



Office of Assessments, Analytics, and Accountability

LEAP Assessment Guide for English I and English II

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Purpose

This document is designed to assist Louisiana educators in understanding the LEAP English I and English II assessments.

Introduction

Students in English I and English II will take the LEAP ELA assessments, which provide

- questions that have been [reviewed by Louisiana educators](#) to ensure their alignment to the [Louisiana Student Standards](#) and appropriateness for Louisiana students;
- measurement of the full range of student performance, and
- information for educators and parents about student readiness in ELA and whether students are “on track” for college and careers.

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For additional information about the high school assessment program, see the [High School Assessment Frequently Asked Questions](#).

Goal of English Language Arts

The goal of English Language Arts is for all students to read, understand, and express understanding of complex, grade-level texts. To ensure that all students are able to reach the ELA goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers and support students throughout the instructional process by using a high-quality curriculum that does the following:

- Provides opportunities for all students to meet the grade-level standards through appropriate scaffolds and supports (e.g., [Diverse Learners Guide](#) and [Supports Flow Chart](#))
- Provides a coherent set of plans that has students engage with texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas
- Is organized around high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, science, and the arts) and help students make connections
- Includes lessons and sections that build on each other to help develop students' knowledge and skills
- Integrates reading, writing, and language instruction that focuses on building an understanding of texts so that students can express that understanding in a variety of ways
- Includes lessons that are organized so the writing process begins with development of understanding to ensure students have something meaningful to write about
- Includes a variety of [instructional strategies](#), many of them focused on the importance of discussion in helping students make meaning of a text before they express their understanding in writing
- Offers assessment opportunities that allow teachers to check understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

Assessment Design

Approach of the LEAP ELA Assessments

The LEAP ELA assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom and measures students' understanding of what they read through the following:

- Careful, close reading of complex grade-level literary and informational texts
- A full range of texts from across the disciplines, including science, social studies, and the arts

- Tasks that integrate key ELA skills by asking students to read texts, answer reading and vocabulary questions about the texts, and then write using evidence from what they have read
- Questions worth answering, ordered in a way that builds meaning
- A focus on students citing evidence from texts when answering questions about a specific passage or when writing about a set of related passages
- A focus on words that matter most in texts, are essential to understanding a particular text, and include context that allows a student to determine literal and figurative meanings

Item Types

The LEAP ELA assessments include several types of items, as described below. For more information about how to score the different item types, see the [LEAP ELA Practice Test Guidance](#).

- 1) **Evidence-Based Selected Response (EBSR)**: This item type consists of two (A and B), and in rare instances, three parts (A, B, and C); one part asks students to show their understanding of a text, and the other part or parts ask students to identify evidence to support that understanding or to extend or apply the understanding. The EBSR items are worth two points, and students can earn partial credit (1 point).
- 2) **Multiple Select (MS)**: This item type asks students to choose more than one correct answer and may appear as a one-part question or as part of an EBSR item. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point).
- 3) **Technology Enhanced (TE)**: This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). The Online Tools Training (OTT), available in INSIGHT or through this [link](#) using the Chrome browser, will allow students to practice answering TE questions to prepare for the test. For a summary of the different kinds of TE items and where to find examples of each type, refer to [LEAP Technology-Enhanced Item Types](#).
- 4) **Prose Constructed Response (PCR)**: This item type appears at the end of each of the two tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and written knowledge and use of language conventions.

LEAP ELA Test Design

The LEAP ELA tests have three sessions that consist of tasks and passage sets. Students take two tasks: the Research Simulation Task and **either** the Literary Analysis Task **or** the Narrative Writing Task. The tasks are described below.

- **Research Simulation Task:** mirrors the research process by presenting three texts on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts (e.g., how ideas/claims are developed, point of view/purpose, analysis of argument/claims, relationship of ideas, primary and secondary sources).
- **Literary Analysis Task:** provides students an opportunity to show their understanding of literature. Students read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that analyzes key ideas or elements in the texts (e.g., impact of word choice, complex characterization, text structure, point of view/cultural experience in non-U.S. literature).
- **Narrative Writing Task:** asks students to read a literary text, answer a set of selected-response questions about the text, and then create a narrative related to the text (e.g., finish the story, retell the story in another narrative form or from a different point of view). Students should make sure that they create narrative, not expository, responses.

Session 1 consists of either the Literary Analysis Task and a passage set with one text **or** the Research Simulation Task.

Session 2 consists of either the Research Simulation Task **or** the Narrative Writing Task and a passage set with one or two texts.

Session 3, Reading Literary/Informational Texts, consists of passage sets only. The reading selections may include fiction (e.g., short stories, novel and drama excerpts, poems) and nonfiction (e.g., informational texts from across the disciplines of science, history, and the arts).

Students will answer only selected-response questions about each text. No writing is included in this session.

NOTE: Session 3 will include two operational passage sets **and** one additional passage set that is being field tested. Each passage set includes one text or a pair of related texts and four or six questions about the text(s). Only a student’s performance on the operational passages will count towards a student’s final score. The field-test questions do **not** count towards a student’s final score on the test; they provide information that will be used to help develop future test forms.

The table on the next page outlines the two possible designs of the LEAP English I and English II assessments. The first part of the table shows the test design when the Literary Analysis Task is administered, while the second part of the table shows the test design when the Narrative Writing Task is administered. The table reflects the operational test only.

LEAP English I and English II Test Design – Literary Analysis Task (LAT) Administered

Test Session	Focus of Session	Number of Passages	Session Items/Points	Assessable ELA Student Standards (by subcategory)
1	Literary Analysis Task (LAT) AND Passage Set with one text	3	6 SR and 1 PCR (31 points) 4 SR (8 points)	LAT: RL standards; vocabulary standards RL.4, L.4, and L.5; writing standards W.1-2, 4, 9-10; conventions standards L.1-2, plus language skills from previous grades; Reading Set: RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
2	Research Simulation Task (RST)	3	8 SR and 1 PCR (35 points)	RI standards; vocabulary standards RI.4, L.4 and L.5; writing standards W.1-2, 4, 7-10; conventions standards L.1-2, plus language skills from previous grades
3	Reading Literary/Informational Texts	2-3	10 SR (20 points)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5

OR

LEAP English I and English II Test Design – Narrative Writing Task (NWT) Administered

Test Session	Focus of Session	Number of Passages	Session Items/Points	Assessable ELA Student Standards (by subcategory)
1	Research Simulation Task (RST)	3	8 SR and 1 PCR (35 points)	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards; W.1-2, 4, 7-10; conventions standards L.1-2, plus language skills from previous grades
2	Narrative Writing Task (NWT) AND Passage Set with one text or a pair of related texts	2-3	4 SR and 1 PCR (23 points) 6 SR (12 points)	NWT: RL standards; vocabulary standards RL.4, L.4-5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades; Reading Set: RL and RI standards and vocabulary standards RL.4, RI.4, L.4, L.5
3	Reading Literary/Informational Texts	2-3	10 SR (20 points)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5

SR: Selected-Response – includes two-part items (EBSR), multiple-select items, and technology-enhanced items (on computer-based test only)

RL: Reading Literature; L: Language; W: Writing; RI: Reading Informational Text

Scoring Rubrics

There are two [rubrics](#) used to score the PCRs — one to score student responses to the Literary Analysis Task (LAT) and the Research Simulation Task (RST) and one to score student responses to the Narrative Writing Task (NWT).

When scoring the combined Reading Comprehension and Written Expression dimension in the LAT or RST, a holistic score is determined, based on which score point best describes that response. That holistic score is multiplied by four. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT. The NWT differs in that the holistic score for Written Expression is multiplied by three and then combined with the Conventions score to calculate the total score.

The table below summarizes the scoring of the ELA Tasks for English I and English II.

Scoring of English I and English II Tasks						
Task	Dimensions	Score Points by Dimension	Weight	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression	4, 3, 2, 1, or 0	4	16	19	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Research Simulation	Reading Comprehension and Written Expression	4, 3, 2, 1, or 0	4	16	19	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Narrative Writing	Written Expression	4, 3, 2, 1, or 0	3	12	15	NWT Rubric
	Conventions	3, 2, 1, or 0	1	3		

Reporting Categories

Student performance on the LEAP ELA assessments will be reported by category and subcategory, as outlined in the following table.

Category	Subcategory	Subcategory Description
Reading	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 nonfiction, including texts about history, science, and the arts.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	Students use details from provided texts to compose well-developed, organized, clear writing.
	Written Knowledge and Use of Language Conventions	Students use the rules of Standard English (grammar, mechanics, and usage) to compose writing.

These reporting categories provide parents and educators valuable information about

- overall student performance, including readiness to continue further study in English language arts;
- student performance broken down by subcategories, which may help identify when students need additional support or more challenging work in reading and writing; and
- how well schools and school systems are helping students achieve expectations.

Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana’s five achievement levels:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations and are well prepared for the next level of study in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations and are prepared for the next level of study in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.

- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations and will need extensive support to be prepared for the next level of study in this content area.

Achievement Level Descriptors

Achievement Level Descriptors (ALDs) indicate what typical students at each level should be able to demonstrate based on their command of grade-level standards. The [English I ALDs](#) and [English II ALDs](#) are written for the two assessment categories of Reading and Writing.

Test Administration

Administration Information

The LEAP English I and English II tests are given during three administrations. The school or district test coordinator will communicate each school’s testing schedule. For updates to the testing schedule, refer to the [2024-2025 Louisiana Assessment Calendar](#).

Administration	Testing Window	Student-Level Results
Fall	December 2, 2024 – December 20, 2024	In window
Spring	April 2 , 2025 – May 14, 2025	For English I and II, the Spring 2025 scores will be available earlier in the window than in previous years.
Summer	June 23, 2025 – June 27, 2025	In window

All LEAP assessments are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP). The table that follows outlines the session information for the English I and English II assessments.

Session	LEAP English I and English II Tests	Time
Session 1	Literary Analysis Task and a passage set with one text OR Research Simulation Task	90 minutes
Session 2	Research Simulation Task OR Narrative Writing Task and a passage set with one text or a pair of related texts	90 minutes
Session 3	Reading Literary/Informational Texts	80 minutes

Scheduling Requirements for Computer-Based Testing

Computer-based testing allows school systems some flexibility in scheduling. However, to reduce incidences of testing irregularities, school systems must adhere to the following scheduling and administration practices:

- Testing students in the same grade level across the school at or very close to the same time
- Completing makeup testing for students immediately upon their return
- Limiting student interaction during breaks between test sessions
- Isolating students who have not completed testing for the day (e.g., students with extended time accommodation)
- Preventing interaction between groups of students taking the same tests at different times within a testing day
- Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)
- Taking the sessions within a content area in the correct order (e.g., ELA Session 1 taken before ELA Session 2)

We also recommend the following:

- limiting sessions to no more than three in one day for a student
- administering **no more than one session** that includes an extended-response task or writing prompt (e.g., Session 1 and Session 2 of English I and English II) in a day to an individual student

For more information about scheduling and administration policies, refer to the [Online Scheduling Guidance](#) document, found in the LDOE [Assessment library](#).

Testing Platform

Students will enter their answers into the online testing system. The way each answer is entered depends on the item type. For example, for an EBSR item with one correct answer in each part, a student will click on the circle next to the correct answer in Part A and in Part B. When responding to a PCR, students will type their essays into a response box, like the one shown on the right.

The toolbar at the top of the response box allows students to undo or redo an action; add boldface, italics, or underlining to their response; and check the spelling of words in their response. There is a limit to the number of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the LEAP 2025 essay expectations and time limits. The character count is not included on the response box so students focus on the quality of their essays rather than the amount of writing.



The online tests include the following tools, which allow a student to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line. A help tool is also featured to assist students as they use the online system.

- Pointer



- Highlighter



- Sticky note



- Masking



- Cross-off



- Magnifier



- Line guide



- Help



All students should work through the Online Tools Training (OTT), available in INSIGHT or through this [link](#) using the Chrome browser, to practice using the online tools so they are well prepared to navigate the online testing system.

Testing Materials

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All students must receive scratch paper and pencils from their test administrator for each test session. Students will **not** be allowed to use dictionaries and thesauruses on any part of the test. Because the ELA tests integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student’s understanding of a text. Definitions that are important to understanding the text but do not have sufficient context will be provided as footnotes for words. The scoring of the written responses takes into account the absence of such resources and the time constraints of each task.

Sample Test Items

This section includes samples of each item type: Evidence-Based Selected Response (EBSR), Technology Enhanced (TE), Multiple Select (MS), and Prose Constructed Response (PCR). The sample items, and the passages associated with them, are also included in the Online Tools Training, available in INSIGHT or through this [link](#) using the Chrome browser.

The LEAP ELA practice tests allow teachers to better understand the expectations of the LEAP ELA tests. The practice tests for English I and English II are available as PDFs in the [DRC INSIGHT Portal \(eDIRECT\)](#) and online through the [teacher access link](#). Information about how to incorporate the practice test content into instruction can be found in the [ELA Practice Test Guidance](#).

Evidence-Based Selected Response Item (with two parts)

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Read the passage from the article “Sound as My Mentor.” Then answer the questions.

from “Sound as My Mentor”

by Bernie Krause

- 1 Without water, life as we know it wouldn't exist. Giving off the most ancient of sounds, it is extremely hard to capture acoustically and replicate. Its burbling, hissing, lapping, roaring, crashing, multi-rhythmic periodicity has served as a setting for human themes since the first music was sung and the first words spoken.
- 2 It took the full course of musical history for a composer to produce an orchestral composition that approximated a sense of the sea—Debussy got close in *La Mer*, which was first performed in 1905. However, his piece still required that programmatic visual quality and verbal association in order to be reasonably successful. Here's an interesting exercise: play excerpts from the piece for a few people who've never heard the work and don't know the title, and ask them what they think it is trying to convey. The one time in the late '90s that I tried this test—playing the six-minute second movement (“Jeux de vagues”) for a class of seventh graders—the answers ranged from “traveling in space,” “music for a film about the country,” “a scene about a family of dinosaurs,” and “a Western movie” to “just plain boring.” Not one student guessed that the music represented an impression of the sea or even water.
- 3 At first glance, the task of recording water looks simple: set up a microphone by the shore and hit the “record” button. But no matter how hard I tried, my early attempts at capturing the sound of water never seemed quite right. We're so sight-oriented that most of us who have reasonable vision tend to hear what we are looking at. When we're focusing our eyes on breakers far

Part A

What does the word **enigma** mean as it is used in paragraph 6?

- (a) something that cannot be explained
- (b) something that is constantly present
- (c) something that is interesting to discuss
- (d) something that is rarely thought about

Part B

Which phrase from paragraph 6 provides the **best** clue about the meaning of the word **enigma**?

- (a) “The basic elements . . .”
- (b) “. . . and to most of us . . .”
- (c) “How should I know . . .”
- (d) “. . . heard the expression . . .”

Evidence-Based Selected-Response Item (with three parts)

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Read the poem “The Human Seasons.” Then answer the question.

The Human Seasons

by John Keats

Four Seasons fill the measure of the year;
There are four seasons in the mind of man:
He has his lusty Spring, when fancy clear
Takes in all beauty with an easy span:
5 He has his Summer, when luxuriously
Spring's honied cud of youthful thought he loves
To ruminatè, and by such dreaming high
Is nearest unto heaven: quiet coves
His soul has in its Autumn, when his wings
10 He furlèth close; contented so to look
On mists in idleness—to let fair things
Pass by unheeded as a threshold brook.
He has his Winter too of pale misfeature,
Or else he would forego his mortal nature.

“The Human Seasons” by John Keats—Public Domain

Part A

Based on the structure of “The Human Seasons,” in what way do the human seasons mentioned in the title differ from the seasons of the year?

- (a) Unlike the seasons of the year, the human seasons build upon one another.
- (b) Unlike the seasons of the year, the progression of human seasons must come to an end.
- (c) Each season of the year has its own inherent mood, unlike the human seasons.
- (d) The order of the seasons of the year is predictable, unlike the human seasons.

Read the poem “The Human Seasons.” Then answer the question.

The Human Seasons

by John Keats

- Four Seasons fill the measure of the year;
There are four seasons in the mind of man:
He has his lusty Spring, when fancy clear
Takes in all beauty with an easy span:
5 He has his Summer, when luxuriously
Spring's honied cud of youthful thought he loves
To ruminare, and by such dreaming high
Is nearest unto heaven: quiet coves
His soul has in its Autumn, when his wings
10 He furlerh close; contented so to look
On mists in idleness—to let fair things
Pass by unheeded as a threshold brook.
He has his Winter too of pale misfeature,
Or else he would forego his mortal nature.

“The Human Seasons” by John Keats—Public Domain

Part B

Which phrase from the poem **best** supports the answer to Part A?

- (a) “mind of man” (line 2)
- (b) “honied cud” (line 6)
- (c) “threshold brook” (line 12)
- (d) “mortal nature” (line 14)

Part C

Which word **best** describes the speaker's overall reaction to the answer to Part B?

- (a) amused
- (b) celebratory
- (c) contemplative
- (d) enthusiastic

Technology-Enhanced Item

Read the passage from the article “Sound as My Mentor.” Then answer the questions.

from “Sound as My Mentor”

by Bernie Krause

- 1 Without water, life as we know it wouldn't exist. Giving off the most ancient of sounds, it is extremely hard to capture acoustically and replicate. Its burbling, hissing, lapping, roaring, crashing, multi-rhythmic periodicity has served as a setting for human themes since the first music was sung and the first words spoken.
- 2 It took the full course of musical history for a composer to produce an orchestral composition that approximated a sense of the sea—Debussy got close in *La Mer*, which was first performed in 1905. However, his piece still required that programmatic visual quality and verbal association in order to be reasonably successful. Here's an interesting exercise: play excerpts from the piece for a few people who've never heard the work and don't know the title, and ask them what they think it is trying to convey. The one time in the late '90s that I tried this test—playing the six-minute second movement (“Jeux de vagues”) for a class of seventh graders—the answers ranged from “traveling in space,” “music for a film about the country,” “a scene about a family of dinosaurs,” and “a Western movie” to “just plain boring.” Not one student guessed that the music represented an impression of the sea or even water.

From the list, select **three** steps the author took in learning to capture audio that sounds like the ocean. Drag and drop each step in chronological order to the boxes.

tried to find a microphone that would filter out unwanted sounds
focused on three distances and recorded the ocean at each one
identified which extra sounds would detract from the recording and which would not
realized that microphones pick up extra sounds other than the ocean
developed a computer program to edit the sounds recorded
realized that the ocean cannot really sound like the ocean to a person without the person seeing it
used a computer program to combine sounds from all recordings

Click To Respond

Multiple-Select Item

Read the passage from *Odysseus*. Then answer the questions.

from *Odysseus*

by Geraldine McCaughrean

- 1 Warily he kept watch for the Island of the Sirens. There! Was that birdsong or human voices drifting toward him? Either way, a sweet sound to hear at sea. He kneaded the wax; the heat of the morning sun had made it soft. He stopped up the ears of his men, one by one, and all the while the music grew louder.
- 2 Too quiet, too low, I must get closer, he thought, and stood with his hand to his ear on the dipping prow. It was Polites who roped him round and round and tied the rope ends to the mast.
- 3 “What are you doing?” said Odysseus irritably, mouthing the words at deaf Polites.
- 4 “Only what you would have commanded me if it had not slipped your mind, my lord. I heard Circe’s advice.”

Part B

Which **two** phrases from paragraph 14 **most** strongly support the answer in Part A?

- (a) “hideous vultures”
- (b) “An acre”
- (c) “jagged rocks”
- (d) “nothing grew”
- (e) “good men”
- (f) “my lord”

Prose Constructed-Response Item

(highlighter tool to highlight evidence to use in your essay.)
↑ More ↑

Today you will analyze a passage from the poem *The Odyssey* and a passage from *Odysseus*. As you read these texts, you will gather information and answer questions about how each author transforms the material so you can write an essay.

from *The Odyssey*

by Homer; translated by Alexander Pope

“O friends, oh ever partners of my woes,
Attend while I what Heaven foredooms disclose.
Hear all! Fate hangs o’er all; on you it lies
To live or perish! to be safe, be wise!

- 5 “In flowery meads the sportive Sirens play,
Touch the soft lyre, and tune the vocal lay;
Me, me alone, with fetters firmly bound,
The gods allow to hear the dangerous sound.
Hear and obey; if freedom I demand,
10 Be every fetter strain’d, be added band to band.’

- “While yet I speak the winged galley flies,
And lo! the Siren shores like mists arise.
Sunk were at once the winds; the air above,
And waves below, at once forgot to move;
15 Some demon calm’d the air and smooth’d the deep,
Hush’d the loud winds, and charm’d the waves to sleep.
Now every sail we furl, each oar we ply;
Lash’d by the stroke, the frothy waters fly.”
↓ More ↓

Write an essay that analyzes how McCaughreen draws on and transforms a particular passage from Pope’s translation of *The Odyssey* in her narrative retelling titled *Odysseus*. Include how the **two** selections are alike and different. Be sure to provide details from the selections to support your ideas and claims.

← | → | **B** | *I* | U | ↵ | ?

Resources

[K-12 ELA Resources Library](#)

- [Louisiana Student Standards in ELA](#): provides comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): provides guidance for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [English Learner Library](#): contains a collection of resources for supporting ELs
- [ELA Guidebooks](#): presents a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts

[Assessment Guidance Library](#)

- [Assessment Development Educator Review Committees](#): describes the item development process and associated committees, with information on applying for participation

[Practice Test Library](#)

- [LEAP 2025 ELA Practice Test Guidance](#): provides guidance on how teachers might better use the ELA practice tests to support their instructional goals
- LEAP 2025 English I Practice Test and [Answer Key](#) and English II Practice Test and [Answer Key](#): help prepare students for the spring assessments and provides scoring information for teachers
- [Practice Test Quick Start Guide](#): provides information regarding administration and scoring of the online practice tests

[LEAP 360 Library](#)

- [LEAP 360 Key Initiative Document](#): explains the goals of LEAP 360

- [Diagnostic](#) and [Interim](#) Quick Start Guides: provide information about administration and scoring of the diagnostic and interim tests
- [Diagnostic](#) and [Interim](#) guidance documents: explain how to incorporate the interim and diagnostic content into instruction

[Assessment Library](#)

- [2024-2025 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [LEAP 2025 Technology-Enhanced Item Types](#): provides a summary of the different kinds of technology-enhanced items students may encounter in any CBT across courses and grade-levels
- [LEAP 2025 Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations

INSIGHT™

- Online Tools Training: allows students to become familiar with the tools available in the online testing platform
- LEAP 2025 English I and English II Practice Tests: provide sample items and tasks to incorporate into instruction

[Contact the LDOE](#)

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions
- ldoecommunications@la.gov to subscribe to newsletters; include newsletter(s) you want to subscribe to in your email

Newsroom: archived copies of newsletters including LDOE Weekly School System Newsletters and Teacher Leader Newsletters

Updates Log

The table below lists any updates made to this document after the original posting date.

Available	Description of Updates
September 2024	Document original posting for 2024-2025

Email assessment@la.gov with any questions or comments about this assessment guide.