

# Graduation Appeal Process

## Memo Regarding Approved Policy Related to the Appeal of Diploma Requirements

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### Background

We anticipate that on December 20, 2023, revisions to *Bulletin 741 - Louisiana Handbook for School Administrators* will be published as Rule in the *Louisiana Register*. The Louisiana Department of Education (LDOE) is taking appropriate measures to implement this board-approved policy. Please find below a copy of the language as approved by the Board of Elementary and Secondary Education (BESE). The LDOE Appeals Cover Sheet and applicable Portfolio Checklist pages must be completed for each appeal.

### Next Steps

Local decisions that must be made prior to consideration of appeals:

- Determine whether the School Building Level Committee (SBLC) has completed required actions. The policy requires a SBLC review of the appeal of any student who meets the eligibility criteria. The SBLC is also required to monitor the progress of each student who has not met at least one assessment requirement for graduation. Designate personnel to complete the work of student records review; compilation of remediation and progress monitoring documentation; and scheduling of dropout prevention, mentoring, and career support meetings for eligible students. Individual Graduation Plans must detail academic supports provided, as well as student outcomes or progress as a result of those supports.
- Determine which school staff will score the portfolios of students submitting an appeal. As portfolios should address each content standard within the *Louisiana Student Standards* at the mastery level, it is recommended that an educator with certification in the area of appeal and experience in scoring standards-aligned, portfolio-style assessments complete the scoring of each entry in a portfolio.
- Determine whether additional information will be considered by the SBLC in a student appeal, as outlined in §2321.F.1.h. Any LEA-determined factors pursuant to this provision should be communicated to the SBLC facilitator in each school within the LEA.
- Determine the process by which SBLC-approved appeals will be sent to the LEA head for approval. As the policy does not provide for a designee to complete this task, the system leader must review and make a final determination regarding each appeal.
- The Appeal Cover Sheet must be completed, signed, and submitted to [EducationPolicy@la.gov](mailto:EducationPolicy@la.gov).
- Although the policy requires LEAs to collect additional subgroup information to submit in the event of an audit, in the event of unknown information, LEAs should not ask for immigration status pursuant to 20 USC 6821 and *Plyler vs. Doe* and should not ask for family income pursuant to R.S. 17:3914.C. LEAs should consult with their legal counsel about the collection and/or reporting of student information.
- Attached below, the following resources are available: a copy of the policy, portfolio guidance (page 6), and the cover sheet that must be completed for each appeal (page 10).

**Title 28**

**EDUCATION**

**Part CXV. Bulletin 741—Louisiana Handbook for School Administrators**

**Chapter 7. Records and Reports**

**§717. Reports of High School Credit**

A. – A.3.

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B. ~~Prior to the date of graduation or options program completion, the LDE shall have the authority to determine the issuance of a diploma or an options program skill certificate. Reporting and Review for state diplomas issued on appeal.~~

1. No later than October 1 annually, LEAs shall submit the following graduation data by school site via the Student Transcript System (STS). The LDOE will compile and submit a report to BESE annually in December, which will include the following:

- a. the total number of students issued a diploma;
- b. the number of students issued a diploma via an appeal of the assessment requirement granted via SBLC;
- c. the number of students considered by an SBLC for appeal of the assessment requirement;
- d. the number of students in the graduation cohort who did not earn a diploma by August 31 of that year; and
- e. an example of 3 exemplary portfolios that may be used by the department as examples for LEAs and school sites.

2. At the January 2026 BESE meeting the LDOE shall submit a report to BESE, detailing data for the initial two school years of implementation regarding appeals to the assessment requirements for the purposes of graduation eligibility. The report shall serve as a reference for BESE to use in determining if policy revisions are necessary. The LDE will report to BESE annually thereafter and will include the following:

- a. the percentage of college enrollment after high school exit of all graduating students, students issued a diploma via the graduation appeals process, and non-graduates in each respective graduation cohort;
- b. to the extent that data is available, the percentage of employment after high school exit of all graduating students, students issued a diploma via the graduation appeals process, and non-graduates in each respective graduation cohort; and
- c. the number of IBCs earned by type of all graduating students, students issued a diploma via the graduation appeals process, and non-graduates in each respective graduation cohort.

C. Auditing of diplomas issued on appeal.

1. In the event the number of students, issued a diploma via an appeal, exceeds three percent of the respective graduation cohort of a school site, the governing LEA shall submit additional data to LDOE to be included in the BESE annual report. At a minimum, the additional data shall include Subgroup population information as follows for each school site which exceeds the three-percent threshold:

- a. African American;
- b. American Indian/Alaskan Native;
- c. Asian;
- d. Hispanic;
- e. white;
- f. two or more races;
- g. economically disadvantaged;
- h. immigrants;
- i. English learners;

- j. students with disabilities;
- k. students with 504 plans;
- l. homeless students;
- m. military-affiliated students; and
- n. Foster care students.

2. After an initial audit regarding the three percent threshold, a school, serving a unique population and in compliance with appeals eligibility requirements, shall be exempt from consecutive audits

3. If the initial audit yields discrepancies in the implementation of the appeals process, the State Superintendent of Education, may be the final authorizer for the respective school site the following year.

D. Random Sampling for Appeals Audits.

1. For the students described in Subsection C, the LDOE may audit a random sampling of the full appeals packets brought to SBLC team to include the following:

- a. an appeals cover page which attests completion of appeal requirements and signatures of the SBLC team in which the appeal was granted;
- b. evidence of intervention required by *Bulletin 741, §2321*, Subsection E;
- c. evidence of content proficiency through the state assessment requirement or portfolio submission;
- d. evidence of employability; and/or
- e. any additional documentation requested by the LDOE for the respective students.

E. Prior to the date of graduation or options program completion, the LDOE shall have the authority to determine the issuance of a diploma or an options program skill certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(11).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1270 (June 2005), amended LR 39:2204 (August 2013), LR 49:

**Chapter 23. Curriculum and Instruction**

**Subchapter A. Standards and Curricula**

**§2321. ~~Senior Projects~~ Appeals Eligibility and Requirements**

A. – B.3.d. Repealed.

A. Beginning with the 2023-2024 school year, if a student has not met state-established benchmarks in both assessments within any of the prescribed categories in *Bulletin 741, §2318 Part A*, the SBLC team may determine if the student is able to appeal the assessment requirements for the purposes of graduation eligibility.

B. Students who appeal the assessment requirement for graduation eligibility, shall be afforded the same opportunities to pursue a standard diploma to exit high school with all course credits, honors, and financial awards as other students. A student is not guaranteed a diploma and shall meet either the standard requirements for graduation or, using the process outlined in subsection D of this Chapter, appeal to the respective School Building Level Committee (SBLC) team to be awarded a diploma.

C. Pursuant to the Elementary and Secondary Education Act (ESEA), the state academic content standards shall apply to all public schools and public school students in the state and include the same knowledge and skills expected of all students and the same level of achievement expected of all students, with the exception of students with the most significant cognitive disabilities who may access alternate academic achievement standards and achievement levels. Only diplomas earned by students who have pursued the regular academic state standards and who have earned all state-required Carnegie credits shall be considered regular diplomas in the state and district accountability system, pursuant to federal laws and regulations.

D. Appeals Eligibility.

1. Students are eligible for an appeal to the assessment requirement no earlier than senior year and shall fulfill the following criteria:

a. earn all Carnegie Units required for either the TOPS University Diploma or Career Diploma, as prescribed in *Bulletin 741, §2318 and §2319*; and

b. fulfill at least one of the following conditions to demonstrate evidence of employability:

i. demonstrate workforce readiness by a score of Silver or higher on ACT WorkKeys;

ii. eligibility for the TOPS Tech Award; or

iii. demonstrate mastery of specific employability skills by earning a graduation-qualifying, Industry-Based Credential (IBC), outlined in *Bulletin 741, §2319*, regardless of the diploma pathway that the student is pursuing.

c. fulfill at least one of the following conditions to demonstrate evidence of content proficiency:

i. fulfill the standard assessment requirement for the assessment pairs prescribed in *Bulletin 741, §2318, Subsection A*, or

ii. For the freshman cohort entering 2022-2023 and beyond, complete a portfolio of work that meets the content proficiency requirement, as measured by the LDOE standardized rubric, for both LEAP 2025 courses in the assessment pairs in which the standard assessment requirement was not fulfilled.

iii. For students entering the freshmen cohort prior to 2022-2023, the portfolio requirement may be satisfied by completing a portfolio aligned to one course in each corresponding LEAP 2025 assessment pair that was not fulfilled by the standard assessment requirement.

2. Pursuant to *Bulletin 741, §707*, for a transfer student transferring into a Louisiana public school district from an out-of-state school, nonpublic school, or approved home study program, proficiency shall be demonstrated via successful completion of coursework and the issuance of Carnegie credit. A transfer student is not required to take the LEAP 2025 assessment in the courses that were transferred and accepted as Carnegie credit. For the purposes of appeals eligibility, a portfolio of work need not be completed for coursework fulfilled for transferred Carnegie credit.

#### E. Monitoring Progress and Responsibilities for Appeals Eligibility.

1. The SBLC shall monitor the progress of each student, who has not met a least one assessment requirement for graduation. The SBLC shall ensure that the student:

a. receives appropriate academic supports in any and all subjects for which the standard assessment requirement was not achieved. Additionally, each individual student graduation plan shall outline all academic supports provided. Progress, pursuant to such specified academic supports, shall be reviewed at least once throughout the school year in order to determine needed adjustments as well as effectiveness;

b. completes 30 hours of required remedial or co-requisite instruction for the LEAP 2025 exam in which the standard assessment requirement was not achieved, per *Bulletin 741, §2318 and §2319*;

c. is provided dropout prevention and mentoring services, based on proven strategies to retain and graduate at-risk students. The LDOE shall make available to LEAs, a list of strategies, as well as technical assistance needed to offer students such services; and

d. is scheduled for a meeting in order to determine eligibility for local career support with a representative from a Workforce Innovation Opportunities Act Provider, Vocational Rehabilitation Services Provider, or other local career support agency and its affiliated providers.

#### F. Appeals Consideration.

1. The SBLC shall review and consider individual student appeals for any student, who meets the appeal requirements, as outlined in Subsection D. Additionally, the SBLC may consider the following in determining an appeal decision:

a. the course grade awarded for the course which the student did not attain the standard assessment requirement for graduation on the LEAP 2025;

b. the score achieved on each LEAP 2025 assessment for which the student did not attain the standard assessment requirement for graduation;

c. the score achieved on the ACT, ACT WorkKeys, and, if applicable, TOPS or TOPS Tech scholarship eligibility;

d. the rigor of secondary coursework, including, successful completion of honors courses, Advanced Placement courses, IAB, and/or dual enrollment courses;

e. completion of a sequence of courses for an IBC within the Career Diploma;

f. the strength of an attained IBC in alignment with definitions outlined in *Bulletin 111, §709*;

g. overall preparedness for postsecondary success, including letters or certificates of acceptance to post-secondary institutions; and

h. any other academic information designated for consideration by the LEA for appeal consideration by the SBLC.

G. For students meeting the requirements outlined in Subsection D, the SBLC may determine that the student is eligible to graduate, subject to final approval of the Local Education Agency (LEA) head. A student who appeals the assessment requirement for graduation may graduate and receive a high school diploma on the basis of the committee decision by majority and the LEA head. This subsection does not create a property interest in graduation. The decision of the SBLC and LEA head is final and may not be appealed. Should an SBLC and LEA head not recommend a student for graduation eligibility by appeal, a student may only graduate through standard assessment requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 17:183.2, and R.S. 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:240 (February 2006), repromulgated LR 41:1483 (August 2015), LR 49:

### **§2322. Senior Projects**

#### **[Formerly §2321]**

A. A senior project is a focused rigorous independent learning experience completed during the student's year of projected graduation from high school.

B. Each LEA allowing students to complete a senior project in partial fulfillment of the requirements for an academic endorsement shall develop local policy for senior projects that includes these requirements.

1. Each student must choose a challenging topic of interest approved by their parents or guardians and the school-level senior project committee.

2. Each student must have a senior project mentor.

3. Students must successfully complete the four components listed below with a score of satisfactory or higher on each component. The components will be evaluated locally using rubrics provided by the LDOE:

a. research paper of 8 to 10 pages on an approved topic of the student's choice;

b. product or service related to the research requiring at least 20 hours of work;

c. portfolio that documents and reflects the senior project process; and

d. presentation to a panel of three to five adults from the community and school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 17:183.2, and R.S. 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 49:

## Overview

At the June 2023 meeting of the Louisiana Board of Elementary and Secondary Education (BESE), the board approved a policy developed by board and community members regarding an appeals process for all students as it relates to diploma requirements. For students entering a freshman cohort during or after the 2022-2023 school year, a standardized rubric must be used. More information regarding the LDOE standardized rubric will be made available as development progresses. For students entering a freshman cohort prior to 2022-2023, the guidance in this document and Graduation Appeal Cover Sheet must be used.

## Requirements

To be eligible for appeals consideration, students must meet all of the following requirements.

- The student is classified as a senior.
- The student has earned all Carnegie units required for either the TOPS University Diploma or the Career Diploma.
- The student has earned one of the following:
  - A score of Silver or higher on the ACT WorkKeys assessment;
  - Eligibility for the TOPS Tech Award; or
  - An approved industry-based credential.
- The student has attempted each LEAP 2025 assessment at least one time.
- The student completes a portfolio of work aligned with one content area in each LEAP 2025 assessment pair in which the standard assessment requirement was not met.
- The student has received appropriate academic support in any and all subjects for which the standard assessment requirement was not achieved, and such support has been outlined in the student's individual graduation plan.
- The student has completed 30 hours of remedial or co-requisite instruction for each LEAP 2025 assessment in which the standard assessment requirement was not achieved.
- The student has been provided with dropout prevention and mentoring services based on proven strategies to retain and graduate at-risk students.
- The student has been scheduled for a meeting to determine eligibility for local career support.
- A signed cover sheet with statement of assurance must be completed for each student for whom an appeal is considered.

## Portfolio Requirements

**For students entering a freshman cohort prior to 2022-2023, the following apply:**

- The LEA SBLC coordinator must facilitate submission of the following templates:
  - Cover Sheet and Statement of Assurance for Portfolio Appeals. This document outlines the portfolio appeals requirements and expectations and requires the signature of the SBLC coordinator, high school principal, and system leader to verify that the appeals process has been completed with integrity in accordance with LAC 28: CXV.717 and 2321.
  - Portfolio Appeals Data Spreadsheet.
- A portfolio aligned to one course in each LEAP 2025 assessment pair not fulfilled by the standard assessment requirement must be completed by the student. (Assessment pairs: English I and English II, Algebra I and geometry, U.S. History and biology)
- For each student participating in a portfolio appeal, the LEA must compile and store the following in paper or digital form:
  - The student transcript
  - Documentation of performance on LEAP 2025 assessments

- Portfolio submissions for one subject in each content pair for which the student has not met the graduation assessment requirement
- Portfolio task and stimulus materials as described below
- The cover sheet and statement of assurance
- Pursuant to BESE motion at its December 2023 meeting to clarify the policy: “Define content proficiency around the granting of a diploma through the appeal process on the same level as that of students graduating without the appeal process.”

### English Language Arts Portfolio Appeal

- An appeals portfolio for English I or English II must include the following:
  - Two grade-level reading passage sets (one literary set and one informational set, with each passage consisting of 500 to 1,500 words) as well as associated items that demonstrate a student’s comprehension (i.e., multiple-choice items and short constructed responses to open-ended questions).
  - Three grade-level writing pieces: one literary analysis task, one research task, and one narrative writing task.
- Each passage set task for English Language Arts must consist of 2-3 grade-level reading passages, 6-8 comprehension items, and an extended written response task connected to the reading passage.
- Each item should be aligned with the appropriate [Louisiana Student Standards](#). The standard linked to each item should be included in the appropriate space on the content-specific cover sheet.
- LEAs should develop items and tasks using the [2023-2024 Assessment Guide for English I and English II](#) but **may not** use the actual items in the guide for their appeals.
- Writing tasks must be scored using the [Grades 6-10 Literary Analysis Task and Research Simulation Task Scoring Rubric](#) or the [Grades 6-10 Narrative Writing Task Scoring Rubric](#), resulting in 8 possible points per item.
- Reading items and tasks must be scored using the [English I](#) or [English II](#) Achievement Level Descriptors (ALDs). Points should be assigned within each ALD as follows: Level 2 - 1 point, Level 3 - 2 points, Level 4 - 3 points, Level 5 - 4 points, resulting in 4 points available for each item. Score points must **not** be awarded in half-points.

### Math Portfolio Appeal

- An appeals portfolio for Algebra I or geometry must include the following:
  - For Algebra I, one task set consisting of eleven Type I tasks (one from each major, additional, and supporting content section within the [Algebra I Achievement Level Descriptors](#). For geometry, one task set consisting of nine Type I tasks (one from each major, additional, and supporting content section within the [Geometry Achievement Level Descriptors](#).
  - Two performance tasks requiring students to express mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.
  - Two performance tasks requiring students to apply knowledge and skills to solve real-world problems, engaging particularly in the modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, and making use of structure.
  - Each performance task should address a separate major content area of the Louisiana Student Standards for the respective content area.
- Each item should be aligned with the appropriate [Louisiana Student Standards](#). The standard linked to each item should be included in the appropriate space on the content-specific cover sheet.
- LEAs should develop questions using the 2023-2024 Assessment Guide for [Algebra I](#) or [Geometry](#) but **may not** use the actual items in the guide for their appeals. The performance tasks must be open-ended questions

demonstrating that the student holds core mathematical competencies equivalent to the expectations of the Louisiana Student Standards.

- Each item should be aligned with the [Algebra I](#) or [Geometry](#) Evidence Statements (Appendix A of each assessment guide). The descriptors linked to each item should be included in the appropriate space on the content-specific cover sheet. Each reasoning or modeling evidence statement must be paired with a major content evidence statement. No evidence statement may be used more than once.
- The LEA-developed rubric must be based on the [Algebra I](#) or [Geometry](#) Achievement Level Descriptors (ALDs) and retained as part of each student portfolio. The rubric for each performance task should be composed of an ALD set for the major content evidence statement and an ALD set for the reasoning or modeling evidence statement. Points should be assigned within the rubric as follows: Level 2 - 1 point, Level 3 - 2 points, Level 4 - 3 points, Level 5 - 4 points, resulting in 8 points available for each task. Score points must **not** be awarded in half-points.
- The LEA-developed rubrics as well as a copy of each task and any associated materials must be retained as part of each student portfolio.

### **Biology Portfolio Appeal**

- An appeals portfolio for biology must include the following:
  - Twenty grade-level performance tasks or task sets (one centered on each of the [Biology Achievement Level Descriptors](#)), including items that demonstrate a student’s understanding of disciplinary core ideas and crosscutting concepts and ability to apply scientific and engineering practices, tied to Louisiana Student Standards for biology.
  - One extended-response task that requires students to apply all three dimensions of the Louisiana Student Standards for Science (disciplinary core ideas, crosscutting concepts, scientific and engineering practices).
- Each item must be aligned with the appropriate [Louisiana Student Standard](#). The standard linked to each item should be included in the appropriate space on the content-specific cover sheet.
- LEAs should develop questions and tasks using the [2023-2024 Assessment Guide for Biology](#) but **may not** use the actual items in the guide for their appeals.
- Each performance task for biology must consist of a prompt anchored to a real-world scientific phenomenon, contextualized through one or more stimulus materials (e.g., maps, charts, data tables, bar or line graphs, diagrams, pictures, photographs, or artist’s renderings), and should include several questions and a short constructed-response task connected to the phenomenon.
- The rubric for each item within a performance task must be composed of a [Biology Achievement Level Descriptors](#) set corresponding to each standard. Points should be assigned within the rubric as follows: Level 2 - 1 point, Level 3 - 2 points, Level 4 - 3 points, Level 5 - 4 points. Score points must **not** be awarded in half-points.
- The extended response task rubric should evaluate student proficiency in each of the three dimensions of the Louisiana Student Standards for Science (disciplinary core ideas, crosscutting concepts, scientific and engineering practices). LEAs should make use of ALDs when developing the rubric. The extended-response task must be weighted three times the points available for a short constructed-response task. Score points must **not** be awarded in half-points.
- The LEA-developed rubric as well as a copy of each task and associated stimulus materials must be retained as part of each student portfolio.

### **U.S. History Portfolio Appeal**

- An appeals portfolio for U.S. History must include the following:
  - For each [U.S. History Achievement Level Descriptor](#), an extended response task requiring students to express and develop a claim supported by social studies knowledge and evidence from sources in a way that is logical and cohesive.



- LEAs should develop materials and select sources using the [2023-2024 Assessment Guide for U.S. History](#) but **may not** use the actual items in the guide for their appeals.
- Each task for U.S. History must consist of a prompt contextualized through a set of two to six related source documents (e.g., excerpts from text-based primary and/or secondary sources; authentic and/or reproductions of historical maps; charts, tables, and/or graphs; timelines and/or series of events; graphic organizers and/or diagrams; illustrations, paintings, and/or photographs; historical posters and/or cartoons).
- The rubric for each item must be the rubric from [Appendix A of the assessment guide](#) linked with the [U.S. History Achievement Level Descriptor](#) corresponding to each item. The mastery-level descriptor linked to each item should be included in the appropriate space on the content-specific cover sheet. Each extended response is worth 8 points.
- Score points must **not** be awarded in half-points.
- The LEA-developed rubric as well as a copy of each task and associated source documents must be retained as part of each student portfolio.

**Overview**

At the June 2023 meeting of the Louisiana Board of Elementary and Secondary Education (BESE), the board approved a policy developed by board and community members regarding an appeals process for all students as it relates to diploma requirements. This cover sheet must be completed for each appeal; emailed to [EducationPolicy@la.gov](mailto:EducationPolicy@la.gov); and retained and produced in the event of an audit along with the following: student transcript; LEAP 2025 score reports; verification of IBC attainment or ACT score report or ACT WorkKeys score report; portfolio materials and responses for each required subject.

**Requirements**

To be eligible for appeals consideration, students must meet all of the following requirements.

- The student is classified as a senior.
- The student has earned all Carnegie units required for either the TOPS University Diploma or the Career Diploma.
- The student has earned one of the following: a score of Silver or higher on the ACT WorkKeys assessment; eligibility for the TOPS Tech Award; or an approved industry-based credential (IBC).
- The student has attempted each LEAP 2025 assessment at least one time.
- The student completes a portfolio aligned with one content area in each lacking LEAP 2025 assessment pair.
- The student has received appropriate academic support in any and all subjects for which the standard assessment requirement was not achieved, and such support has been outlined in the student’s individual graduation plan.
- The student has completed 30 hours of remedial or corequisite instruction for each failed LEAP 2025 assessment.
- The student has been provided with dropout prevention and mentoring services based on proven strategies to retain and graduate at-risk students.
- The student has been scheduled for a meeting to determine eligibility for local career support.

**Statement of Assurance for Portfolio Appeals**

By my signature below, I certify that all appeals requirements pursuant to LAC 28: CXV.2321 have been met for each student for whom an appeal is considered during the 2023-2024 school year. I understand that the Louisiana Department of Education may audit a random sampling of appeals materials at any time and that findings of irregularities in appeals implementation may result in increased oversight by the LDOE in subsequent school years. All portfolio work is that of the student, completed without the help of adults, other students, or artificial intelligence. All student records, appeal portfolio components, and student responses must be retained by the local education agency.

Student LASID: \_\_\_\_\_ School: \_\_\_\_\_

The student has met the following requirement (check one and describe as indicated):

- TOPS Tech Eligibility
- ACT WorkKeys level: \_\_\_\_\_
- IBC: \_\_\_\_\_

Principal (print name)	Principal Signature	Date

SBLC Coordinator (print name)	SBLC Coordinator Signature	Date

System Leader (print name)	System Leader Signature	Date

**English Language Arts Portfolio Cover Sheet, page 1**
**Student LASID:** \_\_\_\_\_

Attach prompts, tasks, passages, student responses, and rubrics for each of the five sections.

Section 1: Literary reading passage set and associated items

Passage title(s): \_\_\_\_\_

Item #	Louisiana Student Standard Addressed	Associated Mastery-Level Achievement Level Descriptor	Student Score

Extended response prompt:

Extended response student score: \_\_\_\_\_ (attach student response and scoring rubric)

Total points available: \_\_\_\_\_

Total section 1 points earned: \_\_\_\_\_

**English Language Arts Portfolio Cover Sheet, page 2**
**Student LASID:** \_\_\_\_\_

Section 2: Informational reading passage set and associated items

Passage title(s): \_\_\_\_\_

Item #	Louisiana Student Standard Addressed	Associated Mastery-Level Achievement Level Descriptor	Student Score

Extended response prompt:

Extended response student score: \_\_\_\_\_ (attach student response and scoring rubric)

Total points available: \_\_\_\_\_

Total Section 2 points earned: \_\_\_\_\_

**English Language Arts Portfolio Cover Sheet, page 3**

Student LASID: \_\_\_\_\_

Section 3: Literary analysis task

Passage title(s): \_\_\_\_\_

Attach a copy of the passage(s), student response, and scoring rubric.

Constructed-response item prompt:

Total points available:   8  

Total Section 3 points earned: \_\_\_\_\_

Section 4: Research simulation task

Passage title(s): \_\_\_\_\_

Attach a copy of the passage(s), student response, and scoring rubric.

Constructed-response item prompt:

Total points available:   8  

Total Section 4 points earned: \_\_\_\_\_

Section 5: Narrative writing task

Passage title(s): \_\_\_\_\_

Attach a copy of the passage(s), student response, and scoring rubric.

Constructed-response item prompt:

Total points available:   8  

Total Section 5 points earned: \_\_\_\_\_

**Mathematics Portfolio Cover Sheet, page 1**
**Student LASID:** \_\_\_\_\_

Attach tasks (labeled as Section 1, Task 1; Section 1, Task 2, etc.), rubrics, and student responses for each of the five sections.

Select one (Algebra I or geometry): \_\_\_\_\_

Section 1: Type 1 content tasks (For Algebra I, 11 tasks; for geometry, 9 tasks)

Task #	Standard	Associated Mastery-Level Achievement Level Descriptor	Student Score (4 points possible)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

Total points available (44 for Algebra I, 36 for geometry): \_\_\_\_\_

Total Section 1 points earned: \_\_\_\_\_

**Mathematics Portfolio Cover Sheet, page 2**
**Student LASID:** \_\_\_\_\_

Section 2: Type 2 task - expressing mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements

Task #	Standard		Associated Mastery-Level Achievement Level Descriptor	Student Score (8 points possible for each task)
1	Reasoning evidence statement			
	Content scope			

 Total points available:   8  

Total Section 2 points earned: \_\_\_\_\_

Section 3: Type 2 task - expressing mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements

Task #	Standard		Associated Mastery-Level Achievement Level Descriptor	Student Score (8 points possible for each task)
1	Reasoning evidence statement			
	Content scope			

 Total points available:   8  

Total Section 3 points earned: \_\_\_\_\_

**Mathematics Portfolio Cover Sheet, page 3**
**Student LASID:** \_\_\_\_\_

Section 4: Type 3 task - apply knowledge and skills to solve real-world problems, engaging particularly in the modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, and making use of structure

Task #	Standard		Associated Mastery-Level Achievement Level Descriptor	Student Score (8 points possible for each task)
1	Modeling evidence statement			
	Content scope			

 Total points available:   8  

Total Section 4 points earned: \_\_\_\_\_

Section 5: Type 3 task - apply knowledge and skills to solve real-world problems, engaging particularly in the modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, and making use of structure

Task #	Standard		Associated Mastery-Level Achievement Level Descriptor	Student Score (8 points possible for each task)
1	Modeling evidence statement			
	Content scope			

 Total points available:   8  

Total Section 5 points earned: \_\_\_\_\_



**Biology Portfolio Cover Sheet, page 1**
**Student LASID:** \_\_\_\_\_

Attach tasks (labeled as Task 1, Task 2, etc.), all stimulus materials, rubrics, and student responses.

Section 1: Grade-level performance tasks or task sets, one centered on each of the Biology Achievement Level Descriptors

Task #	Standard	Associated Mastery-Level Achievement Level Descriptor	Student Score (4 points possible)
1			
2			
3			
4			
5			
6			
7			
8			
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10			
11			
12			
13			

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14			
15			
16			
17			
18			
19			
20			

Section 2: Extended-response task that requires students to apply all three dimensions of the Louisiana Student Standards for Science

	Mastery-Level Achievement Level Descriptor, constructed from the Biology Achievement Level Descriptors	Student Score (4 points possible for each dimension)
Disciplinary Core Idea		
Crosscutting Concept		
Scientific and Engineering Practice		

Total points available: 92

Total student points earned: \_\_\_\_\_

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Attach prompts (labeled as Task 1, Task 2, etc.), all source documents, rubrics, and student responses. For each task, the student must write an in-depth response that expresses and develops a claim, incorporating their knowledge of the content and concepts along with evidence from the source documents. Each task is worth up to eight points and must be scored using the two-dimensional rubric that measures content and claims. Each dimension is scored with a scale of 0-4 points. The U.S. History Extended Response rubric is available in [Appendix A](#).

Task #	Associated Mastery-Level Achievement Level Descriptor	Source Documents (at least two)	Student Score (8 points possible)
1	Analyze the social, political, and economic antagonism that existed between ethnic and cultural groups as a result of westward expansion.		
2	Explain the significance of economic changes that occurred on the western frontier, the political, social, and economic problems encountered by farmers, and the solutions developed by the Populist movement.		
3	Analyze the effect of the government's laissez-faire policies, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy.		
4	Explain how mass immigration accelerated urbanization and analyze the government's response to the challenges associated with immigration, urbanization, and rapid industrialization.		
5	Analyze the political, social, and economic struggles of a growing labor force that resulted in the formation of labor unions and their attempts to improve working conditions.		

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6	Explain how muckrakers, political leaders, and intellectuals influenced the Progressive movement and analyze the movement's successes and failures.		
7	Analyze the causes of U.S. imperialistic policies, and describe both immediate and long-term consequences upon other regions and acquired territories.		
8	Analyze the reasons for U.S. entry into World War I and explain how the U.S. government financed the war, managed the economy, and directed public support for the war effort.		
9	Analyze how key military leaders, innovations in military technology, and major events affected the outcome of World War I.		
10	Analyze the goals of political leaders at the Paris Peace Conference and the consequences of the Treaty of Versailles.		
11	Explain how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society.		
12	Analyze the economic policies, attacks on civil liberties, and presidential administrations of the 1920s and explain how each reflected a return to isolationism.		
13	Explain how major technological innovations and scientific theories of the 1920s affected American society.		

**U.S. History Portfolio Cover Sheet, page 3**
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14	Analyze the causes and effects of the Great Depression and the responses of the Hoover and Roosevelt administrations, and describe the social, economic, and political impact of key New Deal programs on the United States		
15	Analyze the causes of World War II and the reasons for U.S. entry into the war, and explain how the U.S. government financed the war, managed the economy, and encouraged public support for the war effort.		
16	Analyze the role of minority groups and women on the home front and in the military during World War II and explain how it changed their status in society.		
17	Analyze major events, turning points, and key strategic decisions of leaders during World War II, and explain how they affected the outcome of the war and the beginning of the Cold War.		
18	Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism.		
19	Analyze the relationships among domestic events and foreign policies of the 1960s and 1970s and escalating Cold War tensions.		
20	Explain how post-war social movements and the Civil Rights movement caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events.		

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21	Explain how leaders' personalities, events, and policies combined to bring about an end to the Cold War		
22	Compare and contrast the domestic policies of post-Cold War presidencies.		
23	Explain how advances in medicine, technology, and the media during the modern era have altered society.		
24	Trace the evolution of relationships between the United States and Middle Eastern countries and explain how these interactions have defined the image of the United States in the region.		
25	Explain how events changed the American people's perceptions of government over time.		
26	Categorize the ideology of landmark Supreme Court decisions from the Warren Court to the present and explain the impact of the decisions on political and social institutions		
27	Trace the rise in domestic and foreign terrorism and analyze its effects on America's way of life.		

 Total points available:   216  

Total student points earned: \_\_\_\_\_