Interpretive Guide

English I, English II, Algebra I
Geometry, U.S. History
2018–2019

John C. White
State Superintendent of Education
# TABLE OF CONTENTS

## INTRODUCTION TO THE INTERPRETIVE GUIDE

- Overview ................................................................................................................................. 1
  - Purpose of the Interpretive Guide ....................................................................................... 1
- Test Design .................................................................................................................................. 1
  - The English I and English II Tests ..................................................................................... 1
  - The Algebra I and Geometry Tests ...................................................................................... 4
  - The U.S. History Test ............................................................................................................. 4
- Scoring ........................................................................................................................................ 5
  - English I and English II Item Types and Scoring ................................................................. 5
  - Algebra I and Geometry Item Types and Scoring ............................................................... 6
  - U.S. History Item Types and Scoring .................................................................................. 6
- Interpreting Scores and Achievement Levels ......................................................................... 7
  - Scale Score .............................................................................................................................. 7
  - Achievement Level .................................................................................................................. 7
  - Student Rating by Reporting Category and Subcategory .................................................... 9

## STUDENT-LEVEL REPORTS

- Sample Student Report: Explanation of Results and Terms ................................................ 10
- Sample Student Report A ........................................................................................................ 12
- Sample Student Report B ........................................................................................................ 13
- Parent Guide to the LEAP 2025 High School Student Reports ............................................... 14

## SCHOOL ROSTER REPORT

- Sample School Roster Report: Explanation of Results and Terms ........................................ 15
- Sample School Roster Report .................................................................................................. 16
This page was intentionally left blank.
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 high school tests. Through a better understanding of the assessments, school and school system personnel will be able to use the results in more strategic ways. Please refer to the EOC tests iGuide for information regarding the English III and Biology EOC tests.

Testing requirements for graduation are based on a student’s first entry to high school. All students must continue to pass one of each of three subject pairs as listed below:

• For All Students: Algebra I or Geometry
• For All Students: Biology or U.S. History
• For Students who entered high school prior to 2017–2018: English II or English III
• For students who entered high school in 2017–2018 or thereafter: English I or English II

The information that follows describes the LEAP 2025 high school assessments administered in 2018–2019, and provides information about how to read and interpret the data on the 2018–2019 assessment reports.

The LEAP 2025 Biology reports and interpretive guide information will be available in late summer.

TEST DESIGN

The English I and English II Tests
The English I and English II tests are each comprised of three sessions. Two of the three sessions contain writing tasks. 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 three texts on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts.

• 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 and an additional passage set with one text or the Research Simulation Task, administered by itself.

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

Session 3, Reading Literary and Informational Texts, asks students to read texts and answer questions to show their understanding of each text. The reading selections may include fiction (e.g., short stories, novel 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 (on the next page) outlines the two possible designs of the LEAP 2025 English I and English II tests. 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 course-level assessment guides at https://www.louisianabelieves.com/resources/library/assessment-guidance.
### Table 1: 2018–2019 LEAP 2025 English I and English II Test Design

#### Literary Analysis Task Administered

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Focus of Session</th>
<th>Number of Passages</th>
<th>Number/Type of Items</th>
<th>Subcategories Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Literary Analysis Task AND Reading Passage Set</td>
<td>2</td>
<td>6 questions about texts</td>
<td>Reading Literary Text and Reading Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 writing prompt</td>
<td>Reading Literary Text, Written Expression, and Knowledge of Language and Conventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 questions about text</td>
<td>Reading Literary Text or Reading Informational Text, and Reading Vocabulary</td>
</tr>
<tr>
<td>Session 2</td>
<td>Research Simulation Task</td>
<td>3</td>
<td>8 questions about texts</td>
<td>Reading Informational Text and Reading Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 writing prompt</td>
<td>Reading Informational Text, Written Expression, and Knowledge of Language and Conventions</td>
</tr>
<tr>
<td>Session 3</td>
<td>Reading Literary and Informational Texts</td>
<td>2–3</td>
<td>10 questions about texts</td>
<td>Reading Literary Texts, Reading Informational Texts, and Reading Vocabulary</td>
</tr>
</tbody>
</table>

#### OR

#### Narrative Writing Task Administered

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Focus of Session</th>
<th>Number of Passages</th>
<th>Number/Type of Items</th>
<th>Subcategories Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Research Simulation Task</td>
<td>3</td>
<td>8 questions about texts</td>
<td>Reading Informational Text and Reading Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 writing prompt</td>
<td>Reading Informational Text, Written Expression, and Knowledge of Language and Conventions</td>
</tr>
<tr>
<td>Session 2</td>
<td>Narrative Writing Task AND Reading Passage Set</td>
<td>1</td>
<td>4 questions about text</td>
<td>Reading Literary Text and Reading Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 writing prompt</td>
<td>Written Expression and Knowledge of Language and Conventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 questions about text(s)</td>
<td>Reading Literary Text and/or Reading Informational Text and Reading Vocabulary</td>
</tr>
<tr>
<td>Session 3</td>
<td>Reading Literature and Informational Texts</td>
<td>2–3</td>
<td>10 questions about texts</td>
<td>Reading Literary Texts, Reading Informational Texts, and Reading Vocabulary</td>
</tr>
</tbody>
</table>
The Algebra I and Geometry Tests

Each item on the LEAP 2025 Algebra I and Geometry assessments is referred to as a task and is identified by one of three types: Type I, Type II, or 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 level of study (reported in the Major Content category) and additional and supporting content (reported in category B, Additional & Supporting Content). Type II tasks are designed to assess student reasoning ability with the major content for the current level of study or previous level of study (reported in category C, Expressing Mathematical Reasoning). Type III tasks are designed to assess student modeling ability with specified content of the current level of study or previous level of study (reported in category D, Modeling & Application).

These reporting categories 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.

Table 2 (below) shows the total number of points for each type of task by subject. More information regarding test design can be found in the course-level assessment guides at https://www.louisianabelieves.com/resources/library/assessment-guidance.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Type</th>
<th>Algebra I</th>
<th>Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Content</strong></td>
<td>I</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td><strong>Additional and Supporting Content</strong></td>
<td>I</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td><strong>Expressing Mathematical Reasoning</strong></td>
<td>II</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td><strong>Modeling and Application</strong></td>
<td>III</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>68</td>
<td>68</td>
</tr>
</tbody>
</table>

*In addition to Major Content being reported at the Reporting Category level, it is further reported into subreporting categories (Interpreting Functions, Solving Algebraically and Solving Graphically/Rate of Change for Algebra I, and Congruence Transformations/Similarity and Similarity in Trigonometry/Modeling & Applying for Geometry). The points in these subreporting categories can differ depending on the form of the test taken. Not all items assessed under Major Content are reported in subreporting categories.

The U.S. History Test

The U.S. History test reflects 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 while developing claims about U.S. history content and concepts. In this summative assessment, students apply their understanding of the content by making connections and showing relationships among ideas, people, and events within and across time and place. Students use both their content knowledge and source documents to develop their ideas and support their claims.

The test has a set-based design in which two to six related source documents provide the context from which students answer sets of four to seven questions. Item sets include selected-response questions (i.e., multiple choice, multiple select) and technology-enhanced items. Two item sets culminate with a constructed-response item. The task set contains selected-response questions and culminates with an extended-response item.

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

The operational U.S. History test contains seven item sets, eleven standalone items, and a task set distributed across timed sessions. The test also contains embedded field-test items that do not count toward a student’s final score on the test and may be placed anywhere in the designated session; they provide information that will be used to develop future test forms.

Table 3 outlines the test design. More information regarding the U.S. History test can be found in the course-level assessment guide at http://www.louisianabelieves.com/resources/library/assessment-guidance.
Table 3: U.S. History Test Design

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>4 Item Sets</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
</tr>
<tr>
<td>Session 2</td>
<td>1 Item Set</td>
</tr>
<tr>
<td></td>
<td>Task Set*</td>
</tr>
<tr>
<td>Session 3a</td>
<td>Task Set*</td>
</tr>
<tr>
<td>Session 3b</td>
<td>2 Item Sets</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
</tr>
<tr>
<td></td>
<td>7 Item Sets</td>
</tr>
<tr>
<td></td>
<td>1 Task Set</td>
</tr>
<tr>
<td></td>
<td>11 Standalone Items</td>
</tr>
</tbody>
</table>

Total Operational Form

* A field test task set may be in either Session 2 or Session 3a.

Table 4: LEAP 2025 U.S. History Points per Subject by Reporting Category

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Approximate Percentage of Score Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2 – Western Expansion to Progressivism</td>
<td>25</td>
</tr>
<tr>
<td>Standard 3 – Isolationism through the Great War</td>
<td>17</td>
</tr>
<tr>
<td>Standard 4 – Becoming a World Power through World War II</td>
<td>28</td>
</tr>
<tr>
<td>Standard 5 and 6 – Cold War Era and the Modern Age</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

SCORING

LEAP 2025 high school 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 course-specific LEAP 2025 Assessment Guides.

English I and English II Item Types and Scoring
The 2018–2019 LEAP 2025 English I and English II assessments include 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). However, they must answer correctly the part that asks them to show their understanding of a text and not only the part that asks for evidence, application, or extension.

Student performance on the U.S. History test is reported by standard. Scores are reported for Standards 2–6. Standard 1 (Historical Thinking Skills) is not included on the student reports, but it is critical for students to demonstrate their competency with respect to Standard 1 in order to successfully answer items assessed under Standards 2–6 and to perform well on the assessment.

Table 4 shows the four reporting categories and the approximate percentage of score points for each. As the standards assessed by constructed-response items and the task set varies by administration, the percentages by reporting categories do not take constructed-response items and the task set into account.
Multiple Select (MS): This item type asks students to choose more than one correct answer and may appear as a one-part question or as an EBSR item. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point). 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.

Algebra I and Geometry Item Types and Scoring
The LEAP 2025 Algebra I and Geometry assessments, administered in 2018–2019, also include several different types of items.

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.

Fill-in-the-Blank (FIB): These items ask the students to key the answers, expressions, or equations into an answer box. Each item is worth one point.

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

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.

U.S. History Item Types and Scoring
The 2018–2019 LEAP 2025 U.S. History assessment includes the items that are listed 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. MS questions for U.S. History have five to seven answer options. The question identifies the number of correct answers required.

Technology Enhanced (TE): 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. 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.

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 0–2 point scale. Some CR items may include two parts in order to support the assignment of two score points.

Extended Response (ER): 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 the 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.
INTERPRETING SCORES AND ACHIEVEMENT LEVELS

This section explains some key terms used in the LEAP 2025 high school 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 level of study. The use of scale scores avoids a misunderstanding associated with scores such as raw scores or percentage correct, in which the percentage of items answered may be interpreted as absolute judgment about percentage of mastery of the subject matter. 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 high school, scale scores have a range of 650 to 850 for all subjects. 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 high school Algebra I 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 high school Algebra I test in any year will score at the Basic achievement level.

**Comparability**

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

Achievement Level

**Definition**

The percent of students in an achievement level is the percent of students whose scale score falls in the range associated with that level.

**Achievement-Level Definitions**

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

- **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](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 students taking the grade 8 ELA LEAP 2025 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 English I 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 and subjects, 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.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>English I</th>
<th>English II</th>
<th>Algebra I</th>
<th>Geometry</th>
<th>U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td></td>
<td></td>
<td>725–749</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching Basic</td>
<td></td>
<td></td>
<td>700–724</td>
<td></td>
<td>711–724</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
<td></td>
<td></td>
<td>650–699</td>
<td>650–710</td>
</tr>
</tbody>
</table>
Student Rating by Reporting Category and Subcategory

Definition
Performance is also broken down into reporting 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 with 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 to 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.
STUDENT-LEVEL REPORTS

Sample Student Report: Explanation of Results and Terms

Online Student Reports for each school are posted by subject 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 English I, English II, Algebra I, Geometry, and U.S. History. Two sample student reports are provided in this guide, one for English I and one for Algebra I.

- Sample Student Report A—English I
- Sample Student Report B—Algebra I

Both 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 course).

On the first sample report, the student’s scale score for the English I test was 740. This corresponds to Level 3, the Basic achievement level.

The second sample report shows a scale Algebra I score of 739. This corresponds to Level 3, the Basic achievement level.

3 REPORTING CATEGORY AND SUBCATEGORY PERFORMANCE INDICATORS
Category and subcategory performance indicators are located below the Overall Student Performance field. Within each course there are specific skill sets students demonstrate.

These categories and subcategories are not reported using scale scores or achievement levels. Instead, they are rated using the 3-tiered system described below:

- 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 approached 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)

English I and English II Reporting Categories and Subcategories
The English I and English II tests measure the major categories of Reading and Writing and include performance ratings for each reporting category.

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 the first sample report, the student’s performance rating in the Written Expression subcategory was Moderate, meaning the student may need additional support going forward. The Strong performance rating in the subcategory Literary Text indicates the student is able to read and understand complex grade-level fiction, drama, and poetry; however, the Weak performance rating in the Vocabulary subcategory indicates this may be a specific area the student could focus on to improve overall Reading performance in the future.

Algebra I and Geometry Reporting Categories
The Algebra I test is reported by:
- Major Content
  - Interpreting Functions
  - Solving Algebraically
  - Solving Graphically/Rate of Change
- Additional & Supporting Content
- Expressing Mathematical Reasoning

The Geometry test is reported by:
- Major Content
  - Congruence Transformations/Similarity
  - Similarity in Trigonometry/Modeling & Applying
- Additional & Supporting Content
- Expressing Mathematical Reasoning
- Modeling & Application

Like the reporting categories for English I and English II, the performance indicators on each Algebra I and Geometry 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 the second sample report, the student’s Moderate performance rating on the Major Content and Weak performance rating on Expressing Mathematical Reasoning may indicate that the student has a good understanding of grade-level mathematics content but struggles with how to express that understanding.

U.S. History Reporting Categories
The U.S. History test is reported by:
- Western Expansion to Progressivism
- Isolationism through the Great War
- Becoming a World Power through World War II
- Cold War Era and the Modern Age

ACHIEVEMENT-LEVEL DESCRIPTORS
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.
OVERVIEW

The English I assessment measures whether students are on track to be successful in English language arts coursework for the next level of study. This report includes your student’s overall score and achievement level.

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.

OVERALL STUDENT PERFORMANCE

Your student scored 740 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 will need much support to be prepared for the next level of study in this content area. Students must score at least Approaching Basic to meet graduation requirements.

Your student is xxx points from Mastery. Mastery indicates full readiness for the next level of study.

STUDENT’S READING 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 analyze complex grade-level fiction, drama, and poetry.

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

VOCABULARY
In this area, your student did not do as well as students who met the expectations. He [She] struggles to use context to determine the meanings of words and phrases in grade-level texts.

STUDENT’S WRITING PERFORMANCE

WRITTEN EXPRESSION
In this area, your student did almost as well as students who met the expectations. He [She] may require additional support to be able to compose well-developed, organized, and clear writing, using details from what he [she] has read.

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.

ACHIEVEMENT LEVELS AND DESCRIPTORS

LEVEL 5: ADVANCED (791-850) Exceeded Expectations
LEVEL 4: MASTERY (750-790) Met Expectations
LEVEL 3: BASIC (725-749) Nearly Met Expectations
LEVEL 2: APPROACHING BASIC (700-724) Partially Met Expectations
LEVEL 1: UNSATISFACTORY (650-699) Expectations Not Yet Met

www.louisianabelieves.com/assessment
LEAP 2025 Algebra I
<Season> <YYYY>

Student: Sample Student
LASID: XXXXXXXXXX
Date of Birth: <MM/DD/YYYY>
Grade: 9
School: XXX Sample School
School System: XXX Sample System
Report Date: <MM/DD/YYYY>

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 not met all of the content and career readiness standards and may need additional support to be fully prepared for the next level of study. Students must score at least Approaching Basic to meet graduation requirements.

Your student is xxx points from Mastery. Mastery indicates full readiness for the next level of study.

SCORE 739
LEVEL 3 BASIC

STUDENT PERFORMANCE

MAJOR CONTENT
In the area, your student did almost as well as students who met the expectations. He/She is able to demonstrate some understanding of solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and using appropriate tools as a strategy to solve problems.

INTERPRETING FUNCTIONS
MODERATE PERFORMANCE

SOLVING ALGEBRAICALLY
MODERATE PERFORMANCE

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 solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and using appropriate tools as a strategy to solve problems.

OVERVIEW
The Algebra I assessment measures whether students are on track to be successful in mathematics coursework for the next level of study. The report includes your student’s overall score and achievement level.

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 www.louisianabelieves.com/resources/parents-students.

ACHIEVEMENT LEVELS AND DESCRIPTORS

MODERATE PERFORMANCE
Students who are in the Moderate Performance category have partially met expectations.

STRONG PERFORMANCE
Students who are in the Strong Performance category have exceeded expectations.

WEAK PERFORMANCE
Students who are in the Weak Performance category have not met expectations.

ADDITIONAL & SUPPORTING CONTENT

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.

SOLVING GRAPHICALLY/RATE OF CHANGE

STUDENT REPORT B
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.

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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Achievement Level Performance</th>
<th>Achievement Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Advanced (790-850)</td>
<td>Exceeded Expectations</td>
</tr>
<tr>
<td>4</td>
<td>Mastery (700-789)</td>
<td>Met Expectations</td>
</tr>
<tr>
<td>3</td>
<td>Basic (725-749)</td>
<td>Nearly Met Expectations</td>
</tr>
<tr>
<td>2</td>
<td>Approaching Basic (700-724)</td>
<td>Partially Met Expectations</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory (650-699)</td>
<td>Expectations Not Yet Met</td>
</tr>
</tbody>
</table>

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.

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

For more information about the LEAP 2025 tests in grades 3-8 and high school, visit the Parent Assessment Portal: https://bealoweringhero.org/spring-forward/louisiana/
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 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 test results for fictitious high school 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.

1. ACHIEVEMENT-LEVEL SCALE-SCORE RANGES

The scale-score (or scale score) ranges associated with each achievement level are shown in the bottom of the Report Achievement Level Scale Score Ranges table. 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 Algebra I test would be at the Approaching Basic achievement level, but only one point away from the Basic achievement level.

2. 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. Page 1 of the sample school roster report provides information for regular education students.

3. PERFORMANCE DATA

Each student’s performance on the high school tests can be found in the columns to the right of the student information. When reading across each row, users will see the scale score and student’s achievement level.

For example, in the sample school roster report, Kenneth Carlson received a scale score of 726 on the English II test, which corresponds to the Basic achievement level.

The roster facilitates a comparison among students in the same class or school for the same content area.

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 17, Kenneth Carlson’s achievement level of Basic in English II is the same as 48 percent of students.

The asterisk (*) next to Chris Phillips’s English II scale score indicates he received no score because his test was 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 would be blank.
Sample School Roster Report

School: Sample School  
School System: Sample System

Report Date: <MM/DD/YYYY>

LEAP 2025 High School  
English II  
<Season> <YYYY>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>LASID</th>
<th>Grade</th>
<th>Scale Score</th>
<th>Achievement Level</th>
<th>Course Name</th>
<th>Teacher</th>
<th>Class Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAKE, THOMAS</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>651</td>
<td>Unsatisfactory</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4001</td>
</tr>
<tr>
<td>BROWNING, LEISHA</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>717R</td>
<td>Approaching Basic</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
</tr>
<tr>
<td>CARLSON, KENNETH</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>726</td>
<td>Basic</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
</tr>
<tr>
<td>CARMOUCHE, CLAIRE</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>791</td>
<td>Advanced</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4001</td>
</tr>
<tr>
<td>CARTER, SAMUAL</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>655</td>
<td>Unsatisfactory</td>
<td>English II</td>
<td>A. Bridges</td>
<td>4003</td>
</tr>
<tr>
<td>COLE, ANDREW</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>760</td>
<td>Mastery</td>
<td>English II</td>
<td>A. Bridges</td>
<td>4003</td>
</tr>
<tr>
<td>COOK, JAMES</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>799</td>
<td>Advanced</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4001</td>
</tr>
<tr>
<td>COOPER, DANIEL</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>771</td>
<td>Mastery</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
</tr>
<tr>
<td>EVANS, JENNIFER</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>740</td>
<td>Basic</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
</tr>
<tr>
<td>GARCIA, NINA</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>733</td>
<td>Basic</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
</tr>
<tr>
<td>JONES, JOSEPH</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>758</td>
<td>Mastery</td>
<td>English II</td>
<td>A. Bridges</td>
<td>4003</td>
</tr>
<tr>
<td>KOBER, KRISTINE</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>822</td>
<td>Advanced</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4001</td>
</tr>
<tr>
<td>LEHR, KACIE</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>844</td>
<td>Advanced</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4001</td>
</tr>
<tr>
<td>LEWIS, ALEX</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>736</td>
<td>Basic</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
</tr>
<tr>
<td>MCDONALD, ALEX</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>680</td>
<td>Unsatisfactory</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4001</td>
</tr>
<tr>
<td>JOHNSON, WILL</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>690</td>
<td>Unsatisfactory</td>
<td>English II</td>
<td>A. Bridges</td>
<td>4003</td>
</tr>
<tr>
<td>PARIS, KYLIE</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>762</td>
<td>Mastery</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
</tr>
<tr>
<td>PHILLIPS, CHRIS</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>*</td>
<td>Unavailable</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
</tr>
<tr>
<td>ROWELL, KENDALL</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>742R</td>
<td>Basic</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
</tr>
<tr>
<td>SMITH, JANE</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>812</td>
<td>Advanced</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4001</td>
</tr>
<tr>
<td>STELMACH, JANE</td>
<td>XXXXXXXXX</td>
<td>10</td>
<td>820</td>
<td>Advanced</td>
<td>English II</td>
<td>S. Johnson</td>
<td>4001</td>
</tr>
</tbody>
</table>

* This test was voided due to a testing irregularity and is not reported. The student is included in the total participation count but no score is included in the school, district, or state averages.
R indicates that this student is a retester for this subject.
This is a secure document. The information should not be publicly released.
### Scale Score and Achievement Level Summary

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Teacher</th>
<th>Class Section</th>
<th>Number of Students</th>
<th>Average Scale Score</th>
<th>Number and Percent of Students by Achievement Level **</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Eligible</td>
<td>Tested</td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td>S. Johnson</td>
<td>4001</td>
<td>48</td>
<td>40</td>
<td>693</td>
</tr>
<tr>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
<td>56</td>
<td>52</td>
<td>691</td>
</tr>
<tr>
<td>English II</td>
<td>A. Bridges</td>
<td>4003</td>
<td>38</td>
<td>20</td>
<td>689</td>
</tr>
<tr>
<td>English II Retester Class</td>
<td></td>
<td>10</td>
<td>8</td>
<td>677</td>
<td>3</td>
</tr>
<tr>
<td>School Summary</td>
<td></td>
<td></td>
<td>152</td>
<td>120</td>
<td>688</td>
</tr>
</tbody>
</table>

** The percentages of students across achievement levels may not total 100 due to rounding.

This is a secure document. The information should not be publicly released.
Sample School Roster Report (continued)

LEAP 2025 High School
English II
<Season> <YYYY>

School: Sample School
School System: Sample System
Report Date: <MM/DD/YYYY>

Percent of Students at Each Category and Subcategory

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Teacher</th>
<th>Class Section</th>
<th>Number of Students</th>
<th>Reading Performance</th>
<th>Writing Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Eligible</td>
<td>Tested</td>
<td>Eligible</td>
</tr>
<tr>
<td>English II</td>
<td>S. Johnson</td>
<td>4002</td>
<td>56</td>
<td>52</td>
<td>12</td>
</tr>
<tr>
<td>English II</td>
<td>A. Bridges</td>
<td>4003</td>
<td>38</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>English II Retester Class</td>
<td></td>
<td>10</td>
<td>8</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>School Summary</td>
<td></td>
<td></td>
<td>152</td>
<td>120</td>
<td>15</td>
</tr>
</tbody>
</table>

S = Strong  M = Moderate  W = Weak

This is a secure document. The information should not be publicly released.
This page was intentionally left blank.
Interpretive Guide

LEAP 2025

Louisiana Department of Education