

# Louisiana Believes

Integrating Results: Using the LEAP 360 Reports in ELA

Supervisor/Principal Collaboration

November 2017

# Outcomes

By the end of this session you should be able to:

- Support teachers to use the LEAP 360 Interim Reports to analyze the results by student
- Support teachers to use the LEAP 360 Interim Reports to guide instruction
- Support teachers to use the LEAP 360 Interim Reports to show progress toward our ELA goal

# Agenda

- Characteristics of Quality ELA Assessments
- Louisiana's Comprehensive Assessment System
- Misconceptions using Traditional Assessments Results
- LEAP 360 Activity
- Reflection

# Louisiana's Approach

Louisiana believes access to the highest quality education allows all students, no matter their zip code, the opportunity for success.



Implementing a high-quality curriculum based on rigorous standards is one of the fastest ways to give this access to all students.

The curriculum must also be connected to standards-aligned assessments and professional development.

In this session, we will focus on using the ELA assessment results to help students meet our ELA goal.

# Quality ELA Assessments

Quality assessments should measure the key learning in English language arts.

Assessments should measure whether students can **read and understand complex texts**:

- a) Use language and vocabulary to comprehend what the text says
- b) Use topics, themes, and main ideas to comprehend what the text means

Assessments should measure whether students can **express understanding of complex texts**:

- c) Build opinions about the text using evidence (through discussion)
- d) Assert claims about the text using evidence (through writing)

# Quality ELA Assessments

- Look at the **ELA Assessment Structure** examples.
- How are the updated assessments more integrated?

From	To
Discrete sections (reading, writing, grammar, etc.)	Integrated tasks
Short answer questions to demonstrate understanding of text	Essay questions to demonstrate understanding of text
At least one question per standard	Tasks assess multiple standards
Focus on literary texts	More informational texts, including a simulated research task
Disjointed list of standard-aligned items	Order of questions mirrors ELA instruction and supports ELA Goal

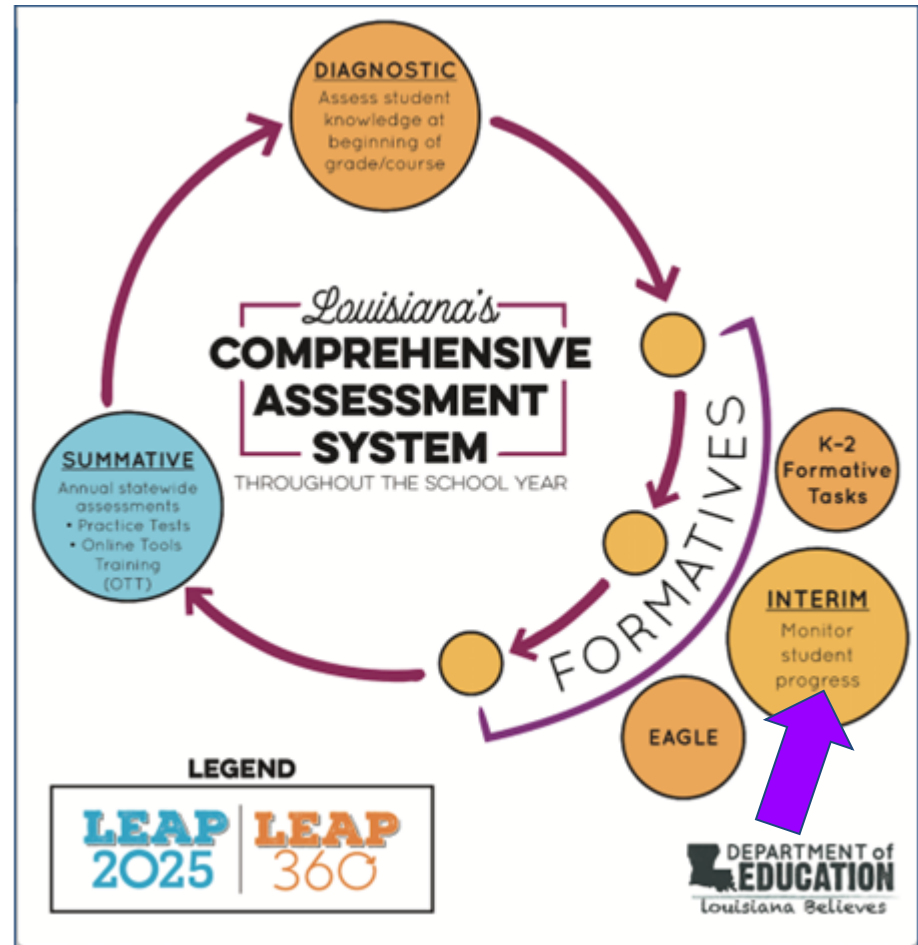


# Louisiana's Comprehensive Assessment System

There are three main purposes for classroom assessment:

1. Know where students are when they enter a classroom.
2. Monitor how students are learning content over the year.
3. Verify what students have learned.

LEAP 360 pairs with LEAP 2025 to reduce overall testing time while realizing all three purposes.



# Types of Reports Available

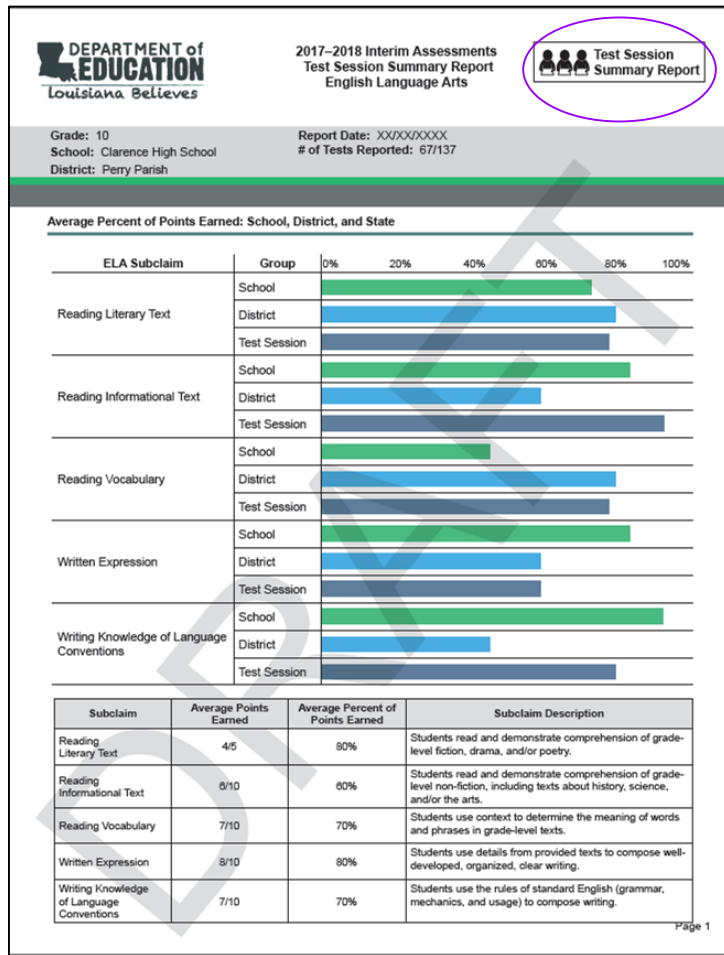
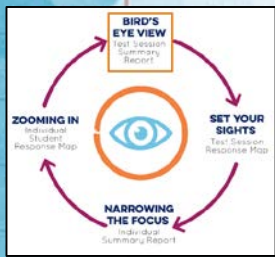


LEAP 360 reports are designed to help teachers

- make meaning out of student performance, and
- take action quickly and efficiently.



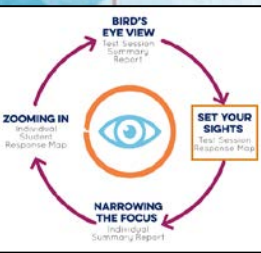
# Bird's Eye View: Test Session Summary Report



## Test Session Summary Reports

- Quick overview of student performance in a test session
- Visual representation of areas of readiness and opportunities for intervention


In ELA LEAP 360 Interim results, this is reported by subclaims in both reading and writing by school, district, and test session.



# Set Your Sights: Test Session Response Map

## Test Session Response Map

- Allows decisions about pacing
- Horizontally indicates individual student response for each item
- Vertically indicates class response for each item



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Fall 2017 Interim Assessments  
Student Response Map  
English Language Arts

Test Session  
Report

Test Session: ELA1  
Grade: 7

School: 110 Clarence High School  
District: 005 Perry Parish

Report Date: XX/XX/XXXX

ELA Student Response Map


Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15															
Item Type	ESR	ESR	MC	MC	ESR	MC	TE	ESR	MS	ESR	ESR	ESR	MC	MS	ESR															
Subclaim	RL	RL	RL	RL	RL	RL	RI	RI	RI	RI	RV	RV	RV	RV	RV															
Correct Answer	C	D	B	E	F	B	A	A	E	D	See Test	D	A	C	B	C	B	C	D	B	E	F	B	A	A	A	E			
Total Points Possible	4	3	4	3	2	2	3	3	2	3	3	2	1	3	4															
Student Name	LASID	Student Response	4	3	2	3	1	2	2	3	1	2	3	2	0	3	4													
Student First Name	0123456789	Points Earned	C	D	B	E	F	C	A	A	B	D	See Test	D	A	C	B	D	A	B	C	D	B	E	F	A	A	A	E	
Student First Name	0123456789	Student Response	4	2	2	3	2	2	3	3	2	3	2	1	1	3	4													
Student Last Name	0123456789	Points Earned	C	D	B	D	F	C	A	A	E	D	See Test	D	A	C	B	C	B	C	B	C	D	B	E	F	A	A	A	E
Student First Name	0123456789	Student Response	4	3	4	2	2	2	3	3	2	3	3	2	0	2	4													
Student Last Name	0123456789	Points Earned	C	D	B	E	F	B	B	A	E	D	See Test	D	A	C	B	C	B	C	D	B	E	F	A	B	A	A	E	
Student First Name	0123456789	Student Response	3	3	4	2	2	1	1	2	0	3	3	1	1	3	3													
Student Last Name	0123456789	Points Earned	A	D	B	E	F	D	A	A	A	A	See Test	D	B	C	A	D	B	C	D	C	E	F	D	A	B	E		
Student First Name	0123456789	Student Response	4	2	2	3	1	2	2	3	1	2	3	1	0	3	4													
Student Last Name	0123456789	Points Earned	C	D	B	D	F	C	A	A	D	D	See Test	D	A	C	A	B	C	D	C	E	F	A	A	A	A	E		
Student First Name	0123456789	Student Response	2	3	4	3	0	1	3	2	2	3	2	2	1	3	4													
Student Last Name	0123456789	Points Earned	B	D	B	E	F	B	A	A	C	B	See Test	D	B	C	B	C	B	C	A	D	B	E	F	B	A	A	E	
Student First Name	0123456789	Student Response	4	3	4	1	2	2	2	3	2	3	3	2	0	3	4													
Student Last Name	0123456789	Points Earned	C	D	B	E	F	B	D	A	E	D	See Test	D	A	C	B	C	B	C	D	B	E	F	C	A	A	E		
Student First Name	0123456789	Student Response	4	3	4	3	2	2	2	2	3	3	3	1	1	3	4													
Student Last Name	0123456789	Points Earned	C	D	B	E	F	D	A	A	E	D	See Test	D	B	C	B	C	B	C	D	C	E	F	D	A	A	E		
Student First Name	0123456789	Student Response	4	2	1	2	2	2	3	1	0	2	2	2	1	3	4													
Student Last Name	0123456789	Points Earned	C	D	B	D	F	A	B	A	E	D	See Test	A	B	C	B	C	A	B	A	D	B	E	F	B	A	A	E	
Student First Name	0123456789	Student Response	4	3	4	1	0	2	3	1	2	3	3	1	1	3	2													
Student Last Name	0123456789	Points Earned	C	D	B	E	F	B	D	A	C	D	See Test	A	B	C	B	C	C	D	C	E	F	B	A	B	C			

SUBCLAIM: RL = Reading Literary Text RI = Reading Informational Text WE = Written Expression WKL = Writing Knowledge of Language Conventions RV = Reading Vocabulary  
ITEM TYPE: ESR = Evidence Based Response TE = Technology Enhanced Item CR = Constructed Response ER = Extended Response MC = Multiple Choice MS = Multiple Select


In ELA, these maps include information about item type, alignment, correct answer, points possible, and how the students responded to each item.

# Narrowing the Focus: Student Summary Report



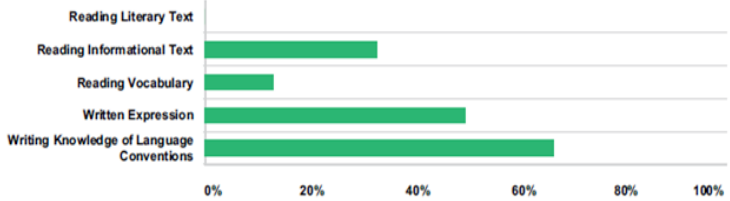


2017-2018 Interim Assessments  
Student Summary Report  
English Language Arts - Form 1A

 Student Report

Student: AARTI NONE      Tested Grade: 04      Report Date: 09/29/2017  
LASID: 6000004031      School: 888 DRC USE ONLY Unknown  
Date of Birth: 01/31/2007      School System: 999 DRC USE ONLY

### Percent of Points Earned



Subclaim	Percent of Points Earned
Reading Literary Text	0%
Reading Informational Text	33%
Reading Vocabulary	13%
Written Expression	50%
Writing Knowledge of Language Conventions	67%

### Points Earned by English Language Arts Subclaim

Claim	Subclaims	Total Points Earned	Percent of Points Earned	Subclaim Description
Reading	Reading Literary Text	0/10	0%	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	6/18	33%	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, art, and music.
	Reading Vocabulary	1/8	13%	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	6/12	50%	Students use details from provided texts to compose well-developed, organized, clear writing.
	Writing Knowledge of Language Conventions	2/3	67%	Students use the rules of standard English (grammar, mechanics, and usage) to compose writing.

## Individual Summary Reports

- Understand an individual student's overall performance
- Useful in parent-teacher conferences
- Useful in discussing progress with students


In ELA LEAP 360 Interim results, this is reported by subclaims in both reading and writing by individual student.



# Zooming In: Student Response Map


## Student Response Maps

- Identify specific students or groups of students who may need targeted instructional support
- Allow analysis of patterns in student responses to identify subclaims for specific support



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2017-2018 Interim Assessments  
Student Response Map  
English I - Form 1



Student  
Report

Name: ANAHI NONE

LASID: 6000009026

Grade: 9

School: 888 DRC USE ONLY Unknown

School System: 999 DRC USE ONLY

Report Date: 09/29/2017

English I Student Response Map

Shaded Items indicate responses which received the maximum number of points.

Item #	1	2	3	4	5	6	7	8	9
Subclaim	RV	RL	RL	RL	WE/WKL	RI	RI	RV	RI
Item Type	ESR	MS	TE	ESR	CR	ESR	ESR	ESR	TE
Complexity	MOD	MOD	MOD	MOD	MOD	RA	RA	MOD	MOD
Correct Response	C/B	A/C/D	SEE TEST	D/D	SEE TEST	C/D	C/A	C/B	SEE TEST
Student Response	C/B	A/C/D	SEE TEST	D/D	SEE TEST	C/D	C/A	C/B	SEE TEST
Total Points Possible	2	2	2	2	15	2	2	2	2
Total Points Earned	2	2	2	2	8	2	2	2	2

Item #	10	11	12	13	14	15	16	17	18
Subclaim	RI	RI	RV	RL	RL	RL	RV	RI	RI
Item Type	ESR	TE	MS	MS	MS	MS	ESR	ESR	ESR
Complexity	MOD	RA/MOD	MOD	MOD	MOD	MOD	RA	RA	RA
Correct Response	A/A	SEE TEST	A/C/E	A/B/F	B/C/D	D/E/F	C/C	D/B	A/B
Student Response	A/A	SEE TEST	A/C/E	A/B/F	B/C/D	D/E/F	C/C	D/B	A/B
Total Points Possible	2	2	2	2	2	2	2	2	2
Total Points Earned	2	2	2	2	2	2	2	2	2

Item #	19
Subclaim	RI
Item Type	ESR
Complexity	RA
Correct Response	C/B
Student Response	C/B
Total Points Possible	2
Total Points Earned	2

SUBCLAIM: RL = Reading Literary Text RI = Reading Informational Text RV = Reading Vocabulary WE = Written Expression WKL = Writing Knowledge of Language Conventions  
ITEM TYPE: ESR = Evidence Based Response CR = Constructed Response MS = Multiple Select TE = Technology-Enhanced Item  
TEXT COMPLEXITY: RA = Readily Accessible MOD = Moderately Complex VC = Very Complex

In addition to item type and subclaim information for ELA, these reports also incorporate information about passage text complexity.

# Using the LEAP 360 Interim Results

- Why should I think about integration when analyzing student assessment results?
- How can I use student assessment results to make decisions about my instruction?





# Using ELA Assessment Results: Traditional Data

	Joe	Adam	Elizabeth
RL.9-10.1	67%	100%	33%
RL.9-10.2	100%	100%	0%
RL.9-10.3	80%	60%	20%
RL.9-10.4	100%	67%	67%
RL.9-10.5	75%	50%	50%
RL.9-10.6	50%	50%	100%
RL.9-10.10	67%	67%	33%

- What information about student learning do these results provide?
- What would be the next steps for your instruction?
- What support do you have for these conclusions?

# Using ELA Assessment Results: Traditional Data

	Joe	Adam	Elizabeth
Q1: RI.9-10.2	X	✓	X
Q2: RI.9-10.2	X	X	✓
Q3: RI.9-10.4	✓	X	✓
Q4: RI.9-10.3	X	X	X
Q5: RI.9-10.3	X	X	✓
Q6: RI.9-10.4	✓	✓	X
Q7: RI.9-10.3	✓	✓	✓

- What information about student learning do these results provide?
- What would be the next steps for your instruction?
- What support do you have for these conclusions?

# LEAP 360 Interim Reporting

Claim	Sub-Claim	Subclaim Description
<b>Reading</b>	Reading Literary Text	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, art, and music.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
<b>Writing</b>	Written Expression	Students use details from provided texts to compose well-developed, organized, and clear writing.
	Knowledge and Use of Language Conventions	Students use the rules of standard English (grammar, mechanics, and usage) to compose writing.

# Using LEAP 360 Results: Making Claims about Learning

Claim	Joe	Adam	Elizabeth
Reading Literary Texts (Measured by RL.9-10.1-10)	6/10 60%	7/10 70%	4/10 40%
Reading Informational Texts (Measured by RI.9-10.1-10)	6/18 33%	8/18 44%	5/18 28%
Vocabulary Interpretation and Use (Measured by RL.9-10.4, RI.9-10.4, L.9-10.4-5)	6/8 75%	8/8 100%	5/8 63%

- Where do I find the student-level data?
- What information about student learning do these results provide?
- What would be the next steps for your instruction?
- What support do you have for these conclusions?

# Using LEAP 360 Results: Student Trends

Elizabeth's Performance	Reading Literary Texts	Reading Informational Texts	Vocabulary Interpretation and Use
Test 1	4/10 40%	5/18 28%	5/8 63%
Test 2	3/10 30%	12/18 67%	6/8 75%
Test 3	4/10 40%	14/18 78%	7/8 88%

- What information about student learning do these results provide?
- What would be the next steps for your instruction?
- What support do you have for these conclusions?



# LEAP 360 Activity

**LEAP 360 Student Results Activity**

- Fill in the chart at the bottom with the reports provided in the packet.
- Review the provided student assessment results below.
- Then use the template provided on the previous page to analyze results by sub-claim and identify trends about students' progress toward the ELA Goal.

STUDENT 1	Reading Literary Texts	Reading Informational Texts	Vocabulary Interpretation and Use
Test 1			
Test 2			
Test 3			

STUDENT 2	Reading Literary Texts
Test 1	
Test 2	
Test 3	

What adjustments would I have to

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2017-2018 Interim Assessments  
Student Summary Report  
English Language Arts - Form 1A

Student: AARTI NONE  
LASID: 6000004031  
Date of Birth: 01/31/2007

Tested Grade: 04  
School: 888 DRC USE ONLY Unknown  
School System: 999 DRC USE ONLY

Report Date: 09/29/2017

**Percent of Points Earned**

Category	Percent of Points Earned
Reading Literary Text	33%
Reading Informational Text	33%
Reading Vocabulary	33%
Written Expression	50%
Writing Knowledge of Language Conventions	67%

**Points Earned by English Language Arts Subclaim**

Claim	Subclaims	Total Points Earned	Percent of Points Earned	Subclaim Description
Reading	Reading Literary Text	9/10	90%	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	9/18	50%	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, art, and music.
	Reading Vocabulary	1/8	13%	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	9/12	75%	Students use details from provided texts to compose well-developed, organized, clear writing.
	Writing Knowledge of Language Conventions	2/3	67%	Students use the rules of standard English (grammar, mechanics, and usage) to compose writing.

1. Take out the packet.
2. Identify claims. How do the results inform instruction for each student?
3. Identify trends. How do the results inform instruction for each student?
4. How would you support your teachers as they use the data to guide instruction?

# Shifts Using LEAP 360 Interim Results

From	To
Analyze student or class results by standard	Analyze results by claim or sub-claim
Determine lowest scoring standard	Determine area of weakness
Reteach single standard	Focus support with next text around area of weakness

# Content Resources

[ELA Guidebooks 2.0](#)

[Diverse Learners Guide](#)

[Supports Flow Chart](#)

[Writing Guide](#)

# Assessment Resources

[LEAP 360 Library](#)

[Interim Quick Start Guide](#)

[Assessment Guidance](#)

[Practice Test Library](#)

[LEAP 2025 ELA Practice Test Guidance](#)

# Reflection

As a supervisor or principal, how are you going to support your ELA teachers to use the interim results to inform and guide classroom instruction?