This guide includes:

- Purpose
- Assessment Design
- Test Administration
- Resources
- Appendix A: Achievement Levels
- Appendix B: Sample Test Items
- Appendix C: Rubrics

**PURPOSE**

The Assessment Guide for LEAP Connect is designed to assist Louisiana educators in understanding the LEAP Connect assessments in English language arts (ELA), mathematics, and science (information to be added throughout fall and winter 2019-2020) for grades 3-5.

**Introduction**

Louisiana is building an educational system that ensures all students are ready for the next level of study by building knowledge of the world, accessing meaningful texts, expressing ideas, and solving complex problems. Through this, Louisiana is creating an equitable system for students with significant cognitive disabilities. Over the past few years, much progress has been made to deliver on this belief including:

- the **Louisiana Connectors (LCs) for Students with Significant Cognitive Disabilities** in English language arts (ELA), mathematics, and science that establish high expectations for students with significant cognitive disabilities, with instructional resources for educators;
- alternate assessments (LEAP Connect) in ELA, mathematics, and science aligned to the LCs to measure student progress; and
- an established **graduation pathway** to a high school diploma for students assessed on the alternate assessments.

Federal law requires states to administer annual assessments to all students, including students with significant cognitive disabilities, to measure progress towards challenging academic content standards. The LEAP 2025 assessments measure student proficiency in the content and skills detailed by the **Louisiana Student Standards (LSS)** and the LEAP Connect assessments measure student proficiency in the content and skills detailed by the **Louisiana Connectors (LCs) for Students with Significant Cognitive Disabilities**. The LCs represent the “big ideas” of the content and skills found in the LSS. The LEAP Connect format allows students to participate in academic assessments that are sensitive to measuring progress in their learning (see R.S.17:24.4(F)(3) and R.S.17:183.1-17:183.3).

**Participation Requirement**

To be eligible to participate in the LEAP Connect assessments, an IEP team must verify that the student has a disability which significantly impacts cognitive functioning and meets the criteria outlined in Bulletin 1530 §505 (refer to **Alternate Assessment Participation Criteria** for additional information). Eligible students will take the LEAP Connect assessments for ELA and mathematics each year in grades 3-5 and science in grade 4, as required by Sections 1111(b)(1)(E) and 8401 of the Elementary and Secondary Education Act of 1965.
ASSESSMENT DESIGN
Standards, Connectors, and Complexity Levels
The LCs for ELA, mathematics, and science for kindergarten through high school focus on the “big ideas” found in the LSS for ELA, mathematics, and science. The LCs provide developmentally appropriate and challenging content to guide curriculum and assessment development for students with significant cognitive disabilities. The LEAP Connect assessments align to the ELA, mathematics, and science LCs, which identify the:

- most salient grade-level academic content found in the LSS for ELA, mathematics, and science; and
- core content knowledge and skills needed at each grade to provide success at the next.

Instructional resources developed for the LCs include Essential Elements Cards, Science Component Cards, Additional Resources, and Trainings and Overview, each briefly described in the Resources section of this document.

The assessments include items with multiple levels of complexity and varying degrees of scaffolds and supports to provide opportunities for students to show what they know and can do. The LEAP Connect assessment items each represent one of four levels of complexity (Tiers 1-4), designed to follow instructional practices. Tier 1 and Tier 2 questions reflect the higher level of support needed when students begin to learn a new skill or acquire new knowledge. Tier 3 and Tier 4 questions reflect the lower level of support needed as students learn and develop mastery of that skill or knowledge (see Table 1). LEAP Connect Science Levels of Complexity will be added to the assessment guides in the winter of 2019-2020.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>short text with repeated ideas</td>
<td>text with straightforward ideas</td>
<td>text with clear ideas</td>
<td>text with detailed and implied ideas</td>
</tr>
<tr>
<td></td>
<td>simple vocabulary words</td>
<td>provides a brief description of the item topic and simple definitions of terms</td>
<td>provides some detail about the item topic and definitions of terms</td>
<td>provides statement reminding students what the item is about</td>
</tr>
<tr>
<td></td>
<td>provides a specific “listen for” statement related to the item</td>
<td>provides a “listen for” statement related to the assessed skill</td>
<td>provides statement reminding students what the item is about</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>supports use of hands-on concrete materials</td>
<td>successive model that guides one step at a time</td>
<td>model that shows solution to a similar problem</td>
<td>statement reminding student what the item is about</td>
</tr>
<tr>
<td></td>
<td>simplified language and/or visual representations</td>
<td>few data points</td>
<td>simplified language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>increase magnitude of numbers</td>
<td></td>
<td>additional number of data points</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
The ELA, mathematics, and science assessments contain field-test items. The number of field-test items varies by grade, content area, and item type. Only a student’s performance on the operational items will count toward a student’s final score.

Description of Item Types
The LEAP Connect assessments include several types of items.

- **Selected-response (SR)** items are multiple-choice questions in which a student selects one correct answer from two or three options.
- **Multiple-part, selected-response (MPSR)** items (ELA only) are multiple-choice questions clustered together in two or three parts and connected to a single LC. For each item, the student selects one correct answer from two or three options. Each item in the cluster is worth 1 point; the overall cluster is worth more than one point.
- **Constructive response (CR)** items differ in design and purpose according to the content or skill being assessed.
  - In ELA, students may respond to two types of CR items.
    - Students in grades 3 and 4 respond to foundational reading CR items which require students to identify a word by reading it aloud (verbal students) or pointing to an image of the word (nonverbal students). Students identify three to five words as each item is presented. Each item is worth 1 point and are included in the reading sessions.
    - In mathematics, students produce a response to a mathematics problem.
  - In science, students produce a response to a science question.

Reporting
Student performance on the LEAP Connect ELA and mathematics assessments is reported by achievement level and overall score. Achievement Level Descriptors (ALDs) are also included in the student-level reports. The ALDs describe the knowledge and skills students generally demonstrate at each level. The LEAP Connect Interpretive Guide and the Parent Guide to the LEAP Connect Student Reports describe the ELA and mathematics tests so that school systems, school administrators, teachers, parents, and the general public will be able to use the results effectively. Science reporting information will be included in this guide after standard setting in the summer of 2021.

LEAP Connect ELA Assessment Design
The LEAP Connect ELA assessments measure reading foundational skills, reading comprehension of age- and grade-appropriate literary and informational texts, vocabulary, and writing. The ELA assessments include selected-response (SR) and constructive-response (CR) items. Refer to Description of Item Types in this document for more information.

The LEAP Connect ELA assessments each contain four sessions. The first two sessions assess reading and include literary and informational passages and vocabulary; grades 3 and 4 also include foundational reading. The third session begins with four SR items that assess a variety of writing skills, one at each tier, and includes a set of SR items related to narrative (i.e., story) and explanatory writing. The fourth session includes a CR item intended to produce narrative writing (i.e., story). Table 2 summarizes the sessions for grades 3-5 by the types of passages the students will read and the types, points, and numbers of items the students will answer.
Table 2. LEAP Connect ELA Assessment Design

<table>
<thead>
<tr>
<th>Session</th>
<th>Session 1: Reading</th>
<th>Session 2: Reading</th>
<th>Session 3: Writing</th>
<th>Session 4: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Literary and informational reading passages and associated reading questions; foundational reading questions (grades 3 and 4 only)</td>
<td>Writing questions</td>
<td>Writing task</td>
<td></td>
</tr>
</tbody>
</table>

**Type (Number) of Passages; Type (Number) of Questions**

<table>
<thead>
<tr>
<th>Grades 3-4</th>
<th>Literary (2) and Informational (1); SR (16-17), CR (5)</th>
<th>Literary (1) and Informational (1); SR (9-11), CR (5)</th>
<th>N/A; SR (8-10)</th>
<th>Literary (1); CR (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>Literary (2) and Informational (2); SR (18-20)</td>
<td>Literary (1) and informational (1); SR (11-20)</td>
<td>N/A; SR (8)</td>
<td>Literary (1); CR (1)</td>
</tr>
</tbody>
</table>

**Reading**

- Literature questions focus on beginning comprehension skills (such as describing characters in a story) as well as more advanced comprehension skills (such as analyzing the development of a theme).
- Informational questions focus on, for example, identifying the main idea as well as using information in charts and diagrams.
  - In grade 5, one of the LCs requires evaluation of comprehension across two passages. These skills are measured using “paired passage sets.”
  All paired passages are informational texts.
- Foundational Reading items at grades 3 and 4 include the assessment of early decoding skills (i.e., independently identifying grade-level, one syllable words). These questions allow for verbal or nonverbal responses.

**Writing**

- Writing items assess students’ writing skills development and focus on different types of writing—narrative, explanatory, and argument—at different grade levels. Grades 3-5 focus on narrative writing measured by SR items (Tier 1), explanatory writing measured by SR items (Tier 2), and narrative writing measured by a CR item (Tier 2).

Table 3 provides information on the percent of representation of each ELA category on the test.

Table 3. ELA Percent Representation Per Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Reading Literature</th>
<th>Reading Informational</th>
<th>Reading Vocabulary</th>
<th>Reading Foundational</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>30%</td>
<td>25%</td>
<td>9%</td>
<td>6%</td>
<td>30%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>30%</td>
<td>25%</td>
<td>9%</td>
<td>6%</td>
<td>30%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
<td>-</td>
<td>30%</td>
</tr>
</tbody>
</table>
LEAP Connect Mathematics Assessment Design

The LEAP Connect mathematics assessments in the elementary grades focus on whole number operations and relations, spatial relations, and measurement. The tests are divided into two sessions which both include SR and CR items (see Table 4).

<table>
<thead>
<tr>
<th>Session</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>mathematics questions and completion items; each worth 1 point</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4. LEAP Connect Mathematics Design**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Type (Number) of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>SR (19), CR (2)</td>
</tr>
<tr>
<td>Grade 4</td>
<td>SR (18), CR (2)</td>
</tr>
<tr>
<td>Grade 5</td>
<td>SR (19), CR (1)</td>
</tr>
</tbody>
</table>

Table 5 provides information on the percent of representation of each mathematics category on the test.

**Table 5. Mathematics Percent Representation Per Category**

<table>
<thead>
<tr>
<th>Category</th>
<th>Operations and Algebraic Thinking</th>
<th>Number and Operations in Base Ten</th>
<th>Number and Operations Fractions</th>
<th>Measurement and Data</th>
<th>Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>30%</td>
<td>10%</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>10%</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

LEAP Connect Science Assessment Design (Coming Winter 2019-2020)

The tests are divided into two sessions which both include SR and CR items.

**Table 6. LEAP Connect Science Design**

<table>
<thead>
<tr>
<th>Session</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Type (Number) of Questions**

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Session</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

JULY 22, 2019
Table 7 provides information on the percent of representation of each science category on the test (winter 2019-2020).

Table 7. Science Percent Representation Per Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Earth and Space Science</th>
<th>Life Science</th>
<th>Physical Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

TEST ADMINISTRATION

The LEAP Connect ELA, mathematics, and science assessments are administered as computer-based tests (CBT) in a one-to-one setting. The test administrator will use the online test platform, the Test Administrator Manual, Directions for Test Administration, and reference materials for grade-specific item presentation and response collection to prepare for and administer the test. All passages, items, and response options are designed to be read to the students by the testing platform or the test administrator.

Tests are untimed and allow for breaks between questions or sessions. The test administrator may pause the test as needed to best accommodate the student.

Administration Schedule

The LEAP Connect testing window is February 3-March 13, 2020.

LEAP Connect Test Administration

The student or the test administrator will record the student’s answers to all questions into the online testing system. Answering the ELA writing CR requires entering text into the response boxes; all other items require the selection of an option with the pointer tool.

The LEAP Connect assessments include accessibility features for all students who take the test.

- Students should respond to SR, MPSR, and CR items based on their preferred mode of communication (e.g., eye gaze, assistive technology, point to a picture, etc.).
- Nearly all the mathematics items on the LEAP Connect assessments contain visual stimuli to assist students with determining an answer.
- The assessment items indicate when students may use calculators. Any student with an IEP accommodation for calculator use may a calculator for every assessment item. While an online calculator is provided, students may use the handheld calculator they typically use during instruction on the mathematics test.
Online tools provide additional accessibility for all students. The tools allow a student to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, guide the reading of a text or an item line by line, and use a calculator. A help tool is also featured to assist students as they use the online system.

- Pointer tool
- Sticky Note tool
- Calculator
- Highlighter tool
- Magnifying tool
- Help Tool
- Cross-Off tool
- Line Guide

All students should work through the Online Tools Training (available in INSIGHT or here using the Chrome browser) to practice using the online tools so they are well prepared to navigate the online testing system. Practice DTA (Directions for Test Administration) and Reference Materials are available for both content areas on eDirect and in the LDOE library.

Student Response Check
A Student Response Check (SRC), three content-neutral items administered prior to testing, allows the observation of the student’s mode of response. The student need not respond correctly to any of the items; rather, the purpose is to determine whether the student can indicate a response using his or her preferred mode of communication and the test administrator can clearly identify the student’s response to each item. If the student’s response is not observable by the test administrator, the test administrator cannot enter the student’s response in DRC INSIGHT. Teachers and test administrators may access the SRC through INSIGHT or through the LEAP Connect Online Tools Training under the link ‘Student Response Check.’

Permitted Testing Materials
Students must be permitted to use scratch paper and pencils.

Each test comes with reference materials that contain visual stimuli, formulas, a list of manipulatives, and the answer options for each test question. Some of the reference materials will need to be copied and cut out for student use. Some of the materials will be used as stimuli for CR items or to assist with answering SR items. The Directions for Test Administration (DTA) contains scripted instructions for the test administrator to provide specific materials to the student. The answer options may be copied and used with eye gaze boards as needed. All reference materials must be securely destroyed after testing has completed, including used scratch paper.
RESOURCES

Assessment Guidance Library
- **Webinars and Presentations**: webinars about administering the LEAP Connect and using LEAP Connect ELA Sample CR items
- Sample ELA Constructed Response: samples of *Constructed Response Directions for Administration* and *Constructed Response Stimuli*
- Sample mathematics Constructed Response: (summer of 2019)

Assessment Library
- **Alternate Assessment Eligibility Criteria**: provides the participation requirements for alternate assessment
- **LEAP Connect iGuide**: provides school systems with information to better understand and use the results of the assessments
- **Achievement Level Descriptors**: descriptions of the knowledge, skills, and processes that students demonstrate with relative consistency and accuracy at each level of achievement

**eDIRECT**: includes access to tutorials, manuals, and user guides

**INSIGHT™**
- Online Tools Training: allows students to become familiar with the tools available in the online testing platform

Contact Us
- **AskLDOE** electronic ticket system
- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions

Newsroom: Offers archive copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

Students with Significant Cognitive Disabilities
- **Adapting Lesson Plans** (in Additional Resources): serve as templates for adapting whole class lesson plans to individualized instruction
- **ELA Guidebooks 2.0**: provides a whole-class curriculum focusing on learning grounded in a collection of texts and includes modifications
- **ELA Guidebooks 2.0 Diverse Learner Guide**: contains information about using the ELA Guidebooks with diverse learners
- **Essential Elements Cards**: serve as a primer for differentiating instruction in ELA and mathematics by breaking down connectors into knowledge and skills; and suggesting instructional strategies, possible supports, and scaffolds
- **Parent Guide to LEAP Connect**: helps parents understand the LEAP Connect assessment, available in Arabic, Spanish, and Vietnamese
- **Parent Guide to LEAP Connect Score Reports**: helps parents understand the LEAP Connect student reports, available in Arabic, Spanish, and Vietnamese
- **Science Component Cards**: contain additional guidance for teaching the science connectors
- **Louisiana Connectors for Students with Significant Cognitive Disabilities** are aligned with Louisiana Student Standards and represent the most salient grade-level, core academic content in English language arts, mathematics, and science
- **Student Response Modes** (in Additional Resources): support teachers in identifying the best way for any student to demonstrate understanding
- **Case Studies**: provide models for how teachers and specialists may best modify objectives, assessments, activities, and materials
APPENDIX A: ACHIEVEMENT LEVELS

LEAP Connect scale scores are used to assign a student’s achievement in ELA, mathematics, and science (fall 2021) to one of four levels.

Table 8. Achievement Level Score Ranges

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 3</td>
<td>Grade 4</td>
<td>Grade 5</td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>1251-1290</td>
<td>1240-1250</td>
<td>1256-1290</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>1254-1290</td>
<td>1240-1253</td>
<td>1255-1290</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
APPENDIX B: SAMPLE TEST ITEMS

Reading Sample Test Items
LEAP Connect ELA Grade 3 Open Response and Selected Response Foundational Reading (Does not reflect the test platform)

**Content Assessed:** Foundational Reading  
**Standard:** LC.RF.3.4b  
**Complexity Level:** Tier 3

If the student has clear and consistent oral speech, the Open-Response (OR) Foundational Reading item shown on the left-hand side of this page will be administered. If the student is using communication other than oral speech (e.g., Augmentative and Alternative Communication devices, American Sign Language, eye gaze), the Selected-Response (SR) Foundational Reading items on the right-hand side of this page will be administered.

You are going to read some words. Read each word aloud.

Here is the first word.

Read this word aloud.

A. The student provided the correct answer.
B. The student did not provide the correct answer.

You are going to read some words.

Show me the word.

A. **top**
B. **tin**
C. **rag**
We are going to read an informational text about green tree frogs. After we read, you will be asked some questions. The first question is about the main idea. Listen for an important idea of the text.

**Green Tree Frogs**

Green tree frogs live in Louisiana. They live by ponds. Green tree frogs use different body parts to live.

Green tree frogs sleep in the day. They hunt for food at night.

Green tree frogs have big eyes on their heads. Big eyes help them find food.

Green tree frogs have strong legs. They use their legs to jump. Some frogs can jump 7 feet.

Green tree frogs eat insects. They eat small insects. They jump to catch insects.

A long tongue helps the frog catch insects. The frog pulls the insect into its mouth with its tongue. Then, the frog eats the insect.

The body parts of green tree frogs help them live.

Remember, the main idea is an important idea of the text.

What is the main idea of this text?

A. Green tree frogs rest by ponds.

B. Green tree frogs can be kept inside as pets.

C. Green tree frogs use their body parts to live.

Would you like to read the text again before you answer the question?

The title of this text is **Green Tree Frogs**.

What does the title of the text tell you?

A. who wrote the text

B. what the information is about

C. how many parts there will be

Would you like to read the text again before you answer the question?
Content Assessed: Reading—Literature
Standard: LC.RL.4.2b & LC.RL.4.1a
Complexity Level: Tier 2
Answer Key: B, A
LEAP Connect Grade 5 Reading—Literature Passage (Does not reflect the test platform)

**Content Assessed:** Reading—Literature  
**Standard:** LC.RL.5.2b & LC.RL.5.3a  
**Complexity Level:** Tier 3

We are going to read a story about a girl named Hazel. After we read, you will be asked questions to make a summary of the story.

**A Happy Day for Hazel**

Hazel grabbed her backpack and ran out the door. She was on her way to school. When she reached the sidewalk, she heard her mother call, “Have a good day.”

Hazel turned and waved goodbye. She thought to herself, “I think today will be a good day.” But all too soon, things started to happen.

Hazel heard a familiar bark. She looked behind her, and saw her dog, Daisy, following her. After running with Daisy back to her house, Hazel worried that she would be late to school.

When she was almost to school, she realized that she had left her homework on the kitchen table. “Oh no,” she said to herself. She wondered if her teacher would be upset.

The bell was ringing as she entered the school. School was starting. Hazel dashed down the hall and ran straight into the principal. “I am so sorry Mr. Sandburg! I didn’t see you,” Hazel apologized.

After Mr. Sandburg saw that Hazel was okay, he suggested that she slow down and be more careful. That was good advice for sure, but Hazel was still worried about being late. The day was off to a terrible start.

Rushing to her seat, Hazel dropped her backpack. Before she knew it, Ethan had picked up the backpack. Then, Ethan hung the backpack on her chair. “Hey thanks,” Hazel said. “No problem, glad I could help,” he answered.

Hazel was surprised because Ethan had never even spoken to her before. “Hmm,” Hazel thought, “Maybe Ethan would be a new friend.”
Walking home from school, Hazel realized she made new friends today. Her mother had wished her a good day and a good day Hazel had.

Hazel looked forward to seeing Ethan and Adelle tomorrow at school.

Later that day at recess, Hazel was sitting alone on a bench. Adelle walked over and asked her if she would like to play.

Hazel was surprised because Adelle had never spoken to her before. “Hmm,” Hazel thought. “Maybe Adelle would be a new friend.”
Content Assessed: Reading—Literature
Standard: LC.RL.5.2b
Complexity Level: Tier 3

Which sentence tells what happens in the middle of the story?
A. Hazel goes home.
B. Hazel gets advice from the principal.
C. Hazel waves goodbye to her mother.

Which sentence tells what happens at the end of the story?
A. Hazel realizes she has new friends.
B. Hazel takes her dog back home.
C. Hazel drops her backpack.

Would you like to read the story again before you answer the question?

Would you like to read the story again before you answer the question?

Answer Key: C, B, A
Content Assessed: Reading—Literature
Standard: LC.RL.5.3a
Complexity Level: Tier 3
Answer Key: A

Which sentence compares what Ethan and Adelle did?

A. Ethan and Adelle both were friendly to Hazel.

B. Ethan and Adelle both asked Hazel to play at recess.

C. Ethan and Adelle both helped pick up Hazel’s backpack.

Would you like to read the story again before you answer the question?
Writing Sample Test Items

LEAP Connect ELA Grade 4 Constructed Response (Does not reflect the test platform)

<table>
<thead>
<tr>
<th>Content Assessed: Narrative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard: LC.W.4.4a</td>
</tr>
<tr>
<td>Complexity Level: Tier 2</td>
</tr>
</tbody>
</table>

You are going to write a story about someone who was kind to someone else. An example of someone who is kind is someone who helps a neighbor plant flowers. You can either write about a time you were kind to someone or make up a story about someone else who was kind to someone.

**Being Kind**

One day, ____________________

was kind when ________________

____________________________________

First, _______________________

____________________________________

Then, _______________________

____________________________________

In the end, ____________________

____________________________________
LEAP Connect Math Grade 3 Selected Response (Does not reflect the test platform)

**Content Assessed:** Operations & Algebraic Thinking  
**Standard:** LC.3.OA.C.7c  
**Complexity:** Level: Tier 3  
**Answer Key:** B

This item is about multiplying numbers.  
An array is a set of objects arranged in rows and columns.  
This is an array that shows 3 x 3.  
There are 3 rows. There are 3 columns.

The answer to 3 x 3 is 9.  
This is another multiplication problem.

\[ 3 \times 5 = ? \]

What does 3 x 5 equal?

A. 10  
B. 15  
C. 12
LEAP Connect Math Grade 3 Selected Response (Does not reflect the test platform)

**Content Assessed:** Number & Operations in Base Ten  
**Standard:** LC.3.NBT.A.1  
**Complexity Level:** Tier 1  
**Answer Key:** A

This item is about rounding numbers.  
This model shows the number 12.

Which picture shows the model of a number that is closest to 12?

A.  
B.
Content Assessed: Number and Operations—Fractions
Standard: LC.3.NF.A.1
Answer Key: C
Complexity: Level: Tier 2
LEAP Connect Math Grade 3 Selected Response (Does not reflect the test platform)

**Content Assessed:** Number and Operations—Fractions  
**Standard:** LC.3.NF.A.1  
**Complexity:** Level: Tier 2  
**Answer Key:** A

---

**Sample Item - Grade 3**

*Calculator not permitted on this item.*

This item is about fractions.

This rectangle is divided into 2 equal parts.

There is 1 part that is shaded.

Which circle shows 1 out of 3 parts is shaded?
This item is about equivalent fractions.
The two fractions shown are equivalent when the fraction bars are each shaded the same amount.
This fraction bar shows $\frac{3}{4}$ because 3 parts out of 4 are shaded.

This fraction bar may be used to help answer the question.

Which fraction bar is equivalent to $\frac{3}{4}$?

A. $\frac{3}{8}$
B. $\frac{6}{8}$
C. $\frac{7}{8}$

Content Assessed: Number & Operations—Fractions
Standard: LC.4.NF.A.1
Complexity Level: Tier 2
Answer Key: B
LEAP Connect Math Grade 4 Constructed Response (Does not reflect the test platform)

**Content Assessed:** Geometry  
**Standard:** LC.4.G.A.2a  
**Complexity Level:** Tier 3

This item is about classifying shapes. Shapes can be sorted into groups based on the number of sides of each shape. This is a pentagon. It has 5 sides.

These are some shapes. Not all of the shapes have 5 sides.

This is a chart.

<table>
<thead>
<tr>
<th>5 Sides</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student correctly places exactly 2 shapes with 5 sides in the chart.</td>
</tr>
<tr>
<td>0</td>
<td>Student does not correctly place exactly 2 shapes with 5 sides in the chart.</td>
</tr>
</tbody>
</table>
LEAP Connect Math Grade 5 Selected Response (Does not reflect the test platform)

**Content Assessed:** Number & Operations in Base Ten  
**Standard:** LC.5.NBT.A.3a  
**Complexity Level:** Tier 1  
**Answer Key:** A  

This item is about decimals.  
This rectangle is divided into 10 equal parts. The rectangle has 2 parts shaded. This model shows 0.2 shaded.

Which model shows 0.1 shaded?

A.  
B.
This item is about units of measurement in yards and in feet.
There are 3 feet in 1 yard.
3 feet = 1 yard

This picture shows 3 feet in 1 yard.

---

This rope is 4 yards long.

---

How long in feet is the rope?

A. 8 feet
B. 12 feet
C. 16 feet
Science Sample Test Items (fall 2019)
### APPENDIX C: RUBRICS

#### Table 9. Writing Narrative Rubric Grade 3

<table>
<thead>
<tr>
<th>Rubric Elements</th>
<th>Full Evidence</th>
<th>Partial Evidence</th>
<th>Limited Evidence</th>
<th>No/Unrelated Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum some evidence related to a character, situation or conclusion.</td>
<td>There is no evidence of organization or the evidence is off topic.</td>
</tr>
<tr>
<td></td>
<td>- character and situation (activity and setting)</td>
<td>- character and situation (activity or setting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- a concluding statement that connects to the situation</td>
<td>- a concluding statement that may not connect to the situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Idea Development</strong></td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum an event related to the situation or a detail about the character.</td>
<td>There is no evidence of idea development or the evidence off topic.</td>
</tr>
<tr>
<td></td>
<td>- a sequence of two events related to the situation</td>
<td>- one event that related to the situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- both events include a detail about the character’s actions, thoughts, or feelings</td>
<td>- an event that includes a detail about the character’s actions, thoughts, or feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>The essay includes more than one sentence and a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum one use of Standard English conventions</td>
<td>There is no evidence of Standard English conventions</td>
</tr>
<tr>
<td></td>
<td>- end punctuation for more than one thought unit</td>
<td>- end punctuation for one thought unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- one simple sentence with subject-verb agreement</td>
<td>- one simple sentence with or without subject-verb agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 10. Writing Narrative Rubric Grade 4

<table>
<thead>
<tr>
<th>Rubric Elements</th>
<th>Full Evidence</th>
<th>Partial Evidence</th>
<th>Limited Evidence</th>
<th>No/Unrelated Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum: Some evidence related to a character, situation, or conclusion.</td>
<td>There is no evidence of organization or response is off topic.</td>
</tr>
<tr>
<td>The narrative establishes a situation and includes a character with relevant descriptive statements. The response provides a conclusion.</td>
<td>character and situation</td>
<td>character and situation</td>
<td>character and situation may not connect to the situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a concluding statement that connects to the situation</td>
<td>a concluding statement that connects to the situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Idea Development</strong></td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum: One event related to the situation or a detail about the character.</td>
<td>There is no evidence of idea development or the evidence is off topic.</td>
</tr>
<tr>
<td>The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.</td>
<td>a sequence of two events related to the situation</td>
<td>one event related to the situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>both events include a detail about the character's actions, thoughts, or feelings</td>
<td>an event that includes a detail about the character's actions, thoughts, or feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>The essay includes more than one sentence and at a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum: One use of Standard English Conventions.</td>
<td>There is no evidence of Standard English conventions.</td>
</tr>
<tr>
<td>The student uses standard English conventions (subject-verb agreement)</td>
<td>end punctuation for more than one thought unit</td>
<td>end punctuation for one thought unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>one simple sentence with subject-verb agreement</td>
<td>one simple sentence with or without subject-verb agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 11. Writing Narrative Rubric Grade 5

<table>
<thead>
<tr>
<th>Rubric Elements</th>
<th>Full Evidence</th>
<th>Partial Evidence</th>
<th>Limited Evidence</th>
<th>No/Unrelated Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>There is no evidence of organization or the evidence is off topic</td>
</tr>
<tr>
<td></td>
<td>- two characters unchanged through narrative</td>
<td>- two characters</td>
<td>- two characters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- an established situation (i.e., activity and setting)</td>
<td>- a setting or activity</td>
<td>- a concluding statement that may not connect to the situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- a concluding statement that connects to the situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Idea Development</strong></td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>The narrative includes at a minimum:</td>
<td>There is no evidence of idea development or the evidence is off topic</td>
</tr>
<tr>
<td></td>
<td>- two events that connect to the narrative</td>
<td>- one event related to characters‘ action/response to a situation</td>
<td>- one event related to the situation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- both events include a detail related to character’s action or response to a situation</td>
<td>- one event that includes a detail related to character’s action or response to a situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- one dialogue statement from one character relevant to the narrative</td>
<td>- one dialogue statement from one character to the other character which may not be relevant to the narrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>The essay includes more than one sentence and at a minimum:</td>
<td>The essay includes at a minimum:</td>
<td>The narrative includes at a minimum one use of Standard English conventions.</td>
<td>There is no evidence of Standard English conventions.</td>
</tr>
<tr>
<td></td>
<td>- end punctuation for more than one thought unit</td>
<td>- end punctuation for one thought unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- one complete sentence with subject/verb agreement</td>
<td>- one complete sentence with or without subject/verb agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 12. Mathematics Constructed Response Rubric Example

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student correctly completes task described.</td>
</tr>
<tr>
<td>0</td>
<td>Student does not complete task or completes it incorrectly.</td>
</tr>
</tbody>
</table>