

Overview

This document summarizes the administration, scoring, and reporting process for the State Placement Test and provides District Test Coordinators (DTCs) with important information regarding this assessment.

Per the new policy, which became effective at the end of the 2017-2018 school year, LEAs will determine promotion and retention for students in grades 3 through 8. Placement decisions for students entering grade 9 will be made in accordance with longstanding policy in Bulletin 1566, which includes the possibility of students being placed in transitional 9th grade. For additional information, please refer to the [guidance](#) issued in Spring 2018. Furthermore, the policy addresses placement for students transferring into Louisiana public schools. Pursuant to [Bulletin 1566, Chapter 5: Placement Policies - General Requirements, §503, Regular Placement, E: Transfer students](#), students seeking to transfer to a public school in grades 5 or 9 from any

- in-state nonpublic school,
- approved home study program, or
- out-of-state school,

shall be required to take the English language arts and mathematics portions of the state placement test to inform placement decisions and any supports needed to assist struggling students.

About the Placement Test

Test Design

This test is a computer-based test that is designed to measure students' knowledge and skills in ELA and math pursuant to Louisiana Student Standards in grades 4 and 8. The test is consistent with the LEAP 2025 test. Both ELA and Math have three sessions. Session times can be found in the Test Administration Manual in eDIRECT.

Test Administration

DTCs will be responsible for managing the state placement test administration in [eDIRECT](#). All functionality of testing systems and test security will be the same as LEAP 2025 assessments. This includes accommodations assigned by school and district test coordinators. The state placement test is computer-based only and will be available for test set-up on July 18, 2018, and students can begin to complete testing in INSIGHT beginning August 6, 2018. Test administration access will be available the entire school year. Districts must notify the LDOE at least 30 days in advance of any district-planned testing day to ensure scoring and reporting are completed within normal turn-around times. The following resources will also be available to support district and school test administrators:

- Test Administrator Manual
- Test Coordinator Manual
- eDIRECT User Guide

Scoring and Reporting

The state placement test will be scored by Louisiana's testing vendor and will provide results based on the achievement levels. Districts will receive the following reports in [eDIRECT](#) under the Reports tab:

- Student-Level Report (PDF)
- District/School File (csv)

Test results will typically be available in eDIRECT no later than 4-7 days after a student completes all test sessions.

Frequently Asked Questions

Placement and Support Policy

What is the difference between a proficiency and placement test?

A *proficiency exam* is an examination taken by a student to demonstrate mastery of a course he or she has not taken. Refer to [Bulletin 741, §2314. Carnegie Credit and Credit Flexibility](#) for additional information regarding proficiency exams.

This placement test is a state administered assessment for students transferring into Louisiana public schools and enrolling in grades 5 and 9, per [Bulletin 1566](#) . Decisions about placement into all other grades (outside of Grades 5 and 9) is determined by the Pupil Progression Plan of each LEA in accordance with state regulations.

If a student takes the LEAP 2025, does he/she have to take the state placement test, also?

If a student has a 4th or 8th grade LEAP 2025 test score on record, the LEAP 2025 score can be used in place of the state placement test. The student does not need to take the placement test also.

How do I place students in the appropriate grade that are not enrolling in grades 5 or 9?

The LEA's Pupil Progression Plan should be used to determine grade placement for grades other than 5 and 9.

Do newly arrived English learners take the placement test?

Yes. School systems should use the results of these tests in addition to federal guidelines for ELs to make decisions about class and grade placement. Federal guidelines require newly arrived ELs to be placed in their age appropriate grade.

Test Administration

How do I decide when a student is required to take the State Placement Test versus the LEAP 2025 test?

All public school students take the LEAP 2025 test during the designated window. Nonpublic school, home study, and out-of-state transfers enrolling in grades 5 and 9 must take the state placement test.

How will LEAs upload students into eDIRECT?

Nonpublic students without a LASID should be tested under the 997 site code using the student's SSN with a leading "0". Students with a LASID can be uploaded with their LASID.

Can LEAs require nonpublic students to take the LEAP 2025 instead of the placement test?

Districts cannot require nonpublic students to take the LEAP 2025. However, state law *requires* that home study students be provided access to state tests and that school systems *can* offer testing services to nonpublic school students if they choose to do so. LEAs should refer to the [FAQ for Testing Home Study and Nonpublic School Students](#) for more information.

Can public school students take the state placement test?

Public school students will take the LEAP 2025 grade level or course assessment. The state placement test is only administered to students transferring to Louisiana public schools from an in-state non-public school or home study program or Louisiana residents transferring from any out of state school.

What resources are available on promotion guidance?

The Department has developed [guidance](#) to support school systems in implementing the recent promotion policy revisions. All documents including the [Individual Academic Improvement Plan template](#) and [parent/legal guardian agreement form](#) can be found on the [Graduation Requirements homepage](#).

Scoring and Reporting

What do I do after I receive the state placement test results? Do I use an IAIP if a student is not promoted to 5th or 9th grades?

Last year, the board adopted revisions to Bulletin 1566 that required local education agencies (LEAs), beginning with the end of the 2017-2018 school year and at the end of each school year thereafter, to identify, based on a preponderance of evidence of student learning, third and fourth grade students who have scored below “basic” achievement level in at least two core academic subjects, including English language arts, mathematics, science, and social studies, that would enable them to successfully transition to the next grade level. Fourth grade students who do not meet such an acceptable level of performance may be retained or promoted, but in either case, must be provided with an individual academic improvement plan that adheres to certain requirements. The policy requires eighth grade students to score at least at the “basic” achievement level in either English language arts or mathematics and “approaching basic” in the other subject in order to be promoted to the ninth grade; however, students not meeting the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade.

State policy previously required transfer students seeking placement in grades 5 and 9 to pass the English language arts and mathematics portions of the LEAP placement test. Based on feedback received from LEA staff, BESE approved further revisions to Bulletin 1566 that provide for transfer student placement policies that are consistent with those for in-state public school students as described above. This means that transfer students must take the placement tests and their scores used to inform placement and academic supports, but LEAs may make placement decisions based on a preponderance of evidence of student learning. Students who are academically struggling must be provided an Individual Academic Improvement Plan, just as their peers receive.