessment](#) library.

Online Tools

Students 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 online tests include the following 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 should work through the Online Tools Training (available in INSIGHT or [here](#) using the Chrome browser) to practice using the online tools so they are well prepared to navigate the online testing system.

Permitted Testing Materials

Students will be permitted to have school-issued scratch paper only, which can be used to help students prepare their written responses. Students will **not** be allowed to use dictionaries and thesauruses on any part of the test. Because the ELA tests integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student’s understanding of a text. Definitions for words that are important to understanding the text but do not have sufficient context will be provided as footnotes. The scoring of the written 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 includes the following types of items:

- 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). However, they must answer correctly the part that asks them to show their understanding of a text and not only the part that asks for evidence. This means that if part A asks students to identify the theme of a text and part B asks for evidence of that theme, students must answer part A correctly to receive any credit; they cannot receive partial credit for answering only part B correctly.
- 2) **Multiple Select (MS)**: This item type asks students to choose more than one correct answer and may appear as a one-part question or as 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). For more information about how to score the MS items, see the [LEAP 2025 ELA Practice Test Guidance](#).
- 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 will allow students to practice answering TE questions to prepare for the test. For more information about how to score the TE items, see the [LEAP 2025 ELA Practice Test Guidance](#). 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 knowledge of language and conventions.

There are two [grade 5 rubrics](#) used to score the PCRs—one to score student responses to the Literary Analysis Task (LAT) and the Research Simulation Task (RST) and one to score student responses to the Narrative Writing Task (NWT). The table that follows summarizes the scoring of the ELA Tasks at grade 5.

Scoring of Grade 5 Tasks						
Task	Dimensions	Score Points by Dimension	Weight	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	4, 3, 2, 1, or 0	4	16	19	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Research Simulation	Reading Comprehension and Written Expression*	4, 3, 2, 1, or 0	4	16	19	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 (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT.

SAMPLE TEST ITEMS

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

Information associated with the sample items (i.e., answer keys/rubric and standards alignment) is located in the [Appendix](#). The sample items, and the passages associated with them, will also be included in the OTT.

Evidence-Based Selected-Response Item

Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

Feathers

- 1 A sharp-tongued woman was accused of starting a rumor: When she was brought before the village rabbi, she said, “I was only joking. My words were spread by others, and so I’m not to blame.”
- 2 But the victim demanded justice, saying, “Your words soiled my good name!”
- 3 “I’ll take back what I said,” replied the sharp-tongued woman, “and that will take away my guilt.” When the rabbi heard this, he knew that this woman truly did not understand her crime.
- 4 And so he said to the woman, “Your words will not be excused until you have done the following. Bring my feather pillow to the market square, cut it and let the feathers fly through the air. Then collect every one of the feathers from the pillow and bring them all back to me. When you have done this, you will be absolved of your crime.”
- 5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

Part A

What is the purpose of the dialogue between the woman and the victim in the beginning of the story?

- (a) to introduce the causes for the woman’s negative actions
- (b) to introduce the conflict that will be resolved later in the story
- (c) to connect the woman’s thoughts and actions to important events
- (d) to develop background information for events in the story

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Part B

Which sentence from the story **best** supports the answer to Part A?

- (a) “When she was brought before the village rabbi, she said, ‘I was only joking.’ ” (paragraph 1)
- (b) “The wind carried them here and there, up into trees and under merchants’ carts.” (paragraph 6)
- (c) “She tried to catch them, but after much effort it was clear to her that she would never find them all.” (paragraph 6)
- (d) “From that day, the woman spoke kindly of all she had met.” (paragraph 7)

Technology-Enhanced Item

Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

Feathers

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- 2 But the victim demanded justice, saying, “Your words soiled my good name!”
- 3 “I’ll take back what I said,” replied the sharp-tongued woman, “and that will take away my guilt.” When the rabbi heard this, he knew that this woman truly did not understand her crime.
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- 5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

Part A

Which statement contrasts the attitude of the woman with the attitude of the rabbi at the beginning of the story?

- (a) The woman accepted no blame, while the rabbi realized the significance of her crime.
- (b) The woman trusted the rabbi, but he thought she was playing a trick.
- (c) The woman wanted to correct her behavior, while the rabbi was pleased with his own behavior.
- (d) The woman thought the rabbi was wise, but the rabbi thought the woman was careless.





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Part B

Select **two** sentences from the story that show how the woman changes to agree with the rabbi.

5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

6 She did as he asked, and cut the pillow. Feathers blew far and wide over the square and beyond. The wind carried them here and there, up into trees and under merchants’ carts. She tried to catch them all, but after much effort it was clear to her that she would never find them all.

7 She returned to the rabbi with only a few feathers in her hand. Facing the rabbi, she said, “I could not take back the feathers any more than I could take back my words. From now on I will be careful not to say anything that would harm another, for there is no way to control the flight of words, any more than I could control the flight of these feathers.” From that day, the woman spoke kindly of all she had met.

Multiple-Select Item

Today you will read a passage from “The Growin’ of Paul Bunyan.” As you read, pay close attention to the characters’ thoughts. This will help you answer questions and prepare you to write a narrative story.

Read the passage from the story “The Growin’ of Paul Bunyan.” Then answer the questions.

from “The Growin’ of Paul Bunyan”

by William J. Brooke

- 1 *Paul Bunyan finds Johnny Appleseed after Paul chops down all the trees Johnny has planted for six days.*
- 2 Starin’ out at the orange sun, Johnny asks, “Are they all gone?” Paul looks back over his shoulder an’ allows as how they are. Paul waits for Johnny to say somethin’ else, but he just keeps starin’, so Paul says, “It took you six days to plant ‘em an’ it took me only three days to chop ‘em down. Pretty good, huh?”
- 3 Johnny looks up an’ smiles sadly. “It’s always easier to chop somethin’ down than to make it grow.” Then he goes back to starin’.
- 4 Now that rankles Paul. When he beats somebody fair an’ square, he expects that someone to admit it like a man. “What’s so hard about growin’ a tree anyway?” he grumps. “You just stick it in the ground an’ the seed does all the work.”
- 5 Johnny reaches way down in the bottom o’ his bag an’ holds out a seed. “It’s the last one,” he says. “All the rest o’ my dreams is so much kindlin’ wood, so why don’t you take this an’ see if it’s so easy to make it grow.”

Part A

At the beginning of the story, how is Johnny’s view about his trees different from Paul’s?

- (a) Johnny views his trees as food for the rabbits, while Paul views them as useful in his work.
- (b) Johnny views his trees as the result of hard work, while Paul views them as objects to win a contest.
- (c) Johnny views his trees as needing his protection, while Paul views them as needing too much care.
- (d) Johnny views his trees as friends that he needs to take care of, while Paul views them as something to brag about.

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- 5 Johnny reaches way down in the bottom o’ his bag an’ holds out a seed. “It’s the last one,” he says. “All the rest o’ my dreams is so much kindlin’ wood, so why don’t you take this an’ see if it’s so easy to make it grow.”

More Text Below

Part B

Choose **two** details, one for Johnny and one for Paul, that support the answer to part A.

- a “It took you six days to plant ‘em an’ it took me only three days to chop ‘em down.”
- b “It’s always easier to chop somethin’ down than to make it grow.”
- c “Johnny reaches way down in the bottom o’ his bag an’ holds out a seed.”
- d “So he takes the little bitty seed an’ pushes it down in the ground with the tip o’ one fingernail.”
- e “He pats the soil around it real nice, like he seen Johnny do.”
- f “Don’t matter,” says Johnny’s voice, ‘if the rabbits get the seed.’”

Prose Constructed-Response Item

Today you will read a passage from “The Growin’ of Paul Bunyan.” As you read, pay close attention to the characters’ thoughts. This will help you answer questions and prepare you to write a narrative story.

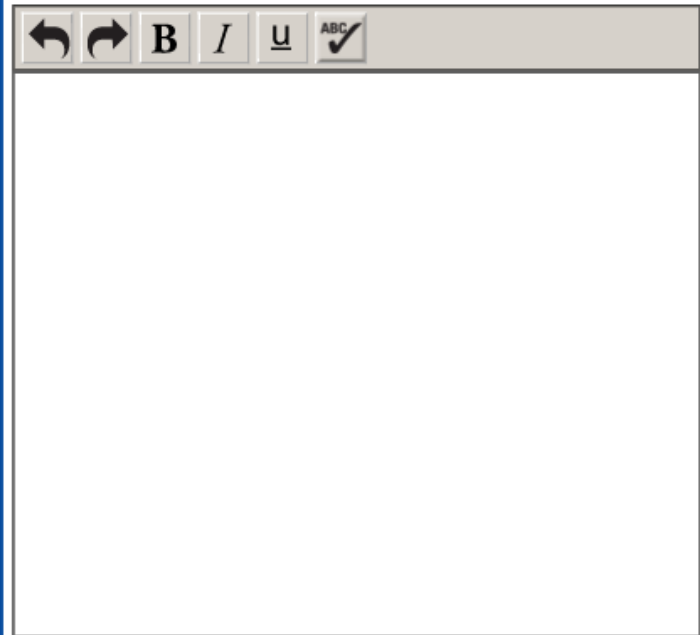
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- 4 Now that rankles Paul. When he beats somebody fair an’ square, he expects that someone to admit it like a man. “What’s so hard about growin’ a tree anyway?” he grumps. “You just stick it in the ground an’ the seed does all the work.”

You have read a passage from “The Growin’ of Paul Bunyan.” Think about how the story would be different if it were told from Johnny’s point of view. Write the story from the point of view of Johnny.



The writing area consists of a toolbar at the top with the following icons from left to right: a curved arrow pointing left (undo), a curved arrow pointing right (redo), a bold letter 'B', an italic letter 'I', an underlined letter 'u', and a checkmark icon with the letters 'ABC' above it. Below the toolbar is a large, empty rectangular box for writing the response.

RESOURCES

K-12 ELA Resources Library

- [Louisiana Student Standards in ELA](#): offers comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): guides for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [ELA Guidebooks 2.0](#): 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
- [EL Guidebook](#): provides guidance to schools in how to implement high-quality instruction for English Learners

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 5 ELA Practice Test and [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

Assessment Library

- [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](#): an optional, free high-quality non-summative assessment system that includes diagnostic and interim assessments
- [PARCC's Released Items](#): includes sample student work that teachers can use as models for scoring tasks that are similar to the summative assessment tasks

eDirect

- includes access to tutorials, manuals, and user guides
- EAGLE: part of the LEAP 360 system which allows teachers to integrate high-quality questions into daily lessons through teacher-created tests, premade assessments, and items for small group instruction

INSIGHT™

- Online Tools Training: allows students to become familiar with the tools available in the online testing platform
- LEAP 2025 Grade 5 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

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

APPENDIX

Answer Key/Rubric and Alignment Information for Sample Items

Item Type	Answer Keys/Rubric	Alignment
Evidence-Based Selected-Response Item	Part A: B Part B: D	RL.5.5, RL.5.1
Technology- Enhanced Item	Part A: A Part B: Any combination of two answers <ul style="list-style-type: none"> • Facing the rabbi, she said, “I could not take back the feathers any more than I could take back my words.” • “From now on I will be more careful not to say anything that would harm another, for there is no way to control the flight of words, any more than I could control the flight of these feathers.” • From that day, the woman spoke kindly of all she had met. 	RL.5.3, RL.5.1
Multiple-Select Item	Part A: B Part B: A and B	RL.5.3, RL.5.1
Prose Constructed-Response Item	Narrative Writing Task Rubric	W.5.3, W.5.4; L.5.1, L.5.2