ASSESSMENT GUIDE

English Language Arts, Mathematics, and Science

Louisiana Department of EDUCATION

Paul G. Pastorek
State Superintendent of Education
January 2009
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Preface

What Is the Purpose of the LAA 1 Assessment Guide?

The LAA 1 Assessment Guide provides an overview of the Louisiana Educational Assessment Program (LEAP) Alternate Assessment, Level 1 (LAA 1). The guide provides teachers with the design of LAA 1. It also presents sample assessment tasks to aid teachers in aligning their instruction with the statewide assessments.

Teachers should:
- use this guide to become familiar with the LAA 1 format,
- include these types of tasks in their classroom instruction and assessments,
- align their instruction and assessment with the LAA 1 Extended Standards, and
- use appropriate test accommodations.

Questions or requests for additional information regarding the LAA 1 Assessment Guide should be addressed to the Division of Assessments and Accountability, Louisiana Department of Education at 225-342-3393 or toll free at 877-453-2721.

Why Have the LAA 1?

Beginning in 1998, a state program called Reaching for Results began focusing on raising achievement for all Louisiana students. This program includes two different approaches: (1) teaching strategies that support students in meeting educational outcomes that will prepare them for life after school, and (2) assessments that evaluate student progress toward educational outcomes. While all Louisiana students are included in Reaching for Results, there is a small percentage of students with disabilities for whom the general statewide assessments are not appropriate. Louisiana has designed alternate assessments to meet the needs of these students.

The LEAP Alternate Assessment, Level 1 (LAA 1), has been specially designed to evaluate the progress of students with significant cognitive disabilities. Louisiana students with significant cognitive disabilities are included in this effort for five reasons:

1. Reaching for Results is for ALL students.
2. The Individuals with Disabilities Education Act (IDEA) amendments of 1997 call for inclusion of ALL students in large-scale testing programs. (The Individuals with Disabilities Education Improvement Act of 2004 ensures that students with disabilities are included in accountability systems.)
3. R.S. 17:24.4(F)(4) mandates the assessment of all students in Louisiana public schools.
4. The No Child Left Behind Act mandates assessment and inclusion of all students in the state accountability system.
5. R.S. 17:24.4(F)(3) and R.S. 17:183.1–17:183.3 provide an assessment specifically for students with significant cognitive disabilities.

The current special education process (i.e., individual evaluation and Individualized Education Program [IEP] development and review) focuses on individual students. In addition to evaluating individual progress, it is also necessary to evaluate the school’s effectiveness and hold school personnel accountable for the progress of all students.¹

To address these issues, the IDEA amendments of 1997 require all states to:
1. Conduct alternate assessments for students who cannot participate in state and district-wide assessment programs (20 U.S.C. 1412[a][17][A][ii]).
2. Report to the public on the performance of students with disabilities participating in general assessments (20 U.S.C. 1412[a][17][B][i–iii]).
3. Report to the public on the performance of students with disabilities participating in alternate assessments (with the same frequency and in the same detail as they report on the assessment of nondisabled children) if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children (20 U.S.C. 1412[a][17][B][i–iii]).

LAA 1 correlates to the Extended Standards that are extensions of the state academic content standards. The Extended Standards capture the essence of the content standards and provide a way for students with significant cognitive disabilities to access the general education curriculum. Alignment to the Extended Standards and modifications in the test and item format allow students with significant cognitive disabilities who are served under the IDEA amendments of 2004 to participate in academic assessments that are sensitive to measuring progress in their learning. R.S. 17:24.4(F)(3) and R.S. 17:183.1–17:183.3 include LAA 1 in the Louisiana Educational Assessment Program.

Participation Criteria

The LEAP Alternate Assessment, Level 1 (LAA 1), is designed for students whose IEPs address the extended standards and functional and life skills. The complete list of criteria can be found on the LEAP Alternate Assessment, Level 1 Participation Criteria form (Appendix B).

LAA 1 Participation Criteria Form

The LEAP Alternate Assessment, Level 1 Participation Criteria form must be completed annually by the IEP team for each student under consideration for LAA 1. The Participation Criteria form includes a series of questions that must be addressed by the student’s IEP team. In order for a student to be eligible for LAA 1, the IEP team must complete the form in its entirety annually and be able to provide supporting documentation. The final decision of the IEP team regarding eligibility and participation in LAA 1 is to be noted on the Participation Criteria form. The completed form is to be kept in the student’s IEP folder.

Exit Document

Current policy states that a student participating in LAA 1 is progressing toward a Certificate of Achievement rather than a state high school diploma.

LAA 1 Extended Standards and Complexity Levels

There is a progression of specificity in the Louisiana content standards. The content standards are broad statements of what students should know and be able to do. Benchmarks define the standards more specifically, and Grade Level Expectations (GLEs) state what all students should know and be able to do at the end of a given grade level. Each Extended Standard (ES) provides a description of the essence of a content standard and the GLEs appropriate for students who meet the eligibility criteria for LAA 1. Additionally, three levels of academic complexity related to each ES provide instructional access for students with varying academic abilities. Extended Standards based on GLEs have been developed for English language arts and mathematics in grades 3 through 10. Extended Standards have also been developed for science grades 4, 8, and 11 based on benchmarks. Extended Standards for social studies may be developed at a future date. The ESs are organized in four grade spans: 3–4, 5–6, 7–8, and 9–11.

Extended Standards do not represent the entire curriculum for a given grade or content area. Rather, they represent the core academic content considered appropriate for students taking LAA 1 at each grade span.

For mastery to be achieved at a given level, it may be necessary for skills to be introduced at an earlier grade. Similarly, skills will need to be maintained after mastery has occurred.
For additional information on the Extended Standards and Complexity Levels, see the *LAA 1 Extended Standards Handbook, October 2007* at <http://www.doe.state.la.us/lde/uploads/11618.pdf>.

**Grade Spans**

The LAA 1 assessment is organized by grade spans composed of grades 3–4, 5–6, 7–8, and 9–11. For English language arts and mathematics, all performance tasks in a grade-span assessment are applicable to LAA 1 students in both grades of that grade span. For science, LAA 1 students are tested in grades 4, 8, and 11. For example, in the grades 3–4 grade span assessment, LAA 1 grade 3 students will be assessed in ELA and mathematics, while grade 4 students will be assessed in ELA, mathematics, and science using a common set of performance tasks.
General LAA 1 Test Design

Table 1 shows the generic test design for LAA 1. The test design may vary slightly across grade spans.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Test Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Using Information Resources</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>25 performance tasks distributed across the 4 test components.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Numbers</td>
</tr>
<tr>
<td></td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td></td>
<td>Data</td>
</tr>
<tr>
<td></td>
<td>Algebra and Patterns</td>
</tr>
<tr>
<td></td>
<td>25 performance tasks distributed across the 4 test components.</td>
</tr>
<tr>
<td>Science</td>
<td>Science as Inquiry</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
</tr>
<tr>
<td></td>
<td>Life Science</td>
</tr>
<tr>
<td></td>
<td>Earth, Space, and Environmental Science</td>
</tr>
<tr>
<td></td>
<td>25 performance tasks distributed across the 4 test components.</td>
</tr>
</tbody>
</table>

Notes:
- Quantities of performance tasks are approximate and will not exceed the number noted.
- Quantities of performance tasks aligned to each component will vary.
- The Earth, Space, and Environmental Science component is not assessed in grade 11.
Characteristics of Performance Tasks

LAA 1 items are all performance tasks. These performance tasks are graphic by design and each is accompanied by a script that is read to the student by the administrator. Students will complete tasks by communicating with the administrator in their communication modality. Tasks may require students to choose an appropriate answer option, perform sorting and sequencing tasks, work with simple manipulatives, or identify something included within a simple scenario.

Each performance task is scored on a 0 to 2 point or a 0 to 1 point scale, according to an item-specific rubric. Two-point tasks allow the possibility of a partially correct response (e.g., student is asked to identify the beginning and end of a story and identifies only the beginning or the end). Responses to 1-point tasks are either correct or incorrect (e.g., student is asked to identify the number 6 in the number string 6, 7, 8, 9 and selects the correct response, the number 6). The test administrator will record student responses using a machine-scored response form.

Administration Schedule

LAA 1 tests are administered during a several-week testing window usually from mid-February through the end of March. Unlike other state assessments, LAA 1 may be administered at a pace that is appropriate for each individual student over this time period. The number of performance tasks for each grade and subject is shown in Table 2.

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Grade</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3–4</td>
<td>3</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>5–6</td>
<td>5</td>
<td>25</td>
<td>25</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>25</td>
<td>25</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>7–8</td>
<td>7</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>9–11</td>
<td>9</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Note: The ELA and mathematics performance tasks are the same for each grade within a grade-span assessment.

Table 2: Number of Performance Tasks by Grade and Subject

The estimated time to administer an individual performance task will vary depending on the complexity of the task and the ability of the student. The quantity of tasks administered per day will vary from student to student and is based on the professional judgment of the test administrators and their knowledge of and experience in working with each student assessed.
Test Accommodations

Only three accommodations are listed for LAA 1: Assistive Technology, Task Descriptions, and Other. Many of the accommodations used in other statewide assessments are incorporated into the design of LAA 1. For example, all Student Booklets have enlarged graphics and large print, so a large-print edition is not needed. In addition, all of the LAA 1 assessment is read aloud or signed to every student and each student is assessed individually, eliminating the need for the accommodations Tests Read Aloud, Communication Assistance, and Individual/Small Group Administration. Likewise, Extended/Adjusted Time and Answers Recorded are part of the test design, not accommodations.

Assistive Technology

Most of the accommodations for LAA 1 are included under the umbrella of Assistive Technology, which includes an assistive technology device or assistive technology service.

An assistive technology device is any item, piece of equipment, or product system—whether acquired commercially off the shelf, modified, or customized—used to increase, maintain, or improve the functional capabilities of a student with a disability.

An assistive technology service is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

It is expected that many forms of assistive technology will be used as accommodations for students being assessed with LAA 1. Consequently, the following requirements must be adhered to:

- The use of assistive technology during testing is consistent with the specifications described in the student’s IEP.
- The student has been using the assistive technology during classroom instruction and routine testing as it is applied during LAA 1.
- The test administrator is trained in the use of the assistive technology as it is applied during LAA 1.
- The assistive technology is in working order.

Following are examples of the more common assistive technology accommodations that may be used with students who are being assessed with LAA 1.

- Augmentative Communication Devices—If you are using this accommodation for a student, a CD of the LAA 1 graphics will be provided upon request to import graphics to the computer or device (e.g., eye-gaze frame, magnifier) as needed. If you are unable to directly import graphics into the device, you may download the required graphics, cut them out, and use them with the device. The graphics contained on the CDs and directions for their use are available via the LDE Web site.

- Graphics Presentation—The graphics may be manipulated to provide access for students who require further enlarged graphics or high contrast presentation (reverses the color/intensity of the foreground and background of graphics). The graphics may also be printed out and cut apart if needed. The graphics contained on the CDs are available via the LDE Web site.

- Manipulatives—Some students may require manipulatives to access certain LAA 1 performance tasks. For example, they may need to use objects, such as blocks, Wikki
Stix, balls, rulers, clocks, measuring spoons, and measuring cups. The Manipulatives List provided for each grade span includes possible manipulatives for specified tasks. In addition to the manipulatives suggested, you may use those that are appropriate to the task and familiar to the student because of their use during routine classroom instruction.

- Symbol Systems—If you are using one of the many symbol systems for students, you may translate LAA 1 tasks as needed. **For security purposes, all translations must be returned to the School Test Coordinator upon completion of LAA 1.**

**Tips for Using Manipulatives**

The following are activities that might be used with the manipulatives to present performance tasks.

<table>
<thead>
<tr>
<th>Manipulative</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD of graphics</td>
<td>Load the graphics CD into the student’s augmentative communication device or print out graphics to allow students to access them in different ways.</td>
</tr>
<tr>
<td>Clock/watch</td>
<td>Use a clock or watch to tell time. Match the time on the digital clock or watch to the time on the graphic.</td>
</tr>
<tr>
<td>Coins</td>
<td>Place coins on the appropriate graphic in the <em>Student Booklet</em>. Students may point, pick up, hold, and feel the edges of each coin.</td>
</tr>
<tr>
<td>Counters</td>
<td>Use counters to count objects in a graphic. Counters in multiple colors can identify shapes (red cubes represent hearts, blue cubes represent circles). Cubes are preferred because they do not roll.</td>
</tr>
<tr>
<td>Objects</td>
<td>Use objects the student is familiar with (book, crayons, measuring cup, pencil, pitcher, straws) instead of the graphics in the <em>Student Booklet</em>.</td>
</tr>
<tr>
<td>Standard ruler</td>
<td>Use standard ruler to measure the length of objects in a graphic. A ruler can also determine which line is the highest by positioning the ruler across the top of all lines.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Use tactile numbers to feel the shape of the number. Some students identify the number by its tactile number.</td>
</tr>
<tr>
<td>Two-dimensional shapes</td>
<td>Print out graphics from the CD and cut out shapes (circle, square, stars.</td>
</tr>
<tr>
<td>Three-dimensional shapes</td>
<td>Use three-dimensional shapes to compare to graphics and other shapes. Allow the student to pick up, hold, and feel the shape.</td>
</tr>
<tr>
<td>Wikki Stix</td>
<td>Use Wikki Stix outline graphics (animals, pizza), measure height of objects, outline graphics, trace a path on a grid.</td>
</tr>
</tbody>
</table>
Task Descriptions
A list of tasks needing descriptions and/or modifications will be available for students who are VI-Blind or other students who do not respond to the graphics even with manipulatives or modification. Task Descriptions are secure materials and must be returned after the assessment is completed.

Other Accommodations
Any necessary accommodations may be used, but they must be determined by the IEP team and must not be different from or in addition to the accommodations documented on the students’ IEPs and provided in regular classroom instruction and assessment. Test accommodations must not breach test security or invalidate the meaning of the test score or the purpose of each performance task. For example, if the task measures recognition of number symbols (4), do not replace the symbol 4 with four objects or dots.

Other inappropriate actions include coaching students during testing, giving clues, paraphrasing, offering additional information, or any other practice that would give students unapproved assistance or provide an unfair advantage.

Ethical Assessment Practices
Ethical assessment practices relate to actions between test administrators and students taking the test. Unethical practices include coaching students during testing, giving clues, paraphrasing, offering additional information, or any other practice that would give students unapproved assistance or provide advantage.

What Additional LAA 1 Resources Are Available?
The Louisiana Department of Education (LDE) has developed resources that are available to assist educators as they prepare students for LAA 1. Table 3 provides an overview of some of the resources currently available on the LDE Web site, <www.louisianaschools.net>.

Table 3: Additional LAA 1 Resources
- State Curriculum Frameworks and Standards
- LAA 1 Extended Standards Handbook (Bulletin 127)
- Grade-Level Expectations (GLEs) handbooks
- Frequently Asked Questions (FAQs) (Appendix A)
- Professional development materials—online
Chapter 1: LAA 1 English Language Arts

Chapter 1 describes the overall design of the LAA 1 English Language Arts (ELA) tests to be administered to students in grade spans 3–4, 5–6, 7–8, and 9–10. Test structure, performance task characteristics, test specifications, scoring rubrics, and sample tasks are provided so that teachers may align classroom practices with the state assessment.

ELA tasks were newly developed for use on LAA 1. The development process included a review and selection of performance tasks by committees of Louisiana educators who reviewed them for bias/sensitivity issues, content, and alignment with Louisiana’s Extended Standards. Finally, tasks were selected according to guidelines established by Louisiana special educators and ELA content specialists.

At the elementary level, the focus is on understanding and learning the basics of reading and writing, listening strategies, speaking skills (in the student’s mode of communication), and skills to acquire and communicate knowledge.

At the middle school level, the focus is on developing an understanding of literary and structural elements found in literature and informational texts. The assessment examines whether students have developed competence in communicating thoughts, ideas, and choices. The assessment of speaking and listening skills at the middle school level focuses on effective communication. Students may be assessed on their ability to follow multi-step directions and carry out single procedures and routines. Basic research skills to access information from daily schedules, calendars, and other informational resources are also assessed.

At the high school level, the focus is on assessing the ability to gain a higher level of understanding of the texts read to them and to demonstrate competence in using various writing skills. In addition, students will be assessed on their ability to follow multi-step directions to carry out procedures and routines. The research skills assessed at grades nine and ten include the ability to access information from timelines and other informational resources.

Test Structure

The ELA tests include performance tasks based on Louisiana’s ELA Extended Standards. The ELA performance tasks are aligned to four broad categories.

- Writing
- Reading
- Listening
- Using Information Resources
Unlike other Louisiana assessments, organized in specific sessions by content strands or standards, the LAA1 performance tasks in each grade-span assessment are organized by their estimated complexity in each content strand. One exception relates to the reading tasks, grouped by passages; all tasks linked to a specific passage are grouped together in the *Student Booklet*.

**Performance Task Characteristics**

Performance tasks are read aloud to the student by the test administrator while the student is shown pictures, symbols, and/or text. Student responses are scored by the test administrator using item-specific scoring rubrics on a 0–2 point or 0–1 point scale. LAA 1 includes 25 ELA performance tasks per grade span that assess selected content standards; tasks are sequenced from least to most complex. Item complexity is based on the professional judgment of Louisiana general educators, special educators, and content specialists. The sequencing may be adjusted in subsequent administrations based on task performance data.

**Test Specifications**

Table 4 provides test specifications for distribution of points across reporting standards for ELA. Values in the table are approximations due to slight variations in content across test forms and administrations.

**Table 4: English Language Arts Test Specifications by Grade Span**

<table>
<thead>
<tr>
<th>Standard (Standard Number)</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing (2)</td>
<td>14</td>
</tr>
<tr>
<td>Reading (1 and 7)</td>
<td>14</td>
</tr>
<tr>
<td>Listening (4)</td>
<td>14</td>
</tr>
<tr>
<td>Using Information Resources (5)</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Each standard for a grade span is represented by a minimum of 14 percent of the total test points, while the remainder (44 percent) is unevenly distributed across the ELA standards, depending on the number of extended standards for each standard and the relative complexity of each extended standard. The number of performance tasks for each ELA standard is dependent on the distribution of 2-point and 1-point tasks.
Explanation of Coding for English Language Arts Sample Tasks

Sample tasks include extended standards codes and complexity level (CL) codes for each item.

Three complexity levels (CLs) are described for each extended standard. CLs are coded from three (most complex) to one (least complex). CLs provide students of varying abilities instructional access to grade-level academic content. Mastery of an extended standard is generally indicated by a student performing at level 3.

English language arts codes are arranged in sequence by:

- content area (ELA),
- standard number,
- grade cluster (E, M, H), and
- GLE cluster.

Table 5 provides two examples of ELA codes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: 1 ELA-5-E6-ES-52/50-1</td>
<td>English Language Arts, Standard 5, Elementary School, Benchmark 6, Extended Standard 52/50, Complexity Level 1</td>
</tr>
<tr>
<td>Ex: 2 ELA-1-M2-ES-2/2-2</td>
<td>English Language Arts, Standard 1, Middle School, Benchmark 2, Extended Standard 2/2, Complexity Level 2</td>
</tr>
</tbody>
</table>

Ex: 1 Note that the Extended Standard designation 52/50 indicates that this ES is derived from GLE 52 (grade 3) and GLE 50 (grade 4) and is applicable to all grade 3 and grade 4 LAA 1 students.

Ex: 2 The Extended Standard designation 2/2 indicates that this ES is derived from GLE 2 (grade 7) and GLE 2 (grade 8) and is applicable to all grade 7 and grade 8 LAA 1 students.

See the LAA 1 Extended Standards Handbook (Bulletin 127) for more information on the content codes for LAA 1 sample tasks.

English Language Arts Sample Performance Tasks

The prompt, reading passages, resource materials, and tasks that follow are representative of those that appear on the LAA 1 English Language Arts tests. Prior to each sample task a summary table provides the codes applicable to the task and the grade span of the task.
Sample Performance Task

English Language Arts, Grades 3–4

Standard 4: Speaking and Listening

Extended Standard: ES-42/37: Use listening strategies

Complexity Level: 2. Respond with a one-word answer (other than “yes” or “no”) to a question (e.g., Is milk white or green?)

Maximum Points Possible: 1

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say: **Look at the pictures.**

Say: **Which one swims?**

Point to each picture on page XX of the *Student Booklet* (pausing between pictures).

Say: carrots lightbulb fish

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the fish.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
carrots  lightbulb  fish
Sample of graphic from the *Student Booklet* showing actual size of graphics.

![carrots](image)
Sample Performance Task

English Language Arts, Grades 3–4

Standard 1: Reading (read, comprehend, and respond)

Extended Standard: ES-1/1: Use affixes that indicate negation and plurals

Complexity Level: 3. Given a word with an affix, determine its meaning

Maximum Points Possible: 1

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say: **Look at each picture. Listen to the sentence.**

Point to each picture on the top of page XX of the *Student Booklet* as you read. Emphasize the suffix –s.

Say: **Students are reading.**

Say: **Which picture shows the meaning of the word students?**

Point to the other pictures on page XX of the *Student Booklet* (pausing between pictures).

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the picture of two students reading.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Students are reading.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task

English Language Arts, Grades 3–4

**Standard 2:** Writing

**Extended Standard:** ES-27/26: Write for various purposes, including
- informal letters
- lists

**Complexity Level:** 1. Sign your name

**Maximum Points Possible:** 1

**Manipulatives:** This performance task does not lend itself to the use of manipulatives.
Say: **Look at the letter as I read it to you.**

Point to each line on the top of page XX of the *Student Booklet* as you read the letter.

Say: **May 1, 2007**  
**Dear Grandpa,**  
**Thank you for the gift.**  
**Love,** (PAUSE)

Point to the box on page XX of the *Student Booklet*.

Say: **What goes here?**

Point to each picture on page XX of the *Student Booklet* (pausing between each choice).

Say: **tree**  
**basketball**  
**Gary**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student's response document.

<table>
<thead>
<tr>
<th>Score</th>
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<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the writer’s name “Gary.”</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
May 1, 2007

Dear Grandpa,

Thank you for the gift.

Love,

[Signature]

---

tree  basketball  Gary
Sample of graphic from the *Student Booklet* showing actual size of graphics.

![Gary](image)

Gary
Sample Performance Task

English Language Arts, Grades 5–6

Standard 2: Writing

Extended Standard: ES-25/24: Write for various purposes, including:
- informal letter
- list
- evaluation of media

Complexity Level: 2. Given a topic, write an informal letter (e.g., thank you)

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say: **Look at the Thank you letter as I read it to you. You will be filling in the boxes.**

Point to each line as you read the letter on page XX of the *Student Booklet*.

Say:  
(\text{PAUSE})  
Dear Joe,  
I really liked the game you gave me.  
I play it every day.  
(\text{PAUSE})  
Jenny

Point to the first box on page XX of the *Student Booklet*.

Say: **What goes here?**

Point to each answer choice on page XX of the *Student Booklet* (pausing between answers).

Say: Hello, I am sorry, Thank you, March 10, 2007

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the task and the question. The task and the question may be repeated more than once.

Point to the second box on page XX of the *Student Booklet*.

Say: **What goes here?**

Point to each answer choice on page XX of the *Student Booklet* (pausing between answers).

Say: Hello, I am sorry, Thank you, March 10, 2007

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies “March 10, 2007” first and “Thank you” last.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only “March 10, 2007” first or “Thank you” last.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Dear Joe,

I really liked the game you gave me.

I play it every day.

Jenny

Hello

I am sorry

Thank you

March 10, 2007
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task

English Language Arts, Grades 5–6

Standard 1: Reading (read, comprehend, and respond)

Extended Standard: ES-5/4: Identify story elements, including:
  • character
  • character trait

Complexity Level: 1. Identify the main character in a story

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Task XX English Language Arts

Say: Look at each picture. Listen to the story.

Point to each picture on the top of page XX of the Student Booklet as you read.

Say: George dribbles a basketball.
He throws the ball at the basket.
The ball rolls around the rim.
The ball goes into the basket.
His teammates celebrate George's basket.

Say: Who is the main character?

Point to the other pictures on page XX of the Student Booklet (pausing between pictures).

Say: teammates, George, basketball

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

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<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies George.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies teammates.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
George dribbles a basketball.

He throws the ball at the basket.

The ball rolls around the rim.

The ball goes into the basket.

His teammates celebrate George's basket.

teammates

George

basketball
Sample of graphic from the *Student Booklet* showing actual size of graphics.

George
Sample Performance Task

English Language Arts, Grades 5–6

Standard 4: Speaking and Listening

Extended Standard: ES-34/33: Follow multi-step directions

Complexity Level: 3. Follow a three-step direction.

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
This task assesses the student’s listening skills. Do not show the student the pictures until after reading the directions.

Say: **Listen to the directions for putting on socks and shoes.**

Say: **First, put on the sock. Next, put on the shoe. Finally, tie the shoe.**

Say: **Which picture shows what happens first?**

Point to each picture on page XX of the Student Booklet (pausing between pictures).

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the task and the question. The task and the question may be repeated more than once.

Say: **Which picture shows what happens after putting on the shoe?**

Point to each picture on page XX of the Student Booklet (pausing between pictures).

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

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<tr>
<th>Score</th>
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<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies the pictures of putting on the sock first and tying the shoe last.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only the picture of putting on the sock first or tying the shoe last.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task

English Language Arts, Grades 7–8

Standard 5: Using Information Resources

Extended Standard: ES-46/46: Locate and use information, including:
  • daily schedule
  • calendar

Complexity Level: 1. Refer to schedule for information about sequence of activities

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say: **Look at the schedule.**

Point to each picture on the schedule on the top of page XX of the *Student Booklet* as you read.

Say: science
P.E.
lunch
library
music

Say: **What comes right before lunch?**

Point to each picture on the bottom of page XX of the *Student Booklet* (pausing between pictures).

Say: science
P.E.
library
music

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the task and the question. The task and the question may be repeated more than once.

Say: **What comes right after lunch?**

Point to each picture on the bottom of page XX of the *Student Booklet* (pausing between pictures).

Say: science
P.E.
library
music

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. *(You worked hard. You did a nice job.)*

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

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<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies that P.E. comes before lunch and library after lunch.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only that P.E. comes before lunch or library after lunch.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
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</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task

English Language Arts, Grades 7–8

**Standard 2: Writing**

**Extended Standard:** ES-15/15: Write a composition that is organized with
- established central idea
- organizational patterns (e.g., logical, sequential order, order of importance, chronological order) appropriate to the topic
- elaboration (e.g., facts, examples, and/or supporting details)
- overall structure, including an introduction, a body/middle, and a conclusion

**Complexity Level:** 3. Given a topic, write a composition that expresses a central/main idea and is organized with a beginning, body/middle, and conclusion

**Maximum Points Possible:** 2

**Manipulatives:** This performance task does not lend itself to the use of manipulatives.
Say:  
Listen to the story as I read it to you. You will be filling in the box.

Point to each line on the top of page XX of the Student Booklet as you read.

Say:  
The Bryant family had a barbecue.  
They cooked hamburgers and (PAUSE).  
Everyone ate and had a lot of fun.

Point to the box on the top of page XX of the Student Booklet.

Say:  
What is the best ending to this sentence?

Point to each answer option on the bottom of page XX of the Student Booklet (pausing between answers).

Say:  
They cooked hamburgers and **ice cream**.  
They cooked hamburgers and **hot dogs**.  
They cooked hamburgers and **cereal**.

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the task and the question. The task and the question may be repeated more than once.

Point to each line on the top of page XX of the Student Booklet as you read.

Say:  
The Bryant family had a barbecue.  
They cooked hamburgers and (PAUSE).  
Everyone ate and had a lot of fun.

Say:  
What is the best ending to this story?

Point to each answer option on the bottom of page XX of the Student Booklet (pausing between answers).

Say:  
Then they watched a movie.  
Before dinner they walked the dog.  
After dinner everyone was full and happy.

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

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<tr>
<td>2</td>
<td>Student response is complete. The student identifies “hot dogs” first and “After dinner everyone was full and happy.” last.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only “hot dogs” first or “After dinner everyone was full and happy.” last.</td>
</tr>
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<td>0</td>
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</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
The Bryant family had a barbecue.

They cooked hamburgers and ice cream.

Everyone ate and had a lot of fun.
The Bryant family had a barbecue.

They cooked hamburgers and [ ].

Everyone ate and had a lot of fun.

Then they watched a movie.

Before dinner they walked the dog.

After dinner everyone was full and happy.
Sample of graphic from the *Student Booklet* showing actual size of graphics.

They cooked hamburgers and **hot dogs**.
Sample Performance Task

English Language Arts, Grades 7–8

**Standard 4:** Speaking and Listening

**Extended Standard:** ES-30/30: Follow instructions and carry out simple procedures/routines

**Complexity Level:** 1. Follow a familiar, simple procedure/routine (e.g., three-step recipe in Family/Consumer Science)

**Maximum Points Possible:** 1

**Manipulatives:** This performance task does not lend itself to the use of manipulatives.
This task assesses the student’s listening skills. Do not show the student the pictures until after reading the directions.

Say: **Listen as I read the directions for washing an apple.**

Say: **Wash the apple under clean water. Scrub the apple with a clean brush. Finally, dry the apple with a clean towel.**

Say: **Which picture shows what to do first?**

Point to each picture on page XX of the Student Booklet (pausing between pictures).

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

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<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the picture of washing the apple under clean water.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task

English Language Arts, Grades 9–10

Standard 1: Reading (read, comprehend, and respond)

Extended Standard: ES-2/2: Identify story elements, including:
- character
- character trait
- setting
- main idea

Complexity Level: 2. Identify details/event/idea in a selection

Maximum Points Possible: 1

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say: **Look at each picture. Listen to the story.**

Point to each picture on page XX of the *Student Booklet* as you read.

Say: **It took Auntie a week to make my first pair of boot moccasins.**

She sat in her rocker each evening while she worked. With a knife, Auntie cut the leather into strips. She sewed the strips together to make my boots.

When Auntie finished, she soaked the boots in water.

The boots were still wet when I put them on. I wore them until they dried. The boots fit me well.

Say: **Which picture shows something that happened in the story?**

Point to each picture one at a time (pausing between pictures).

Say: **She put the coat on a hanger. The dog sat quietly. She soaked the boots in water.**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

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<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies “She soaked the boots in water.”</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

She soaked the boots in water.

If the student is tired, take a break. Otherwise, continue to the next performance task.
It took Auntie a week to make my first pair of boot moccasins. She sat in her rocker each evening while she worked. With a knife, Auntie cut the leather into strips. She sewed the strips together to make my boots. When Auntie finished, she soaked the boots in water. The boots were still wet when I put them on. I wore them until they dried. The boots fit me well. She put the coat on a hanger. The dog sat quietly. She soaked the boots in water.
Sample of graphic from the *Student Booklet* showing actual size of graphics.

She soaked the boots in water.
Sample Performance Task

English Language Arts, Grades 9–10

Standard 1: Reading (read, comprehend, and respond)

Extended Standard: ES-1/1: Determine the meaning of base/root words with affixes that indicate negation and comparative/superlative, i.e.:
- dis-
- -er
- -est

Complexity Level: 1. Identify a word that indicates negation or comparative/superlative

Maximum Points Possible: 1

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say: **Look at each picture. Which word means “pulled apart”?**

Point to each picture on page XX of the *Student Booklet* (pausing between pictures).

Say: **disconnect, washing, connect, sleeping**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

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<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the word “disconnect.”</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
disconnect
washing
connect
sleeping
Sample of graphic from the *Student Booklet* showing actual size of graphics.

disconnect
Sample Performance Task

English Language Arts, Grades 9–10

Standard 2: Writing

Extended Standard: ES-21/24: Write for various purposes, including:
- informal letter
- list
- evaluation of media
- text-supported interpretation
- business letter
- job application

Complexity Level: 3. Write a business letter including addresses, date, two sentences or phrases around a central idea, and closing (e.g., letter of complaint)

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Listen to the business letter as I read it to you. You will be filling in the boxes.

Say:
36 Jefferson Street;
(PAUSE)
September 15, 2007
Dr. Kayla Washington
48 River Lane
Monroe, LA 71207
(PAUSE)
Last week I was in your office to have my teeth cleaned.
I would like to make another appointment.
Please let me know when I can come in.
Sincerely,
Reggie Turner

Point to each line on the top of page XX of the Student Booklet as you read.

Say:
What goes in this blank?

Point to each answer option on the bottom of page XX of the Student Booklet (pausing between answers).

Say:
Kenner, LA 70064; 555-1234; 3:30 P.M.

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the task and the question. The task and the question may be repeated more than once.

Point to the second box on page XX of the Student Booklet.

Say:
What goes here?

Point to each answer option on the bottom of page XX of the Student Booklet (pausing between answers).

Say:
Dear Dr. Washington;; Hello, Ms. Kayla;; Good morning, Kayla!

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

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<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies “Kenner, LA 70064” first and “Dear Dr. Washington:” last.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only “Kenner, LA 70064” first or “Dear Dr. Washington:” last.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
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</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
36 Jefferson Street

September 15, 2007

Dr. Kayla Washington
48 River Lane
Monroe, LA 71207

Last week I was in your office to have my teeth cleaned.

I would like to make another appointment.

Please let me know when I can come in.

Sincerely,

Reggie Turner
36 Jefferson Street

September 15, 2007

Dr. Kayla Washington
48 River Lane
Monroe, LA 71207

Last week I was in your office to have my teeth cleaned.

I would like to make another appointment.

Please let me know when I can come in.

Sincerely,

Reggie Turner

Dear Dr. Washington:

Hello, Ms. Kayla

Good morning, Kayla!
Sample of graphic from the *Student Booklet* showing actual size of graphics.

Dear Dr. Washington:
Chapter 2: LAA 1 Mathematics

Chapter 2 describes the overall design of the LAA 1 mathematics tests to be administered to students in grade spans 3–4, 5–6, 7–8, and 9–10. Test structure, performance task characteristics, test specifications, scoring rubrics, and sample tasks are provided so that teachers may align classroom practices with the state assessment.

LAA 1 mathematics tasks were newly developed for use on LAA 1. The development process included a review and selection of performance tasks by committees of Louisiana educators who reviewed them for bias/sensitivity issues, content, and alignment with Louisiana’s Extended Standards. Finally, the tasks were selected according to guidelines established by Louisiana educators and mathematics content specialists.

The grade span 3–4 assessment focuses on concrete models of numbers and students’ ability to recognize and identify numbers to a specific place value. Tasks address number comparisons, concepts of money, and simple addition and subtraction in real-life problems. Algebra tasks utilize objects or pictures as representations of problems. Measurement tasks encompass concepts of length, recognition and application of measurement units or tools used in everyday activities, and identification of time. Geometry tasks are based on two-dimensional shapes and concepts of position and direction. Grade 3 and grade 4 students are assessed on their ability to work with data to identify events, for example, the next step in a routine, and to predict outcomes. In pattern tasks, students are asked to identify patterns or extend simple patterns.

The grade span 5–6 assessment addresses fractions and decimals (e.g., through the study of money). The tasks continue to assess whole number applications using comparisons and to assess addition and subtraction skills. Students’ abilities to compare fractions and use basic estimation strategies are also assessed. Measurement tasks use the U.S. system to assess students’ abilities to compare and sort items based on weight, length, temperature, time, and/or capacity. Geometry tasks are based on the recognition of three-dimensional shapes. Students are also assessed on their ability to find locations on maps or grids and paths between locations. Grades 5 and 6 students are assessed on pattern recognition and their ability to work with graphs, tables, and charts. Algebra tasks focus on more complex representations of problems using objects or pictures.

The assessment for grade span 7–8 continues to address whole numbers, fractions, and decimals. The tasks include the identification and comparison of the different types of numbers and students’ basic understanding of multiplication. The algebra tasks continue to use representations of situations using objects, pictures, and/or letters. Measurement tasks require students to order or sort items according to different units of measurement and to work with maps and the concept of transformations (i.e., rotations) through the use of simple models. Students’ ability to make or use charts, tables, or graphs continues to be assessed in grades 7 and 8; this includes comparisons of data and creation of graphs. Predictions about outcomes of daily events are also revisited. The assessment of pattern recognition includes the ability to reproduce a given pattern using different objects or symbols.
The 9–11 grade span assessment addresses students’ computational skills in addition and subtraction, while demonstrating their understanding of multiplication and division through the use of manipulatives and concrete models. The algebra tasks focus on representations using pictures, objects, and letters, as well as solving problems. Measurement tasks address the concepts of area and perimeter in standard and nonstandard units and skills in using maps. Knowledge of a second type of transformation, a translation, is assessed in addition to the ability to apply positional concepts. Students are asked to demonstrate their ability to make and/or use tables, charts, or graphs by making comparisons, interpreting data, and predicting outcomes of daily events. The assessment of pattern recognition includes the ability to extend a given pattern, as well as to reproduce patterns.

**Test Structure**

The mathematics tests include performance tasks based on Louisiana’s mathematics Extended Standards. The mathematics performance tasks are aligned to four broad categories.

- Numbers
- Measurement and Geometry
- Data
- Algebra and Patterns

Unlike other Louisiana assessments, organized into specific sessions by content strands, the LAA 1 performance tasks in each grade-span assessment are organized by content and sequenced by their estimated complexity from least to most difficult.

**Performance Task Characteristics**

Performance tasks are read aloud to the student by the test administrator while the student is shown pictures, symbols, numbers, tables, charts, graphs, and/or text. Student responses are scored by the test administrator using item-specific scoring rubrics on a 0–2 point or 0–1 point scale. LAA 1 includes approximately 25 mathematics performance tasks per grade span that are sequenced by category and then from least complex to most complex. Item complexity is based on the professional judgment of Louisiana general educators, special educators, and content specialists. The sequencing of tasks may be adjusted in subsequent administrations based on task performance data.
Test Specifications

Table 6 provides test specifications for distribution of points across reporting strands for mathematics. Values in the table are approximations due to slight variations in content across test forms and administrations.

<table>
<thead>
<tr>
<th>Strand (Strand Letter)</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers (N)</td>
<td>14</td>
</tr>
<tr>
<td>Measurement (M) and Geometry (G)</td>
<td>14</td>
</tr>
<tr>
<td>Data (D)</td>
<td>14</td>
</tr>
<tr>
<td>Algebra (A) and Patterns (P)</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Each strand for a grade span is represented by a minimum of 14 percent of the total test points, while the remainder (44 percent) is unevenly distributed across the strands depending on the number of extended standards for each strand and the relative complexity of each extended standard. The number of performance tasks for each strand is dependent on the distribution of 2-point and 1-point tasks.
**Explanation of Coding for Mathematics Sample Tasks**

Sample tasks include benchmark, extended standard codes, and complexity level (CL) codes for each item.

Three complexity levels (CLs) are described for each extended standard. CLs are coded from three (most complex) to one (least complex). CLs provide students of varying abilities instructional access to grade-level academic content. Mastery of an extended standard is generally indicated by a student performing at level 3.

Mathematics codes are arranged in sequence by:
- strand,
- benchmark number, and
- grade cluster (E, M, H).

Table 7 provides two examples of mathematics codes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: 1 N-1-E-ES-2/2-3</td>
<td>Number and Number Relations, Benchmark 1, Elementary School, Extended Standard 2/2, Complexity Level 3</td>
</tr>
<tr>
<td>Ex: 2 G-3-M-ES-25/25-1</td>
<td>Geometry, Benchmark 3, Middle School, Extended Standard 25/25, Complexity Level 1</td>
</tr>
</tbody>
</table>

**Ex: 1** Note that the Extended Standard designation 2/2 indicates that this ES is derived from GLE 2 (grade 3) and GLE 2 (grade 4) and is applicable to all grade 3 and grade 4 LAA 1 students.

**Ex: 2** The Extended Standard designation 25/25 indicates that this ES is derived from GLE 25 (grade 7) and GLE 25 (grade 8) and is applicable to all grade 7 and grade 8 LAA 1 students.

See the *LAA 1 Extended Standards Handbook* (Bulletin 127) for more information on the content codes for LAA 1 sample tasks.

**Mathematics Sample Performance Tasks**

The sample test questions that follow are representative of the types of tasks that appear in the mathematics strands of the LAA 1. Prior to each sample task, a summary table provides the codes applicable to the task and the grade span of the task.
Sample Performance Task

Mathematics, Grades 3–4

**Standard:** Number and Number Relations

**Extended Standard:** ES-1/1: Read and write place value in word and standard form

**Complexity Level:** 1. Count objects to a given number

**Maximum Points Possible:** 1

**Manipulatives:** Counters
Say: **Look at the apples.**

Point to the picture on the top of page XX of the *Student Booklet.*

Say: **Count the apples. How many apples are there?**

Point to the numbers on page XX of the *Student Booklet.*

Say: **one, three, four, six**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the number four or four apples.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task

Mathematics, Grades 3–4

Standard:  Geometry

Extended Standard:  ES-32/30: Recognize and apply positional concepts

Complexity Level:  1. Identify simple directional concepts (e.g., up, down)

Maximum Points Possible:  1

Manipulatives:  Ball
Say: **Look at the pictures of a ball.**

Point to each picture on page XX of the *Student Booklet*.

Say: **Show me the picture of the ball up in the air.**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the picture of the ball in the air.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task
Mathematics, Grades 3–4

Standard: Patterns, Relations, and Functions

Extended Standard: ES-47/43: Identify and extend patterns in real-life situations

Complexity Level: 2. Identify a simple pattern

Maximum Points Possible: 1

Manipulatives: Counters
Say: **Look at the pictures.**

Point to each picture on page XX of the *Student Booklet.*

Say: **Show me the repeating pattern.**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the picture of the squares and triangles making a pattern.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing approximate size (actual size is 10.5 inches across) of graphics.
Sample Performance Task
Mathematics, Grades 5–6

Standard: Data Analysis, Probability, and Discrete Math

Extended Standard: ES-28/30: Organize and interpret data in tables, charts, or graphs

Complexity Level: 1. Select pictures or symbols for a chart that represents information

Maximum Points Possible: 1

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Task XX Mathematics

Say: Look at the chart. The chart will show the milk Eric drank this week. The title is "Milk Eric Drank."

Point to the picture on the top of page XX of the Student Booklet.

Say: Eric drank five glasses of milk. Which picture goes in the chart?

Point to the other pictures on page XX of the Student Booklet.

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the 5 glasses of milk.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Milk Eric Drank

---

---
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task
Mathematics, Grades 5–6

Standard: Number and Number Relations

Extended Standard: ES-2/4: Recognize fractions

Complexity Level: 3. Identify the fraction associated with a given model

Maximum Points Possible: 1

Manipulatives: Sandpaper
Say: A pizza is cut into two equal parts.

Say: A girl takes 1 part.

Point to the picture on the top of page XX of the Student Booklet.

Say: What fraction of the pizza is left?

Point to the fractions on page XX of the Student Booklet.

Say: One out of two. One out of four. One.

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the fraction ( \frac{1}{2} ).</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task
Mathematics, Grades 5–6

**Standard:** Geometry

**Extended Standard:** ES-24/24: Identify simple geometric shapes and classify according to properties of shapes

**Complexity Level:** 2. Sort two-dimensional shapes and/or objects with common and/or different attributes

**Maximum Points Possible:** 2

**Manipulatives:** Two-dimensional shapes
Say: **Look at the shapes.**

Point to the pictures on page XX of the *Student Booklet.*

Say: **Show me a shape that has exactly four sides.**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

Say: **Look at the shapes.**

Point to the pictures on page XX of the *Student Booklet.*

Say: **Show me another shape that has exactly four sides.**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student's response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies the rectangle <strong>and</strong> the square.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only the rectangle <strong>or</strong> the square.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task
Mathematics, Grades 7–8

**Standard:** Measurement

**Extended Standard:** ES-21/21: Compare and order sizes of items in real-life situations

**Complexity Level:** 2. Sort items according to weight, capacity, length, temperature, and/or time

**Maximum Points Possible:** 2

**Manipulatives:** Wikki Stix
Say: **Look at the stove and the candle. They are hot.**

Point to each picture on the top of page XX of the *Student Booklet*.

Say: **Which object is hot?**

Point to the other pictures on page XX of the *Student Booklet*.

Say: **book, ice cube, campfire**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

Go on to the next page.

Say: **Look at the snowman and the ice cream cone. They are cold.**

Point to each picture on the top of page XX of the *Student Booklet*.

Say: **Which object is cold?**

Point to the other pictures on page XX of the *Student Booklet*.

Say: **book, ice cube, campfire**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies the campfire as hot <strong>and</strong> the ice cube as cold.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only the campfire as hot <strong>or</strong> the ice cube as cold.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Hot

book

ice cube

campfire
<table>
<thead>
<tr>
<th>Cold</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="snowman" /></td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="book" /></td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="campfire" /></td>
</tr>
</tbody>
</table>
Sample of graphic from the *Student Booklet* showing actual size of graphics.

campfire
Sample Performance Task
Mathematics, Grades 7–8

**Standard:** Number and Number Relations

**Extended Standard:** ES-1/4: Recognize numbers (i.e., whole numbers, fractions, decimals)

**Complexity Level:** 1. Identify a number as a whole number, fraction, or decimal

**Maximum Points Possible:** 2

**Manipulatives:** This performance task does not lend itself to the use of manipulatives.
Say: Look at these numbers. Which number is written as a fraction?

Point to the numbers on page XX of the Student Booklet.


Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

Say: Look at the numbers again. Which is a whole number?

Point to the numbers on page XX of the Student Booklet.


Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies the fraction ($\frac{1}{2}$) and the whole number (3).</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only the fraction ($\frac{1}{2}$) or the whole number (3).</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task
Mathematics, Grades 7–8

**Standard:** Data Analysis, Probability, and Discrete Math

**Extended Standard:** ES-31/36: Organize, and interpret data in tables, charts, or graphs

**Complexity Level:** 2. Compare data in tables, charts, and/or graphs

**Maximum Points Possible:** 2

**Manipulatives:** Wikki Stix and counters
Say: **Look at the graph.**

Point to the bar graph on page XX of the *Student Booklet.*

Say: **The chart shows the number of cats, dogs, and birds Rick saw.**

Point to the labels as you *read them aloud.*

Say: **Which animal did Rick see the most times?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

Say: **Look at the graph again.**

Point to the bar graph on page XX of the *Student Booklet.*

Say: **The chart shows the number of cats, dogs, and birds Rick saw.**

Point to the labels as you *read them aloud.*

Say: **Which animal did Rick see the fewest times?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies bird as the most <em>and</em> cat as the fewest.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only bird as the most <em>or</em> cat as the fewest.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the Student Booklet showing actual size of graphics.

- **Animals**
  
  - **Number**
    - 10
    - 9
    - 8
    - 7
    - 6
    - 5
    - 4
    - 3
    - 2
    - 1
    - 0
  
  - **Cat**: 3
  - **Dog**: 5
  - **Bird**: 7

LAA 1 Assessment Guide 2-42 Mathematics Sample Tasks
Sample Performance Task
Mathematics, Grades 9–10

**Standard:** Patterns, Relations, and Functions

**Extended Standard:** ES-37/27: Analyze and extend a pattern

**Complexity Level:** 2. Find the missing element in a pattern

**Maximum Points Possible:** 1

**Manipulatives:** Counters
Say: **Look at the pattern.**

Point to the pattern on the top of page XX of the *Student Booklet.*


Point to each letter as it is **read aloud.**

Say: **What letter is missing?**

Point to the letters on page XX of the *Student Booklet.*

Say: **B, F, D**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the letter B.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task
Mathematics, Grades 9–10

Standard: Number and Number Relations

Extended Standard: ES-7/4: Use basic concepts of proportional reasoning in real-life situations

Complexity Level: 2. Determine the number of objects in two comparison groups

Maximum Points Possible: 1

Manipulatives: Counters
Task XX  Mathematics

Say:  Look at the apples and bananas.

Point to each picture on the top of page XX of the Student Booklet.

Say:  Which chart shows the correct number of apples and bananas?

Point to the charts on page XX of the Student Booklet.

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the chart with two apples and four bananas.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Task XX Mathematics

LAA 1 Assessment Guide

Mathematics Sample Tasks
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task
Mathematics, Grades 9–10

Standard: Geometry

Extended Standard: ES-23/16: Use and read a map/grid

Complexity Level: 3. Find the horizontal and vertical lengths of a path between two points on a grid

Maximum Points Possible: 2

Manipulatives: Wikki Stix and counters
Say: **Look at the grids.**

Point to the pictures on the top of page XX of the *Student Booklet.*

Say: **The two points show where a store and a library are.**

Point to each location as it is **read aloud.**

Say: **There is a line drawn between the two points. Which line is four units long?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

Go to the bottom of the page.

Say: **Look at the grids.**

Point to the pictures on the bottom of page XX of the *Student Booklet.*

Say: **The two points show where a park and a zoo are.**

Point to each location as it is **read aloud.**

Say: **There is a line drawn between the two points. Which line is two units long?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies the grid where the line between the store and the library is four units long and where the line between the park and zoo is two units long.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only the grid where the line between the store and the library is four units long or where the line between the park and zoo is two units long.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Chapter 3: LAA 1 Science

Chapter 3 describes the overall design of the LAA 1 science tests to be administered to students in grades 4, 8, and 11. Test structure, performance task characteristics, test specifications, scoring rubrics, and sample tasks are provided so that teachers may align classroom practices with the state assessment.

Science tasks were newly developed for use on LAA 1. The development process included a review and selection of performance tasks by committees of Louisiana educators who reviewed them for bias/sensitivity issues, content, and alignment with Louisiana’s Extended Standards. Finally, tasks were selected according to guidelines established by Louisiana special educators and science content specialists.

The focus at grade 4 is integrated science, consisting of physical science (PS), life science (LS), Earth/space science (ESS), and science in the environment (SE), each incorporated with science as inquiry (SI). Performance tasks are designed to evaluate the ability of each student to identify questions, classify information, make observations, and apply knowledge based on the results of simple scientific investigations, principles, and experiences. Tasks may require students to make basic classifications based on physical properties, recognize safe uses for common scientific tools, match common animals to their habitats, make connections between life and the physical environment, or similar exercises.

The focus at grade 8 continues to be integrated science, building on the foundation developed during earlier grades. Physical science, life science, Earth/space science, and science in the environment are again incorporated with science as inquiry to frame the structure of this assessment. Performance tasks are designed to evaluate the ability of each student to identify questions, classify information, make observations, and apply knowledge based on the results of simple scientific investigations, principles, and experiences. Tasks may require students to match weather symbols to descriptions of different weather conditions, identify physical similarities or differences among objects, predict the outcome of a situation, or similar exercises.

The focus of grade 11 is narrowed to physical science and life science, which continue to be incorporated with science as inquiry. At this level, students will be asked to identify and apply knowledge at a more abstract level of understanding while still focusing on the most fundamental topics in science such as properties of matter, forces and motion, interaction of energy and matter, heredity, food chains, and biological systems. Tasks may require students to use simple data to answer questions, identify the role of common technology, apply known information to a new situation, or similar exercises.
Test Structure

The science tests include performance tasks based on Louisiana’s science extended standards. The science performance tasks are aligned to three or four broad categories.

- Science as Inquiry
- Physical Science
- Life Science
- Earth/Space and Environmental Science (grades 4 and 8 only)

Unlike other Louisiana assessments, organized in specific sessions by content strands or standards, the LAA 1 performance tasks in each grade-span assessment are organized by content and sequenced by the complexity of the science performance tasks, from least to most difficult.

Performance Task Characteristics

Performance tasks are multi-modal tasks that are read aloud to the student by the test administrator while the student is shown pictures, symbols, tables, charts, graphs, and/or text. Student responses are scored by the test administrator using item specific scoring rubrics on a 0–2 point or 0–1 point scale, depending on whether the task provides for a partially correct response. LAA 1 includes 25 science performance tasks per grade that are sequenced by content standard and then from least complex to most complex. Item complexity is based on the professional judgment of Louisiana general educators, special educators, and content specialists and may be adjusted in the future as operational item performance data become available.
Test Specifications

Tables 8 and 9 provide test specifications for distribution of points across reporting strands for science. Values in the tables are approximations due to slight variations in content across test forms and administrations.

Table 8: Science Test Specifications
Grades 4 and 8

<table>
<thead>
<tr>
<th>Strand (Strand Letter)</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science as Inquiry (SI)</td>
<td>20</td>
</tr>
<tr>
<td>Physical Science (PS)</td>
<td>20</td>
</tr>
<tr>
<td>Life Science (LS)</td>
<td>20</td>
</tr>
<tr>
<td>Earth/Space (E/S) and Environmental Science (ES)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Each strand for a grade is represented by a minimum of 20 percent of the total test points, while the remainder (20 percent) is unevenly distributed across the strands, depending on the number of extended standards for each strand and the relative complexity of each extended standard. The number of performance tasks for each strand is dependent on the distribution of 2-point and 1-point tasks.

Test specifications for the grade 11 science assessment differ from specifications for grades 4 and 8 because no Earth and Space Science (ESS) or Science and the Environment (SE) benchmarks were extended. This content is not the focus of high school science instruction at grade 11.

Table 9: Science Test Specifications
Grade 11

<table>
<thead>
<tr>
<th>Strand (Strand Letter)</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science as Inquiry (SI)</td>
<td>22</td>
</tr>
<tr>
<td>Physical Science (PS)</td>
<td>22</td>
</tr>
<tr>
<td>Life Science (LS)</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Explanation of Coding for Science Sample Tasks**

Sample tasks include extended standards codes and complexity level (CL) codes for each item.

Three complexity levels (CLs) are described for each extended standard. CLs are coded from three (most complex) to one (least complex). CLs provide students of varying abilities instructional access to grade-level academic content. Mastery of an extended standard is generally indicated by a student performing at level 3.

Science codes are arranged in sequence by strand (i.e., SI, PS, LS, ESS, SE), grade cluster (E, M, H), category, benchmark, extended standard, and complexity code. Table 10 provides two examples of science codes.

**Table 10: Examples of Codes for Science Sample Tasks**

<table>
<thead>
<tr>
<th>Code</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI-E-A4-ES-A4-1</td>
<td>Science as Inquiry Strand, Elementary School Level, Category A, Benchmark 4, Extended Standard A4, Complexity Level 1</td>
</tr>
<tr>
<td>PS-M-B5-ES-B5-2</td>
<td>Physical Science Strand, Middle School Level, Category B, Benchmark 5, Extended Standard B5, Complexity Level 2</td>
</tr>
</tbody>
</table>

**Ex: 1** Note that the science Extended Standard designation identifies the category and benchmark that was extended. Categories are groups of benchmarks in each science content strand that reflect significant parts of science curriculum.

**Ex: 2** For example, at the Middle School Level for the Physical Science Strand, the three categories are: Properties and Changes of Properties in Matter, Motions and Forces, and Transformations of Energy.

See the *LAA 1 Extended Standards Handbook* for more information on the content codes for LAA 1 sample tasks.

**Science Sample Performance Tasks**

The sample test questions that follow are representative of the types of tasks that appear in the science sessions of the LAA 1.
Sample Performance Task

Science, Grade 4

Standard: Life Science

Extended Standard: ES-C1: Match common animals to their habitat type (i.e., water, land)

Complexity Level: 2. Match more than one common animal to a habitat type

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say: **Look at the pictures.**

Point to the pictures on page XX of the *Student Booklet* and **read the captions aloud.**

Say: **Which two animals spend much of their lives in water?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies the fish <strong>and</strong> the alligator.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only the fish <strong>or</strong> the alligator.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
fish
alligator
cat
pig
Sample of graphic from the *Student Booklet* showing actual size of graphics.

alligator
Sample Performance Task
Science, Grade 4

**Standard:** Science as Inquiry

**Extended Standard:** ES-A4: Use appropriate tools (i.e., thermometer, scale, magnifying tool, measuring cup, ruler) to extend sensory observations

**Complexity Level:** 1. Recognize a tool

**Maximum Points Possible:** 1

**Manipulatives:** apple, toy blocks, ruler, and ball
Say: **Look at the pictures.**

Point to the pictures on page XX of the *Student Booklet* and **read the captions aloud.**

Say: **Which object is a tool?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student response is correct. The student identifies the ruler as a tool.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task

Science, Grade 4

Standard: Physical Science

Extended Standard: ES-A1: Classify objects based on properties (i.e., size, weight, shape, color)

Complexity Level: 2. Sort objects based on a single characteristic

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Task XX

Say: **Look at the pictures.**

Point to the pictures on page XX of the *Student Booklet* and **read the captions aloud.**

Say: **Which object will roll?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

Say: **Which object is the heaviest?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies the orange and the table.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only the orange or the table.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
table

book

box of tissues

orange
Sample of graphic from the *Student Booklet* showing actual size of graphics.
Sample Performance Task
Science, Grade 8

**Standard:** Science as Inquiry

**Extended Standard:** ES-A2: Identify a process to solve a science problem

**Complexity Level:** 1. Recognize a step that helps solve a simple science problem

**Maximum Points Possible:** 2

**Manipulatives:** This performance task does not lend itself to the use of manipulatives.
Say: **Look at the pictures.**

Point to the pictures on page XX of the *Student Booklet* and read the captions aloud.

Say: **Which two pictures show a way to tell the temperature outside?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies “watch the weather on TV” and “go outside.”</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only “watch the weather on TV” or “go outside.”</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Watch the weather on TV
Take a nap
Eat lunch
Go outside
Sample of graphic from the *Student Booklet* showing actual size of graphics.

*go outside*
Sample Performance Task

Science, Grade 8

Standard: Life Science

Extended Standard: ES-C3: Recognize that different types of familiar animals are suited to different habitats (i.e., ocean, lake/river, forest, grassland, desert)

Complexity Level: 2. Match familiar animals to their appropriate habitats

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say: **Look at the picture of the fish.**

Point to the picture of the fish on page XX of the *Student Booklet.*

Say: **In which two habitats could a fish live?**

Point to the other pictures in the *Student Booklet* and read the captions aloud.

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies the ocean <strong>and</strong> the river.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only the ocean <strong>or</strong> the river.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Task XX Science

- ocean
- forest
- desert
- river
Sample of graphic from the *Student Booklet* showing actual size of graphics.

![Desert Cactus Diagram]
Sample Performance Task
Science, Grade 8

Standard: Life Science

Extended Standard: ES-D1: Identify adaptations that help plants or animals live in Louisiana

Complexity Level: 1. Recognize that animals have different physical adaptations (e.g., animals move in different ways using different body parts—wings, fins, bellies, legs)

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Task XX

Science

Say:  **Look at the pictures.**

Point to the pictures on page XX of the Student Booklet and **read the captions aloud**.

Say:  **Which two animals can fly?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. Student identifies the bat <strong>and</strong> the duck.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. Student identifies only the bat <strong>or</strong> the duck.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.

bat
Sample Performance Task
Science, Grade 11

Standard: Life Science

Extended Standard: ES-G1: Identify how fitness activities improve health

Complexity Level: 1. Recognize fitness activities

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say: **Look at the pictures.**

Point to the pictures on page XX of the *Student Booklet* and **read the captions aloud.**

Say: **Which two pictures show a fitness activity?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies going for a walk <strong>and</strong> lifting weights.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only going for a walk <strong>or</strong> lifting weights.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Task XX Science

- eating cookies
- going for a walk
- lifting weights
- talking on the phone
Sample of graphic from the *Student Booklet* showing actual size of graphics.

lifting weights
Sample Performance Task
Science, Grade 11

Standard: Science as Inquiry

Extended Standard: ES-A3: Interpret situations using data

Complexity Level: 1. Match data to a specific situation

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Say:  **Look at the pictures.**

Point to the pictures on page XX of the *Student Booklet* and **read the captions aloud**.

Say:  **Which graph shows a decrease in rainfall over four months?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

Say:  **Which graph shows the same amount of rainfall over four months?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies Graph B and Graph C.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only Graph B or Graph C.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
**Graph A**

Rainfall

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Graph B**

Rainfall

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Graph C**

Rainfall

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Graph D**

Rainfall

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Sample of graphic from the *Student Booklet* showing actual size of graphic

**Graph B**
Sample Performance Task

Science, Grade 11

Standard: Life Science

Extended Standard: ES-C6: Compare the life cycles of common organisms (i.e., frogs, humans, other mammals)

Complexity Level: 1. Recognize the life cycles of different common organisms

Maximum Points Possible: 2

Manipulatives: This performance task does not lend itself to the use of manipulatives.
Task XX: Science

Say: **Look at the pictures.**

Point to the pictures on page XX of the *Student Booklet* and **read the captions aloud**.

Say: **Which two life cycles begin with an egg?**

Wait at least 30 seconds for the student to respond. If the student does not respond, repeat the question. The question may be repeated more than once.

At the end of the performance task, encourage the student. (You worked hard. You did a nice job.)

Score the student’s performance on this task by darkening the appropriate circle in the student’s response document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. The student identifies a frog life cycle and a butterfly life cycle.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. The student identifies only a frog life cycle or a butterfly life cycle.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.</td>
</tr>
</tbody>
</table>

If the student is tired, take a break. Otherwise, continue to the next performance task.
Sample of graphic from the *Student Booklet* showing actual size of graphics.

tree life cycle
APPENDICES
Appendix A: Test Administrator Frequently Asked Questions

? Must I reconvene an IEP meeting to change anything on the IEP because of the new design of LAA 1?
This was not required for the 2008 LAA 1 administration. However, IEPs for 2008–2009 will need to address the redesigned assessment.

? May I assess more than one student at a time?
No. Each student must be assessed individually.

? Must I move through the Administrator Booklet and the Student Booklet in the order of the tasks presented?
In each content area, the tasks are arranged in the order of content and then predicted complexity, from least to most complex. Consequently, within a content area, assess each student on tasks as ordered in the booklet.

? Must I assess each student in the content order of the booklet?
No. You may begin with the content area that you believe will provide the most success for the individual student.

? May I prompt the student?
You must follow the script (directions) for test administrators as written in the Administrator Booklet. You may read the script aloud as many times as you think necessary.

? Must the student read aloud?
No. Students may communicate responses in their typical communication modality. The accommodations section in the LAA 1 Assessment Guide may be helpful.

? What if the student doesn’t respond to a question after the directions have been read several times?
Mark a zero.

? What if the student responds to the first part of a question, but then is not ready to proceed (too tired, unresponsive) with the second part?
Record the score for the first part on a Post-It note affixed to the Response Document and return to the question at a better time. Do not repeat the first part of the question.

? May a test administrator (TA) assess a student with a grade-span assessment that does not coincide with the student’s enrolled grade? For example, if the student is enrolled in grade 9, but the TA believes a 5–6 grade-span assessment is more appropriate, can that student be assessed in the 5–6 grade-span assessment?
No. Students must be assessed with the grade-span assessment that coincides with their enrolled grade. In addition, the No Child Left Behind (NCLB) act does not permit out-of-level testing.

**Must I read the script in the Assessment Booklet word-for-word?**
Yes. Some exceptions are made for students who are Vision Impaired-Blind.

**May I reduce the number of tasks administered, e.g., assess 20 tasks instead of 25?**
No. The student should have the opportunity to take all tasks. However, if after attempting at least 5 tasks in a content area the student is unresponsive on all of the items, resulting in a score of 0, the TA may stop testing in that content area.

**May I share booklets with my colleagues for their students?**
No. If they need assessment materials, they should contact the School Test Coordinator. Each test administrator should have his or her own Administrator Booklets, Student Booklets, and Test Administration Manual. The second test administrator participating in the scoring study (dual assessor) will need the Administrator Booklet for the grade span being assessed and a Test Administration Manual.

**May a LAA 1 task be administered more than once when the test administrator (TA) believes that the student's performance on the initial request does not represent the student’s typical performance?**
No. The TA may repeat the task directions several times during the course of administering any one assessment task and before moving to the next or taking a break. However, once a score has been recorded, even a score of zero, that task is not to be revisited.

**How long do I have to complete LAA 1 with all of my students?**
You have approximately six weeks to complete LAA 1.

**Will any students in my school be assessed by two test administrators?**
Ten percent of students across the state will be included in a scoring study. If one of your students is part of this study, he or she will have two test administrators.

**Will both test administrators observe and score the student at the same time?**
Yes, so scheduling will have to be considered prior to testing.

**Who can serve as a second test administrator?**
- a speech therapist
- an adaptive physical education teacher
- a physical therapist
- an occupational therapist
- members of the evaluation team, including the psychologist
- a special education teacher
- central office personnel
? **Can a paraprofessional serve as the second test administrator (TA)?**

No. Paraprofessionals may assist in administration if trained in test security and administration procedures. For example, they may assist in preparation of manipulatives or graphics and positioning of the *Student Booklet* and manipulatives during testing. If the student responds best to the paraprofessional, the paraprofessional may read the prompts and questions to the student. However, the paraprofessional may not score the student’s responses.

? **Will I retain the *Student Booklet* in the student’s IEP folder?**

No. The *Student Booklet* must be returned to the School Test Coordinator at the conclusion of the assessment.

? **Should I dispose of the retiring LAA 1 Assessment Instruments that are in the student folders?**

No. These remain part of the students’ permanent records.

? **It states in the LAA 1 Extended Standards Handbook that students should read and write. Very few students taking LAA 1 can read or write. What should I do?**

*Read* and *write* in the Extended Standards and on the assessment include communicating in the student’s usual manner of communication. Read the section in the *LAA 1 Assessment Guide* regarding accommodations.

? **How many assessment booklets will I receive in my classroom?**

That depends. LAA 1 *Administrator Booklets* and *Student Booklets* are available at four grade spans: grades 3–4, 5–6, 7–8, and 9–11. Participating schools will receive three *Administrator Booklets* and three *Student Booklets* for each grade span that has LAA 1 enrollments. For example:

- student #1 is in grade 3
- student #2 is in grade 4
- student #3 is in grade 6
- student #4 is in grade 7
- student #5 is in grade 4

You would receive nine *Administrator Booklets* and nine *Student Booklets*—three for each grade span 3–4, 5–6, and 7–8.

? **How many Response Documents will I receive?**

You will receive one Response Document for each student you assess. You may also receive a second response document for one of your students marked “Scoring Study Document.” This is to be used by the second test administrator for a student being dually assessed.

? **Does LAA 1 permit objects/manipulatives?**

Yes, objects or manipulatives *that are part of a student’s routine classroom instruction* are permitted as an accommodation and are considered a type of assistive technology.
How will test administrators know what objects or manipulatives will be required for each task?

A list of materials for each grade span will be provided. Manipulatives Lists are also available on the LDE Web site. The Manipulatives Lists, provided for each grade span and subject, include suggested manipulatives to use for tasks. Test administrators may use the indicated manipulatives and other manipulatives from their classrooms the student is familiar with. Some tasks do not have suggested manipulatives; however, if the test administrator determines that manipulatives are appropriate for a student, the manipulatives may be used to enable the student to access the task.

Will extended standards be developed for pre-k, kindergarten, first and second grades?

That decision has not yet been made.

Does LAA 1 require a test administrator to gather materials to be used for tasks?

Although Manipulatives Lists are provided for each grade span and also available on the LDE Web site, a test administrator may use the same objects or manipulatives used during routine classroom instruction when appropriate for an assessment.

Will I be able to see an example of an assessment task for the redesigned LAA 1 before receiving the assessment materials?

Yes. The LAA 1 Assessment Guide provides sample tasks across all grade spans and content areas. In addition, the professional development materials, provided at the fall 2008 LAA 1 Assessment Workshop include a sample Student Booklet, Administrator Booklet, Manipulatives List, and Task Descriptions. All of these materials can be found on the LDE Web site.

Will my students only address the extended standards and no longer address functional, life-skills in their instructional program?

Your students must address the extended standards; however, you will continue to include instruction in functional life-skills as determined by the individual needs of each student during the IEP team meeting.

How will VI-Blind students access LAA 1?

These students will use familiar manipulatives that are used during daily classroom instruction. In addition, Task Descriptions will be provided upon request. These Task Descriptions include modified tasks and general instructions about assessing students who are VI-Blind. Remember to darken the circle Task Description in the accommodation section on the response document on the last day of testing.

Will students be able to use their communication devices to access LAA 1?

Yes, as long as they are using these during daily classroom instruction. Information about assistive technology is provided in the section regarding accommodations in the LAA 1 Assessment Guide.
Appendix B: LEAP Alternate Assessment, Level 1 Participation Criteria Form

The participation criteria form dated “Revised September 2008” will be used for the 2009 and future LAA 1 administrations.
LEAP Alternate Assessment, Level 1 (LAA 1) was developed for students for whom there is evidence that the student is functioning three (3) or more standard deviations below the mean in cognitive functioning and/or adaptive behavior. Only students with the most significant cognitive disabilities are eligible to participate in LAA 1. A student with one of the exceptionalities below may be considered to have a significant cognitive disability or functions like a student with a significant cognitive disability.

Check one

☐ Mental Disability – moderate  ☐ Mental Disability – severe  ☐ Mental Disability – profound

☐ Multiple Disability  ☐ Other __________________________ (specify exceptionality)

CIRCLE “AGREE” OR “DISAGREE” FOR EACH STATEMENT. Evidence supporting Criteria 1 and 2 must be dated and maintained in the student’s IEP folder.

Criterion #1 – Evidence of a Significant Cognitive Disability (3 or more Standard Deviations below the mean)

Agree    Disagree

The student has a disability that significantly impacts cognitive function and/or adaptive behavior.

Criterion #2 – Instructional Needs and Curricular Alignment

Agree    Disagree

The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills.

Criterion #3 – Student Safeguards

Agree    Disagree

The decision to include the student in LAA 1 is not solely based on the following:

1. the student’s placement 6. student’s disability according to Bulletin 1508
2. excessive or extended absences 7. social, cultural, and/or economic differences
3. disruptive behavior 8. anticipated impact on school performance scores
4. English language proficiency 9. administrative decision
5. student’s reading level 10. the expectation that the student will not perform well on the LEAP, iLEAP, GEE, or LAA 2

To be eligible to participate in LAA 1, the response to each of the three statements above must have been “Agree.”

Parental Understanding: If my child is eligible for and participates in LEAP Alternate Assessment, Level 1, my initials indicate I understand the statements below.

_____ Testing in LAA 1 means my child has an instructional program aligned with the Louisiana Extended Standards.

_____ My child may be taught functional skills as needed, but these skills are not assessed on LAA1.

_____ Testing in LAA 1 means my child is progressing toward a Certificate of Achievement. If my child continues to participate in LAA 1, he or she will not be eligible for a standard high school diploma.

_____ My child is eligible to participate in the Pre-GED/Skills Option Program based on eligibility criteria.

_____ The decision for my child to participate in LAA 1 must be made annually.

IEP Team Decision: This form shall be attached to the student’s current IEP. This form must be completed annually. The assessment decision must be documented on the student’s IEP.

_________________________ is eligible for participation in LEAP Alternate Assessment, Level 1 and will participate in LAA1.

(student’s name)

_________________________ is eligible for participation in LEAP Alternate Assessment, Level 1 but will not participate in LAA1.

(student’s name)

_________________________ is not eligible for participation in LEAP Alternate Assessment, Level 1.

(student’s name)

Parent Signature*_________________________ District/School Representative Signature* _______________________

*Signature is required.

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Appendix C: Glossary

**Accommodations** are changes made in the administration of an assessment to meet the needs of students with special needs.

**Accountability** is the systematic use of assessment data and other information to assure those inside and outside the educational system that schools are moving in the desired direction.

**Alignment** is the process of linking curriculum, assessment, and instruction to standards, benchmarks, Grade-Level Expectations (GLEs), and Extended Standards.

**Assessments** are systematic methods of obtaining evidence from tests and other sources, used to draw inferences about characteristics of people or programs for a specific purpose.

**Assessment systems** are series of assessments (e.g., GEE, LEAP, iLEAP, LAA 2, LAA 1) of student performance at different grade levels, which are based on publicly adopted standards of what is to be taught coupled with expectations of student mastery.

**Benchmarks** further define the content standards and are used as a reference to develop curriculum and to assess student progress.

**Bias** is a statistically identifiable difference in test responses from specific groups. A test item is biased when it systematically measures differently for gender, ethnicities, or other identified groups.

**Category** is an organizational level unique to the science standards that involves groupings of benchmarks under each science content strand based on a common focus within science curriculum.

**Certificate of Achievement** is an alternative state exit document with requirements that differ from those for a state diploma.

**Content standards** are broad statements of what a student should know and be able to do through subject matter, knowledge, and proficiencies gained as a result of his or her education.

**Criterion-referenced tests (CRTs)** are assessments that compare a student’s performance to a specific learning objective rather than to the performance of other students.

**Extended Standards** are standards that capture the essence of the GLEs (or benchmarks for science), provide a way for students with significant cognitive disabilities to access the general education curriculum, and are the criterion by which LAA 1 students are assessed.
Grade-Level Expectations (GLEs) are statements that define what a student should know and be able to do at the end of a given grade level. GLEs add further definition to standards and benchmarks.

Individualized Education Programs (IEPs) are documents developed by the IEP team that prescribe the educational program designed to meet the specific needs of a student who meets federal special education guidelines. (All LAA 1 students must have a current IEP.)

LEP is the abbreviation for limited English proficiency. The No Child Left Behind Act (NCLB) identifies these students as those whose difficulties with the English language may be sufficient to deny the individual the ability to meet a state’s proficient level of achievement on state assessments.

NCLB is the federal Elementary and Secondary Education Act of 2001, known as No Child Left Behind.

Performance tasks are individual questions or exercises in an assessment or evaluation instrument.

Rubrics are scoring guides for performance tasks. A scoring rubric contains a description of the requirements for varying levels of success in response to the task.

Sample tasks are examples of the kinds of test items that appear on a test such as LAA 1.

Standardized tests are tests that are administered and scored in a uniform manner from student to student and from place to place. Standardization helps make it possible to compare scores across situations.

Standards-based tests are criterion-referenced tests that consist of items aligned with a pre-established set of content standards, for example, Louisiana’s content standards, benchmarks, and GLEs.

Standards/Strands are categories within particular content areas. English language arts uses the term standards, while mathematics and science use the term strands.

Stimulus material is the part of a test item that provides information needed to complete the item, for example, illustrations, maps, charts, and graphs.

Test blueprints are documents, usually in chart form, representing the distribution of items for each standard or strand for a content area assessment.

Test security is the degree to which procedures are followed to safeguard tests so that all students have equal exposure to the test materials and equal opportunities for success. If test
security is violated, then some students can be placed at an unfair advantage or disadvantage. When this happens, test validity is violated.

**Test specifications** are detailed information about an assessment, for example, test blueprint, test design, item types, test description, and test content.