

# LEAP Connect Assessment Guide

English Language Arts and Mathematics Grades 3-5, Science Grade 4

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## Purpose

The LEAP Connect Assessment Guide is designed to assist Louisiana educators in understanding the LEAP Connect assessments in English language arts (ELA) and Mathematics for grades 3-5, and Science for grade 4.

## Introduction

Louisiana is building an educational system that ensures all students are ready for the next level of study by building knowledge of the world, accessing meaningful texts, expressing ideas, and solving complex problems. Through this, Louisiana is creating an equitable system for students with significant cognitive disabilities. Over the past few years, much progress has been made to deliver on this belief including:

- the [Louisiana Connectors \(LCs\) for Students with Significant Cognitive Disabilities](#) in English language arts (ELA), mathematics, and science that establish high expectations for students with significant cognitive disabilities, with instructional resources for educators;
- alternate assessments (LEAP Connect) in ELA, mathematics, and science aligned to the LCs to measure student progress; and
- an established [graduation pathway](#) to a high school diploma for students assessed on the alternate assessments.

Federal law requires states to administer annual assessments to all students, including students with significant cognitive disabilities, to measure progress towards challenging academic content standards. The LEAP 2025 assessments measure student proficiency in the content and skills detailed by the [Louisiana Student Standards \(LSS\)](#), and the LEAP Connect assessments measure student proficiency in the content and skills detailed by the [Louisiana Connectors \(LCs\) for Students with Significant Cognitive Disabilities](#). The LCs represent the “big ideas” of the content and skills found in the LSS. The LEAP

Connect format allows students to participate in academic assessments that are sensitive to measuring progress in their learning (see R.S.17:24.4(F)(3) and R.S.17:183.1-17:183.3).

## Participation Requirements

To be eligible to participate in the LEAP Connect assessments, an IEP team must verify that the student has a disability which significantly impacts cognitive functioning and meets the criteria outlined in Bulletin 1530 §505. Additional information can be found in the “Alternate Assessment” section of the [Students with Significant Cognitive Disabilities Library](#). Eligible students will take the LEAP Connect assessments for ELA and mathematics each year in grades 3-5 and science in grade 4, as required by Sections 1111(b)(1)(E) and 8401 of the Elementary and Secondary Education Act of 1965.

# Assessment Design

## Standards, Connectors, and Complexity Levels

The LCs for ELA, mathematics, and science for kindergarten through high school focus on the “big ideas” found in the LSS for ELA, mathematics, and science. The LCs provide developmentally appropriate and challenging content to guide curriculum and assessment development for students with significant cognitive disabilities. The LEAP Connect assessments align to the ELA, mathematics, and science LCs, which identify the:

- most salient grade-level academic content found in the LSS for ELA, mathematics, and science; and
- core content knowledge and skills needed at each grade to provide success at the next.

Instructional resources developed for the LCs include Essential Elements Cards, Science Component Cards, Trainings, and the Prioritized Connectors Guide each briefly described in the [Resources](#) section of this document.

The assessments include items with multiple levels of complexity and varying degrees of scaffolds and supports to provide opportunities for students to show what they know and can do. The LEAP Connect assessment items each represent one of four levels of complexity (Tiers 1-4), designed to follow instructional practices. Tier 1 and Tier 2 questions reflect the higher level of support needed when students begin to learn a new skill or acquire new knowledge. Tier 3 and Tier 4 questions reflect the lower level of support needed as students learn and develop mastery of that skill or knowledge (see Table 1).

**Table 1. LEAP Connect Complexity Levels**

Content	Tier 1	Tier 2	Tier 3	Tier 4
ELA	<ul style="list-style-type: none"> <li>• short text with repeated ideas</li> <li>• simple vocabulary words</li> <li>• provides a specific “listen for” statement related to the item</li> </ul>	<ul style="list-style-type: none"> <li>• text with straightforward ideas</li> <li>• provides a brief description of the item topic and simple definitions of terms</li> <li>• provides a “listen for” statement related to the assessed skill</li> </ul>	<ul style="list-style-type: none"> <li>• text with clear ideas</li> <li>• provides some detail about the item topic and definitions of terms</li> <li>• provides statement reminding students what the item is about</li> </ul>	<ul style="list-style-type: none"> <li>• text with detailed and implied ideas</li> <li>• provides statement reminding students what the item is about</li> </ul>

Content	Tier 1	Tier 2	Tier 3	Tier 4
<b>Math</b>	<ul style="list-style-type: none"> <li>supports use of hands-on concrete materials</li> </ul>	<ul style="list-style-type: none"> <li>successive model that guides one step at a time</li> <li>simplified language and/or visual representations</li> <li>few data points</li> <li>increase magnitude of numbers</li> </ul>	<ul style="list-style-type: none"> <li>model that shows solution to a similar problem</li> <li>simplified language</li> <li>additional number of data points</li> <li>further increase in magnitude of numbers</li> </ul>	<ul style="list-style-type: none"> <li>statement reminding student what the item is about</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>statement reminding students what the item is about</li> <li>simplified language and/or visual representations</li> <li>short answer options often supported with graphics</li> </ul>	<ul style="list-style-type: none"> <li>statement reminding students what the item is about</li> <li>simplified language and/or visual representations (e.g., line drawings)</li> <li>provides definitions of scientific terms</li> <li>distinct answer options</li> <li>may contain graphics support in answer options</li> </ul>	<ul style="list-style-type: none"> <li>statement reminding students what the item is about</li> <li>limited use of line drawings</li> <li>may include charts, tables, maps, graphs, or other visual representations</li> <li>may include models</li> <li>do not contain graphics support unless necessary</li> </ul>	<ul style="list-style-type: none"> <li>statement reminding students what the item is about</li> <li>may include charts, tables, maps, graphs, or other visual representations</li> <li>may require inference or prediction</li> <li>distractors may include misunderstandings of the concept or skill</li> </ul>

## Description of Item Types

The LEAP Connect assessments include two types of items.

- Multiple-choice (MC) items are questions in which the student selects one answer from two (Tier 1) or three (Tiers 2-4) options.
  - Multiple-part ELA Writing items are a group of MC questions that the student must respond to in sequential order; often there are directions indicating that a student cannot return to the previous item. The student earns points for the group as a whole, not for each item in the group. Each item is scored for accuracy and then a group score of up to two points is applied based on the number of correct items in the group. Partial credit of one point is available.
  - Multiple-part ELA Reading Set and Science Set items are a group of MC questions that the student must respond to in sequential order; often there are directions indicating that a student cannot return to the previous item. The student earns one point for each item within the set. These are not scored as groups.
- Constructed response (CR) items differ in design and purpose according to the content or skill being assessed. The test administrator is required to administer these items directly to the student.
  - In ELA, the student will produce a response to a writing prompt. The ELA writing CR is scored by professionally trained scorers using a 3-dimensional rubric. The ELA Writing CR rubrics for grades 3-5 are found in [Appendix A](#).

- In math and science, the student will complete tasks. The test administrator will score the student’s responses according to the provided rubrics and record the student’s scores in the online test platform.

## Reporting

Student performance on the LEAP Connect assessments is reported by achievement level and overall score. [Achievement Level Descriptors \(ALDs\)](#) are also included in the student-level reports. The ALDs describe the knowledge and skills students generally demonstrate at each level. The [LEAP Connect Interpretive Guide](#) and the [Parent Guide to the LEAP Connect Student Reports](#) describe the assessments so that school systems, school administrators, teachers, and parents will be able to use the results effectively.

## LEAP Connect English Language Arts (ELA) Design

The LEAP Connect ELA assessments measure reading comprehension of grade-appropriate literary and informational texts, vocabulary, and writing. Reading items measure students’ reading comprehension, decoding skills, and vocabulary understanding, with both literary and informational texts in grade-appropriate contexts. In grade 5, one of the LCs requires evaluation of comprehension across two passages. These skills are measured using “paired passage sets,” with informational texts. Writing items assess the student’s writing skills development. Grades 3-5 focus on explanatory writing in Session 3 and narrative writing in Sessions 3 and 4. The LEAP Connect ELA assessments have four sessions – two reading, two writing.

Beginning with the 2024-2025 LEAP Connect administration, students in grades 3 and 4 will no longer respond to Reading Foundational test items.

**Table 2. LEAP Connect Reading and Writing Sessions**

Grade	Reading Sessions			Writing Sessions			
	Session Number	Passage Sets	Total MC Items	Session Number	Total MC Items	Writing Sets*	Total CR Items**
Grade 3	Session 1	3	17	Session 3	16	1 set of 6	0
	Session 2	1	5	Session 4	0	0	1
Grade 4	Session 1	3	17	Session 3	15	1 set of 6	0
	Session 2	1	5	Session 4	0	0	1
Grade 5	Session 1	3	19	Session 3	14	1 set of 6	0
	Session 2	1	5	Session 4	0	0	1

\*The student will earn a score of 2 points for the set if 3 or more of the items are answered correctly. Partial credit of 1 point is earned if at least 1 or 2 of the items are answered correctly.

\*\*The student constructs a story or an essay worth 9 points, 3 points for each dimension of the rubric.

A field-test writing set with 6 MC items is embedded in session 3 for each grade. The student’s responses to the field-test set questions are not part of the student’s test score. Information from the field-test writing set may be used by the LDOE to inform future test development.

**Table 3. Percent Representation Per ELA Domain**

Domain	Grade 3	Grade 4	Grade 5
Reading Literature	27%	27%	28%
Reading Informational	24%	24%	26%
Reading Vocabulary	8%	8%	8%
Writing	41%	41%	38%

## LEAP Connect Mathematics Design

The LEAP Connect mathematics assessments in the elementary grades focus on whole number operations and relations, spatial relations, and measurement. The tests are divided into two sessions. Table 4 shows the number of items by session and type for each grade.

**Table 4. LEAP Connect Mathematics Design**

Session	Items	Grade 3	Grade 4	Grade 5
1	MC	20	20	20
	CR	1	2	1
	Field test	0	1	1
2	MC	21	14	21
	CR	1	3	1
	Field test	6	5	5

**Table 5. Percent Representation Per Mathematics Domain**

Domain	Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	26%	31%	9%
Number and Operations in Base Ten	20%	11%	43%
Number and Operations Fractions	23%	29%	17%
Measurement and Data	20%	20%	20%
Geometry	11%	9%	11%

## LEAP Connect Science Design

The LEAP Connect science assessment in grade 4 focuses on principles of motion and energy in physical science, characteristics for survival in life science, and changes in Earth's surface and rock layers over time in Earth and space science. The tests are divided into two sessions.

- Session 1 contains 17 MC items, 1 CR item, and 1 field-test item.
- Session 2 contains 19 MC items, 1 CR item, and 5 field-test items.

The student's responses to the field-test items are not part of the student's test score. Information from the field-test items may be used by the LDOE to inform future test development.

**Table 6. Percent Representation Per Science Domain**

Domain	Percent Representation
Earth and Space Science	40%
Life Science	20%
Physical Science	40%

## Test Administration

The LEAP Connect ELA, mathematics, and science assessments are administered as computer-based tests (CBT) in a one-to-one setting. The test administrator will use the online test platform, the Test Administrator Manual, Directions for Test Administration, and reference materials for grade-specific item presentation and response collection to prepare for and administer the test. All passages, items, and response options are designed to be read to the students by the testing platform or the test administrator. Tests are untimed and allow for breaks between questions or sessions. The test administrator may pause the test as needed to best accommodate the student.

The LEAP Connect testing window is February 10 - March 19, 2025.

The student or the test administrator will record the student's answers to all questions into the online testing system. Answering the ELA writing CR requires entering text into the response boxes; all other items require the selection of an option with the pointer tool. The LEAP Connect assessments include accessibility features for all students who take the test. Students should respond to MC and CR items based on their preferred mode of communication (e.g., eye gaze, assistive technology, point to a picture, etc.). Nearly all the mathematics and science items on the LEAP Connect assessments contain visual stimuli to assist students with determining an answer. The assessment items indicate when students may use calculators. Any student with an IEP accommodation for calculator use may use a calculator for every assessment item. While an online calculator is provided, students may use the handheld calculator they typically use during instruction on the mathematics test.

Online tools provide additional accessibility for all students. The tools allow a student to select answer choices, "mark" items, eliminate answer options, take notes, enlarge the item, guide the reading of a text or an item line by line, cover part of the screen, and use a calculator. A help tool is also featured to assist students as they use the online system.

- Pointer 
- Highlighter 
- Cross-off 
- Notepad 
- Magnifier 
- Line guide 
- Masking 
- Calculator 
- Help 

All students who will enter their own responses and test administrators who will enter responses should work through the Online Tools Training (OTT) to practice using the online tools so they are well prepared to navigate the online testing system. Directions for Administration and Reference Materials for the OTT are available in the DRC INSIGHT Portal (eDirect) and in the LDOE [Assessment Guidance](#) library.

## Student Response Check

Administering the Student Response Check (SRC) provides an opportunity for a test administrator who is not a student's classroom teacher to observe the student's preferred mode of response and practice entering the response into the system. The student need not respond correctly to any of the items; rather, the purpose is to determine whether the student can indicate a response using their preferred mode of communication and the test administrator can clearly identify the student's response to each item. If the student's response is not observable by the test administrator, the test administrator cannot enter the student's response into DRC INSIGHT. Teachers and test administrators may access the SRC through INSIGHT or through the LEAP Connect Online Tools Training by selecting 'Student Response Check.'

## Vocabulary List

[Appendix B](#) includes a list of vocabulary that students may encounter while taking the LEAP Connect assessments. This vocabulary list may be used for ASL translation, object replacement, tactile graphics, word boards or word banks, and AT/AAC devices. It should be reviewed prior to testing and incorporated into instruction.

## Permitted Testing Materials

Each test comes with reference materials that contain visual stimuli, formulas, a list of manipulatives, and the answer options for each test question. Some of the reference materials will need to be copied and cut out for student use. Some of the materials will be used as stimuli for CR items or to assist with answering SR items. The Directions for Test Administration (DTA) contains scripted instructions for the test administrator to provide specific materials to the student. The answer options may be copied and used with eye gaze boards as needed. All reference materials must be securely destroyed after testing has completed, including used scratch paper. Additional graphic files are available upon request through the District Test Coordinators (DTCs.)

# Sample Test Items

## Reading Sample Test Items

### Grade 3

Connector: LC.RI.3.2b	Complexity: Tier 2	Key: C
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We are going to read an informational text about green tree frogs. After we read, you will be asked some questions. The first question is about the main idea. Listen for an important idea of the text.

### Green Tree Frogs



Green tree frogs live in Louisiana. They live by ponds. Green tree frogs use different body parts to live.

Green tree frogs sleep in the day. They hunt for food at night.



Green tree frogs have big eyes on their heads. Big eyes help them find food.



Green tree frogs have strong legs. They use their legs to jump. Some frogs can jump 7 feet.

Green tree frogs eat insects. They eat small insects. They jump to catch insects.

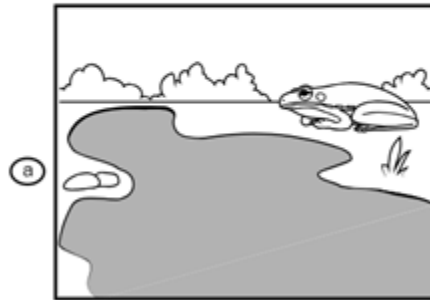


A long tongue helps the frog catch insects. The frog pulls the insect into its mouth with its tongue. Then, the frog eats the insect.

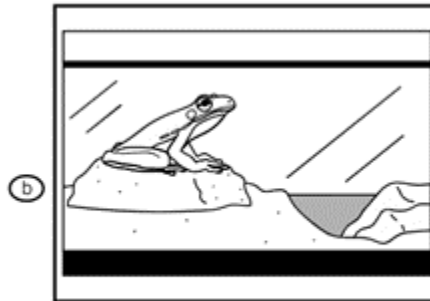
The body parts of green tree frogs help them live.

Remember, the main idea is an important idea of the text.

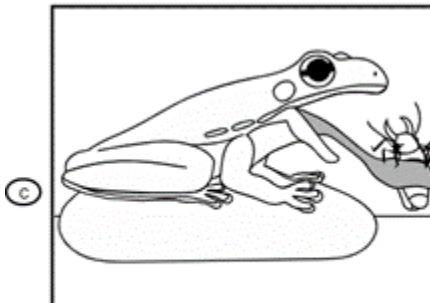
What is the main idea of this text?



Green tree frogs rest by ponds.



Green tree frogs can be kept inside as pets.



Green tree frogs use their body parts to live.



Grade 4

Connector: LC.RL.4.1a	Complexity: Tier 2	Key: A
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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.



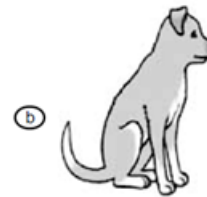
Then one morning, Ben hears a bark. He jumps out of bed. He smiles.



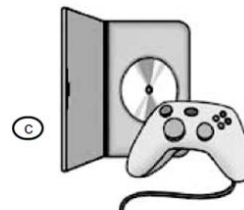
He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog! What did Ben get?



a bike



a dog



a video game

## Grade 5

Connector: LC.RL.5.3a

Complexity: Tier 3

Key: A

We are going to read a story about a girl named Hazel. After we read, you will be asked questions to make a summary of the story.

### A Happy Day for Hazel



Hazel grabbed her backpack and ran out the door. She was on her way to school. When she reached the sidewalk, she heard her mother call, "Have a good day."

Hazel turned and waved goodbye. She thought to herself, "I think today will be a good day." But all too soon, things started to happen.

Hazel heard a familiar bark. She looked behind her, and saw her dog, Daisy, following her. After running with Daisy back to her house, Hazel worried that she would be late to school.

When she was almost to school, she realized that she had left her homework on the kitchen table. "Oh no," she said to herself. She wondered if her teacher would be upset.



The bell was ringing as she entered the school. School was starting. Hazel dashed down the hall and ran straight into the principal. "I am so sorry Mr. Sandburg! I didn't see you," Hazel apologized.

After Mr. Sandburg saw that Hazel was okay, he suggested that she slow down and be more careful. That was good advice for sure, but Hazel was still worried about being late. The day was off to a terrible start.

Rushing to her seat, Hazel dropped her backpack. Before she knew it, Ethan had picked up the backpack. Then, Ethan hung the backpack on her chair. "Hey thanks," Hazel said. "No problem, glad I could help," he answered.

Hazel was surprised because Ethan had never even spoken to her before. "Hmm," Hazel thought, "Maybe Ethan would be a new friend."

Later that day at recess, Hazel was sitting alone on a bench. Adelle walked over and asked her if she would like to play.

Hazel was surprised because Adelle had never spoken to her before. "Hmm," Hazel thought. "Maybe Adelle would be a new friend."

Walking home from school, Hazel realized she made new friends today. Her mother had wished her a good day and a good day Hazel had.

Hazel looked forward to seeing Ethan and Adelle tomorrow at school.

You will choose sentences to make a summary of this story.

Which sentence tells what happens at the beginning of this story?



Hazel runs into the principal.



Hazel makes new friends.



Hazel leaves for school.

# Writing Sample Constructed-Response

## Grade 4

Connector: LC.W.4.4a	Complexity: Tier 2	Key: Rubric
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You are going to write a story about someone who was kind to someone else. An example of someone who is kind is someone who helps a neighbor plant flowers. You can either write about a time you were kind to someone or make up a story about someone else who was kind to someone.

### Being Kind

One day,

was kind when

First,

Then,

In the end,

*For Test Administrator use if annotations are necessary*

# Math Sample Test Items

## Grade 3

Connector: LC.3.OA.C.7c	Complexity: Tier 3	Key: B
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This item is about multiplying numbers.

An array is a set of objects arranged in rows and columns.

This is an array that shows  $3 \times 3$ .

There are 3 rows. There are 3 columns.



The answer to  $3 \times 3$  is 9.

This is another multiplication problem.

$$3 \times 5 = \underline{\quad ? \quad}$$

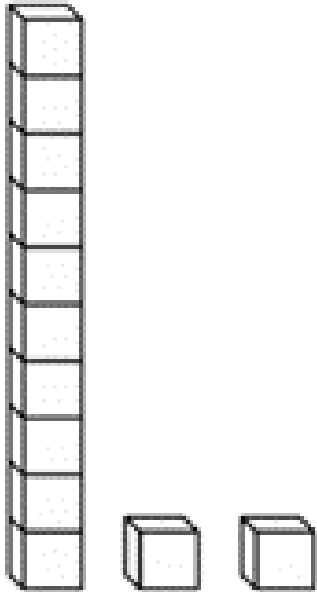
What does  $3 \times 5$  equal?

- (a) 10
- (b) 15
- (c) 12

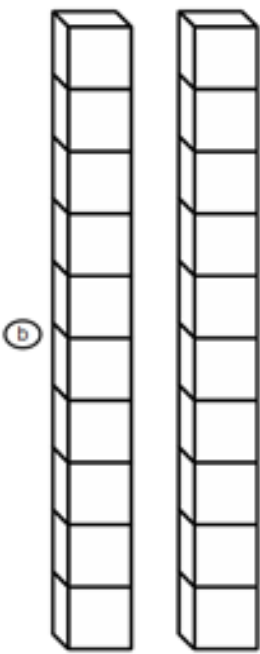
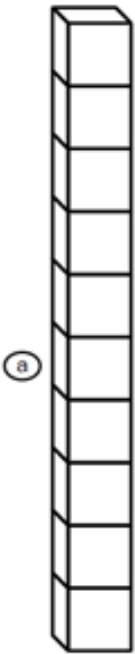
Connector: LC.3.NBT.A.1	Complexity: Tier 1	Key: A
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This item is about rounding numbers.

This model shows the number 12.



Which picture shows the model of a number that is closest to 12?



Connector: LC.3.NF.A.1

Complexity: Tier 2

Key: C

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 out of four parts.

This fraction circle is divided into 8 equal parts.



What part of the fraction circle is shaded?

- Ⓐ  $\frac{1}{2}$
- Ⓑ  $\frac{1}{4}$
- Ⓒ  $\frac{1}{8}$

## Grade 4

Connector: LC.4.G.A.2a

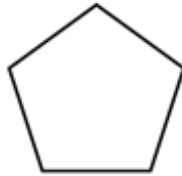
Complexity: Tier 3

Key: Rubric

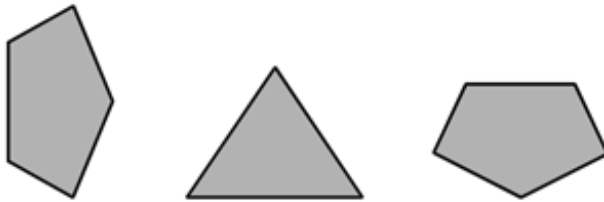
This item is about classifying shapes.

Shapes can be sorted into groups based on the number of sides of each shape.

This is a pentagon. It has 5 sides.



These are some shapes. Not all of the shapes have 5 sides.



This is a chart.

5 Sides

Look at the number of sides each shape has. Select the shapes that have 5 sides and place them onto the chart.

- a The student provided the correct answer.
- b The student did not provide the correct answer.

### Rubric

Score	Description
1	Student correctly places the two five-sided shapes in the chart and does not include the triangle.
0	Student does not place both five-sided shapes or includes the triangle in the chart.

## Grade 5

Connector: LC.5.MD.A.1b

Complexity: Tier 2

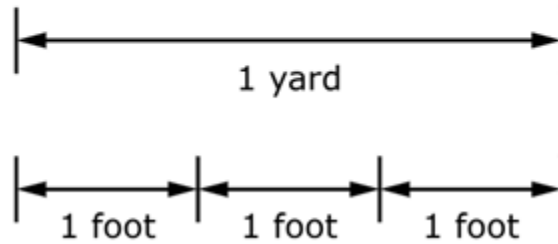
Key: B

This item is about units of measurement in yards and in feet.

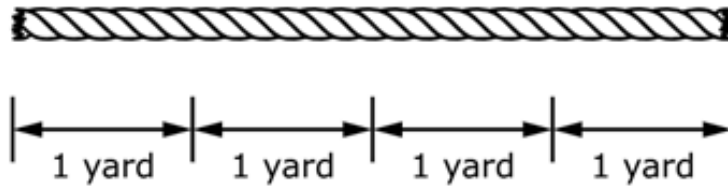
There are 3 feet in 1 yard.

$$3 \text{ feet} = 1 \text{ yard}$$

This picture shows 3 feet in 1 yard.



This rope is 4 yards long.



How long in feet is the rope?

- a 8 feet
- b 12 feet
- c 16 feet



## Science Sample Test Items

### Grade 4

Connector: LC.4.PS3.3a	Complexity: Tier 3	Key: B
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This item is about energy.

Speed affects what happens when an object crashes into another object.

A student in a science class filled a balloon with water.

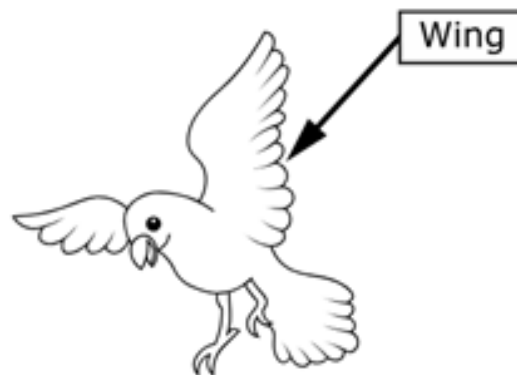
Which will cause a change to the balloon?

- a gentle toss to another student
- a hard throw against the wall
- a slow roll across the floor

Connector: LC.4.LS1.1a	Complexity: Tier 1	Key: B
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This item is about how animals use their body parts for different purposes.

This is a bird.



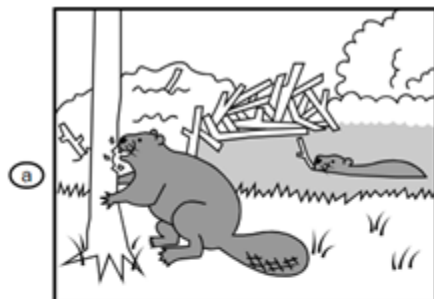
What is the purpose of the bird's wings?

- to sing
- to fly

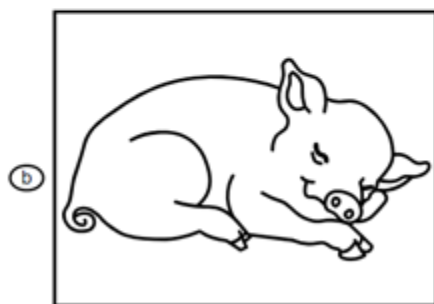
This item is about changes to Earth's surface.

Plants and animals can change Earth's surface.

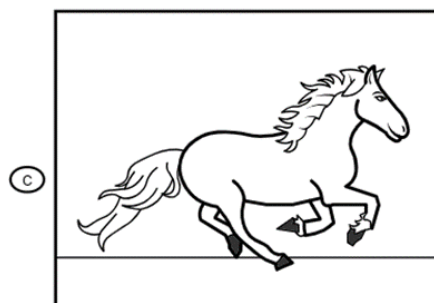
Which way can animals change Earth's surface?



Beavers build dams.



Pigs sleep a lot.



Horses have hooves.

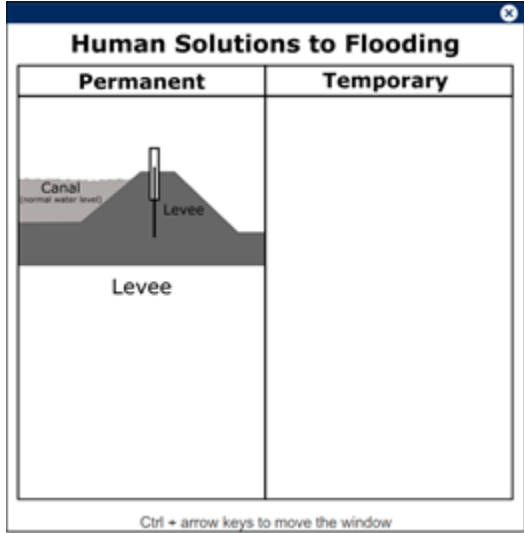
Connector: LC.4.ESS3.2a	Complexity: Tier 3	Key: Rubric
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This item is about how people protect themselves from dangerous conditions.

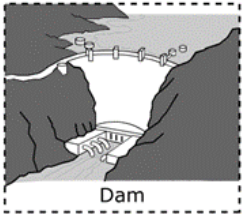
Flooding may occur when a river flows over its banks. People build permanent structures in rivers to control the flow of water. People also build temporary structures to prevent the effects of a flood.

This is a table.

People build levees to hold back water. A levee is a permanent structure.



These are human solutions to flooding.



The left side of the chart is labeled "Permanent." Place the permanent structure people build to protect from flooding onto this side of the chart.

The right side of the chart is labeled "Temporary." Place the temporary structure people build to protect from flooding onto this side of the chart.

- a The student provided the correct answer.
- b The student did not provide the correct answer.

**Rubric**

Score	Description
1	Student correctly places the picture of a dam under the "Permanent" category and the picture of sandbags under the "Temporary" category.
0	Student does not correctly place both pictures.

# Resources

## Assessment Guidance Library

- [Prioritized Connectors for LEAP Connect Assessments](#): prioritized connectors for assessment with instructional resources
- Sample CRs: items, directions, and materials for ELA and math
  - ELA: [Directions](#), [Reference Materials](#), [Webinar](#)
  - Math: [Directions](#), [Reference Materials](#)
- [Assessment Development Educator Review Committees](#): describes development process and includes information about participation
- [OTT Directions for Administration](#) and [OTT Reference Materials](#): provides directions and materials for the OTTs

## Practice Test Library

- LEAP Connect Practice Tests
  - ELA grade 3: Directions, Reference Materials, Key, Graphics (*October 2024*)
  - ELA grade 4: [Directions](#), [Reference Materials](#), [Key](#), [Graphics](#)
  - ELA grade 5: Directions, Reference Materials, Key, Graphics (*October 2024*)
  - Math grade 3: [Directions](#), [Reference Materials](#), [Key](#), [Graphics](#)
  - Math grade 4: [Directions](#), [Reference Materials](#), [Key](#), [Graphics](#)
  - Math grade 5: [Directions](#), [Reference Materials](#), [Key](#), [Graphics](#)
  - Science grade 4: [Directions](#), [Reference Materials](#), [Key](#), [Graphics](#)
- [LEAP Connect Practice Test Quick Start Guide](#): information regarding administration and scoring of the online practice tests
- [Procedures for Administering the Practice Tests to Students who are Visually Impaired, Deaf, or Deaf-Blind](#): provides guidance about administration for visually impaired, deaf, or deaf-blind

## Assessment Library

- [Achievement Level Descriptors](#): knowledge, skills, and processes students may be able to demonstrate at each level of achievement

**DRC INSIGHT Portal (eDIRECT)**: access to tutorials, manuals, and guides

## **INSIGHT™**

- Online Tools Training: allows students to become familiar with the online tools; also available [here](#) using the Google Chrome browser
- LEAP Connect Practice Tests for ELA, Math, and Science: helps prepare students and teachers for the LEAP Connect assessments

## Students with Significant Cognitive Disabilities Library

- [K-12 Louisiana Connectors for Students with Significant Disabilities](#): describes academic content to be taught at each grade
- [ELA Guidebook Companion Resources](#): adapted ELA resources
- [Essential Elements Cards](#): guidance for teaching ELA and math
- [Science Component Cards](#): guidance for teaching science
- Alternate Assessment [Information, Policy, Guidance](#), and [FAQ](#)

**assessment@la.gov**: email regarding statewide assessments

**specialeducation@la.gov**: email regarding policy and services

**diverselearnersupport@la.gov**: email regarding academic supports

# Appendix A: Rubrics

Table 7. Writing Narrative Rubric Grade 3

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	No/Unrelated Evidence
<b>Organization</b> The narrative establishes a situation (i.e., activity and settings) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• character and situation (activity and setting)</li> <li>• a concluding statement that connects to the situation</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• character and situation (activity or setting)</li> <li>• a concluding statement that may not connect to the situation</li> </ul>	The narrative includes at a minimum some evidence related to a character, situation or conclusion.	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• a sequence of two events related to the situation</li> <li>• both events include a detail about the character’s actions, thoughts, or feelings</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• one event that is related to the situation</li> <li>• an event that includes a detail about the character’s actions, thoughts, or feelings</li> </ul>	The narrative includes at a minimum an event related to the situation or a detail about the character.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> The student uses standard English conventions (subject-verb agreement).	The essay includes more than one sentence and a minimum: <ul style="list-style-type: none"> <li>• end punctuation for more than one thought unit</li> <li>• one simple sentence with subject-verb agreement</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• end punctuation for one thought unit</li> <li>• one simple sentence with or without subject-verb agreement</li> </ul>	The narrative includes at minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

**Table 8. Writing Narrative Rubric Grade 4**

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	No/Unrelated Evidence
<p><b>Organization</b> The narrative establishes a situation and includes a character with relevant descriptive statements. The response provides a conclusion.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <li>• character and situation</li> <li>• a concluding statement that connects to the situation</li> </ul>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <li>• character and situation</li> <li>• a concluding statement that may not connect to the situation</li> </ul>	<p>The narrative includes at a minimum some evidence related to a character, situation, or conclusion.</p>	<p>There is no evidence of organization or response is off topic.</p>
<p><b>Idea Development</b> The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <li>• a sequence of two events related to the situation</li> <li>• both events include a detail about the characters actions, thoughts, or feelings</li> </ul>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <li>• one event that related to the situation</li> <li>• an event that includes a detail about the character’s actions, thoughts, or feelings</li> </ul>	<p>The narrative includes at a minimum an event related to the situation or a detail about the character.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<p><b>Conventions</b> The student uses standard English conventions (subject-verb agreement)</p>	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <li>• end punctuation for more than one thought unit</li> <li>• one simple sentence with subject-verb agreement</li> </ul>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <li>• end punctuation for one thought unit</li> <li>• one simple sentence with or without subject-verb agreement</li> </ul>	<p>The narrative includes at minimum one use of Standard English Conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

**Table 9. Writing Narrative Rubric Grade 5**

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	No/Unrelated Evidence
<p><b>Organization</b> The narrative establishes a situation (i.e., activity and setting) for the story and includes characters. The response provides a conclusion.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <li>two characters unchanged through narrative</li> <li>an established situation (i.e., activity and setting)</li> <li>a concluding statement that connects to the situation</li> </ul>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <li>two characters</li> <li>a setting or activity</li> <li>a concluding statement that may not connect to the situation</li> </ul>	<p>The narrative includes at a minimum some evidence related to a character, situation, or conclusion.</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<p><b>Idea Development</b> The narrative includes dialogue, and events supported with relevant details and descriptive statements.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <li>two events that connect to the narrative</li> <li>both events include a detail related to the character’s action or response to a situation</li> <li>one dialogue statement from one character relevant to the narrative</li> </ul>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <li>one event related to characters’ action/response to a situation</li> <li>one event that includes a detail related to the character’s action or response to a situation</li> <li>one dialogue statement from one character to the other character which may not be relevant to the narrative</li> </ul>	<p>The narrative includes at a minimum an event related to the situation.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<p><b>Conventions</b> The student uses standard English conventions (subject-verb agreement)</p>	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <li>end punctuation for more than one thought unit</li> <li>one complete sentence with subject/verb agreement</li> </ul>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li>end punctuation for one thought unit</li> <li>one complete sentence with or without subject/verb agreement</li> </ul>	<p>The narrative includes at minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

# Appendix B: Vocabulary Lists

Table 10. Elementary Vocabulary List

English Language Arts Grades 3-5				
captions	diagram	heading	period	sentence
central idea	edit	introduction	phrase	setting
character	essays	key details	problem/solution	summary
compare	events	main idea	punctuation	text
conclusion	exclamation point	organize	question mark	topic
describes	form	paragraph	revise	
details	format	passage	revision	
Mathematics Grades 3-5				
addition	divided	height	parallel	subtraction
area	division	identify	pattern	symbol
array	equal	increase	perimeter	tally chart
bar graph	equation	length	place value	thermometer
centimeters	expression	less than	problem	triangle
data	figure	line plot	rectangle	unit
data table	formula	measurement	round	value
decimal	fraction	model	shape	x-axis
decrease	graph	multiplication	solve	y-axis
dimensions	grid	number	square	
Science Grade 4				
amplitude	diagram	expand	mountain	sound energy
average	earthquake	force	natural hazard	struck
beak	electricity	fossil	odor	structures
blizzard	energy	heat energy	permanent	survive/survival
bounce	energy conversion	image	protection	temporary
breakdown	energy of motion	kilometer	provide	topsoil
concrete	energy transfer	landform	reflect	tornado
conversion	environment	light energy	relative speed	valley
convert	erode/erosion	mineral	soil	wave
dam	evidence	motion	sound	



# 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](mailto:assessment@la.gov) with any questions or comments about this assessment guide.