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UPDATES [8/22/2017]

- ❖ [Minor Changes to Test Design](#)
- ❖ [Session Times Added to ELA Testing Schedule](#)
- ❖ [New Resources and Links](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts assessment for grade 8, which is administered in the spring.

INTRODUCTION

All students in grades 3–10 will take the LEAP 2025 ELA and mathematics 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;
- information for educators and parents about student readiness in ELA and mathematics and whether students are “on track” for college and careers; and
- comparison of Louisiana student performance with the performance of students in other states.

REPORTING CATEGORIES

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

Claim	Subclaim	Subclaim 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 districts 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.

ASSESSMENT DESIGN

The LEAP 2025 ELA Assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom:

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

All students will take the Research Simulation Task. The other task will be **either** the Literary Analysis Task **or** the Narrative Writing Task. At grades 4 through 10, an additional passage set will come after the Literary Analysis Task (one text only) or the Narrative Writing Task (one text or a pair of related texts). At grade 8, the additional set may be literary or informational and is included to balance the reading load across the test and to maintain consistent timing in sessions 1 and 2.

The tasks are described below.

- **Research Simulation Task:** mirrors the research process by presenting three texts on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts (e.g., point of view/purpose, evaluate argument/claims, relationship of ideas, primary and secondary sources).
- **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., differences in points of view of characters; effect of dialogue or events in passages; analysis of themes, structure).
- **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 or from a different point of view). Students should make sure that they create narrative, not expository, responses.

Session 1 consists of **either** the Literary Analysis Task and one additional passage set **or** the Research Simulation Task, administered by itself.

Session 2 consists of **either** the Research Simulation Task, administered by itself, **or** the Narrative Writing Task and an additional passage set with one text or a pair of related texts.

Session 3, Reading Literary and Informational Texts, asks students to read texts and answer questions to show their understanding of each text. The reading selections may include fiction (e.g., short stories, novel 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 2 operational passage sets **and** 1 additional passage set that is being field tested. Each passage set at grade 8 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 8 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 8 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 subclaim)
Session 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
Session 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
Session 3	Reading Literary and Informational Texts	2-3*	10 SR*	RL and RI standards and vocabulary standards RL.4, RI.4, L.4 and L.5

OR

Grade 8 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 subclaim)
Session 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
Session 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
Session 3	Reading Literary and Informational Texts	2-3*	10 SR*	RL and RI standards and vocabulary standards RL.4, RI.4, L.4 and L.5

***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

TEST ADMINISTRATION POLICIES

Administration Schedule

The LEAP 2025 ELA, mathematics, and social studies assessments will be available to districts as computer-based tests (CBT) for grade 8. The **CBT window opens April 9, 2018, and runs through May 4, 2018**. The school or district test coordinator will communicate the testing schedule. For more information about the scheduling of the CBT and online administration policies, refer to the [CBT Guidance](#) document, found in the LDOE [assessment library](#).

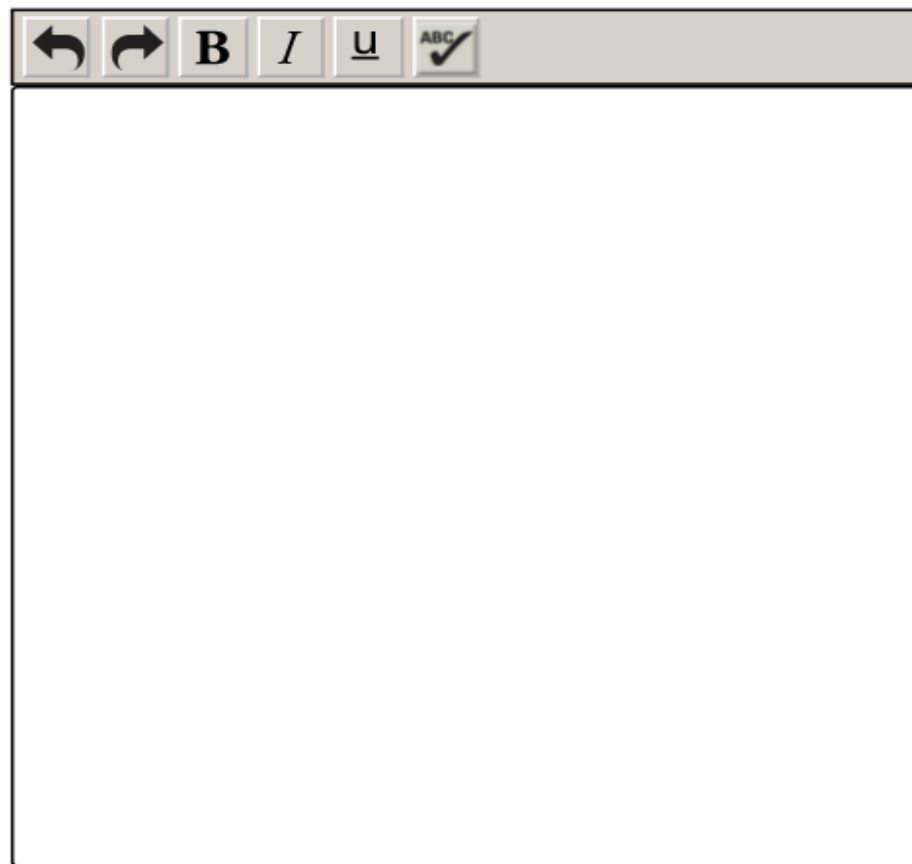
The table below shows the session information for the grade 8 ELA assessment.

LEAP 2025 Grade 8 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 and Informational Texts	80 minutes

All LEAP 2025 tests, including the science field test, are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).








Computer-Based Tests

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 below.



The toolbar at the top of the response box allows students to undo or redo an action; add boldface, italics, or underlining to their response; and check the spelling of words in their response. 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 
- Highlighter tool 
- Cross-Off tool 
- Sticky Note tool 
- Magnifying tool 
- Line Guide 
- Help tool 

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 will be provided as footnotes for words that are important to understanding the text but do not have sufficient context. The scoring of the written responses takes into account the absence of such resources and the time constraints of each task.

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

ITEM TYPES

The grade 8 ELA assessment 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 an EBSR item. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point) if they get one of two correct answers or two of three correct answers in a one-part MS item or in part A, if the MS item is an EBSR.
- 3) **Technology Enhanced (TE)**: This item type 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 computer-based 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 knowledge of language and conventions.

There are two [grade 8 rubrics](#) used to score the PCRs—one to score student responses to the Literary Analysis Task (LAT) and the Research Simulation Task (RST) and one to score student responses to the Narrative Writing Task (NWT). The table that follows summarizes the scoring of the grade 8 tasks.

Scoring of Grade 8 Tasks				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Narrative Writing	Written Expression	12 points (3 times holistic score)	15	NWT Rubric
	Conventions	3 points		

* When scoring the 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 A](#). Some of the sample items, and the passages associated with them, will also be included in the OTT.

Evidence-Based Selected-Response Item

Today you will analyze a passage from *Oliver Twist* and a passage from *A Portrait of the Artist as a Young Man*. As you read these texts, you will gather information and answer questions about the effect of dialogue or events so you can write an essay.

Read the passage from *Oliver Twist*. Then answer the questions.

from *Oliver Twist*

by Charles Dickens

1 The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at meal-times. Of this festive composition each boy had one porringer, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides. The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed, employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his

Part A

How does the word **festive** in paragraph 1 affect the meaning of the paragraph?

- (a) by adding sarcasm to show the poor quality of the meal being served
- (b) by creating imagery of the elaborate meal that is about to be served
- (c) by providing a description of a special celebration
- (d) by comparing an elaborate holiday meal with a typical meal

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Part B

Which phrase from paragraph 1 supports the answer to Part A?

- (a) “The room in which the boys were fed, was a large stone hall. . . .”
- (b) “. . . the master, dressed in an apron for the purpose, and assisted by one or two women”
- (c) “. . . each boy had one porringer, and no more. . . .”
- (d) “. . . except on occasions of great public rejoicing”

Technology-Enhanced Item

Read the article “Plate Tectonics: Moving and Shaking.” Then answer the questions that follow.

Plate Tectonics: Moving and Shaking

There are a few handfuls of major plates and dozens of smaller, or minor, plates. Six of the majors are named for the continents embedded within them, such as the North American, African, and Antarctic plates. Though smaller in size, the minors are no less important when it comes to shaping the Earth. The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.

The plates make up Earth’s outer shell, called the lithosphere. (This includes the crust and uppermost part of the mantle.) Churning currents in the molten rocks below propel them along like a jumble of conveyor belts in disrepair. Most geologic activity stems from the interplay where the plates meet or divide.

Which events can be caused when magma rises to Earth’s surface and pushes two more plates apart?

Select **three** phrases from paragraphs 7 and 8 and drag them into the boxes labeled Effects.

Cause: Magma raises and pushes plates apart.

Effects

Mountains and volcanoes rise
The process renews the ocean floor
mid-ocean ridge system connects the world's oceans
giant troughs such as the Great Rift Valley in Africa form
eastern Africa will split from the continent to form a new landmass
A mid-ocean ridge would then mark the boundary between the plates

Click To Respond

Enlarged Graphic from the Technology-Enhanced Item Sample

Read the article "Plate Tectonics" and answer the questions that follow.

Plate Tectonics

There are a few hundred plates. Six of the major plates, such as the North American, Pacific, African, Antarctic, Indo-Australian, and Eurasian, are large. The rest are smaller. Some are tiny, like the Juan de Fuca plate. The Pacific Northwest of the United States is on the edge of the Pacific Plate.

The plates make up Earth's crust and uppermost mantle. The heat from the mantle rocks below propel the plates. The movement of the plates causes geologic activity such as earthquakes and volcanoes.

The movement of the plates is convergent, where plates move toward each other; divergent, where plates move apart; and transform, where plates slide past each other.

Convergent Boundaries

Where plates serving the same function meet, they can form mountain ranges. India and Australia are moving toward each other, and the Himalayas are forming.

When magma rises to form new oceanic crust, it can push more plates apart?

Graphs 7 and 8 and their Effects.

Cause: Magma raises and pushes plates apart.

Effects

Mountains and volcanoes rise

The process renews the ocean floor

mid-ocean ridge system connects the world's oceans

giant troughs such as the Great Rift Valley in Africa form

eastern Africa will split from the continent to form a new landmass

A mid-ocean ridge would then mark the boundary between the plates

OK

oceans
Africa form
form a new landmass
boundary between the plates

pond

Multiple-Select Item

Today you will analyze a passage from *Oliver Twist* and a passage from *A Portrait of the Artist as a Young Man*. As you read these texts, you will gather information and answer questions about the effect of dialogue or events so you can write an essay.

Read the passage from *Oliver Twist*. Then answer the questions.

from *Oliver Twist*

by Charles Dickens

- 1 The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at meal-times. Of this festive composition each boy had one porringer, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides. The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed, employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his

Part A

In paragraph 1, why does the author describe the boy who **was afraid he might some night happen to eat the boy who slept next to him**?

- (a) to show how the adults in charge at the institution treated the boys
- (b) to provide details that develop a major character in the passage
- (c) to illustrate how the boys are affected by the conditions at the institution
- (d) to offer an example of the way the boys govern themselves in the passage

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Part B

Which **two** phrases offer additional support for the answer to Part A?

- (a) “. . . suffered the tortures of slow starvation . . .” (paragraph 1)
- (b) “. . . one boy, who was tall for his age, and hadn’t been used to that sort of thing . . .” (paragraph 1)
- (c) “A council was held; lots were cast. . . .” (paragraph 1)
- (d) “The master, in his cook’s uniform, stationed himself at the copper. . . .” (paragraph 2)
- (e) “. . . he was desperate with hunger, and reckless with misery.” (paragraph 2)
- (f) “The assistants were paralysed with wonder. . . .” (paragraph 4)

Prose Constructed-Response Item

Today you will analyze a passage from *Oliver Twist* and a passage from *A Portrait of the Artist as a Young Man*. As you read these texts, you will gather information and answer questions about the effect of dialogue or events so you can write an essay.

Read the passage from *Oliver Twist*. Then answer the question.


from *Oliver Twist*

by Charles Dickens

- 1 The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at meal-times. Of this festive composition each boy had one porringer, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides. The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed, employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.

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RESOURCES

- Online Tools Training: provides students and teachers opportunities to become familiar with the tools available in the online testing platform; available in INSIGHT or [here](#) using the Chrome browser
- [LEAP 2025 Technology-Enhanced Item Types](#): provides a summary of the different kinds of technology-enhanced items students may encounter in any of the computer-based tests across courses and grade-levels, along with where to find examples of each type
- LEAP 2025 Grade 8 ELA Computer-Based Practice Test and [Answer Key \(Update Fall\)](#): provides a computer-based grade-level practice test to help prepare students for the spring assessment, along with scoring information for teachers; accessed through INSIGHT
- [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 the administration and scoring process of the online practice tests
- [LEAP 2025 Accessibility and Accommodations Manual](#): provides information about Louisiana’s accessibility features and accommodations for LEAP 2025 assessments
- [ELA Guidebooks 2.0](#): a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- [Grades 6-8 Teacher Library](#): provides links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [LEAP 360](#): an optional, free high-quality non-summative assessment system that provides educators with a complete picture of student learning at the beginning, middle, and end of the school year; includes diagnostic and interim assessments
- [EAGLE](#): a part of the LEAP 360 system, which allows teachers to integrate high-quality questions into day-to-day classroom experiences and curricula through teacher-created tests, premade assessments, and individual items for small group instruction

APPENDIX A

Answer Key/Rubric and Alignment Information for Sample Items

Item Type	Answer Keys/Rubric	Alignment
Evidence-Based Selected-Response Item	Part A: A Part B: C	RL.8.4, RL.8.1
Technology-Enhanced Item	<p style="text-align: center;"><u>Effects</u></p> <p>Mountains and volcanoes rise</p> <p>The process renews the ocean floor</p> <p>giant troughs such as the Great Rift Valley in Africa form</p>	RI.8.2, RI.8.3, RI.8.1
Multiple-Select Item	Part A: C Part B: A and E	RL.8.3, RL.8.1
Prose Constructed-Response Item	Literary Analysis Task Rubric	RL.8.3, RL.8.1; W.8.2, W.8.4, W.8.9; L.8.1, L.8.2

APPENDIX B

Update Log		
Date	Page	Summary of Changes
8/22/17	1	Added Appendix B to list of internal links Added box outlining primary changes, with internal links
	4	Added qualifier to end of Session 2 description about the passage set after the Narrative Writing Task Revised number of passage sets in Session 3 Note to reflect new design
	5	Updated design table to reflect minor changes: revised number of items in all sessions of LAT design and sessions 1 and 3 of NWT design; expanded description of Reading Passage set after NWT; revised number of passages in Session 2 of the NWT and in Session 3 for both designs
	6	Added session times to the Grade 8 ELA administration table Added the science field test to the paragraph about tests being timed
	9	Revised description and name of TEI resource
	18	Revised description and name of TEI resource Added note about update to practice tests (to reflect minor design changes) Added LEAP 360 information Updated EAGLE link and description
	20	Added Update Log, which will be used to track changes made to assessment guide moving forward