> **In order to ensure a strong start to 2020-2021, educators use diagnostic assessments and screeners to ensure that every child's learning needs are met and parents feel informed about their child's academic strengths and needs.**

Due to unexpected school facility closures, students may have unfinished learning that needs to be addressed. School systems will need to help school leaders and teachers **identify every child's learning needs** ahead of the upcoming 2020-2021 school year and **provide information for parents** to help them understand their child's readiness. Using this data, schools must develop a learning plan for students with the most significant learning gaps.

Identifying unfinished learning requires schools to:
1. Administer an appropriate screener or diagnostic assessment;
2. Analyze student results and communicate each student's readiness with parents; and
3. Address unfinished learning gaps within the grade-level work using curriculum-specific guidance.

This guide will provide support to school systems as they administer a screener or diagnostic assessment to students and communicate each student's readiness with parents. There are two sections:
● K-3 Screeners
● 3-HS Diagnostics

SCREENERS

> *Kindergarten Entry Assessments*

Kindergarten Entry Assessments (KEA) assess a student's kindergarten readiness using observations of required and optional items. These assessments evaluate children's progress on skills and behaviors, such as language, literacy, mathematics, social-emotional development, and self-regulation. Data from these assessments identifies students' needs so that teachers can provide timely and effective support.

School systems may select one of two Kindergarten Entry Assessments (KEA) to administer within the first 30 school days. Refer to the KEA and K-3 Literacy Screener Guidance for Various Learning Environments for information about these assessments and their use in traditional (face-to-face) learning, virtual learning, and hybrid (combination of traditional and virtual) learning environments.

1. Desired Results Developmental Profile: Kindergarten (DRDP-K)

2. Teaching Strategies GOLD® KEA

See the Kindergarten Entry Assessment (KEA) Guidance for additional information.

K-3 Literacy Screeners

K-3 Literacy Screeners identify which children may be at risk for experiencing reading difficulties in order to provide timely and effective support.

School systems may select one of four different K-3 Literacy Screeners to administer within the first 30 school days. Refer to the KEA and K-3 Literacy Screener Guidance for Various Learning Environments for information about these screeners and their use in traditional (face-to-face) learning, virtual learning, and hybrid (combination of traditional and virtual) learning environments.

The required skills to be measured for each grade level are listed below.

Kindergarten
- Acadience Reading (formerly DIBELS Next): First Sound Fluency
- DIBELS 8th: Phonemic Segmentation Fluency
- STEEP: Initial Sound Fluency
- STEP: First Sounds

Grade 1
- Acadience Reading (formerly DIBELS Next): Nonsense Word Fluency-Correct Letter Sounds (CLS)
- DIBELS 8th: Nonsense Word Fluency-Correct Letter Sounds (CLS)
- STEEP: Nonsense Word Fluency
- STEP: Reading Rate

Grade 2
- Acadience Reading (formerly DIBELS Next): Oral Reading Fluency- Words Correct
- DIBELS 8th- Oral Reading Fluency- Words Correct
- STEEP: Oral Reading Fluency
- STEP: Oral Reading Fluency

Grade 3
- Acadience Reading (formerly DIBELS Next): Maze
- DIBELS 8th: Maze
- STEEP: Advanced Literacy
- STEP: Retell (use 3rd grade rubric)

See Pre-K to 3rd Grade Assessment Guidance for additional information regarding the K-3 Literacy Screeners, including the scoring guidance.

About Acadience Reading (DIBELS Next)

- Most school systems use *Acadience Reading (DIBELS Next)* to screen children in grades K-3.
  - It is a free assessment available in the Pre-K to 3rd Grade Assessment Guidance.
  - Instructions on how to screen children can be found here.

○ Additional guidance regarding administering the screener during disruptions can be found here.
○ Teachers use the results to help them make decisions regarding lesson planning, grouping and differentiated instruction.
○ School systems have access to a performance report that is color coded and easy for families to understand.

Screeners for Diverse Learners

The English Language Proficiency Screener (ELPS) should be used to screen all newly enrolled K-12 students who meet the participation criteria.

● The ELPS is a tool used to determine whether students entering Kindergarten through grade 12 for the first time are English Learners (ELs) who require supplementary support services to continue developing language proficiency in English.
● This screener should be administered within 30 days of enrollment when school facilities are open.
● The ELPS is designed to assess a student's English proficiency in the four language domains: listening, speaking, reading, and writing.
● ELs enrolled in grades K-12 during the 2019-2020 school year will have scores from the English Language Proficiency Test (ELPT) administration in spring 2020. These results should be used with results from any grade-level, content-based diagnostics to make instructional decisions.
● In the event of school facility closures, it is essential that school systems continue to determine whether students entering Kindergarten through grade 12 for the first time are ELs who require supplementary support services to continue developing language proficiency in English. The Strong Start: Guidance for Provisional Identification of English Learners can be used to facilitate the identification of English Learners and to determine if EL services are needed when it is not possible to administer the English Language Proficiency Screener (ELPS) to newly-enrolling students who meet the criteria of a potential EL.

Additional guidance for supporting ELs during school facility closures can be found here.

Parent guides to grade-level learning, including screener guidance, can be found in the Family Support Toolbox Library. The guides support teachers as they communicate with parents.

DIAGNOSTICS

Grades 3-HS Diagnostics

Diagnostic assessments provide school system and school leaders, teachers, and parents a sense of whether students are prepared for grade-level content or whether they need additional support to access grade-level content.

School systems should administer the LEAP 360 diagnostic assessments within the first 30 days of school. High-quality, curriculum-embedded assessments should be used to provide ongoing and targeted support throughout the year.

LEAP 360: Diagnostic Assessments

The Louisiana Department of Education provides schools systems with access to free diagnostic assessments as part of the LEAP 360 formative assessment system.

General Information

- Assessments are available for students in grades 3-8 (ELA and math), English I, English II, Algebra I, and Geometry.
- The LEAP 360 ELA diagnostic assessments require students to read and answer questions about a variety of texts and to write in response to what they read.
- Each item on the LEAP 360 mathematics diagnostic assessments is referred to as a task and is identified by one of three types: Type I, Type II, or Type III.
- The School Systems Guide to LEAP 360 and the Teacher's Guide to LEAP 360 are two resources that provide more detailed information about the design and use of the diagnostic assessments.

Test Administration

- A new remote site option will be available for students to take the LEAP 360 Diagnostic assessment.
  - In addition to the DRC INSIGHT secure testing software, students will be able to take the LEAP 360 Diagnostic tests through a standard Chrome browser from an at-home or other remote computer, such as an up-to-date Chromebook, a PC running Windows 10, a Macbook running the latest macOS, or a 5th generation or newer iPad.
  - School systems, with help from the Department, will need to provide direct support to families who take advantage of the remote site administration; they should not refer parents to DRC customer service.
- LEAP 360 Diagnostic assessments will be available to all school systems by July 1 to prepare test sessions in the DRC INSIGHT Portal. Schools and systems are required to complete test setup for both at-school and remote site options.
- The administration testing window will open on July 13.
- The LEAP 360 diagnostic remote access administration will not be proctored.
- Directions for how to access the new remote site option, including administration procedures and recommendations can be found in the Remote Access and Administration document for LEAP 360 Diagnostic Assessments.

Reporting

- All LEAP 360 Diagnostic assessment reports will continue to be available through the *Interactive Reporting* application in the DRC INSIGHT portal.

- When reports are shared with families, teachers should provide assistance with understanding the data that are provided on the reports. Additional reporting guidance to facilitate parent and teacher conversations is available in Strong Start 2020 - Using LEAP 360 Diagnostic Assessments.
- Curriculum-specific guidance, containing mapping of LEAP 360 diagnostic items in math to specific units of every high-quality curricula, is available on the K-12 Math Planning page.

Parent guides to grade-level learning, including diagnostic guidance, are posted to the Family Support Toolbox Library. The guides will support teachers as they communicate with parents.

Curriculum-Embedded Assessments

Math

Many high-quality curricula provide unit-by-unit diagnostic assessments in math for timely analysis of unfinished learning. Examples from the most widely used curricula include:
- Illustrative Mathematics providers--Kendall Hunt, LearnZillion, and McGraw Hill--all offer unit-by- unit diagnostics to identify unfinished prerequisite learning.
- Great Minds is developing Eureka unit-by-unit diagnostics to be released in late summer.
- Zearn addresses unfinished learning in their digital lessons by embedding pre-requisite work when needed by students. Additionally, teacher reports allow teachers to respond "just in time" when students are struggling to master grade-level work.

Curriculum-specific guidance, containing unit-by-unit diagnostic availability, is available on the K-12 math planning page.

English Language Arts (ELA)

In ELA, many high-quality curricula provide formative assessments to regularly monitor students' needs. Some examples of formative assessments include:
- Daily checks for understanding
- Embedded formative checkpoints

Information on high-quality curricula is available in the Strong Start Instructional Materials Guidance.

DIAGNOSTIC AND SCREENER QUESTIONS

Please email additional questions to assessment@la.gov.