

[LEAP 360](#) is an optional, free high-quality assessment system that provides educators with information about student learning throughout the school year. The **LEAP 360 Diagnostic assessments** provide school systems and school leaders, teachers, and parents a sense of whether students are prepared for grade-level content or whether they need additional support to access grade-level content. This document includes guidance designed to help teachers administer (remotely or in person) and interpret the results of the diagnostic assessments.

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English Language Arts (ELA)

Before Administration:

1. Read through the teacher study guide for the diagnostic you plan to administer; the teacher study guides can be downloaded from the [DRC INSIGHT Portal](#). Contact your school test coordinator for more information about accessing the DRC INSIGHT Portal.
2. In the back of each grade-level study guide is a copy of the diagnostic test. Take the test to better understand the complexity and knowledge demands of the texts and the writing prompts. For each grade level, there is a choice of three writing prompts (opinion/argument, expository, and narrative), which require students to read and respond to a passage from the previous year's assessment.
3. Use your review of the assessment and the information in the tables in [Appendix A](#) to determine the best administration option for your students (e.g., administer the entire test, a combination of reading and writing, only the literary or the informational passages, the writing only, etc.).
4. After analyzing the test, make sure students are set up for the administration. Follow the directions in the LEAP 360 Diagnostic [Remote Access and Administration](#) or in the [DRC INSIGHT User Guide](#).
5. Use the information in the [Parent section](#) of this document to communicate to parents why their students are taking the test and what information they will be provided after student performance is analyzed.

During Administration:

6. Monitor test taking.
 - a. Keep track of testing time and student effort.
 - b. If the test is being administered remotely, please communicate guidelines to parents and students.

After Administration:

7. If students responded to one of the writing prompts, score the student responses using the scoring information in the teacher study guide, which includes a copy of the rubric, student samples, and

annotations.

- a. Print out a copy of the writing rubric for each student. Fill in the scores and note strengths and weaknesses so that this information can be communicated to parents.
 - b. Print out each student's response as well. Mark specific feedback and share with students and parents.
8. Analyze the reports, looking for patterns in individual and class performance:
- a. Go through each individual student report, noticing items highlighted in green and yellow; green indicates the student received full credit for that item, while yellow indicates partial credit. No highlighting indicates that the student received no credit for that item.
 - b. To better understand the expectations of each item in a passage set, read through the analysis of answer options that is part of the copy of the test in the back of the teacher study guide.
 - c. Using the copy of the test, identify any patterns in the items students answered correctly and the ones they missed. Consider the type of text (literary or informational) and the knowledge and reading skills required to answer the questions.
 - d. Note the general knowledge and skills students understood and what they seemed to struggle with. Don't focus on particular standards; instead focus on how students responded to a particular passage set; pay attention to the text complexity of the passage (readily accessible or moderately complex) and the knowledge demands of the text.
 - e. Based on the strengths and weaknesses and overall performance on the diagnostic, consider each student's general readiness and the level of support each student might need during the school year.
9. Based on your analysis of the content of the test and the student reports, communicate the testing results to parents by creating a parent letter/summary that includes the following:
- a. A description of the test students took, especially if students took only a part of the ELA diagnostic test (Remind parents that this is only one measure and that daily classwork will provide more in-depth and specific feedback on their student's progress.)
 - b. Feedback on their student's performance (e.g., notes from the writing rubric, the general knowledge and skills students understood, any areas of concern, etc.)
 - c. A general sense of readiness for grade-level content and level of support anticipated
 - d. How students will be supported throughout the school year
 - e. How parents can support their students at home, including links to [Family Support Toolbox](#) and other content-specific resources
 - f. The best way to contact the teacher with any follow-up questions

CAUTIONS

- This is only one measure of student performance and should be used in conjunction with other teacher measures and teacher observations that will happen regularly during instruction. See [Addressing Unfinished Learning Gaps](#) for more specific information about using your high-quality curriculum to support students.
- Do not make sweeping assumptions about student performance based on this one measure.
 - For instance, do not use the results to put students into intensive reading programs that are not integrated into your high-quality curriculum.
 - Do not use this information to place students into reading groups.

Mathematics**Before Administration:**

1. Read through the teacher study guide for the diagnostic you plan to administer; the teacher study guides can be downloaded from the DRC INSIGHT Portal (eDIRECT). Contact your school test coordinator for more information about accessing the DRC INSIGHT Portal (eDIRECT).
2. In the back of the study guide is a copy of the diagnostic tests. Take the test to better understand the expectations and how the content connects to units of study in your high-quality curriculum. The [Curriculum Specific Guidance for Diagnostics and Addressing Unfinished Learning](#) (coming July 1) will provide guidance on the alignment of diagnostic items to units in your high-quality curriculum.
3. Use this information to determine the best administration option for your students (e.g., administer the entire test, administer a subset of selected items, etc.).
4. After analyzing the test, make sure students are set up for the administration. Follow the directions based on the type of administration (in-person or remote).
5. Use the information in the [Parent section](#) of this document to communicate to parents why their students are taking the test and what information they will be provided after student performance is analyzed.

During Administration:

6. Monitor test taking.
 - a. Keep track of testing time and student effort.
 - b. If the test is being administered remotely, please communicate guidelines to parents and students.

After Administration:

7. If students completed one or more constructed-response items, score student responses using the information in the teacher study guide, which includes a copy of the rubric, student samples, and annotations.
 - a. Print out a copy of the corresponding rubric for each constructed-response task for each student and fill in the scores and note strengths and weaknesses so that this information can be communicated to parents.
 - b. Print out each student's response. Mark specific feedback and share with students and parents.
8. Analyze the reports, looking for patterns in individual and class performance:
 - a. Go through each student report, noticing items highlighted in green and yellow; green indicates the student received full credit for that item, while yellow indicates partial credit. No highlighting indicates that the student received no credit for that item.
 - b. Using the copy of the test, identify patterns in the items students answer correctly and the ones they missed. Consider the "description of ready" ([Appendix B](#)) provided for selected item subsets.
 - c. Based on the performance on the diagnostics, consider the level of support each student might need. Use the [Curriculum Specific Guidance for Diagnostics and Addressing Unfinished Learning](#)

(coming July 1) to determine when to provide student supports for each unit of study within your high-quality curriculum.

9. Based on your analysis of the content of the test and the student reports, communicate the testing results to parents by creating a parent letter/summary that includes the following:
 - a. A description of the test students took, especially if students took only a part of the diagnostic test (Remind parents that this is only one measure and that daily classwork will provide more in-depth and specific feedback on their student’s progress.)
 - b. Feedback on their student’s performance (e.g., notes from the constructed-response rubrics, the general knowledge and skills students understood, any areas of concern, etc.). Consider the “description of ready” ([Appendix B](#)) provided for selected item subsets.
 - c. A general sense of readiness for grade-level content and level of support anticipated
 - d. How students will be supported throughout the school year
 - e. How parents can support their students at home, including links to [Family Support Toolbox](#) and other content-specific resources
 - f. The best way to contact the teacher with any follow-up questions

CAUTIONS

- This is only one measure of student performance and should be used in conjunction with other teacher measures and teacher observations that will happen regularly during instruction.
- Do not make sweeping assumptions about student performance based on this one measure.
 - For instance, do not use the results to put students into remediation programs that are not integrated into your high-quality curriculum.
 - Do not use this information to put students into groups based on this one measure.

Parent Information

Purpose of the diagnostic: This is one measure of student performance and provides school systems and school leaders, teachers, and parents a sense of how prepared students are for grade-level content at the start of the new school year.

How the diagnostic will be used: It will be used in conjunction with other teacher measures and teacher observations that will happen regularly during instruction. It will not be counted as a grade.

Guidelines for administering the diagnostic test remotely: If a school system determines that there is a need to administer the diagnostic assessment outside of the local school building, a remote-site testing option is available. Because we want to get accurate information about what students know and can do, it is essential that students do their own work. Parents, guardians, or other adults may help students during testing if they are having technical difficulties with the computer, trouble logging into the test, or have questions about the test directions, but they should not read the test questions to students or give them clues to the answers to the questions. Parents or students should contact the student’s teacher for assistance.

What will be communicated to parents: After the tests have been scored and the results analyzed by teachers, parents will receive general information about their student’s performance on the test, information about the support available to students, and how parents might support their students throughout the school year.

APPENDIX A: Summary of ELA Diagnostic Forms

The tables that follow summarize the reading passages on each grade-level diagnostic and should help teachers better understand the complexity and knowledge demands of each text or pair of texts.

GRADE 3				
Session	Passage Title	Description and Type of Text	Item Numbers	Text Complexity
1	"Tuesdays"	A young boy who loves to build things reluctantly begins piano lessons but is won over when his perceptive teacher shows him the mechanics of the piano. (Literary)	1—10	Readily Accessible
1	from <i>What You Never Knew about Fingers, Forks, and Chopsticks</i>	The article provides a brief history of various eating utensils used around the world. (Informational)	11—20	Readily Accessible
2	"Amazing Gorillas"	The article shares facts about gorillas, their habits, and their endangerment. (Informational)	21—29	Readily Accessible
2	"Dava's Talent"	A North African boy discovers his talent for herding sheep when he has to tend to them after his father is injured. (Literary)	30—40	Moderately Complex
3 (1A)/2A	"Copy Kat"	A girl complains when her younger sister annoyingly dresses similarly to her and embarrasses her at school, but the older sister changes her mind after learning her sister does it because she thinks her older sister is "cool." (Literary)	WP Opinion	Readily Accessible
3 (1B)/2B	"Looking at Weather and Seasons"	The article goes through basic facts about the weather (e.g., sunny, cloudy, rainy, etc.) and the four seasons. (Informational)	WP Expository	Readily Accessible

3 (1C)/2C	“Ittleby Fein and the Third Bad Thing”	An elementary school boy meets a girl at school who believes in a Rule of Three Bad Things, but he sees the positive and finally wins her over. (Literary)	WP Narrative	Readily Accessible
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GRADE 4				
Session	Passage Title	Description	Item Number	Text Complexity
1	From <i>Journey to Nowhere</i>	A pioneer-era girl moving out west with family is comforted by grandmother’s gift of a locket containing locks of red hair from previous generations and her own lock of hair. (Literary)	1—10	Readily Accessible
1	From “Spinosaurus Found”	The article is about scientific discoveries related to a particular dinosaur. (Informational)	11—20	Moderately Complex
2	From “Mysteries in a Cave”	The article is about prehistoric cave painting discoveries and speculation about their origins. (Informational)	21—30	Readily Accessible
2	From “Penderwicks: A Summer Tale of Four Sisters, Two Rabbits, and a Very Interesting Boy”	Four sisters (ages 4 to 12), their father and dog move to their holiday cottage and vie for their bedrooms. The second eldest thoughtfully gives the eldest the best room. (Literary)	31—40	Moderately Complex
3 (1A)/2A	“Amazing Gorillas”	The article provides facts about gorillas, their habits, and their endangerment. (Informational)	WP Opinion	Readily Accessible
3 (1B)/2B	From <i>Moon</i>	The science article is full of facts and myths about the moon along with some historical information about Galileo’s findings. (Informational)	WP Expository	Moderately Complex
3 (1C)/2C	“Dava’s Talent”	A North African boy discovers his talent for herding sheep when he has to tend to them after his father is injured. (Literary)	WP Narrative	Moderately Complex

GRADE 5				
Session	Passage Title	Description	Item Numbers	Text Complexity
1	from "Industrial Revolution"	The article is about the beginnings of the Industrial Revolution in America during the 1700s and 1800s. (Informational)	1—10	Moderately Complex
1	from <i>Hattie Big Sky</i>	A single woman pioneer gets her hands frozen to a water pump when a neighbor's boy comes along and helps her learn about surviving. (Literary)	11—20	Moderately Complex
2	from "The Moon Walkers"	The article describes the first moonwalk, which was part of the Apollo mission. (Informational)	21—32	Readily Accessible
	from "'The EAGLE Has Landed'"	The article is about the Eagle, the moon landing vehicle, and the astronauts who operated it. (Informational)		Moderately Complex
2	from <i>In the Garden with Doctor Carver</i>	A girl remembers a time when she and her community have a visit from George Washington Carver who taught them how to "listen" to plants and cultivate them. (Literary)	33—40	Readily Accessible
3 (1A)/1B	from <i>Journey to Nowhere</i>	A young pioneer girl moving out west with family is comforted by grandmother's gift of a locket containing locks of red hair from previous generations. (Literary)	WP Expository	Readily Accessible
3 (1B)/2B	From "Spinosaurus Found"	The article is about scientific discoveries related to a particular dinosaur. (Informational)	WP Opinion	Moderately Complex
	"A Bright Dinosaur Discovery"	Scientists studying the fossils of a dinosaur found in China are able to determine the color of its feathers. (Informational)		Moderately Complex

<p style="text-align: center;">3 (1C)/2C</p>	<p>From “Penderwicks: A Summer Tale”</p>	<p>Four sisters (ages 4 to 12), their father and dog move to their holiday cottage and vie for their bedrooms. The second eldest thoughtfully gives the eldest the best room. (Literary)</p>	<p style="text-align: center;">WP Narrative</p>	<p style="text-align: center;">Readily Accessible</p>
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GRADE 6				
Session	Passage Title	Description	Item Numbers	Text Complexity
1	from <i>High Heat</i>	A high school boy newly transferred to a school decides to follow through with baseball tryouts when the coach recognizes and praises his skill. (Literary)	1—10	Readily Accessible
1	From <i>A Northern Light</i>	A young woman in a rural community of the 1800s wants to be a writer and purchases an expensive notebook with the idea it will inspire her. (Literary)	11—18	Readily Accessible
2	“Earbuds”	The science article is about the dangers of long-term use of earbuds and alternatives that are less damaging to one’s hearing. (Informational)	19—30	Moderately Complex
	“Turn It Down!”	The science article explains the dangers of noise on hearing and how one’s hearing can be protected. (Informational)		Moderately Complex
2	From “Kamau’s Finish”	An African teen running in a race thinks about his father and the other competitors and is about to win when a fellow racer trips him. (Literary)	31—40	Moderately Complex
3 (1A)/2A	“My Brothers’ Flying Machine: Wilbur, Orville, and Me”	The poem describes the Wright brothers’ first flight. (Literary)	WP Argument	Moderately Complex
	From <i>To Fly: The Story of the Wright Brothers</i>	This text presents a fictionalized account of the Wright brothers during their December flight at Kitty Hawk. (Informational)		Readily Accessible

3 (1B)/2B	from <i>Colonial People: The Farmer</i>	The historical article tells about the challenges colonial farmers faced when creating new settlements. (Informational)	WP Expository	Moderately Complex
3 (1C)/2C	from <i>Gold! Gold from the American River!</i>	The article explains the different ways people traveled to California during the 1849 gold rush. (Informational)	WP Narrative	Moderately Complex

GRADE 7				
Session	Passage Title	Description	Item Numbers	Text Complexity
1	From “Piano Obsession”	An immigrant/refugee girl finds meaning in learning to play the piano. (Literary)	1—11	Readily Accessible
	From “Zulma”	A teen boy connects with a female cousin who gives him a flute and encourages him to learn to play even after they are separated. (Literary)		Moderately Complex
1	“Frigate birds spend months without landing”	The article provides an interesting explanation of frigate birds that spend most of their time in flight aided by wind currents. (Informational)	12—20	Readily Accessible
2	From “Why Salt?”	The article includes an historical and scientific explanation of the necessity and value of salt from Roman times to present. (Informational)	21—32	Moderately Complex
	“More Than Salt”	The article explains the importance of salt throughout history by using stories and details that students can relate to. (Informational)		Moderately Complex
2	From <i>Lucky Little Things</i>	A teen girl, Emma, receives a mysterious letter that contains a twenty-dollar bill and promises that other lucky things are coming. (Literary)	33—40	Readily Accessible
3 (1A)/2A	From <i>A Northern Light</i>	A young woman in a rural community of the 1800s who aspires to be a writer purchases an expensive notebook. (Literary)	WP Argument	Readily Accessible
3 (1B)/2B	“Earbuds”	The article is about the dangers of the long-term use of earbuds and alternatives that are less damaging to one’s hearing. (Informational)	WP Expository	Moderately Complex

	“Turn It Down!”	The science article explains the dangers of noise on hearing and how one’s hearing can be protected. (Informational)		Moderately Complex
3 (1C)/2C	from <i>High Heat</i>	A high school boy newly transferred to a school decides to follow through with baseball tryouts when the coach recognizes and praises his skill. (Literary)	WP Narrative	Readily Accessible

GRADE 8				
Session	Passage Title	Description	Item Numbers	Text Complexity
1	from <i>Flowers in the Sky</i>	Nina has moved from the Dominican Republic to live with her brother in New York and has trouble fitting in at high school even though a girl befriends her. (Literary)	1—12	Readily Accessible
	from <i>The Lake of Dead Languages</i>	Jane struggles to adapt to school because her mother pushes her to take the hardest courses including Latin, but a sister and brother ask her to study with them. (Literary)		Moderately Complex
1	from “A ‘sweet project’”	The article describes the fashionable house Alexander Hamilton built for his family in 1802 in what is now Harlem Heights and how it was moved twice. (Informational)	13—20	Moderately Complex
2	from “Alien Invasions”	The article is about invasive species, how they are brought in to the United States, the damage they’ve done, and what people can do to avoid bringing them in. (Informational)	21—32	Readily Accessible
	“The origin of species: . . .”	This companion article is about the dangers of invasive species, but it also includes some positive qualities of nonnative species. (Informational)		Moderately Complex
2	from <i>Drive</i>	Ellie, her twin sister, and their younger brother attend a car race at their town’s new speedway and have very different reactions to the noise and the crowd. (Literary)	33—40	Readily Accessible
3 (1A)/2A	From “Piano Obsession”	An immigrant/refugee girl finds meaning in learning to play the piano. (Literary)	WP Argument	Readily Accessible

	From "Zulma"	A teen boy connects with a female cousin who gives him a flute and encourages him to learn to play even after they are separated. (Literary)		Moderately Complex
3 (1B)/2B	"Carnivorous plants say 'cheese'"	The science article focuses on the carnivorous bladderwort and the curious mechanics of how it traps its prey. (Informational)	WP Expository	Readily Accessible
	"Flesh-eating killers: assassin or ally?"	The science article is about different kinds of carnivorous plants, including where they live, how they hunt, and what they eat. (Informational)		Moderately Complex
3 (1C)/2C	from <i>The Center of Everything</i>	The narrator of the story is a teen girl who is initially excited about entering her project in a science fair but becomes worried after seeing the competition. (Literary)	WP Narrative	Moderately Complex

ENGLISH I				
Session	Passage Title	Description	Item Numbers	Text Complexity
1	from <i>The Heart Is a Lonely Hunter</i>	A teen girl has a dream of being a composer and conductor, but her modest family situation and lack of training make it look doubtful. (Literary)	1—10	Readily Accessible
	“Barbershop Quartet, East Village Grille”	The speaker of this lyric poem is a father who takes his son to a grill for lunch, and they hear spontaneous singing of a quartet, which turns into a moment of bonding for them. (Literary)		Moderately Complex
1	“What’s With These Guys? Superheroes are EVERYWHERE these days. But . . . why?”	An article that explores the history of the fascination with superheroes—from Superman to Captain America—and why they remain popular. (Informational)	11—18	Moderately Complex
2	“7 Reasons to Get Rid of the Penny”	The article provides information about the cost of producing the American penny, why it’s not profitable for anyone, and why it should be discontinued. (Informational)	19—30	Readily Accessible
	from “Should We Get Rid of the Penny?”	The article presents an argument in favor of keeping the American penny in production. (Informational)		Moderately Complex
3 (1A)/2A	from <i>Flowers in the Sky</i>	Nina has moved from the Dominican Republic to live with her brother in New York and has trouble fitting in at high school even though a girl befriends her. (Literary)	WP Argument	Readily Accessible
	from <i>The Lake of Dead Languages</i>	Jane struggles to adapt to school because her mother pushes her to take the hardest courses including Latin, but a sister and brother ask her to study with them. (Literary)		Moderately Complex

3 (1B)/2B	from "Alien Invasions"	The article is about invasive species, how they are brought in to the United States, the damage they've done, and what people can do to avoid bringing them in. (Informational)	WP Expository	Readily Accessible
	"The origin of species: is it time to scale back the war on alien plants and animals?"	This companion article is about the dangers of invasive species, but it also includes some positive qualities of nonnative species. (Informational)		Moderately Complex
3 (1C)/2C	From <i>Gold</i>	While a competitive ice skater waits in a small room for her turn, her imagination runs wild and it's clear she wants to flee. (Literary)	WP Narrative	Moderately Complex

ENGLISH II				
Session	Passage Title	Description	Item Numbers	Text Complexity
1	“The Japanese Quince”	A nineteenth century Londoner is drawn out on a spring morning to a park and sees a blooming tree and his neighbor but avoids the opportunity to engage with either the man or nature. (Literary)	1—10	Readily Accessible
	“Snow Geese”	The poem captures the speaker’s emotional experience at the sight of snow geese in flight and the effect it has on the speaker’s perspective . (Literary)		Moderately Complex
1	from “How The Sweet Potato Crossed The Pacific Way Before The Europeans Did”	The article speculates about where the sweet potato originated and how it possibly traveled around the world. (Informational)	11—18	Moderately Complex
2	from <i>America the Ingenious</i>	The article is about 3-D printing, who invented the printer and how it might begin a third Industrial Revolution. (Informational)	19—30	Moderately Complex
	from “3-D Printer Could Turn Space Station into ‘Machine Shop’”	The article is about how 3-D printing can be used by the space industry to assist astronauts. (Informational)		Moderately Complex
3 (1A)/2A	from <i>The Heart Is a Lonely Hunter</i>	A teen girl has a dream of being a composer and conductor, but her modest family situation and lack of training make it look doubtful. (Literary)	WP Argument	Readily Accessible
	“Barbershop Quartet, East Village Grille”	The speaker of this lyric poem is a father who takes his son to a grill for lunch, and they hear spontaneous singing of a quartet, which turns into a moment of bonding for them. (Literary)		Moderately Complex

3 (1B)/2B	from "Inaugural Address" (1961)	This famous speech by John F. Kennedy exhorts Americans to "ask what you can do for your country." (Informational)	WP Expository	Moderately Complex
	from "Farewell Address" (1961)	This speech presents President Eisenhower's parting words, encouraging American citizens to avoid war and maintain "devotion to principle, confident but humble with power." (Informational)		Moderately Complex
3 (1C)/2C	from <i>Winesburg, Ohio</i>	A young man leaves his small-town home to find his way in the world. (Literary)	WP Narrative	Moderately Complex

APPENDIX B: Mathematics Descriptions of Ready

The tables in this appendix describe what “ready” means and the corresponding grade-level standards for each reporting category within a grade-level diagnostic assessment.

Grade 3

Reporting Category	Standards	Description of Ready	Item Numbers
NB	3.NBT.A.2, 3.NBT.A.3, 3.OA.A.1, 3.OA.D.9	ready means prepared to learn multiplication and division fluency, and to learn the standard algorithm for addition and subtraction within 1000	2, 4, 5, 9, 12, 13, 18, 25, 27, 28, 30, 31, 35, 37, 39, 41
NF	3.MD.B.4, 3.NF.A.2, 3.NF.A.3a, 3.G.A.2	ready means prepared to expand understanding of number line to include fractions and measurement quantities, and to learn to compare fractions by size	3, 7, 8, 11, 14, 19, 20, 23, 24, 32, 34, 40
OA	3.NBT.A.2, 3.OA.A.1, 3.OA.A.2, 3.OA.D.9	ready means prepared to build conceptual understanding of multiplication and division to lead to fluency, and of properties of operations through reasoning	1, 6, 10, 15, 16, 17, 21, 22, 26, 33, 36, 38
MP	LEAP.II.3.5, 3.NBT.A.1	ready means prepared to expand understanding of place value to rounding and to develop abilities to demonstrate mathematical reasoning about place value	29
MP	LEAP.III.3.2, 3.OA.D.8	ready means prepared to learn how to solve multi-step word problems involving any operation and to expand understanding of numeric equations to include algebraic equations to model problems	42

Grade 4

Reporting Category	Standards	Description of Ready	Item Numbers
NB	4.NBT.A.3, 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.6	ready means prepared to expand understanding of multi-digit whole numbers to continue developing fluency with the four mathematical operations and using place value for rounding	4, 6, 7, 10, 18, 24, 26, 32, 33, 26, 37
NF	4.NF.A.1, 4.NF.A.2	ready means prepared to expand knowledge of fractions to learn fraction equivalence and extend understanding of comparing fractions	2, 5, 12, 14, 17, 20, 28, 34, 38, 40, 42
OA	4.NBT.5, 4.NBT.B.6, 4.OA.A.1, 4.OA.A.3	ready means prepared to expand solving abilities to multi-step word problems that include the four operations and representing problems with equations	1, 3, 8, 9, 11, 13, 15, 16, 19, 21, 22, 23, 25, 27, 29, 30, 35, 39, 41
MP	LEAP.II.4.5, 4.NF.A.2	ready means prepared to expand abilities to compare fractions with different numerators and denominators and provide mathematical reasoning about fractions.	31
MP	LEAP.III.4.2, 4.OA.A.3	ready means prepared to solve multi-step word problems involving any operation and to expand understanding of numerical expressions or equations to represent visual models or problems	43

Grade 5

Reporting Category	Standards	Description of Ready	Item Numbers
NB	5.NBT.A.1, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.B.5, 5.NBT.B.6	ready means prepared to further develop multiplication and division fluency using the standard algorithm and to extend place value concepts to expressing decimals in multiple formats and comparing and rounding decimals	4, 7, 8, 10, 12, 20, 21, 25, 26, 27, 29, 33, 36, 40, 41, 46, 48, 50, 52, 53, 54
NF	5.NF.A.1, 5.NF.A.2, 5.NF.A.4, 5.NF.B.6	ready means prepared to expand knowledge of fraction equivalence to fluently add and subtract fractions with unlike denominators and to build strategies for multiplying and dividing fractions	2, 5, 9, 11, 14, 16, 17, 18, 23, 31, 32, 34, 38, 42, 43, 44, 47, 49, 55
OA	5.NBT.A.2, 5.NBT.B.5, 5.NBT.B.6, 5.OA.B.3	ready means prepared to continue developing fluency using the four operations and to extend knowledge of pattern recognition to identifying patterns in place values and generating patterns	1, 3, 6, 13, 15, 19, 22, 24, 28, 30, 35, 39, 45, 51
MP	LEAP.II.5.8, 5.NF.A.1, 5.NF.A.2	ready means prepared to apply fraction concepts of equivalence and benchmark halves to correctly compare fractions	37
MP	LEAP.III.5.2, 5.OA.A.1	ready means prepared to solve multi-step word problems involving any operation to expand understanding of numerical or algebraic expressions or equations to represent real-world scenarios	56

Grade 6

Reporting Category	Standards	Description of Ready	Item Numbers
EE	6.EE.A.2, 6.NS.B.2, 6.NS.B.3	ready means prepared to apply operational fluency with positive rational numbers to writing, evaluating, and solving algebraic expressions and equations	1, 8, 11, 14, 15, 24, 26, 32, 34, 36, 39
NS	6.NS.A.1, 6.NS.C.6	ready means prepared to expand knowledge of the coordinate plane to include positive and negative locations and to fluently solve mathematical and real-world problems that require division of fractions	2, 6, 7, 12, 16, 20, 21, 22, 25, 28, 29, 30, 31, 33, 37
RP	6.NS.A.1, 6.RP.A.2, 6.RP.A.3	ready means prepared to expand knowledge of fraction division and patterns to develop a conceptual understanding of ratios and rates	3, 4, 5, 9, 10, 17, 18, 19, 23, 27, 35, 38, 40, 41
MP	LEAP.II.6.9, 6.NS.B.3	ready means prepared to expand knowledge of place value to developing fluency performing the four operations using decimals	42
MP	LEAP.III.6.2, 6.NS.A.1	ready means prepared to apply conceptual and operational fluency with fractions to solve multi-step word problems	13

Grade 7

Reporting Category	Standards	Description of Ready	Item Numbers
EE	7.EE.A.1, 7.EE.B.4	ready means prepared to expand conceptual and procedural skills associated with algebraic expressions to developing abilities to write and solve algebraic equations and/or inequalities	3, 6, 10, 11, 13, 14, 15, 19, 22, 23, 26, 27, 30, 31, 33, 36, 38, 40, 42
NS	7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.RP.A.1, 7.RP.A.2	ready means prepared to expand understanding of procedural fluency of operations with rational numbers to include negative rational numbers.	2, 4, 5, 7, 9, 12, 16, 18, 20, 21, 25, 28, 29, 32
RP	7.RP.A.1, 7.RP.A.2	ready means prepared to apply conceptual knowledge of ratios and equations to analyzing and modeling proportional relationships	1, 8, 17, 24, 34, 35, 37, 39, 41
MP	LEAP.II.7.6, 7.NS.A.1	ready means prepared to expand conceptual knowledge of integers and the number line to comparing and exploring the relationships between rational numbers in all forms	43
MP	LEAP.III.7.2, 7.NS.A.3, 7.RP.A.3	ready means prepared to fluently perform operations with decimals and apply conceptual understanding of ratios and proportional reasoning to solving multi-step word problems and modeling with algebraic equations	44

Grade 8

Reporting Category	Standards	Description of Ready	Item Numbers
EE	8.EE.A.1, 8.EE.A.2, 8.EE.C.7b, 8.NS.A.1, 8.NS.A.2	ready means prepared to apply fluency of operations with rational numbers to the laws of exponents, square and cube roots, and scientific notation	1, 3, 4, 6, 7, 9, 10, 11, 12, 14, 15, 20, 23, 27, 28, 29, 32, 35, 37, 42, 45, 47
F	8.EE.B.5, 8.F.A.1, 8.F.A.3, 8.F.A.4	ready means prepared to expand knowledge of proportional relationships to develop conceptual understanding of linear equations and functions	2, 5, 8, 13, 21, 34
G	8.G.A.1, 8.G.A.4, 8.G.A.5, 8.G.B.7, 8.G.B.8, 8.G.C.9	ready means prepared to learn geometric concepts that include transformations, angle relationships, and problem-solving with triangles and three-dimensional figures	16, 17, 18, 19, 22, 24, 25, 26, 31, 33, 36, 38, 39, 40, 41, 43
MP	LEAP.II.8.3, 8.NS.A.1	ready means prepared to expand conceptual understanding of rational numbers and properties of operations to include irrational numbers	30
MP	LEAP.III.8.2, 8.NS.A, 8.EE.C	ready means prepared to apply fluency in rational number operations and solving linear equations to mathematical and real-world problems involving exponents, roots, and systems of equations	46

Algebra I

Reporting Category	Standards	Description of Ready	Item Numbers
Equations (AR, RE)	A1.A-APR.A.1, A1.A-REI.B.3, A1.A-REI.C.6, A1.A-REI.D.10	ready means prepared to expand conceptual understanding of linear equations to develop fluency with solving quadratics and systems of equations and inequalities	1, 5, 6, 7, 11, 13, 14, 15, 18, 20, 21, 24, 30, 32, 33, 35, 37, 39, 40, 41, 45
Expressions (SE, RN)	A1.A-SSE.B.3c, A1.N-RN.B.3	ready means prepared to continue building number sense by applying the laws of exponents to exponential expressions and by explaining the properties of rational and irrational numbers	3, 10, 17, 25, 28, 34
Functions (BF, IF, LE)	A1.F-BF.A.1a, A1.F-IF.A.1, A1.F-IF.A.2, A1.F-IF.B.4, A1.F-IF.B.6, A1.F-IF.C.9, A1.F-LE.A.1	ready means prepared to expand knowledge of function concepts to include the use of function notation, interpreting and building functions, and analyzing functions represented in different forms	2, 4, 8, 9, 12, 16, 19, 22, 23, 26, 27, 29, 31, 36, 38, 42, 43, 44, 46, 47, 48, 49, 50, 51, 52, 53
MP	LEAP.II.A1.10, A1.F-IF.C.9	ready means prepared to expand conceptual understanding of and mathematical reasoning with proportional relationships and linear equations to linear functions	55
MP	LEAP.III.A1.1, A1.A.CED.A.3, A1.A-REI.B.3, A1.A-REI.C.6	ready means prepared to apply procedural fluency in solving linear equations to writing and solving systems of equations	54

Geometry

Reporting Category	Standards	Description of Ready	Item Numbers
CO	GM.G-CO.A.3, GM.G-CO.B.7, GM.G-CO.C.9, GM.G-CO.C.10	ready means prepared to apply properties of geometric figures (lines, angles, polygons) and transformations to prove geometric theorems of congruence	1, 8, 12, 23, 24, 26, 29, 32, 35, 38, 40, 44, 49
GP	GM.G-GPE.A.1, GM.G-GPE.B.4, GM.G-GPE.B.5, GM.G-GPE.B.7	ready means prepared to model geometric relationships and express geometric reasoning using algebraic models including equations and the coordinate plane	2, 4, 7, 10, 11, 13, 15, 16, 19, 25, 28, 30, 33, 34, 36, 43, 45, 51, 53
MG	GM.G-MG.A.1, GM.G-MG.A.2, GM.G-MG.A.3	ready means prepared to apply geometric concepts of volume and area to solve problems that connect geometric modeling and real-world design applications	20, 21, 27, 31, 39, 41, 46, 48, 52, 54
ST	GM.G-SRT.A.1, GM.G-SRT.A.2, GM.G-SRT.C.8	ready means prepared to apply properties of geometric figures (lines, angles, polygons) and transformations to prove geometric theorems of similarity and to solve problems that require the Pythagorean Theorem or trigonometric ratios	3, 5, 6, 9, 14, 17, 18, 22, 42, 47, 50
MP	LEAP.II.GM.1, GM.G-CO.A.3, GM.G-SRT.A.2	ready means prepared to expand conceptual understanding of transformations to prove congruence and/or similarity between figures	55
MP	LEAP.III.GM.1, GM.G-SRT.C.8, GM.G-MG.A.2	ready means prepared to expand conceptual understanding of volume and the Pythagorean Theorem to solve applied three-dimensional geometry problems	37