



## A District's Guide to LEAP 360 Overview

The District's Guide to LEAP 360 serves as support tool for districts to use when implementing the components of LEAP 360 in schools. Districts should use this guide and its resources to develop a plan for LEAP 360 training, administration, and data analysis and to guide instructional and assessment planning in schools.

### LEAP 360 Overview

LEAP 360 offers assessments designed to help teachers, schools, and school systems monitor student learning and adjust instructional support prior to the LEAP 2025 summative assessments. The overall [purpose](#) of LEAP 360 is to:

- [Inform and drive classroom instruction](#)
- [Reduce testing](#)

### LEAP 360 Components

LEAP 360 assessment tools include the following components:

- [Diagnostic assessments](#): help educators pinpoint existing strengths and weaknesses of students entering classrooms
- [Interim assessments](#): evaluate student learning and monitor progress toward year-end goals and allow teachers to target and adjust instruction throughout the year
- [EAGLE 2.0](#): allows teachers to integrate high-quality questions into day-to-day classroom experiences and curricula
- [K-2 formative tasks](#): provide quality tasks focused on critical student skills in ELA and math

### District Responsibilities

1. [Perform an assessment inventory to eliminate unnecessary testing](#)
2. [Provide schools with a year-at-a-glance](#)
3. [Choose assessment forms](#)
4. [Provide appropriate training for district staff, school leadership, and teachers](#)
5. [Conduct LEAP 360 test setup](#)
6. [Support test administration and scoring](#)
7. [Analyze report data to support curricular and instructional decision-making](#)

### Resources

- [LEAP 360 FAQ](#)
- [LEAP 360 Trainings](#)
- [A Teacher's Guide to LEAP 360](#)
- [eDIRECT User Guide](#)
- [A Parent Guide to LEAP 360](#)
- [Diagnostic Quickstart Guide](#)
- [Interim Quickstart Guide](#)
- [EAGLE 2.0 User Guide](#)
- [K-2 Formative Tasks Overview](#)

For additional questions, email [assessment@la.gov](mailto:assessment@la.gov).

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## Purpose of LEAP 360

Each year, the results from LEAP 2025 summative assessments provide Louisiana educators, students, and parents with important information about what students did and did not learn that school year. However, the results have limited instructional implications. High quality diagnostic and interim assessments are more useful tools for educators to appropriately plan for and adjust instruction to meet all students' needs. The overall purpose of LEAP 360 is to inform and drive classroom instruction and to reduce testing.

### Inform and Drive Classroom Instruction

LEAP 360 is a tool to help:

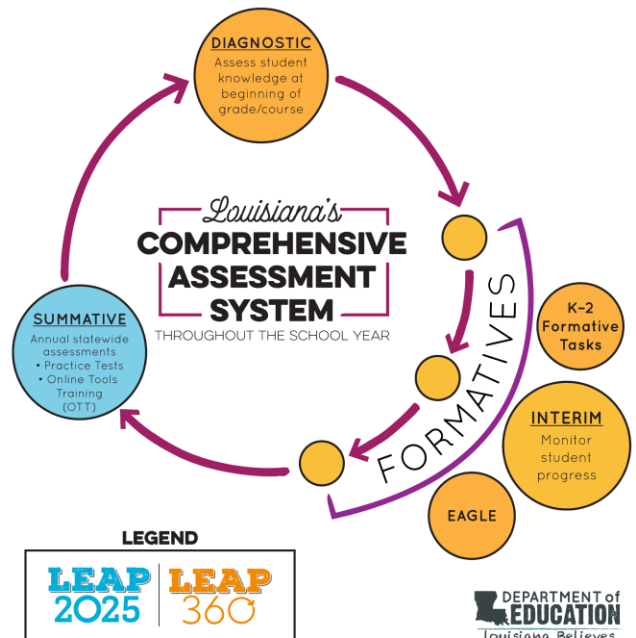
- **Teachers** understand a more complete picture of student performance at the beginning, throughout, and end of the year. This understanding helps teachers:
  - provide students access to high quality, standards-aligned items
  - adjust their instruction to help all students achieve
  - set meaningful, yet ambitious, goals for student learning
  - monitor learning toward that goal
- **Principals** identify where additional support is needed for students and teachers. LEAP 360 provides information to focus educators on the learning that matters most for students.
- **Districts** identify where additional support is needed for schools and teachers. LEAP 360 provides tools that help districts monitor progress toward goals.

### Reduce Testing

The Louisiana Department of Education remains committed to reducing testing time, including limiting state year-end assessments to no more than 2% of instructional time. In addition, Louisiana is committed to helping systems reduce local assessment minutes while improving quality. LEAP 360 supports schools with these efforts.

To support system-wide test reduction, the Department has led assessment audits with school systems, utilizing [assessment inventory resources](#) to help systems evaluate the amount and quality of their assessments in order to reduce testing time while improving quality. Districts should do a thorough examination of curriculums to ensure all assessments given outside of LEAP 360 are high quality and from Tier 1 resources.

LEAP 360 is designed to provide teachers and students with results in detailed reports that allow for curricular and instructional adjustments as needed. For math, that might mean 5 minutes of scaffolding at the start of a lesson or changing the approach to the first problem. In ELA, that might mean grouping students in a different way.



## Year at a Glance

Decisions should be made prior to the start of the school year regarding LEAP 360 administration. Districts are responsible for choosing assessment forms for diagnostic and interims, providing an implementation plan, and delivering relevant LEAP 360 training to support schools and teachers.

Interim assessments assess specific chunks of curricular content and should be given only after instruction on that content has occurred. Districts should look at the curriculum scope-and-sequence for each content area to determine when to place interims within the assessment calendar. For developing an assessment calendar, a list of the standards covered and suggested times for Diagnostic and Interim assessments can be found in [Appendix A](#) and in [A Teacher’s Guide to LEAP 360](#).

LEAP 360						
Tool	Description	Content Area	Grade/Course	Forms	Recommended time of year	Reporting
<a href="#">Diagnostic</a>	Tools to evaluate the full scope of the standards needed to begin the school year to help educators identify prerequisite skills for success in that grade level	<a href="#">ELA</a>	3-8, English I, English II	3 Combined Forms/ 3 Separate Writing Forms	Beginning of year/course	State, District, School, Class, Student
		<a href="#">Math</a>	3-8, Algebra I, Geometry	1 Form	Beginning of year/course	State, District, School, Class, Student
<a href="#">Interims</a>	Assessments to help educators identify students’ misconceptions and learning patterns to adjust instruction and target support	<a href="#">ELA, Math</a>	3-5, 8	2 Forms	2 major checkpoints during the year after large periods of instruction based on curriculum and instructional pacing	Student, Class, School, District, State
			6 and 7	4 Forms	2 major checkpoints during the year after large periods of instruction based on curriculum and instructional pacing	

			Algebra I, Geometry, English I, English II	3 Forms	3 major checkpoints during the year after large periods of instruction based on curriculum and instructional pacing	
<b>K-2 Tasks</b>	High-quality items and pre-made assessments designed to be woven into the day-to-day practices of classroom instruction	ELA, Math	K, 1, 2	32 tasks (16 ELA, 16 math)	Throughout year, guidance provided	N/A
<b><u>EAGLE 2.0</u></b>	High-quality items and pre-made assessments designed to be woven into the day-to-day practices of classroom instruction	<a href="#">ELA</a> , <a href="#">Math</a> , <a href="#">Science</a> , <a href="#">Social Studies</a>	K-HS	over 5,550 items	Throughout year	Performance, Test Session, Statistic

## LEAP 360 Trainings

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Planning for LEAP 360 implementation begins over the summer and continues throughout the school year. District leadership should work with school leadership to understand the item types, develop curriculum guidance for implementation, manage eDIRECT, and provide quality training to school leaders and teachers.

### Full Length Webinars (Coming Soon)

Title	Audience
<b>Overview of LEAP 360</b>	District, School, Teacher
<b>District's Guide: Overview</b>	District, School
<b>Diagnostics</b>	District, School, Teacher

<b>Interims</b>	District, School, Teacher
<b>Eagle 2.0</b>	District, School, Teacher
<b>K-2 Formative Tasks</b>	District, School, Teacher
<b>Teacher's Guide: LEAP 360 in the Classroom</b>	District, School, Teacher
<b>Teacher's Guide: LEAP 360 Instructional Planning</b>	District, School, Teacher
<b>Teacher's Guide: Making Meaning of Results</b>	District, School, Teacher
<b>Teacher's Guide: Assessment Design</b>	District, School, Teacher

### Mini Trainings (Coming Soon)

<b>Title</b>	<b>Audience</b>
<b>Accessing eDIRECT (Test Coordinator)</b>	District, School
<b>Accessing eDIRECT (Test Administrator)</b>	District, School, Teacher
<b>Managing Users</b>	District, School
<b>Managing Test Administrators</b>	District, School
<b>Managing Students/Accommodations</b>	District, School
<b>Managing Test Sessions</b>	District, School
<b>Printing Test Tickets/Viewing Test Status</b>	District, School
<b>Unlocking Test Tickets</b>	District, School
<b>Completing Educator Scoring</b>	District, School, Teacher
<b>Accessing Interim/Diagnostic Reports</b>	District, School, Teacher
<b>EAGLE 2.0: Access EAGLE</b>	District, School, Teacher

<b>EAGLE 2.0: Searching Item Bank</b>	District, School, Teacher
<b>EAGLE 2.0: Creating a Test</b>	District, School, Teacher
<b>EAGLE 2.0: Creating a Test Session/Viewing Test Status</b>	District, School, Teacher
<b>EAGLE 2.0: Completing Educator Scoring</b>	District, School, Teacher
<b>EAGLE 2.0: Reports</b>	District, School, Teacher
<b>Accessing K-2 Formative Tasks</b>	District, School, Teacher
<b>Administration and Scoring of K-2 Formative Tasks</b>	District, School, Teacher



# LEAP 360 Administration Checklists

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LEAP 360 checklists cover the steps to be taken before, during, and after assessment administration to support schools and teachers in successful LEAP 360 implementation.

## Diagnostic/Interim: District Checklist for Implementation

### Before Administration

- Sign and return [LEAP 360 MOU \(2018-2019\) Amendment](#) by July 7, 2018
- Perform an assessment audit prior to the start of school to remove assessments that are not aligned or do not come from Tier 1 resources and communicate updated assessment plan to district and school leaders. For guidance utilize [Assessment Inventory](#) resources
- Provide appropriate [trainings](#) to all district staff, school leadership, and teachers prior to school starting and throughout the year; include regular opportunities to regroup and discuss implementation
- Review and provide appropriate diagnostic/interim [resources](#) to district staff, school leadership, and teachers with adequate time to prepare for the upcoming school year
- Provide an assessment calendar to schools prior to the start of school. Use the [Year at a Glance](#) table and [A Teacher's Guide to LEAP 360](#) for guidance. Assessment calendars should include:
  - [Forms chosen for LEAP 360 assessments](#)
  - [Testing windows for LEAP 360 assessments](#)
  - [Scope-and-sequence aligned to the LEAP 360 assessments](#)
- Determine if LEAP 360 assessments will be timed for students. Suggested times for Diagnostic and Interim assessments can be found in [Appendix A](#) and in [A Teacher's Guide to LEAP 360](#)
- Set district timelines for test administration, educator scoring, and data analysis/future planning
- Develop a contact plan for troubleshooting during testing
  - For troubleshooting guidance, reference the [Technical Troubleshooting Tips](#), [Technical Assistance Protocol](#), and the [Statewide Assessments Frequently Asked Questions](#) documents
- Outline LEAP 360 responsibilities to district and school technology coordinators
  - Develop communication plan with district and school technology coordinators prior to school starting and throughout the year; include regular opportunities to regroup and discuss technology readiness
  - Ensure INSIGHT and the Testing System Manager are set up at all schools. For guidance, see the DRC [Testing Site Manager](#) user guide
- Ensure all appropriate district staff, school leadership, and teachers have unpacked each assessment to understand the questions, standards alignment, item types; what the questions are asking; how questions are asked; and how to incorporate best practices into assessment creation/lessons
  - Reference the Teacher Study Guides (*Coming Soon*) posted in [eDIRECT](#)
- Communicate the available accommodations for LEAP 360 assessments and how to assign appropriate accommodations in [eDIRECT](#) to appropriate district staff, school leadership, and teachers
  - Large Print for grades 3-4, audio files, and communication assistance scripts are posted under General Documents in eDIRECT; braille tests must be ordered as Additional Materials in [eDIRECT](#)

Content Area	Accommodated Versions	Accommodations in eDIRECT
ELA	Large Print (grades 3-4 only), braille, Audio Files, Communication Assistance Scripts	Text-to-Speech
Math	Large Print (grades 3-4 only), braille, Audio Files, Communication Assistance Scripts	Text-to-Speech, Translated Test Content (Spanish)

- Add users and permissions to [eDIRECT](#). Reference directions found on pages 17-27 of the [eDIRECT User Guide](#)
- Ensure school test coordinators have completed necessary LEAP 360 test setup:
  - Add students/accommodations
  - Create test sessions
  - Print tickets
  - Schedule testing with available technology
  - Provide testing materials to test administrators: tickets, calculators, pencils, etc.
- Guarantee that students have practiced with the Online Tools Training (OTT) to familiarize with the testing system. Access LEAP 2025 Online Tools Training (OTT) in INSIGHT or via the [website](#) in Google Chrome. Student Tutorials are available in [eDIRECT](#)

### During Administration

- Remind schools about district timelines for test administration, educator scoring, and data analysis/future planning
- Monitor the completion and scoring of LEAP 360 assessments within district set timelines (*Coming Soon*)
- Ensure schools have a plan for makeup testing
- Ensure troubleshooting measures are established for common issues:
  - [Technical Troubleshooting Tips](#)
  - [Technical Assistance Protocol](#)
  - [Statewide Assessments Frequently Asked Questions](#)
  - Unlocking test tickets (*Coming Soon*)
- Ensure teachers have access to Teacher Study Guides available in [eDIRECT](#) (*Coming Soon*)
  - Ensure teachers know the diagnostic rubrics for writing will be different from the interim

### After Administration

- Pull district reports and analyze with principals to discuss how results impact curriculum, instruction, and materials decisions
- Provide district staff, school leadership, and teachers with ongoing and differentiated training on how to use LEAP 360 results while planning, including guided questions for data analysis (*Guidance Coming Soon*)
- Visit school PLCs to observe and participate in discussion and data analysis. Use information gathered to clear misconceptions and plan future trainings with district and school staffs
- Update district walkthrough forms to include objectives developed through LEAP 360 data analysis in

classroom observation practices

- Monitor to ensure school leadership:
  - Understands the types of reports available and the conclusions that can be drawn from reports (*Guidance Coming Soon*)
  - Redelivers all training on data analysis and using data to drive instruction to teachers (*Guidance Coming Soon*)
  - Updates school walkthrough forms to include objectives developed through LEAP 360 data analysis in classroom observation practices
  - Reviews lesson plans to see examples of instructional modifications based on LEAP 360 data
  - Includes LEAP 360 in post-observation conversations, focusing on teachers' choices about how they are modifying the curriculum to meet students' needs
- Monitor to ensure teachers:
  - Understand the types of reports available and the conclusions that can be drawn from reports (*Guidance Coming Soon*)
  - Participate in structures, like PLCs, that facilitate using LEAP 360 results to modify curriculum and instruction to better meet students' needs and remediate skills as needed. Reference the planning resources for [ELA](#) and [Math](#) to assist in the planning of remediation.
  - Take full ownership for maximizing student learning using LEAP 360, including using information about gaps and progress in learning to modify instructional plans (*Guidance Coming Soon*)
  - Communicate with students/parents to describe the ways in which each student has or has not yet met the learning goals and explain what adjustments will be made to his or her curriculum/instruction/planning to improve learning
  - Use diagnostic data to develop yearly SLTs
- Ensure curriculum, classroom instruction, and assessments are originating from Tier 1 resources or modeled from LEAP 360 content
  - Reference the Louisiana [Curriculum Implementation Scale](#) for guidance on effective curriculum development and implementation
- Reflect on the implementation of LEAP 360 throughout the year with district staff, school leadership, and teachers to make improvements for subsequent years

## EAGLE 2.0: District Checklist for Implementation

### Before Administration

- Sign and return [LEAP 360 MOU \(2018-2019\) Amendment](#) by July 7, 2018
- Provide appropriate [trainings](#) to all district staff, school leadership, and teachers prior to school starting and throughout the year; include regular opportunities to regroup and discuss implementation
- Review and provide appropriate EAGLE 2.0 [resources](#) to district staff, school leadership, and teachers with adequate time to prepare for the upcoming school year
- Determine any district requirements for implementing EAGLE 2.0 in ELA/math/SS/science curriculums
- Ensure district staff, school leadership, and teachers understand EAGLE 2.0 items and standards covered. Reference [Appendix B](#) and [A Teacher's Guide to LEAP 360](#).
- Develop a contact plan for troubleshooting during testing
  - For troubleshooting guidance, reference the [Technical Troubleshooting Tips](#) and [Technical Assistance Contact](#) documents
- Add users and permissions to [eDIRECT](#) found on pages 17-27 of the [eDIRECT User Guide](#)
- Ensure school test coordinators have added students to [eDIRECT](#) following directions found on pages 41-50 of the [eDIRECT User Guide](#)
- Ensure teachers are creating EAGLE 2.0 tests and implementing EAGLE 2.0 items at appropriate times in the curriculum (*Guidance Coming Soon*)

### During Administration

- Ensure teachers have a plan for makeup testing
- Ensure troubleshooting measures are established for common issues:
  - [Technical Troubleshooting Tips](#)
  - [Technical Assistance Contact](#)
- Ensure teachers have access to EAGLE 2.0 rubrics available in [eDIRECT](#) under General Information

### After Administration

- Provide district staff, school leadership, and teachers with ongoing and differentiated training on how to use LEAP 360 results while planning, including guided questions for data analysis (*Guidance Coming Soon*)
- Visit school PLCs to observe and participate in discussion and data analysis. Use information gathered to clear misconceptions and plan future trainings with district and school staffs
- Update district walkthrough forms to include objectives developed through LEAP 360 data analysis
- Monitor to ensure school leadership:
  - Understands the [types of reports](#) available and the conclusions that can be drawn from reports (*Guidance Coming Soon*)
  - Redelivers all training on data analysis and using data to drive instruction to teachers (*Guidance Coming Soon*)
  - Updates school walkthrough forms to include objectives developed through LEAP 360 data analysis
  - Reviews lesson plans to see examples of instructional modifications based on LEAP 360 data
  - Includes LEAP 360 in post-observation conversations, focusing on teachers' choices about how they are modifying the curriculum to meet students' needs
- Monitor to ensure teachers:
  - Understand the types of reports available and the conclusions that can be drawn from reports (*Guidance Coming Soon*)

- Participate in structures, like PLCs, that facilitate using LEAP 360 results to modify curriculum and instruction to better meet students' needs and remediate skills as needed. Reference the planning resources for [ELA](#) and [Math](#) to assist in the planning of remediation.
- Take full ownership for maximizing student learning using LEAP 360, including using information about gaps and progress in learning to modify instructional plans (*Guidance Coming Soon*)
- Communicate with students/parents to describe the ways in which each student has or has not yet met the learning goals and explain what adjustments will be made to his or her curriculum/instruction/planning to improve learning
- Provide interim report for students/parents
- Reflect on the implementation of LEAP 360 throughout the year with district staff, school leadership, and teachers to make improvements for subsequent years

## K-2 Formative Tasks: District Checklist for Implementation

### Before K-2 Formative Task Administration

- Sign and return [LEAP 360 MOU \(2018-2019\) Amendment](#) by July 7, 2018
- Provide appropriate [trainings](#) to all district staff, school leadership, and teachers prior to school starting and throughout the year, include regular opportunities to regroup and discuss implementation
- Review and provide appropriate K-2 Formative Tasks [resources](#) to district staff, school leadership, and teachers with adequate time to prepare for the upcoming school year
- Determine any district mandates for K-2 Formative Tasks implementation
- Ensure district staff, school leadership, and teachers understand K-2 formative tasks and design. Tasks can be found in [eDIRECT](#) under K-2 Formative Tasks
- Add users and permissions to [eDIRECT](#). Reference directions found on pages 17-27 of the [eDIRECT User Guide](#)
- Develop and implement a plan to provide quality [training](#) to district staff, school leadership, and teachers on K-2 Formative Tasks prior to school starting and throughout the year; include regular opportunities to regroup and discuss implementation
- Ensure teachers are implementing K-2 Formative Tasks at appropriate times in the curriculum

### During K-2 Formative Task Administration

- Ensure teachers are following the outlined plan for K-2 Formative Task implementation available in [eDIRECT](#) under K-2 Formative Tasks

### After K-2 Formative Task Administration

- Provide district staff, school leadership, and teachers with ongoing and differentiated training on how to use K-2 Formative Tasks results while planning, including guided questions for data analysis (*Guidance Coming Soon*)
- Visit school PLCs to observe and participate in discussion and data analysis. Use information gathered to clear misconceptions and plan future trainings with district and school staffs
- Update district walkthrough forms to include objectives developed through K-2 Formative Tasks data analysis
- Monitor to ensure school leadership:
  - Redelivers all training on data analysis and using data to drive instruction to teachers (*Guidance Coming Soon*)
  - Updates school walkthrough forms to include objectives developed through K-2 Formative Tasks data analysis
  - Reviews lesson plans to see examples of instructional modifications based on K-2 Formative Tasks data
  - Includes K-2 Formative Tasks in post-observation conversations, focusing on teachers' choices about how they are modifying the curriculum to meet students' needs
- Monitor to ensure teachers:
  - Participate in structures, like PLCs, that facilitate using K-2 Formative Tasks results to modify curriculum and instruction to better meet students' needs and remediate skills as needed (*Guidance Coming Soon*)
  - Take full ownership for maximizing student learning using the K-2 Formative Tasks, including using information about gaps and progress in learning to modify instructional plans
  - Communicate with students/parents to describe the ways in which each student has or has not yet met the learning goals and explain what adjustments will be made to their curriculum/instruction/planning to improve learning (*Guidance Coming Soon*)

- ❑ Reflect on the implementation of K-2 Formative Tasks throughout the year with district staff, school leadership, and teachers to make improvements for subsequent years

## LEAP 360 Do's and Don'ts

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LEAP 360 can be used to:

- provide students access to high quality, standards-aligned items
- understand the types of items associated with assessable content (mathematics)
- compare the task approach (ELA) to your instructional approach
- view how students are progressing on standards and identify areas in need of remediation
- adjust instruction to remediate standards
- better understand the expectations for written responses
- facilitate testing discussions with students
- have students practice with test mode format (PBT or CBT)

LEAP 360 should not be used to:

- provide a grade or achievement level to students
- gather cumulative data about overall student performance and preparedness
- determine student mastery of a standard
- prioritize content based on the standards covered on the LEAP 360 assessments
- limit instructional strategies to only those required for LEAP 360 assessments

## Reports and Data Analysis

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LEAP 360 reports are designed to help make actionable meaning out of student performance appropriately and efficiently. When viewed as a full suite, these reports take districts through a process of thoughtful analysis and reflection that can lead to critical planning and adjustments.

Name	Purpose	Report Delivery
<a href="#"><u>School Summary Reports</u></a>	Compare school performance to district and state performance	Schedule Coming Soon
<a href="#"><u>School List Reports</u></a>	View how school averages compare to district averages	Schedule Coming Soon
<a href="#"><u>Test Session Summary Report</u></a>	Compare student performance in a test session to district and state performance	Schedule Coming Soon

<a href="#"><u>Test Session List Reports</u></a>	Compare test session performance to school performance	Schedule Coming Soon
<a href="#"><u>Test Session Response Maps</u></a>	Used to make decisions about pacing for the coming year based on identifying strengths and weaknesses	within 24 hours of test completion
<a href="#"><u>Student Response Maps</u></a>	Used to dig deeper for specific students or groups of students who will need targeted instructional support either throughout the school year or with specific parts of the curriculum	within 24 hours of test completion
<a href="#"><u>Individual Summary Reports</u></a>	Used to understand an individual student's overall performance	within 24 hours of test completion

Below is a list of questions that districts should use in analyzing data:

#### Diagnostic Reports

- What does the data say about my current students' readiness for their grade level?
- What patterns am I seeing in my students' data that I can use to inform my instruction?
- What targeted instruction will I need to provide individual students or my class overall given these results?
- What impact does this data have on my student learning goals for this year?

#### Interim Reports

- What patterns am I seeing in my students' data that I can use to inform my instruction?
- What targeted instruction will I need to provide individual students or my class overall given these results?

### Sample Reports

#### Sample School Summary Report

**Coming Soon**

#### Sample School List Report

**Coming Soon**



## Sample Test Session Summary Reports

Coming Soon

## Test Session List Report

Coming Soon

## Sample Test Session Response Map

Coming Soon

## Sample Student Response Map

Coming Soon

## Sample Individual Summary Report

Coming Soon

## LEAP 360 Frequently Asked Questions

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**Question:** Is there a difference between a diagnostic and a pretest?

**Answer:** Yes. Pretests focus on end-of-the year objectives by assessing standards to be covered throughout the year while diagnostics focus on existing strengths and weaknesses by assessing previously covered standards. Instead of pretests focused on end-of-year rigor or content, the LEAP 360 diagnostic assessments help teachers pinpoint existing strengths and weaknesses of students entering their classrooms so instructional strategies can be based on student need.

**Question:** What assessments should a district look to remove from curriculum?

**Answer:** Districts should perform assessment audits prior to the start of school to remove assessments that are not aligned or do not come from Tier 1 resources. For guidance utilize [Assessment Inventory](#) resources.

**Question:** What is the purpose of LEAP 360?

**Answer:** The overall [purpose of LEAP 360](#) is to provide students with access to high quality, standards aligned items, to inform and drive classroom instruction, and to reduce testing.

**Question:** Where can I get LEAP 360 updates throughout the year?

**Answer:** Updates can be found posted in [eDIRECT](#) under announcements and on the [LEAP 360 site](#). In addition, DTCs can access important LEAP 360 updates on monthly Assessment and Accountability calls. Questions can be directed to [assessment@la.gov](mailto:assessment@la.gov) or during weekly Office Hours.

**Question:** How should I choose what form of an interim/diagnostic to take?

**Answer:** Use the charts referenced in [Appendix A](#) and your district approved curriculum.

**Question:** Why is there no bar on the modeling and reasoning section of the summary?

**Answer:** If there is no bar, then no points were earned. For example, if a student earns 0 of 3 points on a modeling item, then there will not be a bar for modeling.

**Question:** Why are some standards not covered?

**Answer:** The standards listed as Assessable Content are eligible for inclusion on forms. These charts were designed based on the grade-level standards in order to establish checkpoints throughout the year.

**Question:** What do I do if a standard is not covered on an Interim?

**Answer:** High quality assessment items for grade-level standards can be found in Tier I instructional materials.

**Question:** Does LEAP 360 cost anything for districts?

**Answer:** LEAP 360 is free of charge for the 2018-2019 school year. Schools must sign and return the [LEAP 360 MOU \(2018-2019\) Amendment](#) by July 7, 2018.

# Appendix A: Diagnostic/Interim Assessment Design

## Diagnostic Assessments: ELA

The tables that follow outline the design of the ELA Diagnostic assessments by grade level.

LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C**									
Grade/ Course	Sessions	Number of Passages	Focus	Points per Item Type			Total Points	Suggested Time*	Content Assessed
				MC	EBSR	PCR			
3	Session 1	2	1 RA lit 1 MOD info	12	16		28	35 minutes	RI.2.1-4, 6, 8; RL.2.1-6; W.2.1-3; L.2.1
	Session 2	2	1 MOD lit 1 RA info	11	20		31	35 minutes	
	Session 3: Option A	1	Opinion			10	10	35-40 minutes	Writing standards W.1, 4, 7-8, 10; language conventions standards L.1- 2, plus language skills from previous grades
	Session 3: Option B	1	Expository			10	10	35-40 minutes	Writing standards W.2, 4, 7-8, 10; language conventions standards L.1- 2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	35-40 minutes	Writing standards W.3, 4, 7-8, 10; language conventions standards L.1- 2, plus language skills from previous grades
	Total Points: 69								
4	Session 1	2	1 RA lit 1 MOD info	7	26		33	35 minutes	RI.3.1-8; RL.3.1-6; W.3.1- 3; L.3.1
	Session 2	2	1 MOD lit 1 RA info	9	20		29	35 minutes	
	Session 3: Option A	1	Opinion			10	10	40 minutes	Writing standards W.1, 4, 7-8, 10; language conventions standards L.1- 2, plus language skills from previous grades
	Session 3: Option B	1	Expository			10	10	40 minutes	Writing standards W.2, 4, 7-8, 10; language conventions standards L.1- 2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	40 minutes	Writing standards W.3, 4, 7-8, 10; language conventions standards L.1- 2, plus language skills from previous grades
	Total Points: 72								
<b>EBSR:</b> Evidence-Based Selected-Response (EBSR); <b>MC:</b> Multiple-Choice; <b>PCR:</b> Prose-Constructed Response, which requires an extended written response; <b>RI:</b> Reading Informational text subclaim; <b>RL:</b> Reading Literary text subclaim; <b>RV:</b> Reading Vocabulary subclaim; <b>WE:</b> Written Expression subclaim; <b>WKL:</b> Written Knowledge of Language and Conventions; <b>RA:</b> Reading accessible; <b>MOD/RA=Moderately Complex to Readily Accessible; MOD:</b> Moderately Complex									

**LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C\*\***

Grade/ Course	Sessions	Number of Passages	Focus	Points per Item Type			Total Points	Suggested Time*	Content Assessed
				MC	EBSR	PC R			
5	Session 1	2	MOD lit 1 RA info	10	18		28	40 minutes	RI.4.1-6, 8-9; RL.4.1-6; W.4.1-3; L.4.1
	Session 2	3	1 pair: RA lit/MOD info 1 RA lit	11	20		31	40 minutes	
	Session 3: Option A	1	Expository			10	10	40-45 minutes	Writing standards W.1, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option B	2	Opinion			10	10	45 minutes	Writing standards W.2, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	40 minutes	Writing standards W.3, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
Total Points: 69									
6	Session 1	2	1 RA lit 1 MOD lit	11	18		29	40 minutes	RI.5.1-6, 8; RL.5.1-6; W.5.1-3; L.5.1
	Session 2	3	RA/MOD info pair 1 RA lit	10	20		30	40 minutes	
	Session 3: Option A	2	Opinion			10	10	45 minutes	Writing standards W.1, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option B	1	Expository			10	10	40 minutes	Writing standards W.2, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	40 minutes	Writing standards W.3, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
Total Points: 69									

**EBSR:** Evidence-Based Selected-Response (EBSR); **MC:** Multiple-Choice; **PCR:** Prose-Constructed Response, which requires an extended written response; **RI:** Reading Informational text subclaim; **RL:** Reading Literary text subclaim; **RV:** Reading Vocabulary subclaim; **WE:** Written Expression subclaim; **WKL:** Written Knowledge of Language and Conventions; **RA:** Reading accessible; **MOD/RA=Moderately Complex to Readily Accessible; MOD:** Moderately Complex

**LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C\*\***

Grade/ Course	Sessions	Number of Passages	Focus	Points per Item Type			Total Points	Suggested Time*	Content Assessed
				MC	EBSR	PCR			
7	Session 1	3	RA/MOD lit pair 1 RA info	10	20		30	45 minutes	RI.6.1-6, 8-9; RL.6.1-6; W.6.1-3; L.6.1
	Session 2	3	RA/MOD info pair 1 MOD lit	10	20		30	45 minutes	
	Session 3: Option A	1	Argument			10	10	45 minutes	Writing standards W.1, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option B	2	Expository			10	10	50 minutes	Writing standards W.2, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	45 minutes	Writing standards W.3, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Total Points: 70								
8	Session 1	3	RA/MOD lit pair 1 RA info	10	20		30	45 minutes	RI.7.1-6, 8-9; RL.7.1-6; W.7.1-3; L.8.1
	Session 2	3	RA/MOD info pair 1 MOD lit	10	20		30	45 minutes	
	Session 3: Option A	2	Argument			10	10	50 minutes	Writing standards W.1, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option B	2	Expository			10	10	50 minutes	Writing standards W.2, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	50 minutes	Writing standards W.3, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Total Points: 70								

**EBSR:** Evidence-Based Selected-Response (EBSR); **MC:** Multiple-Choice; **PCR:** Prose-Constructed Response, which requires an extended written response; **RI:** Reading Informational text subclaim; **RL:** Reading Literary text subclaim; **RV:** Reading Vocabulary subclaim; **WE:** Written Expression subclaim; **WKL:** Written Knowledge of Language and Conventions; **RA:** Reading accessible; **MOD/RA=Moderately Complex to Readily Accessible; MOD:** Moderately Complex

**LEAP 360 Diagnostic Assessment Structure: Grades 3-8, English I, and English II Forms 1A, 1B, and 1C\*\***

Grade/ Course	Sessions	Number of Passages	Focus	Points per Item Type			Total Points	Suggested Time*	Content Assessed
				MC	EBSR	PCR			
English I	Session 1	3	1 MOD lit RA/MOD lit pair	9	18		27	45 minutes	RI.8.1-6, 8-9; RL.8.1-6; W.8.1-3; L.8.1
	Session 2	3	RA/MOD info pair 1 MOD lit	6	12		18	45 minutes	
	Session 3: Option A	2	Argument			10	10	60 minutes	Writing standards W.1, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option B	2	Expository			10	10	60 minutes	Writing standards W.2, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	50 minutes	Writing standards W.3, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Total Points: 55								
English II	Session 1	3	1 MOD lit RA/MOD lit pair	9	18		27	45 minutes	RI.9.1-6, 8; RL.9.1-6; W.9.1-3; L.9.1
	Session 2	3	RA/MOD info pair 1 MOD lit	6	12		18	45 minutes	
	Session 3: Option A	2	Argument			10	10	60 minutes	Writing standards W.1, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option B	2	Expository			10	10	60 minutes	Writing standards W.2, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Session 3: Option C	1	Narrative			10	10	50 minutes	Writing standards W.3, 4, 7-8, 10; language conventions standards L.1-2, plus language skills from previous grades
	Total Points: 55								

**EBSR:** Evidence-Based Selected-Response (EBSR); **MC:** Multiple-Choice; **PCR:** Prose-Constructed Response, which requires an extended written response; **RI:** Reading Informational text subclaim; **RL:** Reading Literary text subclaim; **RV:** Reading Vocabulary subclaim; **WE:** Written Expression subclaim; **WKL:** Written Knowledge of Language and Conventions; **RA:** Reading accessible; **MOD/RA=**Moderately Complex to Readily Accessible; **MOD:** Moderately Complex

## Interim Assessments: ELA

The tables that follow outline the design of the ELA Interim assessments by grade level.

The table below outline the design for the first interim assessment for Grades 3-8.

LEAP 360 Interim Assessment Structure Grades 3-8 Interim 1A and 1B*							
Form	Session	Number of Passages	Focus	Number/ Type of Items	Total Points	Suggested Time*	Assessable ELA Student Standards (by subclaim)
1A	1	2	Modified Research Task	5 SR and 1 PCR	25 (grade 3) 29 (grades 4-8)	60-75 minutes	RI standards 1-3, 5-10; Vocabulary (RV) standards: RI.4, L.4, and L.5; Writing standards W.1 or 2, 4, 7-9; Conventions L.1 and L.2
	2	2	Reading Literary Texts	5 SR	10	20-30 minutes	RL standards 1-3, 5-10 and Vocabulary (RV) standards RL.4, L.4, and L.5
	3	2	Reading Literary and Informational Texts	6 SR	12	20-30 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
1B	1	2	Reading Informational Texts	5 SR		20-30 minutes	RI standards 1-3, 5-10 and vocabulary standards RI.4, L.4, and L.5
	2	2	Modified Literary Analysis Task	5 SR and 1 PCR		60-75 minutes	RL standards 1-3, 5-10; RV standards: RL.4, L.4, and L.5; Writing (WE) standards W.1 or 2, 4, 9; Conventions (WKL) standards L.1 and L.2
	3	2	Reading Literary and Informational Texts	6 SR		20-30 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
<b>Total Points: 47 points (grade 3)/51 points (grades 4-8)</b>							
<p>*The only difference between forms 1A and 1B is the writing prompt that appears at the end of session 1 or session 2. All other items are the same on both forms.</p> <p><b>SR:</b> Selected-Response items, which include Evidence-Based Selected-Response (EBSR) and Multiple-Select (MS) items</p> <p><b>PCR:</b> Prose-Constructed Response, which requires an extended written response</p> <p><b>RI:</b> Reading Informational text subclaim; <b>RL:</b> Reading Literary text subclaim; <b>RV:</b> Reading Vocabulary subclaim</p> <p><b>WE:</b> Written Expression subclaim; <b>WKL:</b> Written Knowledge of Language and Conventions</p> <p>**LEAP 360 assessments are not timed; suggestions are included for planning purposes only.</p>							

The table below outline the design for the second interim assessment for Grades 3-8.

LEAP 360 Interim Assessment Structure Grades 3-8 Interim 2A and 2B*							
Form	Session	Number of Passages	Focus	Number/ Type of Items	Total Points	Suggested Time*	Assessable ELA Student Standards (by subclaim)
2A	1	2	Modified Research Task	4 SR and 1 PCR	23 (grade 3) 27 (grades 4- 8)	75 minutes	RI standards 1-3, 5- 10; Vocabulary (RV) standards: RI.4, L.4, and L.5; Writing (WE) standards W.1 or 2, 4, 7-9; Conventions (WKL) standards L.1 and L.2
	2	4	Reading Literary and Informational Texts	12 SR	24	60 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 47 points (grade 3); 51 points (grades 4-8)							
2B	1	2	Modified Narrative Task and a Reading passage	3 SR and 1 PCR + 3 SR	24 (grade 3) 27 (grades 4- 8)	75 minutes	RL standards 1-3, 5- 10 and Vocabulary (RV) standards RL.4, L.4, and L.5; Writing (WE) standards 3 and 4; Conventions (WKL) standards L.1 and L.2
	2	4	Reading Literary and Informational Texts	10 SR	20	60 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 44 points (grade 3); 47 points (grades 4-8)							
<p>*The only difference between forms 2A and 2B is the writing prompt that appears in session 1. All other items are the same on both forms.</p> <p><b>SR:</b> Selected-Response items, which include Evidence-Based Selected-Response (EBSR), Multiple-Select (MS), and Technology-Enhanced (TE) items <b>PCR:</b> Prose-Constructed Response, which requires an extended written response <b>RI:</b> Reading Informational text subclaim; <b>RL:</b> Reading Literary text subclaim; <b>RV:</b> Reading Vocabulary subclaim <b>WE:</b> Written Expression subclaim; <b>WKL:</b> Written Knowledge of Language and Conventions subclaim</p> <p>**LEAP 360 assessments are not timed; suggestions are included for planning purposes only.</p>							



The following tables outline the design for the interim assessments for English I and English II.

LEAP 360 Interim Assessment Structure English I and English II Interim Form 1: Narrative Writing Task (NWT)						
Session	Number of Passages	Focus	Number/ Type of Items	Total Points	Suggested Time*	Assessable ELA Student Standards (by subclaim)
1	1	NWT	4 SR and 1 PCR	23	60 minutes	RL standards 1-3, 5-10; RV standards: RL.4, L.4, and L.5; Writing (WE) standard W.3, 4; Conventions (WKL) standards L.1 and L.2
2	4	Reading Literary and Informational Texts	14 SR	28	60 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 51 points						
<p><b>SR:</b> Selected-Response items, which include Evidence-Based Selected-Response (EBSR), Multiple-Select (MS), and Technology-Enhanced (TE) items <b>PCR:</b> Prose-Constructed Response, which requires an extended written response  <b>RI:</b> Reading Informational text subclaim; <b>RL:</b> Reading Literary text subclaim; <b>RV:</b> Reading Vocabulary subclaim  <b>WE:</b> Written Expression subclaim; <b>WKL:</b> Written Knowledge of Language and Conventions subclaim            *LEAP 360 assessments are not timed; suggestions are included for planning purposes only.</p>						

LEAP 360 Interim Assessment Structure English I and English II Interim Form 2: Modified Research Simulation Task (RST)						
Session	Number of Passages	Focus	Number/ Type of Items	Total Points	Suggested Time*	Assessable ELA Student Standards (by subclaim)
1	2	Modified RST	6 SR and 1 PCR	31	75 minutes	RI standards 1-3, 5-10; Vocabulary (RV) standards: RI.4, L.4, and L.5; Writing (WE) standards W.1 or 2, 4, 7-9; Conventions (WKL) standards L.1 and L.2
2	3	Reading Literary and Informational Texts	12 SR	24	60 minutes	RL and RI standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5
Total Points: 55 points						
<p><b>SR:</b> Selected-Response items, which include Evidence-Based Selected-Response (EBSR), Multiple-Select (MS), and Technology-Enhanced (TE) items <b>PCR:</b> Prose-Constructed Response, which requires an extended written response  <b>RI:</b> Reading Informational text subclaim; <b>RL:</b> Reading Literary text subclaim; <b>RV:</b> Reading Vocabulary subclaim  <b>WE:</b> Written Expression subclaim; <b>WKL:</b> Written Knowledge of Language and Conventions subclaim            *LEAP 360 assessments are not timed; suggestions are included for planning purposes only.</p>						

**LEAP 360 Interim Assessment Structure**  
**English I and English II**  
**Interim Form 3: Modified Literary Analysis Task (LAT)**

Session	Number of Passages	Focus	Number/ Type of Items	Total Points	Suggested Time*	Assessable ELA Student Standards (by subclaim)
1	2	Modified LAT	5 SR and 1 PCR	29	75 minutes	RL standards 1-3, 5-10; Vocabulary (RV) standards: RI.4, L.4, and L.5; Writing (WE) standards W.1 or 2, 4, and 9; Conventions (WKL) standards L.1 and L.2
2	3	Reading Literary and Informational Texts	13 SR	26	60 minutes	RI and RL standards 1-3, 5-10 and Vocabulary (RV) standards RI/RL.4, L.4, and L.5

Total Points: 55 points

**SR:** Selected-Response items, which include Evidence-Based Selected-Response (EBSR), Multiple-Select (MS), and Technology-Enhanced (TE) items **PCR:** Prose-Constructed Response, which requires an extended written response  
**RI:** Reading Informational text subclaim; **RL:** Reading Literary text subclaim; **RV:** Reading Vocabulary subclaim  
**WE:** Written Expression subclaim; **WKL:** Written Knowledge of Language and Conventions subclaim  
 \*LEAP 360 assessments are not timed; suggestions are included for planning purposes only.

## Diagnostic Assessments: Math

The tables that follow outline the design of the Math Diagnostic assessments by grade level.

LEAP 360 Diagnostic Assessment Design Grades 3-8, Algebra I and Geometry							
Grade	Session	Points per Task Type			Total Points	Suggested Time*	Assessed Prerequisite Content
		Type I	Type II	Type III			
3	1	16	0	0	16	25 minutes	2.OA.A.1, 2.OA.C.3, 2.OA.C.4, 2.NBT.A.1, 2.NBT.A.2, 2.NBT.A.4, 2.NBT.B.7, 2.NBT.B.8, 2.MD.A.2, 2.MD.B., 2.G.A.3
	2	13	4	0	17	30 minutes	
	3	16	0	0	16	25 minutes	
	(No calculator.)		Total Points			48	
4	1	19	0	0	19	30 minutes	3.OA.A.1, 3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8, 3.NBT.A.1, 3.NBT.A.2, 3.NBT.A.3, 3.NF.A.1, 3.NF.A.2, 3.NF.A.3
	2	11	3	0	14	30 minutes	
	3	11	0	3	14	30 minutes	
	(No calculator.)		Total Points			47	
5	1	22	0	0	22	35 minutes	4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.OA.C.5, 4.NF.A.1, 4.NF.A.2, 4.NF.B.4, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.6, 4.MD.A.2
	2	14	4	0	18	35 minutes	
	3	18	0	3	21	40 minutes	
	(No calculator.)		Total Points			61	
6	1	12	0	3	15	30 minutes	5.OA.A.2, 5.OA.B.3, 5.NBT.A.2, 5.NBT.A.3, 5.NF.B.3, 5.NF.B.5, 5.NF.B.6, 5.NF.B.7, 5.G.A.1, 5.G.A.2
	2	16	0	0	16	30 minutes	
	3	12	4	0	16	25 minutes	
	(No calculator.)		Total Points			47	
7	1: No calculator	16	0	0	16	25 minutes	6.RP.A.2, 6.RP.A.3; 6.NS.A.1, 6.NS.B.3, 6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.EE.A.3, 6.EE.A.4, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8, 6.EE.C.9
	2: No calculator	16	0	0	18	25 minutes	
	3: Calculator	10	4	3	17	40 minutes	
			Total Points			51	
8	1: No calculator	14	0	0	14	25 minutes	6.EE.A.1, 6.EE.B.5; 6.G.A.3; 7.RP.A.2, 7.RP.A.2b, 7.RP.A.2c; 7.EE.A.1, 7.EE.B.3, 7.NS.A.2a, 7.NS.A.2c, 7.NS.A.3, 7.G.A.2, 7.G.B.5, 7.G.B.6
	2: Calculator	15	3	0	18	35 minutes	
	3: Calculator	15	0	3	18	35 minutes	
			Total Points			50	
Algebra I	1: No calculator	20	0	0	20	30 minutes	7.EE.A.1, 8.EE.A.1, 8.E.A.2, 8.EE.B.5, 8.EE.C.7, 8.EE.C.8, 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5
	2: No calculator	20	0	0	20	30 minutes	
	3: Calculator	13	3	3	19	45 minutes	
			Total Points			59	
Geometry	1: No calculator	18	0	0	18	30 minutes	7.G.A.1, 7.G.A.2, 7.G.B.5, 7.G.B.6, 8.G.A.2, 8.G.A.4, 8.G.A.5, 8.G.B.6, 8.G.B.7, 8.G.B.8, 8.G.C.9; 8.EE.B.6, 8.F.A.3, A1: A-REI.B.4
	2: Calculator	18	0	3	21	40 minutes	
	3: Calculator	17	3	0	20	40 minutes	
			Total Points			59	

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

\*\*Note: Calculator use is not allowed on the grade 6 mathematics diagnostic assessment because the prerequisite material is from grade 5, which does not allow calculator use on any assessments.

## Interim Assessments: Math

The tables that follow outline the design of the Math Interim assessments by grade level.

Grade 3 Interim Assessments Designs								
Reporting Category	Form 1			Form 2				
	One Session		Assessable Content	Session 1		Session 2		Assessable Content
	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	18	20	3.OA.A.1, 3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.6, 3.OA.C.7, 3.OA.D.8, 3.MD.A.1, 3.MD.A.2, LEAP.I.3.2, LEAP.I.3.3, LEAP.I.3.4	10	11	10	11	3.NF.A.1, 3.NF.A.2, 3.NF.A.3, 3.MD.C.5, 3.MD.C.6, 3.MD.C.7, LEAP.I.3.1
Additional & Supporting Content	3	4	3.NBT.A.2, 3.NBT.A.3	1	1	1	2	3.G.A.2
Expressing Mathematical Reasoning	1	3	LEAP.II.3.1, LEAP.II.3.2, LEAP.II.3.5, LEAP.II.3.6, LEAP.II.3.8	1	4	0	0	LEAP.II.3.1, LEAP.II.3.3, LEAP.II.3.4, LEAP.II.3.5, LEAP.II.3.7, LEAP.II.3.8
Modeling & Application	1	3	LEAP.III.3.1	0	0	1	3	LEAP.III.3.1
TOTALS	23	30	TOTALS	12	16	12	15	
<b>Suggested Time*</b>	70 minutes		<b>Suggested Time*</b>	35 minutes		35 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only

## Grade 4 Interim Assessments Designs

Reporting Category	Form 1			Form 2				
	One Session		Assessable Content	Session 1		Session 2		Assessable Content
	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	16	18	4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.6, LEAP.I.4.2, LEAP.I.4.3, LEAP.I.4.4, LEAP.I.4.5, LEAP.I.4.7, LEAP.I.4.8	10	10	6	8	4.NF.A.1, 4.NF.A.2, 4.NF.B.3, 4.NF.B.4, 4.OA.A.2, LEAP.I.4.1, LEAP.I.4.6
Additional & Supporting Content	5	6	4.OA.B.4, 4.MD.A.1, 4.MD.A.2, 4.MD.A.3	2	2	3	4	4.OA.B.5, 4.MD.A.2, 4.MD.B.4, 4.MD.C.5, 4.MD.C.6, 4.MD.C.7, 4.G.A.1, 4.G.A.2, 4.G.A.3
Expressing Mathematical Reasoning	1	3	LEAP.II.4.1, LEAP.II.4.3, LEAP.II.4.5, LEAP.II.4.6	1	3	0	0	LEAP.II.4.1, LEAP.II.4.2, LEAP.II.4.4, LEAP.II.4.5, LEAP.II.4.6, LEAP.II.4.7
Modeling & Application	1	3	LEAP.III.4.1	0	0	1	3	LEAP.III.4.1
TOTALS	23	30	TOTALS	13	15	10	15	
<b>Suggested Time*</b>	70 minutes		<b>Suggested Time*</b>	35 minutes		35 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

## Grade 5 Interim Assessments Designs

Reporting Category	Form 1			Form 2				
	One Session		Assessable Content	Session 1		Session 2		Assessable Content
	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	17	19	5.NBT.A.1, 5.NBT.A.2, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.B.5, 5.NBT.B.6, 5.NBT.B.7, LEAP.I.5.1	8	8	8	10	5.NF.A.1, 5.NF.A.2, 5.NF.B.3, 5.NF.B.4, 5.NF.B.5, 5.NF.B.6, 5.NF.C.7, 5.MD.C.3, 5.MD.C.4, 5.MD.C.5, LEAP.I.5.2
Additional & Supporting Content	4	5	5.OA.A.1, 5.OA.A.2, 5.MD.A.1	3	4	2	2	5.OA.A.1, 5.OA.A.2, 5.MD.A.1, 5.MD.B.2, 5.G.B.3, 5.G.B.4
Expressing Mathematical Reasoning	1	4	LEAP.II.5.1, LEAP.II.5.2, LEAP.II.5.3, LEAP. II.5.4, LEAP.II.5.5, LEAP.II.5.6	1	3	0	0	LEAP.II.5.2, LEAP. II.5.3, LEAP.II.5.6, LEAP.II.5.7, LEAP.II.5.8, LEAP.II.5.9
Modeling & Application	1	3	LEAP.III.5.1	0	0	1	3	LEAP.III.5.1
<b>TOTALS</b>	<b>23</b>	<b>31</b>	<b>TOTALS</b>	<b>12</b>	<b>15</b>	<b>11</b>	<b>15</b>	
<b>Suggested Time*</b>	70 minutes		<b>Suggested Time*</b>	35 minutes		35 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

## Grade 6 Interim Assessments Designs

Reporting Category	Form 1A					Form 2A				
	Session 1		Session 2		Assessable Content	Session 1		Session 2		Assessable Content
	Tasks	Points	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	7	8	10	12	6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.EE.A.2, 6.EE.A.4, 6.EE.B.5, 6.EE.B.6, 6.EE.B.8, 6.EE.C.9, 6.NS.A.1,	16	18	0	0	6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.NS.C.8
Additional & Supporting Content	4	4	0	0	6.NS.B.2, 6.NS.B.3, 6.NS.B.4	0	0	5	6	6.G.A.1, 6.G.A.2, 6.G.A.3, 6.G.A.4
Expressing Mathematical Reasoning	0	0	1	4	LEAP.II.6.2, LEAP. II.6.3, LEAP.II.6.4, LEAP.II.6.5, LEAP. II.6.8	0	0	1	4	LEAP.II.6.1, LEAP. II.6.6, LEAP.II.6.7, LEAP.II.6.8
Modeling & Application	0	0	1	3	LEAP.III.6.1, LEAP. III.6.3	0	0	1	3	LEAP.III.6.1
<b>TOTALS</b>	11	12	12	19	<b>TOTALS</b>	16	18	7	13	
<b>Suggested Time*</b>	25 minutes		50 minutes		<b>Suggested Time*</b>	30 minutes		40 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

## Grade 6 Interim Assessments Designs

Reporting Category	Form 1B					Form 2B				
	Session 1		Session 2		Assessable Content	Session 1		Session 2		Assessable Content
	Tasks	Points	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	13	15	4	5	6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.NS.A.1, 6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.NS.C.8	7	7	9	11	6.EE.A.1, 6.EE.A.2, 6.EE.A.3, 6.EE.A.4, 6.EE.B.5, 6.EE.B.6, 6.EE.B.7 6.EE.B.8, 6.EE.C.9
Additional & Supporting Content	4	4	0	0	6.NS.B.2, 6.NS.B.3, 6.NS.B.4	0	0	5	6	6.G.A.1, 6.G.A.2, 6.G.A.3, 6.G.A.4
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.6.2, LEAP. II.6.3, LEAP.II.6.4, LEAP.II.6.5, LEAP. II.6.8	0	0	1	3	LEAP.II.6.1, LEAP. II.6.6, LEAP.II.6.7, LEAP.II.6.8
Modeling & Application	0	0	1	3	LEAP.III.6.1, LEAP. III.6.3	0	0	1	3	LEAP.III.6.1
<b>TOTALS</b>	17	19	6	11	<b>TOTALS</b>	7	7	16	23	
<b>Suggested Time*</b>	40 minutes		35 minutes		<b>Suggested Time*</b>	15 minutes		55 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.



## Grade 7 Interim Assessments Designs

Reporting Category	Form 1A				Assessable Content	Form 2A				Assessable Content
	Session 1		Session 2			Session 1		Session 2		
	Tasks	Points	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	14	16	7	8	7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.RP.A.1, 7.RP.A.2, 7.EE.A.1, 7.EE.B.3, 7.EE.B.4,	9	10	0	0	7.EE.B.3, 7.RP.A.3
Additional & Supporting Content	0	0	0	0	N/A	5	6	7	7	7.G.A.1, 7.SP.A.1, 7.SP.A.2, 7.SP.B.3, 7.SP.B.4, 7.SP.C.5, 7.SP.C.6, 7.SP.C.7, 7.SP.C.8
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.7.1, LEAP. II.7.2, LEAP.II.7.3, LEAP.II.7.4, LEAP. II.7.6,	0	0	1	4	LEAP.II.7.1, LEAP. II.7.4, LEAP.II.7.5, LEAP.II.7.7
Modeling & Application	0	0	1	3	LEAP.III.7.1, LEAP. III.7.3, LEAP.III.7.4	0	0	1	3	LEAP.III.7.1, LEAP. III.7.3, LEAP.III.7.4
<b>TOTALS</b>	14	16	9	14	<b>TOTALS</b>	14	16	9	14	
<b>Suggested Time*</b>	30 minutes		40 minutes		<b>Suggested Time*</b>	30 minutes		40 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

## Grade 7 Interim Assessments Designs

Reporting Category	Form 1B					Form 2B				
	Session 1		Session 2		Assessable Content	Session 1		Session 2		Assessable Content
	Tasks	Points	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	17	19	4	5	7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.RP.A.1, 7.RP.A.2	10	11	6	7	7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4, 7.RP.A.1, 7.RP.A.2,7.RP.A.3
Additional & Supporting Content	0	0	0	0	N/A	0	0	5	6	7.G.A.1, 7.G.B.4, 7.G.B.5, 7.G.B.6
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.7.1, LEAP. II.7.2, LEAP.II.7.3, LEAP.II.7.4, LEAP. II.7.6, LEAP.II.7.7	0	0	1	4	LEAP.II.7.1, LEAP. II.7.4, LEAP.II.7.5
Modeling & Application	0	0	1	3	LEAP.III.7.1, LEAP. III.7.3, LEAP.III.7.4	0	0	1	3	LEAP.III.7.1, LEAP. III.7.3, LEAP.III.7.4
TOTALS	17	19	6	11	TOTALS	10	11	13	20	
<b>Suggested Time*</b>	30 minutes		40 minutes		<b>Suggested Time*</b>	25 minutes		50 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

## Grade 8 Interim Assessments Designs

Reporting Category	Form 1					Form 2				
	Session 1		Session 2		Assessable Content	Session 1		Session 2		Assessable Content
	Tasks	Points	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	19	22	2	2	8.EE.A.1, 8.EE.A.3, 8.EE.A.4, 8.G.A.1, 8.G.A.2, 8.G.A.3, 8.G.A.4, 8.G.B.7	10	10	9	11	8.EE.B.5, 8.EE.B.6, 8.EE.C.7, 8.EE.C.8, 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.G.B.7
Additional & Supporting Content	0	0	0	0	N/A	0	0	2	3	8.G.C.9
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.8.3, LEAP.II.8.5	0	0	1	3	LEAP.II.8.1, LEAP. II.8.2, LEAP.II.8.3, LEAP.II.8.4, LEAP. II.8.5
Modeling & Application	0	0	1	3	LEAP.III.8.1, LEAP.III.8.3, LEAP.III.8.4	0	0	1	3	LEAP.III.8.1, LEAP. III.8.3, LEAP. III.8.4
TOTALS	19	22	4	8	TOTALS	10	10	13	20	
<b>Suggested Time*</b>	45 minutes		25 minutes		<b>Suggested Time*</b>	25 minutes		45 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

## Algebra I Interim Assessments Designs

Reporting Category	Form 1					Form 2					Form 3				
	Session 1: No Calculator		Session 2: Calculator		Assessable Content	Session 1: No Calculator		Session 2: Calculator		Assessable Content	Session 1: No Calculator		Session 2: Calculator		Assessable Content
	Tasks	Points	Tasks	Points		Tasks	Points	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	9	10	4	8	A1: A-REI.B.3 A1: A-REI.D.10 A1: A-REI.D.12 A1: A-CED.A.3 A1: A-CED.A.4 A1: F-IF.A.1 A1: F-IF.A.2 A1: F-IF.B.5 LEAP.I.A1.1 LEAP.I.A1.2 LEAP.I.A1.6	9	11	4	7	A1: A-REI.B.4 A1: A-REI.D.10 A1: A-REI.D.11 A1: A-APR.A.1 A1: A-SSE.A.1 A1: A-SSE.A.2 A1: A-CED.A.4 LEAP.I.A1.4 LEAP.I.A1.5 LEAP.I.A1.6	6	8	7	10	A1: F-IF.B.4 A1: F-IF.B.5 A1: F-IF.B.6 LEAP.I.A1.2 LEAP.I.A1.4 LEAP.I.A1.5
Additional & Supporting Content	2	3	2	3	A1: A-REI.C.6 A1: F-IF.C.7 A1: F-IF.C.9 A1: F-BF.B.3 A1: F-LE.A.2 LEAP.I.A1.7	2	3	2	3	A1: A-APR.B.3 A1: A-SSE.B.3	4	6	0	0	A1: F-BF.B.3 A1: F-IF.C.7 A1: F-IF.C.8 A1: F-IF.C.9
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.A1.1 LEAP.II.A1.3 LEAP.II.A1.6 LEAP.II.A1.7 LEAP.II.A1.10	0	0	1	4	LEAP.II.A1.2 LEAP.II.A1.4 LEAP.II.A1.5 LEAP.II.A1.7	0	0	1	3	LEAP.II.A1.4
Modeling & Application	0	0	1	3	LEAP.III.A1.1 LEAP.III.A1.2 LEAP.III.A1.3 LEAP.III.A1.4	0	0	1	3	LEAP.III.A1.1 LEAP.III.A1.2 LEAP.III.A1.3 LEAP.III.A1.4	0	0	1	3	LEAP.III.A1.3 LEAP.III.A1.4
TOTALS	11	13	8	17	TOTALS	11	14	8	17	TOTALS	10	14	9	16	
Suggested Time*	30 minutes		40 minutes		Suggested Time*	30 minutes		45 minutes		Suggested Time*	30 minutes		40 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

### Geometry Interim Assessments Designs

Reporting Category	Form 1					Form 2					Form 3				
	Session 1: No Calculator		Session 2: Calculator		Assessable Content	Session 1: No Calculator		Session 2: Calculator		Assessable Content	Session 1: No Calculator		Session 2: Calculator		Assessable Content
	Tasks	Points	Tasks	Points		Tasks	Points	Tasks	Points		Tasks	Points	Tasks	Points	
Major Content	8	13	2	3	GM: G-CO.B.6 LEAP.I.GM.1 LEAP.I.GM.2	10	17	7	7	GM: G-SRT.A.1 GM: G-SRT.A.2 GM: G-SRT.B.5 GM: G-GPE.B.6 LEAP.I.GM.1 LEAP.I.GM.2	6	8	7	10	GM: G-SRT.C.6 GM: G-SRT.C.7 GM: G-SRT.C.8 LEAP.I.GM.2
Additional & Supporting Content	3	5	3	3	GM: G-CO.A.1 GM: G-CO.A.3 GM: G-CO.A.5	0	0	0	0	N/A	2	3	2	2	GM: G-GMD.A.1 GM: G-GMD.A.3 GM: G-GMD.B.4
Expressing Mathematical Reasoning	0	0	1	3	LEAP.II.GM.1 LEAP.II.GM.2 LEAP.II.GM.4	0	0	1	3	LEAP.II.GM.1 LEAP.II.GM.2 LEAP.II.GM.4	0	0	1	3	LEAP.II.GM.3 LEAP.II.GM.4
Modeling & Application	0	0	1	3	LEAP.III.GM.1 LEAP.III.GM.4 LEAP.III.GM.5	0	0	1	3	LEAP.III.GM.1 LEAP.III.GM.4 LEAP.III.GM.5	0	0	1	3	LEAP.III.GM.1 LEAP.III.GM.3 LEAP.III.GM.4 LEAP.III.GM.5
TOTALS	11	18	7	12	TOTALS	10	17	9	13	TOTALS	8	11	11	18	
<b>Suggested Time*</b>	40 minutes		40 minutes		<b>Suggested Time*</b>	40 minutes		40 minutes		<b>Suggested Time*</b>	25 minutes		45 minutes		

\*Note: LEAP 360 assessments are **not** timed; suggestions are included for planning purposes only.

## Appendix B: EAGLE 2.0 Items

### EAGLE 2.0 Items: ELA

Grade	Guidebook Unit	Passage Name	Passage Identifier	Item Identifiers	Date Added
3	Cajun Folktales	Brother Rabbit	127390	827574, 827575, 827576, 827577, 827578, 827579, 910146, 826845, 827580, 983418	5/18
3	Stories Julian Tells	Julian	131451	966959, 966958, 983410, 983411, 983412, 983413, 983414, 983415, 983416, 826844, 966961	5/18
4	Hurricanes	Hurricanes	132488	983493, 983494, 983545, 983655, 983749, 983750, 983751	5/18
4	American Revolution	American Revolution	132487	983447, 983449, 983450, 983451, 983452, 983460, 983470, 983486, 983488, 983489, 983490	5/18
5	The Making of a Scientist	The Making of a Scientist	132485	983419, 983420, 983421, 983422, 983423, 829606, 983424	5/18
5	The Birchbark House	Pedro's Journal	127447	827941, 827942, 910206, 827943, 910203, 827944, 827945, 827946, 827947, 983417	5/18
6	Steve Jobs	Steve Jobs	127647	927920, 983795, 927916, 983796, 983797, 983798	5/18
6	Hatchet	Hatchet	132543	983763, 983767, 983768, 983769, 983770, 983771, 983772, 983773, 983774, 983775, 983776, 983777, 983779, 983780, 983781	5/18
7	Written in Bone	Written in Bone	127487	910242, 983816, 983817, 910245, 927925, 910246, 983818	5/18
7	Christmas Carol	Christmas	127490	828906, 828907, 828908, 910243, 910244, 983819	5/18
8	Call of the Wild	Call of the Wild	132550	983843, 983844, 983845, 983846, 983847, 983848, 983849, 983550	5/18
9	The Odyssey	The Odyssey	127527	829651, 983851, 910293, 983852, 983853, 983854, 910294, 983855	5/18
10	Rhetoric	Grade 10: Rhetoric	132576	984043, 984044, 984047, 984048, 984049, 984050	5/18

### EAGLE 2.0 Items: Math

Coming Soon

**EAGLE 2.0 Items: Science**

**Coming Soon**

**EAGLE 2.0 Items: Social Studies**

**Coming Soon**