

Interpretive Guide

Grades 3–8

ELA, Mathematics, Social Studies, and Science

Spring 2019

LEAP
2025



John C. White
State Superintendent of Education

For further information, contact
the Louisiana Department of Education

1-844-268-7320

assessment@la.gov

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INTRODUCTION TO THE INTERPRETIVE GUIDE

OVERVIEW

Purpose of the Interpretive Guide

This interpretive guide is designed to help school system and school administrators, teachers, parents, and the general public better understand the LEAP 2025 English language arts (ELA), mathematics, social studies, and science assessments. Through a better understanding of the assessments, school and school system personnel will be able to use the results in more strategic ways.

The information that follows describes the grades 3–8 LEAP 2025 ELA, mathematics, social studies, and science assessments administered in spring 2019 and provides information about how to read and interpret the data on the 2019 assessment reports.

TEST DESIGN

The ELA Test

The LEAP 2025 ELA tests are each comprised of three sessions. Two of the three sessions contain writing tasks. The LEAP 2025 ELA assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom and measures a student’s ability to understand what they read and express that understanding in writing. All students will take the Research Simulation Task. The other task will be **either** the Literary Analysis Task **or** the Narrative Writing Task. The tasks are described below.

- **Research Simulation Task**—mirrors the research process by presenting two texts (grade 3) or three texts (grades 4–8) on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts.
- **Literary Analysis Task**—provides students an opportunity to show their understanding of literature. Students read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that compares and/or explains key literary ideas or elements in the texts.

- **Narrative Writing Task**—asks students to read a literary text, answer a set of selected-response questions about the text, and then create a narrative related to the text.

Session 1 consists of either the Literary Analysis Task only (grade 3), the Literary Analysis Task and a passage set with one text (grades 4–8), or the Research Simulation Task.

Session 2 consists of either the Research Simulation Task or the Narrative Writing Task and a passage set with one or two texts.

Session 3, Reading Literary and Informational Texts, asks students to read texts and answer questions to show their understanding of each text. The reading selections may include fiction (e.g., short stories, novel excerpts, poems) and non-fiction (e.g., informational texts from across the disciplines of science, history, and the arts). Students will answer only selected-response questions about each text. No writing is included in this session.

Table 1 (next page) outlines the two possible designs of the LEAP 2025 ELA Assessment. The first part of the table shows the test design when the Literary Analysis Task is administered, while the second part of the table shows the test design when the Narrative Writing Task is administered. The number of texts listed in session 3 of the table reflects the operational test only. An additional passage set will also be included for field test purposes.

More information regarding test design can be found in the grade-level assessment guides at www.louisianabelieves.com/resources/library/assessment-guidance.

Table 1: Spring 2019 LEAP 2025 ELA Test Design (Grades 3–8)

Literary Analysis Task Administered				
Test Session	Focus of Session	Number of Passages	Number/Type of Items	Subcategories Measured
Session 1	Literary Analysis Task	2	6 questions about texts	Reading Literary Text and Reading Vocabulary
	AND		1 writing prompt	Reading Literary Text, Written Expression, and Knowledge of Language and Conventions
	Reading Passage Set (grades 4–8 only)	1	4 questions about texts	Reading Literary Text or Reading Informational Text, and Reading Vocabulary
Session 2	Research Simulation Task	2–3	6–8 questions about texts	Reading Informational Text and Reading Vocabulary
			1 writing prompt	Reading Informational Text, Written Expression, and Knowledge of Language and Conventions
Session 3	Reading Literary and Informational Texts	1–3	6–10 questions about texts	Reading Literary Texts, Reading Informational Texts, and Reading Vocabulary
OR				
Narrative Writing Task Administered				
Test Session	Focus of Session	Number of Passages	Number/Type of Items	Subcategories Measured
Session 1	Research Simulation Task	2–3	6–8 questions about texts	Reading Informational Text and Reading Vocabulary
			1 writing prompt	Reading Informational Text, Written Expression, and Knowledge of Language and Conventions
Session 2	Narrative Writing Task	1	4 questions about texts	Reading Literary Text and Reading Vocabulary
	AND		1 writing prompt	Written Expression and Knowledge of Language and Conventions
	Reading Passage Set with one or two texts	1–2	4–6 questions about texts	Reading Literary Text and/or Reading Informational Text and Reading Vocabulary
Session 3	Reading Literary and Informational Texts	2–3	8–10 questions about texts	Reading Literary Texts, Reading Informational Texts, and Reading Vocabulary

The Mathematics Test

Each item on the LEAP 2025 mathematics assessment is referred to as a task and is identified by one of three types: Type I, Type II, and Type III. Each of the three task types is aligned to one of four reporting categories: Major Content, Additional & Supporting Content, Expressing Mathematical Reasoning, and Modeling & Application.

Type I tasks, designed to assess conceptual understanding, fluency, and application, are aligned to the major content specified for each grade (reported in subcategory A, Major Content) and additional and supporting content (reported in subcategory B, Additional & Supporting Content). Type II tasks are designed to assess student reasoning ability with the major content for the current grade level or previous grade level (reported in subcategory C, Expressing Mathematical Reasoning). Type III tasks are designed to assess student modeling ability with specified content of the current grade level or previous grade level (reported in subcategory D, Modeling & Application).

These reporting categories are the same as the reporting categories on the Spring 2018 mathematics student reports and will provide parents and educators valuable information about overall student performance, including readiness to continue further studies in mathematics; student performance, which may help identify when students need additional support or more challenging work; and how well schools and school systems are helping students achieve higher expectations. The Major Content reporting category will be further divided into subcategories based on the Achievement Level Descriptors for the corresponding grade-level. More information about Achievement Level Descriptors can be found at this link:

<https://www.louisianabelieves.com/resources/library/assessment>.

Table 2 shows the total number of questions for each type of task by grade.

Subcategory	Type	Grades 3–5	Grades 6–8
Major Content	I	40	40
Additional and Supporting Content			
Expressing Mathematical Reasoning	II	10	14
Modeling and Application	III	12	12
Total		62	66

The Social Studies Test

The LEAP 2025 social studies assessments reflect the instructional priorities for social studies by providing students with opportunities to demonstrate their understanding of the content through a variety of item types and to engage with source documents. Students apply their understanding of the content by making connections and showing relationships among ideas, people, and events within and across time and place.

The LEAP 2025 social studies assessments have a set-based design.

- One to six related source documents anchor sets of four to six questions.
- Questions ask students to use prior content knowledge and the source documents to show an understanding of social studies content and concepts.
- Item sets include selected-response questions (multiple choice, multiple select) and some sets culminate with a short constructed-response (CR) or technology-enhanced item.
- In grades 5–8, the task set contains selected-response questions and an extended response. The extended-response item is worth up to eight points and scored using a two-dimensional rubric that measures content and claims.

Sets and standalone items include a variety of source documents, such as:

- excerpts from text-based primary and/or secondary sources
- authentic and/or reproductions of historical maps
- charts, tables, and/or graphs
- timelines and/or series of events
- graphic organizers and/or diagrams
- illustrations, paintings, and/or photographs
- historical posters and/or political cartoons

Table 3 (below) outlines the design of the operational LEAP 2025 social studies assessment.

More information regarding test design can be found in the grade-level assessment guides at www.louisianabelieves.com/resources/library/assessment-guidance.

Table 3: Spring 2019 LEAP 2025 Social Studies Test Design (Grades 3–8)			
Grade	Test Session	Component	Number and Types of Questions
Grades 3 and 4	Session 1	3 Item Sets	41 Selected Response, 2 Constructed Response
		Standalone Items	
	Session 2	2 Item Sets	
		Standalone Items	
Grade 5	Session 1	2 Item Sets	40 Selected Response, 2 Constructed Response, 3 Technology-Enhanced, 1 Extended Response
		Standalone Items	
	Session 2	1 Item Set	
		Task Set	
	Session 3	2 Item Sets	
		Standalone Items	
Grades 6–8	Session 1	3 Item Sets	46–48 Selected Response, 3–4 Technology-Enhanced, 2 Constructed Response, and 1 Extended Response
		Standalone Items	
	Session 2	1 Item Set	
		Task Set	
	Session 3	2 Item Sets	
		Standalone Items	

The Science Test

The spring 2019 operational test assesses a student’s understanding of the grade level Louisiana Student Standards for Science (LLS for Science) reflecting the multiple dimensions of the standards. The standards call for students to

1. apply content knowledge;
2. investigate, evaluate, and reason scientifically; and
3. connect ideas across disciplines.

The LEAP 2025 science assessments have a set-based design. The tests include item sets, task sets, and standalone items. A scientific phenomenon provides the anchor for each set or standalone item. Stimulus materials, related to the scientific phenomenon, provide context and focus for sets. A variety of stimulus materials provide context for each described phenomenon. Art is used to help convey information in a simplified form, examples include maps, charts, data tables, bar or line graphs, diagrams, pictures, photographs, or artist’s renderings. In addition to the information presented in the stimulus materials, the questions require students to bring in content knowledge from the course to demonstrate their understanding of science. Some item sets culminate with a short constructed-response and the task set culminates with an extended-response item. Each test includes a few standalone items which are not part of an item set or task set.

Table 4 (next page) outlines the design of the LEAP 2025 science assessment.

**Table 4: Spring 2019 LEAP 2025 Science Test Design
(Grades 3–8)**

Grade	Test Session	Component	Number and Types of Questions
Grade 3	Session 1	2 Item Sets	4 Item Sets, 1 Task Set, 18 Standalone Items
		Standalone Items	
		Field Test Standalone Items	
	Session 2	Task Set	
		Field Test Item Set	
	Session 3	2 Item Sets	
		Standalone Items	
		Field Test Standalone Items	
	Grades 4–8	Session 1	
Standalone Items			
Field Test Standalone Item			
Session 2		Task Set	
		Standalone Items	
		Field Test Item Set and Standalone Item	
Session 3		2 Item Sets	
		Standalone Items	
		Field Test Standalone Items	

SCORING

LEAP 2025 ELA, mathematics, social studies, and science tests contain multiple types of items that allow students the opportunity to demonstrate their knowledge in different ways. More detailed information on these item types and scoring rubrics can be found in the grade-specific [LEAP 2025 ELA, Mathematics, Social Studies, and Science Assessment Guides](#).

ELA Item Types and Scoring

The 2019 LEAP 2025 ELA assessment includes several types of items, as described below.

Evidence-Based Selected Response (EBSR): This item type consists of two parts (in rare instances, three parts); one part asks students to show their understanding of a text and the other part or parts ask students to identify evidence to support and extend that understanding. The EBSR items are worth two points, and students can earn partial credit (1 point).

Multiple-Select (MS): This item type asks students to choose more than one correct answer and may appear as a one-part question or as part of an EBSR item. Whenever this item type is used, the question always identifies in bold-face print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point). For more information about how to score the MS items, see the [LEAP 2025 ELA Practice Test Guidance](#).

Technology-Enhanced (TE): This item type uses technology (e.g., drag and drop, drop-down menu, text highlighting/select) to capture student comprehension of texts. Each TE item is worth two points, which means students can earn partial credit (1 point). For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).

Prose Constructed Response (PCR): This item type appears at the end of each of the two tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions. For detailed information about the scoring of the PCRs, see the grade-specific [LEAP 2025 ELA Assessment Guides](#).

Mathematics Item Types and Scoring

The LEAP 2025 mathematics assessment, administered in spring 2019, also includes several different types of items. All of the following item types, except for the technology-enhanced items, appear on both the paper-based and computer-based versions of the tests.

Multiple-Choice (MC): This item type consists of a question and four answer options with only one correct answer. The MC items are worth one point each.

Multiple-Select (MS): This item type consists of a question and five to seven answer choices with more than one correct answer. The MS items are worth one point each. However, all correct options must be chosen and no incorrect options may be chosen. No partial credit is given.

Short Answer (SA): This item type asks students to key numeric answers into an entry box using the keyboard and may appear as a one-part question, as part of a two-part question, or as a part of a CR item. The SA items are worth one point. Unless specified in the question, a student will earn credit for an answer that is equivalent to the correct numerical answer. Answers to SA items must be entered as whole numbers or in decimal form.

Constructed-Response (CR): These items require students to demonstrate reasoning or modeling ability with mathematics skills and concepts by writing or typing a response into a response box. Students testing online have access to an equation builder tool to help type specific mathematics characters. The items are worth three, four, or six points each.

Keypad Input (KI) (Grades 5–8 only): This item type asks students to key numeric or algebraic answers in the form of fractions, mixed numbers, expressions, equations, or inequalities. This item type may appear as a one-part question, as part of a two-part question, or as a part of a constructed response item. The KI items are worth one point. Unless specified in the question, a student will earn credit for an answer that is equivalent to the correct numeric or algebraic response.

Technology-Enhanced (TE): These items use innovative, engaging ways to assess student understanding. A TE item may require the student to sort shapes into categories by using a drag-and-drop tool, show a fraction or an area by selecting cells in a figure, or create angles by rotating rays. They are worth one point each. For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).

Social Studies Item Types and Scoring

The 2019 LEAP 2025 social studies assessment includes several types of items, as described below.

Selected Response (SR): This item type includes traditional multiple-choice (MC) questions with four answer options and only one correct answer as well as multiple-select (MS) questions with more than four answer options and two or more correct answers. All SR items are worth one point each and students cannot earn partial credit. The question identifies the number of correct answers required.

Constructed Response (CR): This item type appears at the end of some item sets and asks students to write a brief response to a question that is scored using an item-specific rubric with a scale of 0–2 points. Some CR items may include two parts in order to support the assignment of two score points.

Technology-Enhanced (TE) (Grades 4–8 only): This item type appears at or near the end of item sets and uses interactive technology to capture students' understanding in ways that cannot be accomplished by selected-response (SR) items. TE items are worth up to two points and may include interactive features such as, but not limited to, drag and drop, drop-down menus, and text highlighting. In grade 4, this item type is only field tested in 2019. For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).

Extended Response (ER) (Grades 5–8 only): This item type appears at the end of the task set. The ER item asks students to write an in-depth response that expresses and develops a claim, incorporating their knowledge of content and concepts along with evidence from the source documents. The ER item is worth up to eight points and is scored using a two-dimensional rubric that measures content and claims. Each dimension is scored using a rubric with a scale of 0–4 points.

Science Item Types and Scoring

Selected Response (SR): includes traditional multiple-choice (MC) questions with four answer options and only one correct answer, as well as multiple-select (MS) questions with five or six answer options and more than one correct answer. For MS items, the question identifies the number of correct answers. All SR items are worth one point each.

Technology Enhanced (TE) (Grades 5–8 only): uses technology to capture student comprehension in authentic ways, previously difficult to score by machine for large-scale assessments. TE items are worth up to two points and may include item types such as, but not limited to, drag and drop, drop-down menus, and hot spots. For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).

Two-part item: requires students to answer two related questions, worth two points. Two-part items may combine SR and TE item types.

- Two-part Dependent (TPD): the first part must be correct in order to earn credit for the second part.
- Two-part Independent (TPI): each part is scored independently.

Constructed Response (CR): requires a brief response provided by the student and will be scored using a 2-point rubric. These items may require a brief paragraph, a few sentences, and/or completion of a chart.

Extended Response (ER): asks students to write a response that expresses the students' ability to apply all three dimensions of the LSS for Science and will be scored using a 6- or 9-point rubric.

INTERPRETING SCORES AND ACHIEVEMENT LEVELS

This section explains some key terms used in the LEAP 2025 ELA, mathematics, social studies, and science reports, along with explanations about how to best use the information in the reports. Please refer to this section as needed when reading other sections of this guide or when using LEAP 2025 test reports to understand student performance or the performance of a school, a school system, or the state.

Scale Score

Definition

Scale scores are derived from **raw scores** (the sum of points for all items on the test) using methods that take into account differences in difficulty among forms within a content area or grade. The use of scale scores avoids a misunderstanding associated with scores such as interpreting percentage correct to mean the same thing as percentage of subject matter mastered. Since test items represent only a sample of questions that could be asked, it is false to assume that a percentage of those items represents some actual percentage of information learned in that content area. For LEAP 2025 ELA, mathematics, social studies, and science scale scores have a range of 650 to 850 for all grades. Refer to Table 5 on page 8 to see the scale-score ranges.

Uses

Scale scores are used to represent student performance on LEAP 2025 tests. A higher scale score represents more knowledge, skill, and ability than a lower scale score. Scale scores for the same test can be compared regardless of when students were tested or which form was taken. For example, the scale-score range for the *Basic* achievement level on the LEAP 2025 grade 4 mathematics test is 725–749. Because the range does not change from year to year, a student who receives a scale score within this range on the LEAP 2025 grade 4 mathematics test in any year will score at the *Basic* achievement level.

Comparability

Scale scores are comparable for results within the same grade and the same content area across years.

Table 5: 2019 LEAP 2025 ELA, Mathematics, Social Studies, and Science Scale-Score Ranges							
Content Area	Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA	<i>Advanced</i>	810–850	790–850	799–850	790–850	785–850	794–850
	<i>Mastery</i>	750–809	750–789	750–798	750–789	750–784	750–793
	<i>Basic</i>	725–749					
	<i>Approaching Basic</i>	700–724					
	<i>Unsatisfactory</i>	650–699					
MATHEMATICS	<i>Advanced</i>	790–850	796–850	790–850	788–850	786–850	801–850
	<i>Mastery</i>	750–789	750–795	750–789	750–787	750–785	750–800
	<i>Basic</i>	725–749					
	<i>Approaching Basic</i>	700–724					
	<i>Unsatisfactory</i>	650–699					
SOCIAL STUDIES	<i>Advanced</i>	777–850	783–850	782–850	773–850	777–850	780–850
	<i>Mastery</i>	750–776	750–782	750–781	750–772	750–776	750–779
	<i>Basic</i>	725–749					
	<i>Approaching Basic</i>	695–724	696–724	700–724	698–724	704–724	700–724
	<i>Unsatisfactory</i>	650–694	650–695	650–699	650–697	650–703	650–699
SCIENCE	<i>Advanced</i>	773–850	778–850	781–850	782–850	790–850	782–850
	<i>Mastery</i>	750–772	750–777	750–780	750–781	750–789	750–781
	<i>Basic</i>	725–749					
	<i>Approaching Basic</i>	698–724	704–724	698–724	701–724	702–724	694–724
	<i>Unsatisfactory</i>	650–697	650–703	650–697	650–700	650–701	650–693

Achievement Level

Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana’s five achievement levels:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations, and are well prepared for the next level of studies in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of studies in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

Table 5 (on page 8) lists the range of scale scores for each achievement level. More information on the Achievement Level Descriptors can be found in the Assessment Library at <https://www.louisianabelieves.com/resources/library/assessment>.

Uses

The number and percent in achievement levels are reported at the school, school system, and state levels. Since this information is based on scale scores, it is comparable across groups for the same test regardless of when the test was taken or which form was taken. Unlike scale scores, it may be used to monitor group performance over time. For example, if 15 percent of grade 4 students taking the ELA test had scores in the *Mastery* achievement level range last year, but 12 percent of those same students have scores in the *Mastery* achievement level for the Spring 2019 grade 5 test, then there has been a decrease in the number of students with scores in the *Mastery* achievement level for that

group. This could mean that a greater percentage of students scored at a higher achievement level, a lower achievement level, or some students scored at a higher level while others scored at a lower level.

Limitations

Because the achievement-level definitions are the same across grade levels, the achievement-level information offers more comparison opportunities than the scale scores. However, the achievement level only tells part of the student’s story, so other relevant information (e.g., student work samples, course grades, teacher observations, etc.) should be examined when analyzing achievement levels.

Student Rating by Reporting Category and Subcategory

Definition

Performance is also broken down into categories and subcategories within each subject. Included with each category or subcategory is a rating of one to three stars and a performance description (Strong, Moderate, or Weak). These ratings are linked to raw scores within each category or subcategory. Although the performance rating is determined only by the items included within a category or subcategory, the level of knowledge and ability needed to achieve a performance rating is connected to the level of knowledge and ability required by the subject-level achievement tests:

- a Strong rating requires similar knowledge and ability of at least the *Mastery* achievement level;
- a Moderate rating requires similar knowledge and ability as the *Basic* achievement level; and
- a Weak rating is comparable to the knowledge and ability required below the *Basic* achievement levels.

The raw score needed to obtain each performance rating within a category or subcategory can vary by form and content area.

Uses

The ratings are used to show student performance within each category or subcategory. When working with the student rosters, a school or school system can use the ratings to compare student performance within the school, school system, or state average. This information shows a student's relative standing compared to the reference group. By analyzing the subcategory performance across a group of students, a school can determine areas of weaknesses and strengths and adjust instruction accordingly.

Limitations

The performance-based rating system only allows for broad interpretation of the score received in each category or subcategory and does not give a specific number value. For instance, if a student receives a Moderate rating within a subcategory, is it not known if that student's performance is closer to the Strong performance rating or closer to the Weak performance rating. There are fewer points in each subcategory, which means the information should be used in conjunction with other relevant information (e.g., student work samples, course grades, observations of teachers, etc.), especially when discussing individual student interventions.

ESTABLISHING SCIENCE PERFORMANCE STANDARDS

The LEAP 2025 Science test was first administered operationally during the 2018–2019 school year. After this first operational administration, the process of establishing achievement levels was implemented. The process of setting achievement levels includes three components:

- achievement level policy definitions,
- achievement level descriptors, and
- cut scores.

Achievement Level Policy Definitions

Achievement level policy definitions (Table 6) describe in general terms the expectations of student performance for a student to be classified into each achievement level. The definitions have been approved by the Louisiana State Board of Elementary and Secondary Education (BESE) and are in accord with other statewide assessments. They are based on input from the Louisiana Department of Education (LDOE) Technical Advisory Committee and professional staff.

Table 6: LEAP 2025 Achievement Level Policy Definitions

Achievement Level	Achievement Level Policy Definition
Advanced	Students performing at this level have exceeded college and career readiness expectations, and are well prepared for the next level of studies in this content area.
Mastery	Students performing at this level have met college and career readiness expectations, and are prepared for the next level of studies in this content area.
Basic	Students performing at this level have nearly met college and career expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
Approaching Basic	Students performing at this level have partially met college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
Unsatisfactory	Students performing at this level have not yet met the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

Achievement Level Descriptors

Achievement level descriptors (ALDs) are content and grade specific statements of the knowledge, skills, and abilities a student must demonstrate to be classified into each achievement level. A multi-step iterative process was used in developing ALDs for each assessment, which incorporated the reporting categories and related Grade-Level Expectations (GLEs) associated with each grade. Initial drafts of the ALDs were created by LDOE content staff, in cooperation with content specialists, to reflect the gradual increase in expectations across the five achievement levels. Participants from the standard setting meeting had the opportunity to provide suggestions for editing the draft set of ALDs based on their content recommendations for each of the cut scores. The final set of ALDs was produced by LDOE content staff incorporating the suggested edits generated by the standard setting meeting participants.

Cut Scores

A cut score is the minimum scale score associated with an achievement level. The cut scores for LEAP 2025 science tests were established through a well-defined standard setting process, which meets national best practices.

In July 2019, the Louisiana Department of Education convened a standard setting meeting with Louisiana teachers and educators. Meeting participants were provided an Ordered Item Book (OIB), in which test items were ordered based on item difficulty, from easiest to most difficult. The OIB is formatted, with only one item on a page that represents a specific item difficulty score, which allows participants to recommend a cut score for a given achievement level by dividing the items into two groups—those that a student who is minimally qualified in the achievement level would likely answer correctly and items too difficult at that achievement level. The cut score recommendations from the standard setting meeting were reviewed by a vertical articulation committee to make adjustments that would maintain high expectations for student achievement and ensure that the relationship among standards across grades was coherent and defensible.

Final approval of the achievement level cut scores was given by BESE. Student scores, including the achievement level cut scores, were transformed to a reporting scale of 650 to 850 that is divided into five scale-score ranges. Table 5 on page 8 shows the scale-score ranges that have been established for the LEAP 2025 Science tests. The cut scores of the *Basic* and *Mastery* achievement level have been set to 725 and 750, respectively, on the reporting scale.

STUDENT-LEVEL REPORTS

Sample Student Report: Explanation of Results and Terms

Online Student Reports for each school are posted by grade and may be downloaded and printed from eDIRECT (<https://la.drcedirect.com>) by school systems and by schools. Schools should print two copies of each report for each student. One copy should be sent home and the second copy filed in the student's cumulative folder.

The Student Report summarizes the student's performance in ELA, mathematics, social studies, and science. The following sample student reports are provided in this guide:

- **Sample Student Report A**—grade 5 LEAP 2025 ELA
- **Sample Student Report B**—grade 5 LEAP 2025 mathematics
- **Sample Student Report C**—grade 5 LEAP 2025 social studies
- **Sample Student Report D**—grade 5 LEAP 2025 science

Also available on the LDOE website (in the Back-To-School Package) is the *Parent Guide to the LEAP 2025 Student Reports*. This document should be included when sending individual student reports home so parents can better understand how to read and use their child's ELA, mathematics, social studies, and science reports.

The sample student reports present realistic data for a fictitious student and include circled numbers that identify important parts of the reports. The information that follows explains what each circled number represents and how that information may be used when analyzing the reports. It may be helpful to refer to the explanations found in the earlier section, *Interpreting Scores and Achievement Levels* (see page 7), when reading through this section.

1 OVERVIEW

This section provides a brief explanation of the purpose of testing and scope of the report. It also includes information about where to find additional resources regarding testing, interpreting results, and instructional resources.

2 OVERALL STUDENT PERFORMANCE

Results are reported according to five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. Scale scores range from 650 to 850 (refer to Table 5 on page 8 of this guide to see the ranges of scores for each achievement level by content area).

On sample report A, John's scale score for the ELA test is 757. This corresponds to Level 4, the *Mastery* achievement level.

Sample report B shows a mathematics scale score of 739 for John. This corresponds to Level 3, the *Basic* achievement level.

Sample report C shows John's scale score for the social studies test is 731. This also corresponds to Level 3, the *Basic* achievement level.

Sample report D shows John's scale score for the science test is 749. This corresponds to Level 3, the *Basic* achievement level.

3 SCHOOL SYSTEM AND STATE AVERAGE

For a more complete picture of the student's performance, it is helpful to compare the student's achievement level and scale score to the school system and state averages, located on the right of the Overall Student Performance information.

Sample report B shows that John's overall score of 739 for mathematics is better than the school system average score of 724, but lower than the overall state average score of 748 for mathematics. However, both John's score and the state average score are within the *Basic* achievement level.

4 REPORTING CATEGORY PERFORMANCE INDICATORS

Reporting category performance indicators are located below the Overall Student Performance field. Within each content area there are specific skill sets students demonstrate.

These reporting categories are not reported using scale scores or achievement levels. Instead, they are rated using the 3-tiered system shown on the student report.

- Three stars indicate a Strong Performance and that the student exceeded or met expectations and is prepared for further studies.
- Two stars indicate a Moderate Performance and that the student nearly met expectations and may need additional support to be fully prepared for further studies.
- One star indicates a Weak Performance and that the student partially met or did not meet expectations and will need significant support for further studies.

Sample Student Report: Explanation of Results and Terms (continued)

ELA Reporting Categories

The ELA test measures the major categories of Reading and Writing and includes performance ratings for each category. A student's performance on these categories can be compared to the state percent for these categories. For example, on sample report A, the student's performance rating for Reading is Moderate, which indicates the student may need additional support to be fully prepared for further studies. When comparing this student's Reading performance to the state ratings, the student did as well as the 50 percent of students in the state who also achieved a Moderate performance rating, but did not perform as well as the 30 percent of students who achieved the Strong performance rating for this category. However, this student did outperform the 20 percent of students in the state who achieved a Weak performance rating in Reading.

Student performance in Reading and Writing is also broken down further by including information about performance by subcategory.

Reading Subcategories

- Literary Text
- Informational Text
- Vocabulary

Writing Subcategories

- Written Expression
- Knowledge & Use of Language Conventions

These performance indicators can help parents and educators understand which specific areas they might focus on to help the student be better prepared for the next level of studies. For example, on sample report A, John's performance rating in the Informational Text subcategory is Moderate, meaning he may need additional support going forward. John's Strong performance rating in the subcategory Literary Text indicates John is able to read and understand complex grade-level fiction, drama, and poetry. If John had shown a Weak performance rating in the Informational Text subcategory this may have been a specific area that John could focus on to improve his overall Reading performance in the future.

Mathematics Reporting Categories

The mathematics test is reported by:

- Major Content with grade-specific subcategories
- Additional & Supporting Content
- Expressing Mathematical Reasoning
- Modeling & Application

Like the subcategories for ELA, the performance indicators on each mathematics category can help parents and educators understand which specific areas they can focus on to help the student be better prepared for the next level of studies. For example, on sample report B, John's Moderate performance rating on the Major Content and Strong performance rating on Additional and Supporting Content may indicate that although John has a fair understanding of grade-level mathematics content, he struggles with other aspects of his understanding.

Social Studies Reporting Categories

The social studies test measures the reporting categories of History, Geography, Civics, and Economics, and includes performance ratings for each reporting category. For example, on the sample report, John's performance rating for Geography is Moderate, which indicates he may need additional support to be fully prepared for further studies.

Science Reporting Categories

The science test measures the reporting categories of Investigate, Evaluate, and Reason Scientifically, and includes performance ratings for each reporting category. For example, on sample report D, John's performance rating for Evaluate is Moderate, which indicates he may need additional support to be fully prepared for further studies.

5 PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

The chart on the lower right side of the student report lists the percentage of students in each achievement level by school, school system, and the state. This information allows users to compare an individual student's overall achievement level with the achievement level of his or her peers. Sample report B shows that John's achievement level is *Basic*. John's report shows his scale score is slightly above average for one of the most common achievement levels among students in his school system.

Totals in this category may not equal 100 percent due to rounding.

Sample Student Report: Explanation of Results and Terms (continued)

⑥ ACHIEVEMENT-LEVEL DESCRIPTORS

The left side of the Student Achievement Level chart shows the score ranges and short definitions that correspond with the achievement levels. This information helps define the expectations relative to each achievement level.

PARENT GUIDE TO THE LEAP 2025 STUDENT REPORTS



HOW DID MY CHILD PERFORM ON THE LEAP 2025 THIS YEAR?

At the top of each report is your child's overall performance information including:

- ✓ overall achievement level,
- ✓ overall scale score
- ✓ the type of support your child will need based on his or her performance on the test, and
- ✓ how many points your child is from achieving Mastery indicating their readiness for the next level of study (English Language Arts and Mathematics only).

STUDENT PERFORMANCE LEVEL 3 SCORE 743 BASIC	OVERALL STUDENT PERFORMANCE Your student scored 743 on a scale of 500 to 800, and is performing at the BASIC level. This score may mean your child may need additional support to be fully prepared for the next level of studies in the content area.	SCHOOL AVERAGE LEVEL 3 SCORE 740 BASIC	STATE AVERAGE LEVEL 3 SCORE 738 BASIC
-------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------	-------------------------------------------------------

The chart below outlines what each of the achievement levels means in terms of how well your child met the expectations for that grade and subject. **The score ranges change slightly across grade levels and subjects.**

Level	Achievement Level Performance	Achievement Level Descriptor
5	Advanced (799-850)	Exceeded Expectations
4	Mastery (750-798)	Met Expectations
3	Basic (725-749)	Nearly Met Expectations
2	Approaching Basic (700-724)	Partially Met Expectations
1	Unsatisfactory (650-699)	Expectations Not Yet Met

Performance is also broken down into subcategories within each subject, as shown in the example below. In each subcategory, your child is provided a rating of one to three stars, with a description of performance in this specific area and the support needed moving forward.

READING PERFORMANCE		WRITING PERFORMANCE	
<p>STATE PERCENT OF STUDENTS AT EACH RATING</p> <p>*** STRONG PERFORMANCE 30%</p> <p>** MODERATE PERFORMANCE 50%</p> <p>* WEAK PERFORMANCE 20%</p>	<p>LITERARY TEXT</p> <p>STRONG PERFORMANCE In this area, your student did not do as well as they could. They need additional support to be fully prepared for the next level of studies in the content area.</p> <p>MODERATE PERFORMANCE In this area, your student did not do as well as they could. They need additional support to be fully prepared for the next level of studies in the content area.</p> <p>WEAK PERFORMANCE In this area, your student did not do as well as they could. They need additional support to be fully prepared for the next level of studies in the content area.</p>	<p>STATE PERCENT OF STUDENTS AT EACH RATING</p> <p>*** STRONG PERFORMANCE 5%</p> <p>** MODERATE PERFORMANCE 45%</p> <p>* WEAK PERFORMANCE 50%</p>	<p>WRITTEN EXPRESSION</p> <p>WEAK PERFORMANCE In this area, your student did not do as well as they could. They need additional support to be fully prepared for the next level of studies in the content area.</p> <p>MODERATE PERFORMANCE In this area, your student did not do as well as they could. They need additional support to be fully prepared for the next level of studies in the content area.</p> <p>STRONG PERFORMANCE In this area, your student did not do as well as they could. They need additional support to be fully prepared for the next level of studies in the content area.</p>

THIS IS AN ELA SAMPLE. The math, science, and social studies performance areas also use a three-star rating system.



HOW SHOULD I, OR MY CHILD'S TEACHER, USE THESE RESULTS?

The scores and ratings will be used to help teachers identify students who need additional support or more challenging work in each subject area. The information will also be used to measure how well schools and school systems are helping students achieve higher expectations.

As a parent, you can use the test results to guide a discussion with your child's teacher(s) about additional supports or enrichment that may be needed in class and at home.

HERE ARE SOME SUGGESTED QUESTIONS TO ASK WHEN DISCUSSING THE RESULTS WITH YOUR CHILD'S TEACHER(S):

- ➔ Where is my child doing well and where does he or she need improvement?
- ➔ What can be done in the classroom to help improve his or her area(s) of weakness?
- ➔ What can be done to appropriately challenge my child in areas where he or she exceeds the expectations?
- ➔ How can I help support my child's learning at home?
- ➔ How do we ensure that my child continues to progress?



FOR ADDITIONAL TOOLS AND RESOURCES TO HELP YOU SUPPORT STUDENT LEARNING AT HOME, visit the Family Support Toolbox at <https://www.louisianabelieves.com/resources/family-support-toolbox>



Louisiana Believes

Student: JOHN DOE **Grade:** 5 **Report Date:** XXXX/XXXX

LASID: 1234567890 **School:** 003 Magnolia Elementary

Date of Birth: 01/01/2008 **School System:** 040 Pelican Parish

1 OVERVIEW

The English Language Arts assessment measures whether students are on track to be successful in English language arts coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as teacher feedback and scores on other assessments, will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

2 STUDENT PERFORMANCE

LEVEL 4
SCORE 757

MASTERY

OVERALL STUDENT PERFORMANCE

Your student scored **757** on a scale of **650** to **850**, and performed at **Level 4**. Students performing at this level have met college and career readiness expectations, and are prepared for the next level of study in this content area.

SCHOOL SYSTEM AVERAGE
LEVEL 2
SCORE 719

STATE AVERAGE
LEVEL 3
SCORE 737

APPROACHING BASIC

BASIC

READING PERFORMANCE

MODERATE PERFORMANCE

STRONG PERFORMANCE 30%

MODERATE PERFORMANCE 50%

WEAK PERFORMANCE 20%

4 WRITING PERFORMANCE

MODERATE PERFORMANCE

STRONG PERFORMANCE 5%

MODERATE PERFORMANCE 45%

WEAK PERFORMANCE 50%

STRONG PERFORMANCE

LITERARY TEXT
In this area, your student did as well as or better than students who met the expectations. He [She] is able to read and show understanding of complex grade-level fiction, drama, and poetry.

MODERATE PERFORMANCE

INFORMATIONAL TEXT
In this area, your student did almost as well as students who met the expectations. He [She] is able to read and show understanding of less complex grade-level non-fiction, including texts about history, science, art, and music.

STRONG PERFORMANCE

VOCABULARY
In this area, your student did as well as or better than students who met the expectations. He [She] is able to use context to determine the meanings of words and phrases in grade-level texts.

WEAK PERFORMANCE

WRITTEN EXPRESSION
In this area, your student did not do as well as students who met the expectations. He [She] struggles to compose well-developed, organized, and clear writing, using details from what he [she] has read.

STRONG PERFORMANCE

KNOWLEDGE & USE OF LANGUAGE CONVENTIONS
In this area, your student did as well as or better than students who met the expectations. He [She] is able to compose writing using the rules of standard English, including those for grammar, spelling, and usage.

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

Level	Achievement Level Performance	Achievement Level Descriptor	School	School System	State
5	Advanced (799-850)	Exceeded Expectations	10%	15%	16%
4	Mastery (750-798)	Met Expectations	20%	23%	24%
3	Basic (725-749)	Nearly Met Expectations	40%	30%	35%
2	Approaching Basic (700-724)	Partially Met Expectations	20%	25%	15%
1	Unsatisfactory (650-699)	Expectations Not Yet Met	10%	7%	10%

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values from 0 through 1 are reported as ≤1%. Percentages from 99 through 100 are reported as ≥99%. If there are fewer than 10 students in a group, the percentage will not be reported (i.e., NR).

www.louisianabelieves.com/assessment

Student: JOHN DOE **Grade:** 5 **Report Date:** XXX/XX/XXXX
LASID: 1234567890 **School:** 003 Magnolia Elementary
Date of Birth: 01/01/2008 **School System:** 040 Pelican Parish

1 OVERVIEW

The Mathematics assessment measures whether students are on track to be successful in math coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as teacher feedback and scores on other assessments, will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

2 STUDENT PERFORMANCE

LEVEL 3 **SCORE 739**

BASIC

OVERALL STUDENT PERFORMANCE

Your student scored **739** on a scale of **650 to 850**, and performed at **Level 3**. Students performing at this level have nearly met college and career readiness expectations, and may need additional support to be fully prepared for the next level of study in this content area.

Your student is **11 points from Mastery**. *Mastery indicates full readiness for the next grade level.*

SCHOOL SYSTEM AVERAGE

LEVEL 2 **SCORE 724**

APPROACHING BASIC

STATE AVERAGE

LEVEL 3 **SCORE 748**

BASIC

4 MODERATE PERFORMANCE

MAJOR CONTENT
 In this area, your student did almost as well as students who met the expectations. He [She] is able to demonstrate some understanding of solving problems involving volume of prisms; and adding, subtracting, multiplying and dividing with multi-digit whole numbers, decimals, and fractions.

- ★ ★ MODERATE PERFORMANCE
- ★ ★ MODERATE PERFORMANCE
- ★ ★ STRONG PERFORMANCE
- ★ ★ WEAK PERFORMANCE

4

★ ★ STRONG PERFORMANCE

★ WEAK PERFORMANCE

★ MODERATE PERFORMANCE

ADDITIONAL & SUPPORTING CONTENT

In this area, your student did as well as or better than students who met the expectations. He [She] is able to solve problems involving writing and interpreting numerical expressions, converting measurements, graphing coordinates, classifying geometric shapes, and creating and interpreting line plots with fraction measurements.

EXPRESSING MATHEMATICAL REASONING
 In this area, your student did not do as well as students who met the expectations. He [She] struggles to create and justify logical mathematical solutions, and analyze and correct the reasoning of others in applied contexts.

MODELING & APPLICATION
 In this area, your student did almost as well as students who met the expectations. He [She] is able to demonstrate some understanding of applying math skills to solve real-world problems, representing and solving problems with symbols, reasoning quantitatively, and using appropriate tools as a strategy to solve problems.

OPERATIONS WITH DECIMALS/READ, WRITE, & COMPARE DECIMALS

SOLVE FRACTION PROBLEMS

INTERPRET FRACTIONS, PLACE VALUE, & SCALING

RECOGNIZE, REPRESENT, & DETERMINE VOLUME/MULTIPLY & DIVIDE WHOLE NUMBERS

★ ★ STRONG PERFORMANCE
 Prepared for further studies

★ MODERATE PERFORMANCE
 May need additional support to be prepared for further studies

★ WEAK PERFORMANCE
 Will need significant support for further studies

5 Level Achievement Level Performance

5 Advanced (790-850)

4 Mastery (750-789)

3 Basic (725-749)

2 Approaching Basic (700-724)

1 Unsatisfactory (650-699)

6 Achievement Level Descriptor

Exceeded Expectations

Met Expectations

Nearly Met Expectations

Partially Met Expectations

Expectations Not Yet Met

5 School System

10% 15%

20% 23%

40% 30%

20% 25%

10% 7%

State

16%

24%

35%

15%

10%

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values from 0 through 1 are reported as ≤1%. Percentages from 99 through 100 are reported as ≥99%. If there are fewer than 10 students in a group, the percentage will not be reported (i.e., NR). www.louisianabelieves.com/assessment

Student: JOHN DOE
LASID: 1234567890
Date of Birth: 01/01/2008

Grade: 5
School: 003 Magnolia Elementary
School System: 040 Pelican Parish

Report Date: XX/XX/XXXX

1 OVERVIEW

The Social Studies assessment measures whether students are on track to be successful in social studies coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as teacher feedback and scores on other assessments, will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

2 STUDENT PERFORMANCE

LEVEL 3
SCORE 731

BASIC

OVERALL STUDENT PERFORMANCE

Your student scored **731** on a scale of **650** to **850**, and performed at **Level 3**. Students performing at this level have nearly met college and career readiness expectations, and may need additional support to be fully prepared for the next level of study in this content area.

LEVEL 3
SCORE 729
SCHOOL SYSTEM AVERAGE

LEVEL 3
SCORE 740
STATE AVERAGE

BASIC

BASIC

★★★ STRONG PERFORMANCE

HISTORY
In this area, your student did as well as or better than students who met expectations. He [She] can use primary and secondary sources to analyze reasons for settlement; how key people, ideas, and events influenced colonial America; and how they influenced the social, economic, and political development of the New World during the Age of Exploration.

4

★★★ MODERATE PERFORMANCE

GEOGRAPHY
In this area, your student did almost as well as students who met expectations. He [She] can partially explain how physical geography influences historical events and can make some connections that show the influence of the physical environment on the cultural development of colonial America.

★★★ WEAK PERFORMANCE

CIVICS
In this area, your student did not do as well as students who met expectations. He [She] struggles to demonstrate understanding of different types of colonial government and their influence on the development and growth of American democracy.

★★★ MODERATE PERFORMANCE

ECONOMICS
In this area, your student did almost as well as students who met expectations. He [She] demonstrates some understanding of the economic motivations for European exploration and settlement of the Americas; can partially analyze key events that affected colonial trade; and can partially explain how British economic policies influenced the thirteen colonies.

★★★★ STRONG PERFORMANCE
Prepared for further studies

★★★ MODERATE PERFORMANCE
May need additional support to be prepared for further studies

★★★ WEAK PERFORMANCE
Will need significant support for further studies

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL 5

Level	Achievement Level Performance	Achievement Level Descriptor	School	School System	State
5	Advanced (782-850)	Exceeded Expectations	10%	15%	16%
4	Mastery (750-781)	Met Expectations	20%	23%	24%
3	Basic (725-749)	Nearly Met Expectations	40%	30%	35%
2	Approaching Basic (700-724)	Partially Met Expectations	20%	25%	15%
1	Unsatisfactory (650-699)	Expectations Not Yet Met	10%	7%	10%

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values from 0 through 1 are reported as ≤1%. Percentages from 99 through 100 are reported as ≥99%. If there are fewer than 10 students in a group, the percentage will not be reported (i.e., NR).

www.louisianabelieves.com/assessment

Student: JOHN DOE
LASID: 1234567890
Date of Birth: 01/01/2008

Grade: 5
School: 003 Magnolia Elementary
School System: 040 Pelican Parish

Report Date: XX/XX/XXXX

1 OVERVIEW

The Science assessment measures whether students are on track to be successful in science coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as teacher feedback and scores on other assessments, will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

2 STUDENT PERFORMANCE

LEVEL 3
SCORE 749

BASIC

SCHOOL SYSTEM AVERAGE

LEVEL 3
SCORE 740

BASIC

STATE AVERAGE

LEVEL 3
SCORE 726

BASIC

OVERALL STUDENT PERFORMANCE

Your student scored **749** on a scale of **640 to 850**, and performed at **Level 3**. Students performing at this level have nearly met college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.

4 INVESTIGATE

STRONG PERFORMANCE

In this area, your student did as well as or better than students who met the expectations. He [She] is able to ask questions about data in tables and graphs to clarify evidence about how air and water affect the growth of plants; make observations and measurements to identify materials based on their characteristics; and, plan an investigation to determine whether the mixing of two or more substances results in new substances.

EVALUATE

MODERATE PERFORMANCE

In this area, your student did almost as well as students who met the expectations. He [She] is able to include data in displays to show patterns of shadows, day and night, and how stars appear during the seasons; measure mass and volume to provide evidence of conservation of matter; interpret data to describe and/or provide evidence about the Earth's distribution of water; and, describe evidence that gravity pulls objects down and that the brightness of a star is due to its distance from Earth.

REASON SCIENTIFICALLY

WEAK PERFORMANCE

In this area, your student did not do as well as students who met the expectations. He [She] struggles to identify a model that shows matter is made of particles too small to be seen and that shows energy in animals' food was once energy from the sun; use a model that shows: the movement of matter among plants, animals, decomposers and the environment; and the ways Earth's air, land, water, and living things interact; and, identify solutions that can be used to protect the Earth's resources and environment.

STRONG PERFORMANCE
Prepared for further studies

MODERATE PERFORMANCE
May need additional support to be prepared for further studies

WEAK PERFORMANCE
Will need significant support for further study

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

Level	Achievement Level Performance	Achievement Level Descriptor	School	School System	State
5	Advanced (781-850)	Exceeded Expectations	10%	15%	16%
4	Mastery (750-780)	Met Expectations	20%	23%	24%
3	Basic (725-749)	Nearly Met Expectations	40%	30%	35%
2	Approaching Basic (698-724)	Partially Met Expectations	20%	25%	15%
1	Unsatisfactory (650-697)	Expectations Not Yet Met	10%	7%	10%

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values from 0 through 1 are reported as ≤1%. Percentages from 99 through 100 are reported as ≥99%. If there are fewer than 10 students in a group, the percentage will not be reported (i.e., NR).

www.louisianabelieves.com/assessment

SCHOOL ROSTER REPORT

Sample School Roster Report: Explanation of Results and Terms

The School Roster Report is posted in PDF format and may be downloaded and printed from eDIRECT (<https://la.drcedirect.com>) by school systems and by schools. For most schools, the report has multiple pages.

The School Roster Report, which provides summary information about student performance on the ELA, mathematics, social studies, and science tests, is a useful tool for identifying regular or special education students who might be performing below the school average in specific content areas. The report lists regular education students and special education students separately. It can also be helpful in determining if there are school-wide strengths or weaknesses in a particular content area.

The sample school roster report provided shows ELA, mathematics, social studies, and science results for fictitious grade 5 regular and special education students and includes circled numbers that identify important parts of the report. The information that follows explains what each circled number represents and how that information may be used when analyzing the report. It may be helpful to refer to the explanations found in the earlier section, Interpreting Scores and Achievement Levels (see page 7), when reading through this section.

❶ ACHIEVEMENT-LEVEL SCALE-SCORE RANGES

The scale-score ranges associated with each achievement level are shown at the bottom of the report page. These ranges can be useful for understanding the achievement level rankings in relation to one another and in determining how close a student's score may be in relation to another achievement level. For example, a student receiving a scale score of 724 on the social studies test will be at the *Approaching Basic* achievement level, but only one point away from the *Basic* achievement level.

❷ SCHOOL PERCENT IN ACHIEVEMENT LEVEL AND RATINGS

The table on the first page of the report, titled Percent of Students at Each Achievement Level and Rating by Category/Subcategory, shows the percentage of students in the school that scored at each achievement level and the percentage of students who scored in each rating category within the categories and/or the subcategories that comprise the test.

On the sample roster report, a total of 48 percent of students in the school scored at lower achievement levels for the mathematics test, with 24 percent at the *Approaching Basic* achievement level and 24 percent at the *Unsatisfactory* achievement level.

The percent of students table can also provide a quick overview of which subcategory areas might be targeted when making instructional decisions. For instance, the Knowledge and Use of Language Conventions subcategory is where the most students (60 percent) received a Weak performance rating. This information might lead to an evaluation of writing instruction to see how student performance in this area might be improved.

❸ SCHOOL AVERAGE

Scale-score averages for ELA, mathematics, social studies, and science are presented near the bottom of the school roster reports. The first page of the sample school roster report shows the average for all students in the school who took the grade 5 test. Students with tests that were voided due to testing irregularities are included in the participation count, but they are not included in the school's average scale-score calculations.

These percentages can be used to help assess a student's relative standing within a grade level. For example, on page 23, the sample school roster report shows Claire Carmouche's scale score of 735 on the ELA test is higher than the average scale score of 730 for the school, but Thomas Blake's scale score of 655 on the mathematics test is lower than the average scale score of 727 for the school (page 26). In the case of social studies, for example, on page 29 of the sample school roster report, James Cook's scale score of 795 is higher than the average scale score of 720 for the school. Daniel Cooper's scale score of 715 is lower than the average scale score for the school. For the science test, Joseph Jones's scale score of 734 is lower than the average score of 738 for the school.

Sample School Roster Report: Explanation of Results and Terms (continued)

4 ROSTER OF STUDENTS TESTED

In the far left column of the sample school roster report, a list of students who tested in the school is printed alphabetically by last name and first name. The second column from the left lists the student's state identification number. Pages 23 and 24 of the sample ELA school roster report provide information for regular and special education students.

5 PERFORMANCE DATA

Each student's performance on the tests can be found in the columns to the right of the student information on each school roster report by content area, with ELA followed by mathematics and then followed by social studies and science. When reading across each row, users will see the student's achievement level and scale score, followed by the performance rating for each category and/or subcategory. The ELA and mathematics reports include the number of points that a student needs to obtain an achievement level of mastery.

For example, in the sample school roster report, Kenneth Carlson received a scale score of 665 on the ELA test, which corresponds to the *Unsatisfactory* achievement level. Kenneth's overall performance rating in Reading, as well as his performance rating in Informational Text and Vocabulary, is listed as *Weak*, while his rating in the Literary Text subcategory is *Moderate*. Kenneth's overall performance rating for Writing is *Moderate*, while his performance rating for the Written Expression subcategory is *Weak*, with a performance rating of *Moderate* in the subcategory Knowledge & Use of Language Conventions. Continuing to the mathematics School Roster Report, Kenneth's overall achievement level for mathematics is listed as *Unsatisfactory*. His scale score for mathematics is 665. His performance score in the subcategories of Major Content, Operations with Decimals, and Solve Fraction Problems are all listed as *Weak*. Kenneth received a scale score of 665 on the social studies test, which corresponds to the *Unsatisfactory* achievement level. Kenneth's overall performance rating in the reporting categories for Geography and Civics are listed as *Weak*, yet his rating in History is *Strong*, while his rating in the reporting category for Economics is *Moderate*. On the science test, Kenneth received a scale score of 725, which corresponds with the *Basic* achievement level. His performance ratings are different between the three reporting categories. His performance rating in Investigate is *Strong*, in Reason Scientifically is *Moderate*, and in Evaluate is *Weak*.

The rosters facilitate a comparison among students in the same school for the same content area, categories, and/or subcategories. For example, Nina Garcia and Alex McDonald both scored at the *Basic* achievement level for mathematics. However, when comparing their subcategory ratings, Nina's rating is higher on the category of Expressing Mathematical Reasoning, lower on the category Modeling & Application, and the same on the subcategories of Operations with Decimals and Solve Fraction Problems.

By comparing this school-level information to an individual student's performance, a school can determine a student's relative standing. For instance, on page 30, Jane Smith's achievement level of *Approaching Basic* in social studies is the same as 26 percent of students (page 29). Her performance rating of *Weak* on the Civics reporting category is the same as 46 percent of the students. Her performance rating of *Strong* on the Geography reporting category is the same as 14 percent of students included in the reports.

The asterisk (*) replacing Jennifer Evans' ELA scale score indicates she received no score because her test is voided due to a test security violation.

If a student did not take a test and did not have a valid accountability code, the Achievement Level, Scale Score, and all performance ratings for the categories and subcategories will be blank. For example, on page 24 of the sample school roster reports, Ralph Unger did not attempt to take the ELA test.

Sample ELA School Roster Report



LEAP 2025
English Language Arts
Spring YYYY



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

School-Level Percent of Students at Each Achievement Level and Rating by Category/Subcategory

2 English Language Arts									
Achievement Level	% at Each Achievement Level	Performance Rating	Reading Performance	Reading Subcategory			Writing Performance	Writing Subcategory	
				Literary Text	Informational Text	Vocabulary		Written Expression	Knowledge & Use of Language Conventions
Advanced	13	Strong (S)	16	23	28	19	40	51	16
Mastery	22								
Basic	22	Moderate (M)	42	33	32	37	19	35	24
Approaching Basic	26	Weak (W)	42	44	40	44	41	14	60
Unsatisfactory	17								

Scale Score Average

3 School Average (All Students)
730

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	799-850	750-798	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school average.

Sample ELA School Roster Report (continued)



LEAP 2025
English Language Arts
Spring YYYY



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

Regular Education Students		5 English Language Arts									
4 Student Name	LASID	Achievement Level	Scale Score	Points From Mastery	Reading Performance	Reading Subcategory			Writing Performance	Writing Subcategory	
						Literary Text	Informational Text	Vocabulary		Written Expression	Knowledge & Use of Language Conventions
BLAKE, THOMAS	999999999	U	655	XXX	W	M	W	W	W	M	M
BROWNING, LEISHA	999999999	M	755		S	M	S	M	M	S	S
CARLSON, KENNETH	999999999	U	665	XXX	W	M	W	W	M	W	M
CARMOUCHE, CLAIRE	999999999	B	735	XXX	W	M	M	M	W	S	W
CARTER, SAMUAL	999999999	AB	705	XXX	S	W	M	S	W	W	W
COLE, ANDREW	999999999	M	775		S	W	M	M	S	S	M
COOK, JAMES	999999999	M	795		S	M	S	M	S	S	S
COOPER, DANIEL	999999999	AB	715	XXX	M	S	W	M	W	M	S
EVANS, JENNIFER	999999999		*								
GARCIA, NINA	999999999	B	735	XXX	W	M	M	M	W	S	W
JONES, JOSEPH	999999999	AB	705	XXX	S	W	M	S	W	W	W
KOBER, KRISTINE	999999999	M	775		S	W	M	M	S	S	M
LEHR, KACIE	999999999	A	799		S	M	S	M	S	S	S
LEWIS, ALEX	999999999	AB	715	XXX	M	S	W	M	W	M	S
MCDONALD, ALEX	999999999	B	745	XXX	M	M	S	M	W	W	M

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	799-850	750-798	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong **M:** Moderate **W:** Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school average.

Sample ELA School Roster Report (continued)



LEAP 2025
English Language Arts
Spring YYYY



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

Special Education Students		5 English Language Arts									
4 Student Name	LASID	Achievement Level	Scale Score	Points From Mastery	Reading Performance	Reading Subcategory			Writing Performance	Writing Subcategory	
						Literary Text	Informational Text	Vocabulary		Written Expression	Knowledge & Use of Language Conventions
JOHNSON, WILL	9999999999	U	655	XXX	W	M	W	W	W	M	M
PARIS, KYLIE	9999999999	M	755		S	M	S	M	M	S	S
PHILLIPS, CHRIS	9999999999	U	665	XXX	W	S	W	W	M	W	M
ROWELL, KENDALL	9999999999	B	735	XXX	W	M	M	M	W	S	W
SMITH, JANE	9999999999	AB	705	XXX	S	W	M	S	W	W	W
STELMACH, JANE	9999999999	M	775		S	W	M	M	S	S	M
TEMPEST, MAXWELL	9999999999	A	799		S	M	S	M	S	S	S
TRIMBLE, SETH	9999999999	AB	715	XXX	M	S	W	M	W	M	S
UNGER, RALPH	9999999999										
WATSON, ELIZABETH	9999999999	B	735	XXX	W	M	M	M	W	S	W

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	799-850	750-798	725-749	700-724	650-699

PERFORMANCE RATING
S: Strong M: Moderate W: Weak

Sample Mathematics School Roster Report



**LEAP 2025
Mathematics
Spring YYYY**



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

School-Level Percent of Students at Each Achievement Level and Rating by Category/Subcategory

2 Mathematics												
Achievement Level	% at Each Achievement Level	Performance Rating	Mathematics Reporting Category									
			Major Content	Major Content Subcategory						Additional & Supporting Content	Expressing Mathematical Reasoning	Modeling & Application
				Operations With Decimals/Read, Write, & Compare Decimals	Solve Fraction Problems	Interpret Fractions, Place Value, & Scaling	Recognize, Represent, & Determine Volume/ Multiply & Divide Whole Numbers					
Advanced	12	Strong (S)	17	16	20	32	24	24	48	32		
Mastery	20			59	52	56	48	52	24	20	32	
Basic	20	Moderate (M)	24	32	24	20	24	52	32	36		
Approaching Basic	24	Weak (W)										
Unsatisfactory	24											

3 Scale Score Average

School Average (All Students)
727

1

	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	790-850	750-789	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong **M:** Moderate **W:** Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school average.

Sample Mathematics School Roster Report (continued)



**LEAP 2025
Mathematics
Spring YYYY**



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

5 Mathematics

Regular Education Students		Achievement Level	Scale Score	Points From Mastery	Mathematics Reporting Category								
4 Student Name	LASID				Major Content	Major Content Subcategory					Additional & Supporting Content	Expressing Mathematical Reasoning	Modeling & Application
						Operations With Decimals/Read, Write, & Compare Decimals	Solve Fraction Problems	Interpret Fractions, Place Value, & Scaling	Recognize, Represent, & Determine Volume/Multiply & Divide Whole Numbers	Additional & Supporting Content			
BLAKE, THOMAS	999999999	U	655	XXX	W	W	W	M	M	W	M	M	
BROWNING, LEISHA	999999999	M	755		M	M	M	S	W	M	S	S	
CARLSON, KENNETH	999999999	U	665	XXX	W	W	W	S	W	M	W	M	
CARMOUCHE, CLAIRE	999999999	B	735	XXX	M	M	S	W	S	W	S	W	
CARTER, SAMUAL	999999999	AB	705	XXX	S	S	M	S	S	W	W	W	
COLE, ANDREW	999999999	M	775		M	M	M	M	S	S	S	M	
COOK, JAMES	999999999	A	795		M	W	M	M	M	S	S	S	
COOPER, DANIEL	999999999	AB	715	XXX	M	M	M	M	M	W	M	S	
EVANS, JENNIFER	999999999	U	685	XXX	W	W	W	W	M	M	W	W	
GARCIA, NINA	999999999	B	735	XXX	M	M	M	S	W	W	S	W	
JONES, JOSEPH	999999999	AB	705	XXX	S	S	M	S	M	W	W	W	
KOBER, KRISTINE	999999999	M	775		M	M	S	M	S	S	S	M	
LEHR, KACIE	999999999	A	795		M	S	W	M	M	S	S	S	
LEWIS, ALEX	999999999	AB	715	XXX	M	W	S	M	M	W	M	S	
MCDONALD, ALEX	999999999	B	745	XXX	M	M	M	M	M	W	W	M	

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	790-850	750-789	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

Sample Mathematics School Roster Report (continued)



**LEAP 2025
Mathematics
Spring YYYY**



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

Special Education Students		5 Mathematics										
4 Student Name	LASID	Achievement Level	Scale Score	Points From Mastery	Mathematics Reporting Category							
					Major Content	Major Content Subcategory				Additional & Supporting Content	Expressing Mathematical Reasoning	Modeling & Application
						Operations With Decimals/Read, Write, & Compare Decimals	Solve Fraction Problems	Interpret Fractions, Place Value, & Scaling	Recognize, Represent, & Determine Volume/Multiply & Divide Whole Numbers			
JOHNSON, WILL	999999999	U	655	XXX	W	W	W	S	W	W	M	M
PARIS, KYLIE	999999999	M	755		M	M	M	M	M	M	S	S
PHILLIPS, CHRIS	999999999		*									
ROWELL, KENDALL	999999999	B	735	XXX	M	M	M	M	S	W	S	W
SMITH, JANE	999999999	AB	705	XXX	S	S	M	S	W	W	W	W
STELMACH, JANE	999999999	M	775		M	M	M	W	S	S	S	M
TEMPEST, MAXWELL	999999999	A	795		M	M	M	M	M	S	S	S
TRIMBLE, SETH	999999999	AB	715	XXX	M	M	M	M	M	W	M	S
UNGER, RALPH	999999999	U	685	XXX	W	W	W	W	W	M	W	W
WATSON, ELIZABETH	999999999	B	735	XXX	M	M	S	S	M	W	S	W

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	790-850	750-789	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong **M:** Moderate **W:** Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school average.

Sample Social Studies School Roster Report



LEAP 2025
Social Studies
Spring YYYY



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

School-Level Percent of Students at Each Achievement Level and Rating by Category

2 Social Studies						
Achievement Level	% at Each Achievement Level	Performance Rating	Social Studies Reporting Category			
			History	Geography	Civics	Economics
Advanced	13	Strong (S)	28	14	28	30
Mastery	22					
Basic	22	Moderate (M)	19	46	26	5
Approaching Basic	26	Weak (W)	53	40	46	65
Unsatisfactory	17					

Scale Score Average

3 School Average (All Students)
720

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	782-850	750-781	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school average.

Sample Social Studies School Roster Report (continued)



**LEAP 2025
Social Studies
Spring YYYY**



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

Regular Education Students		5 Social Studies					
4 Student Name	LASID	Achievement Level	Scale Score	Social Studies Reporting Category			
				History	Geography	Civics	Economics
BLAKE, THOMAS	9999999999	U	655	M	W	W	W
BROWNING, LEISHA	9999999999	M	755	M	S	M	M
CARLSON, KENNETH	9999999999	U	665	S	W	W	M
CARMOUCHE, CLAIRE	9999999999	B	735	M	M	M	W
CARTER, SAMUAL	9999999999	AB	705	W	M	S	W
COLE, ANDREW	9999999999	M	775	W	M	M	S
COOK, JAMES	9999999999	A	795	M	S	M	S
COOPER, DANIEL	9999999999	AB	715	S	W	M	W
EVANS, JENNIFER	9999999999		*				
GARCIA, NINA	9999999999	B	735	M	M	M	W
JONES, JOSEPH	9999999999	AB	705	W	M	S	W
KOBER, KRISTINE	9999999999	M	775	W	M	M	S
LEHR, KACIE	9999999999	A	795	M	S	M	S
LEWIS, ALEX	9999999999	AB	715	S	W	M	W
MCDONALD, ALEX	9999999999	B	745	M	S	M	W

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	782-850	750-781	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong **M:** Moderate **W:** Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school average.

Sample Social Studies School Roster Report (continued)



**LEAP 2025
Social Studies
Spring YYYY**



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

Special Education Students		5 Social Studies					
Student Name	LASID	Achievement Level	Scale Score	Social Studies Reporting Category			
				History	Geography	Civics	Economics
JOHNSON, WILL	9999999999	U	655	M	W	M	W
PARIS, KYLIE	9999999999	M	755	W	S	M	S
PHILLIPS, CHRIS	9999999999	U	665	W	W	S	W
ROWELL, KENDALL	9999999999	B	735	S	W	M	M
SMITH, JANE	9999999999	AB	705	S	S	W	M
STELMACH, JANE	9999999999	M	775	M	S	W	M
TEMPEST, MAXWELL	9999999999	A	795	S	S	M	S
TRIMBLE, SETH	9999999999	AB	715	S	M	S	W
UNGER, RALPH	9999999999		*				
WATSON, ELIZABETH	9999999999	B	735	M	W	M	M

	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	782-850	750-781	725-749	700-724	650-699

PERFORMANCE RATING

S: Strong **M:** Moderate **W:** Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school average.

Sample Science School Roster Report



LEAP 2025
Science
Spring YYYY



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

School-Level Percent of Students at Each Achievement Level and Rating by Category

2 Science					
Achievement Level	% at Each Achievement Level	Performance Rating	Science Reporting Category		
			Investigate	Evaluate	Reason Scientifically
Advanced	2	Strong (S)	37	23	28
Mastery	28				
Basic	37	Moderate (M)	35	40	30
Approaching Basic	19	Weak (W)	28	37	42
Unsatisfactory	14				

Scale Score Average

3 School Average (All Students)
738

1	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	781-850	750-780	725-749	698-724	650-697

PERFORMANCE RATING

S: Strong M: Moderate W: Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school average.

Sample Science School Roster Report (continued)



**LEAP 2025
Science
Spring YYYY**



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

4

5

Regular Education Students		Science				
Student Name	LASID	Achievement Level	Scale Score	Science Reporting Category		
				Investigate	Evaluate	Reason Scientifically
BLAKE, THOMAS	99999999	M	751	M	M	S
BROWNING, LEISHA	99999999	AB	704	M	M	W
CARLSON, KENNETH	99999999	B	725	S	W	M
CARMOUCHE, CLAIRE	99999999	M	760	S	S	M
CARTER, SAMUAL	99999999	A	786	M	S	S
COLE, ANDREW	99999999	U	695	S	W	W
COOK, JAMES	99999999	M	751	S	M	S
COOPER, DANIEL	99999999	B	749	W	S	S
EVANS, JENNIFER	99999999	M	758	W	M	S
GARCIA, NINA	99999999	AB	704	W	W	W
JONES, JOSEPH	99999999	B	734	S	W	S
KOBER, KRISTINE	99999999	M	765	S	S	W
LEHR, KACIE	99999999	M	751	W	S	W
LEWIS, ALEX	99999999	*				
MCDONALD, ALEX	99999999	B	744	S	M	W

1

	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	781-850	750-780	725-749	698-724	650-697

PERFORMANCE RATING

S: Strong **M:** Moderate **W:** Weak

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school average.

Sample Science School Roster Report (continued)



**LEAP 2025
Science
Spring YYYY**



Grade: 5
Report Date: XX/XX/XXXX

School: 002 Egret High School
School System: 040 Pelican Parish

4

Special Education Students		5 Science				
Student Name	LASID	Achievement Level	Scale Score	Science Reporting Category		
				Investigate	Evaluate	Reason Scientifically
JOHNSON, WILL	999999999	U	689	W	W	W
PARIS, KYLIE	999999999	AB	704	M	M	W
PHILLIPS, CHRIS	999999999	B	749	M	M	M
ROWELL, KENDALL	999999999	M	767	S	M	S
SMITH, JANE	999999999	M	751	S	M	M
STELMACH, JANE	999999999	B	736	S	M	W
TEMPEST, MAXWELL	999999999	B	725	W	M	M
TRIMBLE, SETH	999999999	M	758	S	M	S
UNGER, RALPH	999999999	AB	712	M	W	M
WATSON, ELIZABETH	999999999	B	725	M	W	W

1

	A	M	B	AB	U
Achievement Level	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Scale Score Range	781-850	750-780	725-749	698-724	650-697

PERFORMANCE RATING

S: Strong **M:** Moderate **W:** Weak

2019 **Interpretive Guide**

LEAP
2025