

# Louisiana Believes

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**Teacher Introduction to the LEAP Connect  
for Students with Significant Disabilities  
September 2017**

# Session Objectives

By the end of this session, participants will:

- Understand the vision for teaching and assessing students with unique learning needs;
- Identify how the changes to the standards inform instruction;
- Obtain a clear picture on what to expect on the LEAP Connect assessment; and
- Identify what resources are available to support students successfully.

# Agenda

- Vision for Students with Significant Disabilities
- Louisiana Connectors
- LEAP Connect
- Resources
- Next Steps

# Vision for Students with Significant Disabilities

- Louisiana believes that all students, including those with the most significant cognitive disabilities, deserve an education that prepares them to be independent and successful in life after high school.
- Through quality and clear alignment of standards, instructional resources, and assessments, our students can achieve academically and leave high school with the skills for lifelong success.
- This spring, BESE adopted the new Louisiana Connectors for students with significant cognitive disabilities that replace what were formerly known as the Extended Standards. In 2017-2018 the LEAP Connect will replace what was formerly referred to as LAA1 for ELA and Math.

# Louisiana Connectors for Students with Significant Disabilities

	2016-2017	2017-2018
Standards	Extended Standards	Louisiana Connectors for Students with Significant Disabilities
Assessment	Louisiana Alternative Assessment (LAA1)	LEAP Connect (ELA & math) LAA 1 (science)

# Louisiana Connectors: Instructional Shifts

- **Access:** The Connectors are fully-aligned to the Louisiana Student Standards and do not exist separate and apart from the expectations for all students. Teachers of students with significant disabilities **provide inclusion opportunities whenever possible and help students access grade-level content and skills.**
- **Focus:** The Connectors represent the “big ideas” of the content and skills found in the Louisiana Student Standards. Teachers of students with significant disabilities **focus instruction where the Connectors focus.**
- **Pathways:** The Connectors provide developmentally-appropriate benchmarks on the path to meeting the expectations of the Louisiana Student Standards. Teachers **know where students are and take the right steps to help them succeed.**

# LEAP Connect Transition

Louisiana is transitioning the assessment for students with significant disabilities to align with the ELA and Math Louisiana Connector Standards. That means the following for each grade level:

- **Grades 3-8 ELA and math:** Assessed with LEAP Connect assessment
- **Grades 4, 8, and 11 science:** Assessed with current LAA 1 science assessment
- **High school ELA and math:** The grade 10 assessment will transition to grade 11 in the 2018-2019 school year. ***As a result, this is a transition year for high school.***
  - **Students in grade 10 last year (2016-2017)** who took the LAA 1 ELA and math assessments and met the graduation requirement will **not** take the ELA or mathematics LEAP Connect assessments in grade 11 (current year).
  - **Current grade 10 students** will not take LAA 1 exam and will instead take LEAP Connect in 2018-2019 (grade 11).
  - Students who are part of the third year assessment cohort or who need to participate in LAA 1 ELA and math to meet specific requirements will take the LAA 1 ELA and math assessment.

# LEAP Connect Transition

The assessments required for students with significant disabilities is outlined in the table below.

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2019 and beyond</b>
<b>LAA1 Science</b>	Grades 4, 8, 11	Grades 4, 8, 11	TBD
<b>LAA1 ELA/Math (old)</b>	Grades 3-8, 10	Students needing to take ELA/Math by 3 <sup>rd</sup> year of high school	n/a
<b>LEAP Connect ELA/Math (new)</b>	n/a	Grades 3-8	Grades 3-8, 11

# LEAP Connect Overview

## Content

- Students can independently show what they know at varying levels of understanding
- There are four performance levels (1-4) with accompanying scaled-score ranges
- Approximately 30-40 items per subject, mostly selected response, scripted directions

## Administration

- Administration window is February 6 - March 16, 2018
- Computer-based items allow students with significant cognitive disabilities to show what they know
- Testing times vary for each student
- Testing may pause and resume, based on student needs

## Support

- Resources for the LEAP Connect administration will be provided this fall
- Additional trainings will occur at the November collaborations

# Assessment Supports

LEAP Connect provides the following built-in supports:

- Entire test can be read aloud
- Reduced passage length
- Manipulatives
- Pictures and graphics to support what is read
- Models and demonstrations
- Common geometric shapes and smaller numbers in math test
- Various levels of complexity

# Mathematics Design

LEAP Connect for mathematics focuses on the mathematical skills needed for post-secondary education, workplace success, community involvement, and lifelong learning.

- Elementary grades concentrate on whole number operations and relations, spatial relations, and measurement.
- Middle and high-school grades concentrate on problem solving and reasoning.

A range of complexity with the items for a given Connector allows for a sampling of an appropriate range of questions for the test.

# Mathematics Design

<b>Mathematics Session 1</b>	<b>Mathematics Session 2</b>
Selected-response mathematics items  Constructed-response mathematics items in selected grades	Selected-response mathematics items  Constructed-response mathematics items in selected grades

# Mathematics Example – Grade 3

Louisiana Student Standard	Louisiana Connector
<p><b>3.NF.A.1</b> Understand a fraction <math>1/b</math> as the quantity formed by 1 part when <math>a</math> whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</p>	<p><b>LC.3.NF.A.1c</b> Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).</p>

# Mathematics Grade 3 Sample Item 1

Sample Math Items - Grade 3

Sample Item 1

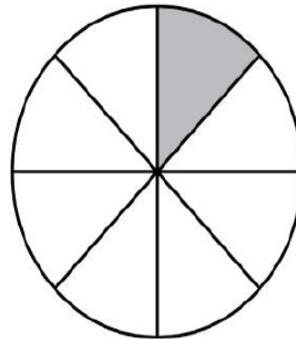
This item is about fractions.

This fraction bar is divided into 4 equal parts.



There is 1 part that is shaded. This fraction bar shows one-fourth.

This fraction circle is divided into 8 equal parts.



Statement reminding students what the item is about

Demonstration

Simplified Language

# Mathematics Grade 3 Sample Item 1

Sample Math Items - Grade 3

**What part of the fraction circle is shaded?**

$\frac{1}{2}$

$\frac{1}{4}$

$\frac{1}{8}$

3 Answer Options

# Mathematics Grade 3 Sample Item 1

## Louisiana Connector

**LC.3.NF.A.1c** Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).

Sample Math Items - Grade 3

**What part of the fraction circle is shaded?**

$\frac{1}{2}$

$\frac{1}{4}$

$\frac{1}{8}$

3 Answer Options

# Mathematics Sample Items

- Mathematics Grade 3
  - Sample Item 1
  - Sample Item 2
- Mathematics Grade 6
  - Sample Item 1
  - Sample Item 2
- Mathematics Grade 11
  - Sample Item 1
  - Sample Item 2

# Mathematics (Standards)

## Grade 3

**3.NF.A.1** Understand a fraction  $1/b$  as the quantity formed by 1 part when  $a$  whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

**LC.3.NF.A.1c** Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).

## Grade 6

**6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

**LC.6.RP.A.3d** Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).

## Grade 11

**A1: S-ID.A.2** *Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*

**LC.A1: S-ID.A.2a** Use descriptive stats; range, median, mode, mean, outliers/ gaps to describe data set.

# ELA Design

ELA content assessed by LEAP Connect includes:

- Reading foundational skills,
- Writing,
- Vocabulary, and
- Comprehension of varied text types.

In grades 3 and 4, LEAP Connect **reading items** include the assessment of early decoding skills. These items allow for responses that are either verbal or non-verbal. Words are presented from simple to more complex.

**Writing items** focus on different types of writing—narrative, explanatory and argument—at different grade levels. The writing items included in each grade range in complexity, allowing for students to show what they know and can do.

# ELA Design

**Reading items** assess students' developing use of vocabulary and reading skills using both literary and informational texts in grade-appropriate contexts.

- The literature content focuses on beginning comprehension skills (for example, describing characters in a story) as well as more advanced comprehension skills (for example, analyzing the development of theme)
- The informational content focuses on, for example, identifying the purpose of charts and diagrams as well as integrating information from multiple sources of information.

The texts used in LEAP Connect are written across a range of complexity to provide an opportunity for students with different acquired reading skills to answer text-based questions.

- The texts represent a range of complexity in the reading level, length, and vocabulary.
- The questions also include a range of supports and scaffolds (for example, introduction to the text, rereading, pictures, prompts for what to listen for, and definitions).

# LEAP Connect: ELA Design

<b>Session 1: Reading</b>	<b>Session 2: Reading</b>	<b>Session 3: Writing</b>	<b>Session 4: Writing</b>
<p>Literary and informational reading passages with selected-response reading items</p> <p>Open-response foundational reading items (grades 3 and 4 only)</p>	<p>Literary and informational reading passages with selected-response reading items</p> <p>Open-response foundational reading items (grades 3 and 4 only)</p>	<p>Selected-response writing items</p>	<p>One constructed-response writing item</p>

# ELA Design

Short text  
with repeated  
ideas

Simple  
vocabulary  
words

Provides a  
specific “listen  
for” statement  
related to the  
item

Text with  
straightforward  
ideas

Provides a brief  
description of  
the item topic  
and simple  
definitions of  
terms

Provides a  
“listen for”  
statement  
related to the  
assessed skill

Text with  
clear ideas

Provides some  
detail about the  
item topic and  
definitions of  
terms

Provides  
statement  
reminding  
students what  
the item is  
about

Text with  
detailed and  
implied ideas

Text with  
detailed and  
implied ideas

Provides  
statement  
reminding  
students what  
the item is  
about

# Graduated Text Complexity of Reading Passages

Less Complex

- Simple sentences
- Commonly used words
- Theme is obvious
- Clear events in order
- Predictable events
- Simple charts and tables
- Answers taken from the text

More Complex

- Simple and compound sentences (i.e., and)
- Some grade level words
- Theme is clear
- Connections between ideas and events presented in order
- Charts and tables
- Answers drawn from the text

Most Complex

- Compound and complex sentences
- Grade level words
- Theme implied
- Connections between a range of ideas and events
- Charts and tables essential to understand text
- Answers inferred from the text

# ELA Example – Grade 4

Louisiana Student Standard	Louisiana Connector
<p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>LC.RL.4.2b</b> Determine the theme of a story, drama, or poem; refer to text to support answer.</p> <p><b>LC.RI.4.1a</b> Refer to details and examples in a text when explaining what the text says explicitly.</p>

# English Language Arts Grade 4

## Sample Item 1

Sample ELA Items - Grade 4

### Directions

We are going to read a story about a boy named Ben. After we read, you will be asked a question about the theme. Listen for the message of the story.

### Ben's Present



Ben wants a dog. He thinks about dogs every day. In the morning, he begs his mom for a dog. His mom says dogs are a lot of work.



At night, he tells his dad that he will be good if he gets a dog. Ben's dad says that dogs cost a lot of money.



Ben's parents ask him what he wants. Ben says he wants a dog. He says he will walk the dog. He will feed the dog. He will play with the dog. He will pay for the dog's food.



Ben shows his parents he can take care of a dog. He watches a neighbor's dog for a week. He walks the dog.



He feeds the dog. He plays with the dog. Ben's parents see his hard work.



Then one morning, Ben hears a bark. He jumps out of bed. He smiles.

Statement reminding students what the item is about

Simple sentences

Visual Supports

# English Language Arts Grade 4

## Sample Item 1

Sample Item 1

Remember, the theme is the message of the story.

**What is the theme of this story?**



He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!

Would you like to read the story again before you are asked a question?

Re-read passage  
or passage part



having a lot of friends



showing you can take care of a pet



asking your parents for something

3 Answer  
Options with  
Visual  
Supports

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

# ELA Sample Items

- ELA Grade 3
  - Sample Item 1
  - Sample Item 2
  - Sample Item 3
- ELA Grade 6...
- ELA Grade 11
  - Sample Item 1
  - Sample Item 2
  - Sample Item 3

# Reading (Standards)

## Grade 4

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**LC.RL.4.2b** Determine the theme of a story, drama, or poem; refer to text to support answer.

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**LC.RI.4.1a** Refer to details and examples in a text when explaining what the text says explicitly.

## Grade 8

**RI.8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**LC.RI.8.8a** Identify an argument or claim that the author makes.

**RI.8.1** Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**LC.RI.8.1a** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.

## Grade 11

**RL.11-12.1** Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**LC.RL.11-12.1a** Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text.

**RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student interpretation of power, persuasiveness, or beauty of the text.

**LC.RI.11-12.6a** Determine the author's point of view or purpose in a text.

# Summary of Instructional Implications

- Incorporating visuals
- Using concrete materials
- Teaching definitions explicitly
- Modeling/ Model-Lead-Test
- Performing task analysis
- Paraphrasing in simple language
- Employing a system of least prompts

# Aligned Resources

The LDOE has developed resources and other supports to assist planning for and providing standards-based instruction for students with significant disabilities. These resources can facilitate teacher planning and implementation with regard to curriculum, assessment and instruction. The resources include:

- Louisiana Connectors Crosswalks with Louisiana Student Standards
- Louisiana Connectors Essential Elements Cards
- Student Response Modes
- Lesson Plan Adaptation
- Case Studies for Exemplary Instruction

# Instructional Resources

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- [Louisiana Connectors Essential Elements Cards](#)
- [Student Response Modes](#)
- [Lesson Plan Adaptation](#)
- [Case Studies for Exemplary Instruction](#)

# LEAP Connect Resources

	Available Now	Coming Soon
<b>Standards</b>	<ul style="list-style-type: none"> <li>• K-12 Louisiana Connectors in ELA and Math</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Louisiana Connectors in Science (2017-2018)</li> </ul>
<b>Assessment Resources</b>		<ul style="list-style-type: none"> <li>• <b>Assessment Guide</b> (available late September) provides in-depth information about the test design.</li> <li>• <b>Online Tools Training (OTT)</b> (available fall 2017) provides teachers and students sample items so they can become familiar with the computer-based testing format.</li> <li>• <a href="#">eDIRECT User Guide</a></li> </ul>
<b>Professional Development</b>	<p>2016-2017 Collaboratives – introductory trainings</p> <p>2017 Teacher Leader Summit – turnkey trainings</p>	<p>2017-2018 Collaboratives – supervisor and teacher leader trainings on assessment implications and aligned instruction</p>

Resources for the LEAP Connect administration will be provided this fall. The Department will continue to host trainings at the November collaborations to review the assessment design in-depth.

# Louisiana Connectors: Instructional Shifts

- **Access:** The Connectors are fully-aligned to the Louisiana Student Standards and do not exist separate and apart from the expectations for all students. Teachers of students with significant disabilities **provide inclusion opportunities whenever possible and help students access on-level content and skills.**
- **Focus:** The Connectors represent the “big ideas” of the content and skills found in the Louisiana Student Standards. Teachers of students with significant disabilities **focus instruction where the Connectors focus.**
- **Pathways:** The Connectors provide developmentally-appropriate benchmarks on the path to meeting the expectations of the Louisiana Student Standards. Teachers **know where students are and take the right steps to help them succeed.**

# Closing

- Visit the [Louisiana Believes](#) website to download instructional materials for classroom support.
- Consider the shift in standards and how this will impact teaching and learning in your classroom.
- Talk with other educators to share what you learned.
- Implement sound instructional practices that support the LEAP Connectors.
- Email [assessment@la.gov](mailto:assessment@la.gov) with questions about the LEAP Connect assessment.