Welcome!

Please make sure that your phone or computer is muted and that you have turned off your computer’s camera.

To do this, hover over the bottom left-hand side of your screen and click “Mute” and “Stop Video”. Once both have been turned off, you should see this visual.
Louisiana Believes

LEAP 2025 Practice Test Webinar for Teachers
October 2018

The webinar is being recorded and will be linked in the Practice Test Library later in the month.
The LEAP 2025 practice test is intended to be used as an instructional tool and not to predict performance on the summative test.

That is because the items on the practice test have not gone through the same review process as the LEAP 2025 operational test items, such as field-testing and data review.
Best First Step

Take the practice test yourself; follow time limits, use testing materials, and provide actual responses, especially to items requiring written responses.
The purpose of this webinar is to provide **support in using** the practice test as an **instructional tool**.

1. How to Use and How Not to Use
2. Interpreting and Using Results
3. General Practice Test Structure
4. Administering and Scoring
5. Accessing Reports
How to Use and How Not to Use
How to Use: Content

Examine practice test **content** to

- Examine your instructional materials and strategies.
  - Understand how items align to the shifts or goals in instruction.
  - Understand how items require students to apply content knowledge.
  - Understand the variety of ways that standards may be assessed.
- Compare to purchased and open-source assessments.
  - Guide selection in terms of rigor, approach, and item variety.
- Examine and use rubrics, scoring notes, and/or scoring guides
  - Better understand expectations for students’ written responses.
  - Plan regular collaborative scoring meetings with colleagues.
Examine your instructional materials and strategies.

Literary Analysis Task from Grade 7 Practice Test:
You have read passages from the novels *The Georges and the Jewels* and *Black Beauty: The Autobiography of a Horse*. Both were written in the first person point of view. Write an essay in which you compare the way the authors use first person point of view to develop the characters. Be sure to cite specific examples from both passages.

To help students respond to a complex task like this LAT, make sure you are building ELA content knowledge and skills, which includes:

- Providing opportunities for all students to meet the grade-level standards through appropriate scaffolds and supports (e.g., [Diverse Learners Guide](#))
- Including a variety of instructional strategies
- Focusing on the importance of discussion to help students make meaning of a text before they express their understanding in writing
A quality-control technician at a candle factory tested eight 16-ounce candles, each 3 inches in diameter. These candles came from the same production run. The table shows the decrease in weight of each candle after burning for 3 hours. Candle makers believe that the rate at which the candles burn is constant.

<table>
<thead>
<tr>
<th>Candle</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight Loss (ounces)</td>
<td>0.5</td>
<td>0.6</td>
<td>0.5</td>
<td>0.7</td>
<td>0.7</td>
<td>0.5</td>
<td>0.5</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Write an equation that can be used to model the weight, \( w \) of such a candle as a function of the number, \( h \) of hours burning. Then, explain how the equation can be used to predict the weight of a candle that has burned for 5 hours.

In Eureka Algebra I Module 2 Lesson 2 Exploratory Challenge, students are posed the following question:
Do you think that a straight line would be a good way to describe the relationship between the mean number of clear days and elevation? Why do you think this?
Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.

The Silk Road was the road of trade. It wasn't just the trade of goods, but the trade of ideas.

One way the Silk Road affected the social development of Europe and Asia is that they can spread their cultures with other cultures. This is called cultural diffusion. Socially, religion was spread, like Buddhism. For example, Buddhism was a popular religion in India. This religion traveled throughout China because of the Silk Road. John Major, from source 4, stated, "Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street."

Economically, the countries of Eurasia procured resources that weren't available in their own countries. Intricate glass from Rome was traded for jade and horses from China. China set up many customs posts along the Silk road as stated in Source 3. At these places, traders paid taxes and tariffs on goods.
The Silk Road affected the economic and social development of Eurasia (Europe and Asia) in many ways. 

**One way the Silk Road affected the economic development of Eurasia is by allowing them to expand trade with many countries, causing them to grow wealthier.** Merchants traveling on different countries' grounds paid taxes for goods on their grounds. **Source three shows that ancient China had customs posts where traders/merchants paid taxes.** China could use the profits to benefit them. Another way the Silk Road affected Eurasia economically is by allowing countries' goods to be bought from farther places, making the rare goods more expensive in those places. **Source one shows that Roman traders would have to travel a long distance to get silk from China themselves,** so if silk from China was brought (or **bartered, bought, or traded from another country**) to Rome, it would be a very rare, making its prices go up. However, traveling the Silk Road could be very dangerous, both in natural and human ways (**such as sandstorms or bandits**). With that being said, merchants could lose all of their wealth to negative affects of the Silk Road.

The Silk Road not only affected the development of Europe and Asia economically, but also socially. **One way the Silk Road affected the social development of Eurasia is by spreading cultures from one country to another** as merchants bought and sold goods from or to other countries. **Source four states, "...the Silk Road enriched...the people of countries and cultures all across Eurasia."** Another way the Silk Road affected Eurasia socially is by spreading a country's religious beliefs all across Europe and Asia. **Sometimes merchants would tell Asian people about being Catholic and the bible and sometimes Asian merchants would tell them about being Hindi or a Buddhist.** In conclusion, the Silk Road had a vital impact on Europe and Asia, both economically and socially.
Examples
Examine and use rubrics, scoring notes, and/or scoring guides

The student’s response:
• Develops a [3 relevant, 4 valid] claim that [4 effectively] expresses a [3 general, 4 solid] understanding of the topic;
• [4 Thoroughly] Supports the claim with [3 sufficient, 4 well-chosen] evidence from the sources;
• Provides an [4 logically] organized [4 cohesive and in-depth] explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.

One way the Silk Road affected the social development of Europe and Asia is that they can spread their cultures with other cultures. John Major, from source 4, stated, "Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street."
Economically, the countries of Eurasia procurred resources that weren't available in their own countries.
China set up many customs posts along the Silk road as stated in Source 3. At these places, traders paid taxes and tariffs on goods.

One way the Silk Road affected the economic development of Eurasia is by allowing them to expand trade with many countries, causing them to grow wealthier.
Source three shows that ancient China had customs posts where traders/merchants paid taxes. Source one shows that Roman traders would have to travel a long distance to get silk from China themselves.

One way the Silk Road affected the social development of Eurasia is by spreading cultures from one country to another.
Source four states, "...the Silk Road enriched...the people of countries and cultures all across Eurasia."
Examples
Examine and use rubrics, scoring notes, and/or scoring guides

The student’s response:
• Reflects [3 general, 4 thorough] knowledge of how the Silk Road affected the economic and social development of Europe and Asia by incorporating [3 adequate, 4 ample, focused] factual information from prior knowledge and the sources;
• Contains [3 mostly] accurate understandings with [3 minimal, 4 no] errors [3 that do not substantially, 4 significant enough to] detract from the overall content of the response;
• [4 Fully] Addresses all parts of the prompt.

John Major, from source 4, stated," Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street." cultural diffusion.

religion was spread, like Buddhism. Buddhism was a popular religion in India. Intricate glass from Rome was traded for jade and horses from China.

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Source four states, "...the Silk Road enriched...the people of countries and cultures all across Eurasia." Sometimes merchants would tell Asian people about being Catholic and the bible and sometimes Asian merchants would tell them abut being Hindi or a Buddhist.
How NOT to Use: Content

**Avoid** the following practices:
- Prioritizing content
- Limiting instructional strategies
- Designing lessons solely around a specific set

The following uses of the practice test are **strongly discouraged**:
- Using as a data-gathering tool
- Limiting stimuli, passages, sources, and/or contexts
- Focusing on superficial concerns in student written responses
- Focusing only on the qualities of the responses with the highest scores
Simulate TESTING CONDITIONS to

• Facilitate testing discussions between teachers and students.
  − Discuss timing/pacing, item types, elements of complete responses.
  − Encourage students to answer all questions and complete all parts.
• Have students practice timing and pacing.
  − Set time limits on some tests, assignments, or tasks.
• Have students practice with the test mode.
  − CBT (grades 3-HS):
    » Practice typing.
    » Discuss strategic use of tools.
  − PBT (grades 3-4):
    » Discuss strategic use of tools.
    » Practice bubbling responses and writing within response boxes.
    » Encourage students to list skipped questions on scratch paper.
Examples
Facilitate testing discussions between teachers and students.

Crude oil, also known as petroleum, is a liquid that is found within the earth. This liquid can be refined to form products such as gasoline, rubber, and different plastics. The oil is made up of different types of hydrocarbon molecules, which often contain repeating units of hydrogen and carbon atoms. The hydrocarbon molecules removed from the crude oil can then be used to produce other large molecules.

Part A
Drag the molecule pieces into the correct boxes that best complete the partial model of the two molecules formed from hydrocarbon molecules.

Part B
Which structural feature of the two molecules best explains the answer to Part A?

- A) Both molecules should contain carbon and hydrogen atoms.
- B) **The arrangement of carbon and hydrogen atoms should repeat in a regular pattern.**
- C) The hydrogen atoms should be smaller than the carbon atoms.
- D) The number of hydrogen atoms should be greater than the number of carbon atoms.
Examples
Have students practice timing and pacing.

As you work through all parts of the writing process to build writing fluency, note the time needed for each part of the process.

After students are successful with the entire process, consider the best approach for testing (e.g., focus on general plan, evidence from texts, etc.).

Practice timed writing by administering one task from the practice test or from a Guidebooks, 2.0 unit to simulate testing conditions.
Examples

Have students practice with the test mode.

16. An animal weighs 4 pounds. A bald eagle weighs 3 times as much as this animal. How many pounds does the bald eagle weigh?

Enter your answer in the box.

- limit 6 characters
- numbers
- decimal point

typing letters or other symbols

Invalid Character Entered

OK
How NOT to Use: Testing Conditions

The following practices are **strongly discouraged**.

- Being overly focused on testing time, test prep, and test-taking strategies.
- Timing **all** assessments.
- Administering all sessions **within a single day**.
- Altering classroom and/or school schedules to administer the practice tests.
How to Use: Format

Examine practice test **format** to

- Sequence questions in meaningful ways.
  - Build understanding through structure and/or by scaffolding.
- Incorporate set-based assessments (science and social studies).
- Incorporate practice test items into instruction.
  - Review previously taught content.
  - Check for understanding of current content.
  - Expand discussions beyond content and correct answers to include skills and strategies for making connections.
  - Incorporate test materials/tools into lessons.
Examples
Sequence questions in meaningful ways to help build understanding

motivation
Which statement explains why Roman merchants most likely took long journeys along the Silk Road, as shown in Source 1?

response
Using Source 2, which statement best describes a reason China most likely used paper money?

response
Based on Source 3, which statement most likely expanded the Silk Road, as shown in Source 1?

response
Which statement explains why the Han Dynasty most likely expanded the Silk Road?

effect
Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.
Examples
Incorporate set-based assessments. (science and social studies)

Use the information about Amazon River dolphins and your knowledge of science to answer the questions.

**Amazon River Dolphins**

Amazon River dolphins live mostly in fresh water. They live in the Amazon River in South America. Figure 1 shows the life cycle of the Amazon River dolphin.

Figure 1. Life Cycle of the Amazon River Dolphin

| newborn | calf | adult |

Amazon River dolphins live in groups of up to six dolphins. These groups help the dolphins survive. These are some things Amazon River dolphins do in groups:

- hunt together
- take turns eating and watching for predators
- make groups around their young to protect them
- whistle and click to talk to one another

Use the information in Figure 1 to answer the question.

The life cycle of humans is similar to the life cycle of dolphins. The life cycle of humans is shown in the figure.

Based on their life cycles, how are Amazon River dolphins and humans most alike?

- Both are born and then grow larger.
- A student claims that living in groups helps Amazon River dolphins survive.

Which evidence best supports the student’s claim?

- The dolphins are able to protect each other.
Examples
Incorporate set-based assessments. (science and social studies)

Use the information about Amazon River dolphins and your knowledge of science to answer the questions.

Amazon River Dolphins

Amazon River dolphins live mostly in fresh water. They live in the Amazon River in South America. Figure 1 shows the life cycle of the Amazon River dolphin.

Figure 1. Life Cycle of the Amazon River Dolphin

Part A
Over time, the number of Amazon River dolphin deaths has decreased.
Which prediction best describes what will happen first as a result of a decreased death rate?

- The population will increase because more dolphins will survive and reproduce.

Part B
What will most likely occur second as a result of a decreased death rate?

- The population will begin to decrease because there will not be enough food for all the dolphins.

Sometimes a dolphin will be forced out of its group. Predict one effect of a dolphin living without a group. Use evidence to support your response.

The dolphin might be more likely to be eaten by predators as there are no other dolphins to provide protection from predators.

Amazon River dolphins live in groups of up to six dolphins. These groups help the dolphins survive. These are some things Amazon River dolphins do in groups:

- Hunt together
- Take turns eating and watching for predators
- Make groups around their young to protect them
- Whistle and click to talk to one another
Examples

Incorporate practice test items into instruction.

13. What value of $x$ makes the equation $3(x - 6) - 8x = -2 + 5(2x + 1)$ true?

Review Previously Taught Content

- Separate each expression
- Have students simplify each expression

Check for Understanding of Grade Level Content

- Have students write out the process for solving as a list of steps
- Have students compare and critique solving steps
Examples

Incorporate online tools practice into instruction.

Have students compare how they solved the problem and how they entered their work.

keyboard only, not using equation builder
\[ \frac{3}{5} \times 9 + 8^2 \text{ or } \frac{3}{5} \times 9 + 8^2 \]

keyboard only, using equation builder
\[ \frac{3}{5} \cdot 9 + 8^2 \text{ or } \frac{3}{5} \times 9 + 8^2 \]

mix keyboard and buttons, using equation builder
\[ \frac{3}{5} \times 9 + 8^2 \text{ or } \frac{3}{5} \times 9 + 8^2 \]
Avoid the following practices.

• Making every classroom assignment and assessment mirror the practice test in items, sets, style, and design.

• Using sets, CRs, and ERs as the sole measure of necessary content for each topic.
Interpreting and Using Results
Cautions Around Interpreting Results

Not intended to predict student performance on the summative tests

Not inclusive of all content covered by the Louisiana Student Standards

Do not make assumptions about a student’s score (i.e., 70% equals a D).
Using Results

**Look for Patterns in Student Performance**

- Responses that indicate gaps in content knowledge or skills
- Difficulty with items that require analysis of sources or stimuli
- Selection of only one correct answer for multiple-select item
- Difficulty analyzing and/or evaluating stimuli, sources, and/or demonstrating understanding of content knowledge
- Inability to complete sessions within the time allowed
- Skipping of difficult questions with intentions to return, but experiencing difficulty finding all skipped questions on review

The [Practice Test Guidance documents](#) provide recommendations for teachers if they observe any of the patterns listed above as well as other content-specific patterns.
General Practice Test Structure
The practice test contains all three writing tasks. This allows students to practice all types of writing. On the operational test, all students will take only two of the three tasks: the RST and either the LAT or the NWT.

*Reduced by 30 minutes because the practice test doesn’t include field-test passage set.

### Table: Practice Test Design

<table>
<thead>
<tr>
<th>Session</th>
<th>Contents of Session</th>
<th>Practice Test Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literary Analysis Task (LAT) by itself (gr. 3)</td>
<td>75 minutes (gr. 3) 90 minutes (grs. 4-10)</td>
</tr>
<tr>
<td></td>
<td>LAT with a reading passage set with one text (grs. 4-10)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Research Simulation Task (all grades)</td>
<td>75 minutes (gr. 3) 90 minutes (grs. 4-10)</td>
</tr>
<tr>
<td>3</td>
<td>Narrative Writing Task (NWT) and a reading passage set with one text (gr. 3)</td>
<td>75 minutes (gr. 3) 90 minutes (grs. 4-10)</td>
</tr>
<tr>
<td></td>
<td>NWT and a reading passage set with one text or a pair of related texts (grs. 4-8)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reading Literary and Informational Texts with one or two reading passage sets (all grades)</td>
<td>30* minutes (grs. 3-5) 50* minutes (grs. 6-10)</td>
</tr>
</tbody>
</table>

*Reduced by 30 minutes because the practice test doesn’t include field-test passage set.
### Mathematics Practice Test Design

<table>
<thead>
<tr>
<th>Grades or Courses</th>
<th>Session</th>
<th>Calculator</th>
<th>Components</th>
<th>Practice Test Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – 5</td>
<td>1</td>
<td>No</td>
<td>All Type Tasks</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>No</td>
<td>All Type Tasks</td>
<td>70* minutes</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>75 minutes</td>
</tr>
<tr>
<td>6 – 8</td>
<td>1</td>
<td>No</td>
<td>Type I Tasks</td>
<td>60 minutes</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Yes</td>
<td>All Type Tasks</td>
<td>90 minutes</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Yes</td>
<td>All Type Tasks</td>
<td>75* minutes</td>
</tr>
<tr>
<td>Algebra I and</td>
<td>1a</td>
<td>No</td>
<td>Type I Tasks</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Geometry</td>
<td>1b</td>
<td></td>
<td></td>
<td>40* minutes</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Yes</td>
<td>All Type Tasks</td>
<td>80 minutes</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>80 minutes</td>
</tr>
</tbody>
</table>

*Reduced by 15 minutes to account for one less constructed response item than the operational test.
Science Practice Test Design

<table>
<thead>
<tr>
<th>Session</th>
<th>Components</th>
<th>Practice Test Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item Sets and Standalone Items</td>
<td>75 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Task Set</td>
<td>50* minutes</td>
</tr>
<tr>
<td>3</td>
<td>Item Sets and Standalone Items</td>
<td>70 minutes</td>
</tr>
</tbody>
</table>

*Reduced by 20 minutes to account for one less item set than the operational test.
The 2018-2019 social studies assessments at grades 3 and 4 will continue to:
• ask students to apply their understanding of social studies content and concepts by making connections and showing relationships among ideas, people, and events within and across time and place,
• report student performance to five achievement levels, and
• provide ratings for four subcategories (i.e., History, Geography, Civics, and Economics).

The new design will:
• reduce the number of sessions at grades 3 and 4 from three sessions to two sessions,
• eliminate the task set and one of the item sets, and
• reduce the amount of time spent on the assessment by approximately twenty-five percent.
## Social Studies Grades 3 and 4

### Operational Test vs. Practice Test

**Social Studies Operational Test Design for Grades 3 and 4**

<table>
<thead>
<tr>
<th>Session</th>
<th>Components</th>
<th>Operational Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item Sets and Standalone Items</td>
<td>75 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Item Sets and Standalone Items</td>
<td>75 minutes</td>
</tr>
</tbody>
</table>

**Social Studies Practice Test Design for Grades 3 and 4**

<table>
<thead>
<tr>
<th>Session</th>
<th>Components</th>
<th>Practice Test Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item Sets and Standalone Items</td>
<td>75 minutes</td>
</tr>
<tr>
<td>2</td>
<td>1 Item Set and Task</td>
<td>60* minutes</td>
</tr>
<tr>
<td>3</td>
<td>Item Sets and Standalone Items</td>
<td>60** minutes</td>
</tr>
</tbody>
</table>

* Included for teachers who choose to administer as extra.
** Reduced by 15 minutes to account for one less item set than the operational test.
New Grades 5 through 8
Social Studies Assessment Designs

The 2018-2019 social studies tests at grades 5 through 8 will continue to:
• ask students to apply their understanding of social studies content and concepts by making connections and showing relationships among ideas, people, and events within and across time and place,
• report student performance to five achievement levels, and
• provide ratings for four subcategories (i.e., History, Geography, Civics, and Economics).

The new design will:
• eliminate one of the item sets, and
• remove the embedded field test items.

Rather than requiring all students and schools to participate in the field test, a sample of schools will participate in a shortened field test session during the existing testing window.
### Social Studies Grades 5-8

#### Operational Test vs. Practice Test

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Components</th>
<th>Operational Test Timing</th>
<th>Practice Test Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item Sets and Standalones</td>
<td>65 minutes (gr. 5)</td>
<td>75* minutes (gr. 5)</td>
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<tr>
<td></td>
<td></td>
<td>85 minutes (grs. 6-8)</td>
<td>95* minutes (grs. 6-8)</td>
</tr>
<tr>
<td>2</td>
<td>Item Set and Task Set</td>
<td>65 minutes</td>
<td>65 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Item Sets and Standalones</td>
<td>65 minutes</td>
<td>65 minutes</td>
</tr>
</tbody>
</table>

*Grades 5-8 include additional time over the operational time to account for the inclusion of one extra item set, no longer part of the operational design.*
## US History

### Operational Test vs. Practice Test

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Components</th>
<th>Operational Test Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item Sets and Standalones</td>
<td>80 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Item Set and Task Set</td>
<td>65 minutes</td>
</tr>
<tr>
<td>3a/3b</td>
<td>Task Set/Item Sets and Standalones</td>
<td>45 minutes/60 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Components</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item Sets and Standalones</td>
<td>80 minutes</td>
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<tr>
<td>2</td>
<td>Item Set and Task Set</td>
<td>65 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Item Sets and Standalones</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>
Administering and Scoring
The **Practice Test Quick Start Guide** provides all of the resources needed to

- access the practice tests and practice test guidance documents,
- prepare for online administration,
- score the practice tests, and
- access the computer-based practice test reports.
## Accessing Materials

<table>
<thead>
<tr>
<th>Material and Location</th>
<th>Practice Test Library</th>
<th>Assessment Library</th>
<th>eDIRECT</th>
<th>INSIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBT</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>PBT</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Teacher Access Print</td>
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<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Answer Key</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Large Print, CAS, Human Reader, Kurzweil for grades 3-4</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Text-to-Speech</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Braille version</td>
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<td>✔</td>
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</tbody>
</table>
## Accessing Materials

<table>
<thead>
<tr>
<th>Material and Location</th>
<th>Practice Test Library</th>
<th>Assessment Library</th>
<th>eDIRECT</th>
<th>INSIGHT</th>
</tr>
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<tbody>
<tr>
<td>Spanish Math</td>
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<tr>
<td>Quickstart Guide</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>eDIRECT User Guide</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Practice Test Guidance</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Annotated Social Studies Items</td>
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<tr>
<td>Educator Scoring Guidance</td>
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<td>Online Tools Training</td>
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<tr>
<td>Tutorials</td>
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</table>
### General Scoring Information

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Content Area</th>
<th>Computer Scored</th>
<th>Teacher Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Response (SR)</td>
<td>All</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Selected Response (ESR)</td>
<td>ELA</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Technology Enhanced (TE)</td>
<td>All</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Short Answer (SA)</td>
<td>Math</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Constructed Response (CR)</td>
<td>All</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Extended Response (ER)</td>
<td>Social Studies</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Science</td>
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</tr>
</tbody>
</table>
For the computer-based practice tests, teachers must complete educator scoring.


Once logged into eDIRECT, choose **All Applications → Educator Scoring.**
1. Select an Administration, District, and Content Area (required)

2. Click **Show Sessions**

To print all responses for all students:
1. Click the **Print Student Responses** icon; A .pdf of the selected responses displays
2. Click the **Print** icon to print the responses

Printing responses *must* be done before educator scoring has started.
Printing Student Responses

To print responses for a specific student:
1. Click the **Show Students** icon

The Scoring Status window displays.
2. Click the **Print Student Responses** icon; A .pdf of the selected responses displays
3. Click the **Print** icon to print the responses

Printing responses *must* be done before educator scoring has started.

Louisiana Believes
Scoring Student Responses

To score all student responses, click the **Score Session** icon to score all students in a test session. You will be signed in to Educator Scoring to begin scoring.

To score responses for specific a specific student, click the **Show Students** icon.

When the Scoring Status window displays, click the **Score Student** icon. You will be signed in to Educator Scoring to begin scoring.
Scoring Student Responses

1. Evaluate the student’s responses and select the appropriate score.
2. Click Submit and the next student’s responses display automatically.
3. After you have scored all available responses for the test session, Educator Scoring prompts you to log out of the working session. To end the scoring session, click Exit Scoring.
A few general notes about using the Educator Scoring application:

• Rubrics and scoring guides for CRs and ERs are in the answer keys.
• DRC INSIGHT does not need to be installed for scoring.
• Use a computer or laptop with Chrome or Internet Explorer 11 installed to complete scoring.
• Teachers may include comments and other notations on responses.
• **Student responses can be batch-printed** prior to scoring.
• Teachers can also access student responses using the Student Lookup feature.
Collaborative Scoring

Use the Scoring Activity in the [Practice Test Guidance](#) documents to:

- establish common expectations for students’ writing,
- learn to use a writing rubric and identify qualities of writing that meet standards,
- reveal grade-specific expectations in a school, and
- learn about and discuss different approaches that can improve instruction.
Accessing Reports
Accessing Reports

The eDIRECT User Guide explains how to access the computer-based test reports in eDIRECT and gives an explanation of the reports provided. All reports are available under the Reports Delivery tab.
The *Student Response Map* provides information about:

- Item type
- Correct response and student response for auto-scored items
- Points possible and points awarded for teacher-scored items
- Session number

### ELA Student Response Map

<table>
<thead>
<tr>
<th>Item #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<th>15</th>
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</thead>
<tbody>
<tr>
<td>Item Type</td>
<td>ESR</td>
<td>ESR</td>
<td>MC</td>
<td>MC</td>
<td>ESR</td>
<td>MC</td>
<td>TE</td>
<td>ESR</td>
<td>MS</td>
<td>ESR</td>
<td>ESR</td>
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<td>MC</td>
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<tr>
<td>Subclaim</td>
<td>RL</td>
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<tr>
<td>Correct Response</td>
<td>C</td>
<td>D</td>
<td>B</td>
<td>E</td>
<td>F</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>E</td>
<td>D</td>
<td>See Test</td>
<td>D</td>
<td>A</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>LASID</th>
<th>Total Points Earned</th>
<th>Student Response</th>
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<tbody>
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<td>4 3 2 3 1 2 2 3 1 2 3 2 0 3 4</td>
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</tr>
<tr>
<td>Student Last Name</td>
<td></td>
<td>C D B E F</td>
<td>C A A B D See Test D A C B D A B C D B E F A A A E</td>
</tr>
</tbody>
</table>
The practice tests were not designed to provide summary data. The test session response maps will provide item-specific data.

The cells in this column will be empty.
Next Steps
Next Steps

- Access the Practice Test Quick Start Guide.
- Access and use the Practice Test Guidance.
- Share the resources and materials needed to administer the practice test.
- Encourage colleagues to view the Practice Test Webinar. The presentation and recording will be located in the Practice Test Library.
- Email assessment@la.gov if you have additional questions.