

# LEAP Connect Assessment Guide

English Language Arts and Mathematics Grades 6-8, Science Grade 8

## Table of Contents

|                                   |    |
|-----------------------------------|----|
| Purpose.....                      | 1  |
| Assessment Design.....            | 2  |
| Test Administration.....          | 6  |
| Sample Test Items.....            | 8  |
| Resources.....                    | 20 |
| Appendix A: Rubrics.....          | 21 |
| Appendix B: Vocabulary Lists..... | 24 |
| Updates Log.....                  | 25 |

## 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 6-8, and Science for grade 8.

## 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 6-8 and science in grade 8, 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 6-8 are found in [Appendix A](#).
- In grade 8 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 the student’s reading comprehension, decoding skills, and vocabulary understanding, with both literary and informational texts in grade-appropriate contexts. The LCs at each grade require evaluation of comprehension across two passages. These skills are measured using “paired passage sets.” All paired passages are informational texts. Writing items assess the student’s writing skills development. Grades 6-8 focus on narrative composition in Session 3 and explanatory composition in Sessions 3 and 4. The LEAP Connect ELA assessments have four sessions – two reading, two writing.

**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 6 | Session 1        | 3            | 18             | Session 3        | 4              | 1 set of 5    | 0                |
|         | Session 2        | 2            | 12             | Session 4        | 0              | 0             | 1                |
| Grade 7 | Session 1        | 3            | 18             | Session 3        | 4              | 1 set of 6    | 0                |
|         | Session 2        | 2            | 12             | Session 4        | 0              | 0             | 1                |
| Grade 8 | Session 1        | 3            | 18             | Session 3        | 4              | 1 set of 6    | 0                |
|         | Session 2        | 2            | 12             | 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 set may be used by the LDOE to inform future test development.

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

| Domain                | Grades 6-8 |
|-----------------------|------------|
| Reading Literature    | 26%        |
| Reading Informational | 26%        |
| Reading Vocabulary    | 10%        |
| Writing               | 38%        |

## LEAP Connect Mathematics Design

The LEAP Connect mathematics assessment in the middle grades focuses on problem solving and reasoning. The test has two sessions. Table 4 shows the number of items by session and type for each grade.

**Table 4. LEAP Connect Mathematics Design**

| Session | Items      | Grades 6-7 | Grade 8 |
|---------|------------|------------|---------|
| 1       | MC         | 20         | 20      |
|         | CR         | 0          | 1       |
|         | Field test | 0          | 0       |
| 2       | MC         | 21         | 21      |
|         | CR         | 0          | 1       |
|         | Field test | 6          | 6       |

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

| Domain                     | Grade 6 | Grade 7 | Grade 8 |
|----------------------------|---------|---------|---------|
| Geometry                   | 9%      | 23%     | 31%     |
| Ratio and Proportion       | 29%     | 40%     | N/A     |
| Expressions and Equations  | 20%     | 9%      | 17%     |
| The Number System          | 34%     | 17%     | 11%     |
| Statistics and Probability | 9%      | 11%     | 20%     |
| Functions                  | N/A     | N/A     | 20%     |

## LEAP Connect Science Design

The LEAP Connect science assessment in grade 8 focuses on Earth's systems and rock patterns in Earth and space science; genetics and evolution in life science; and comparing materials and designs in physical science. The test has two sessions.

- Session 1 has 15 MC items and 3 field-test items.
- Session 2 has 13 MC items, 2 CR items, and 3 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 | 30%                    |
| Life Science            | 40%                    |
| Physical Science        | 30%                    |








## 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 
- Sticky note 
- Magnifier 
- Line guide 
- Masking 
- Help 
- Calculator 

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 6

|                       |                    |        |
|-----------------------|--------------------|--------|
| Connector: LC.RI.6.8b | Complexity: Tier 2 | Key: C |
|-----------------------|--------------------|--------|

We are going to read an informational text about a man named Mark Twain. He lived a long time ago and wrote books. After we read, you will be asked a question about an argument the author makes.

#### The Life and Works of Mark Twain



Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are The Adventures of Tom Sawyer and Adventures of Huckleberry Finn. Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother's local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.



Twain was fascinated by science and technology. He actually created several inventions. His love of science was reflected in his book, A Connecticut Yankee in King Arthur's Court. In this book, one of the characters is a time traveler. This type of story was one of the first of its kind. Mark Twain has influenced many people. He is seen as a great American author.

Remember, an author uses an argument, based on facts, to make the reader believe something.

What argument did the author make about Mark Twain?



Mark Twain was a famous scientist.



Mark Twain lived in Missouri.



Mark Twain was a talented author.



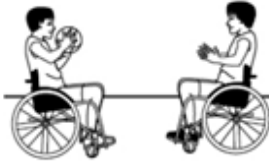
## Grade 7

Connector: LC.RL.7.4a

Complexity: Tier 2

Key: C

We read a story about a boy named Dylan who writes a journal about his friends. We are going to read part of the story again. Listen for clues that tell you what the word **exaggerating** means.



### Tuesday

Playing basketball was exhausting. I am tired, but I don't mind. I scored three times! Mason and Carlos scored points too. Carlos said he scored 100 points. But I knew he was **exaggerating**. Actually, Carlos only scored 10 points.

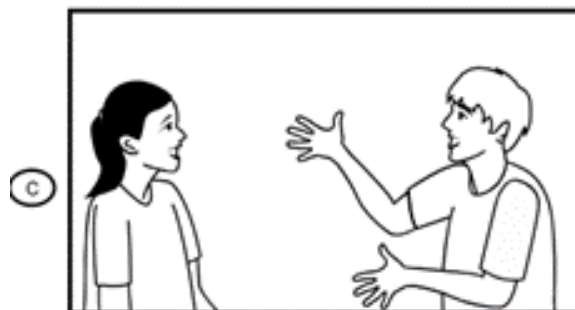
What does the word **exaggerating** mean in this sentence?



working hard at a task



laughing with friends



saying more than the truth

## Grade 8

Connector: LC.L.8.6a

Complexity: Tier 3

Key: B

We are going to read an informational text about seabirds. After we read, you will be asked a question about the conclusion that a seabird is a good hunter.

### Fishing with Wings



### Seabirds

Seabirds fish for their dinner in the salty waters of the ocean. Seabirds are built to catch fish.

Some seabirds drop from the sky. They plunge into the water to catch their dinner. Some seabirds swim underwater. They dive deep down into the water to catch their dinner.

There are plenty of places for a seabird to fish. That's because more than 70% of Earth is covered by oceans. The shoreline of Louisiana is home to more than one kind of seabird. Two kinds of seabirds are the Brown Pelican and the Cormorant.

### From the Sky



The Brown Pelican is a large bird. It has a long neck and a dark body. The pelican looks for prey while flying above the ocean. From high above, it can spy a fish swimming beneath the surface. The pelican plunges down with its large wings tucked in. The pelican points its long bill down and dives toward the fish.

The pelican scoops up its prey in a large pouch. The pouch helps the pelican catch the fish. It quickly swallows the fish. Then, the pelican looks for another tasty meal from high above the ocean.

### Under the Water



The Cormorant is a large bird with a long tail. It can dive as deep as 150 feet into the ocean to find prey. The Cormorant has webbed feet that help it move quickly underwater. Its wings work like a rudder on a boat. Under the water, the Cormorant can turn using its wings.

The Cormorant uses its long, thin bill to catch fish or eels. Then, it rests near the edge of the water to get dry. The Cormorant spreads its wings to dry its feathers. Now it is time to fly and go fishing again!

### Skilled Hunters

Seabirds use their wings and bills to find food from high above and in the depths of the ocean. Their **survival** depends on an ability to find and eat food.

All along the shoreline of Louisiana, these skilled hunters fish in the deep ocean waters.

A seabird is a good hunter.

Which sentence from the text tells that a seabird is a good hunter?

- a "It quickly swallows the fish."
- b "Then, it rests near the edge of the water to get dry."
- c "From high above, it can spy a fish swimming beneath the surface."

# Writing Sample Constructed-Response

## Grade 7

|                     |                    |             |
|---------------------|--------------------|-------------|
| Connector: LC.W.7.4 | Complexity: Tier 2 | Key: Rubric |
|---------------------|--------------------|-------------|

You are going to write an essay that is about the cause and effect of what might happen because someone is tired.

Cause-and-effect means that one event, the cause, makes the other event, the effect, happen. One example of cause and effect is when you eat fruits and vegetables everyday helps you be strong and healthy. The effect is that you get strong and healthy. In your essay, you will write about what might happen because someone is tired.

In this essay, I will write about the cause and effect of

Because someone is tired

This can be described

In conclusion,

*For Test Administrator use if annotations are necessary*

# Math Sample Test Items

## Grade 6

|                        |                    |        |
|------------------------|--------------------|--------|
| Connector: LC.6.RP.A.3 | Complexity: Tier 3 | Key: C |
|------------------------|--------------------|--------|

This item is about solving a problem using a ratio.

June learned 6 new vocabulary words for every chapter she read. This is a ratio of 6 to 1.

$$6 : 1$$

June learned 60 new vocabulary words.

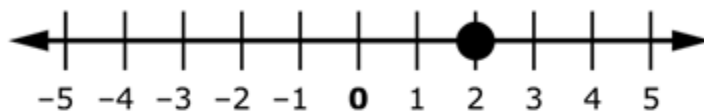
How many chapters did June have to read to learn 60 new vocabulary words?

- a) 3 chapters
- b) 6 chapters
- c) 10 chapters

|                         |                    |        |
|-------------------------|--------------------|--------|
| Connector: LC.6.NS.C.6d | Complexity: Tier 2 | Key: B |
|-------------------------|--------------------|--------|

This item is about locating positive and negative numbers on a number line.

This is a number line.



The numbers to the right of 0 are positive numbers.

The numbers to the left of 0 are negative numbers. The symbol in front of these numbers means they are negative.

This is 2 on the number line.

This is another number line.



What is the location of Point A on the number line?

- a) -5
- b) -3
- c) 3

This item is about solving a problem using a ratio.

The students in Ms. Victor's class collected books.

There are three boxes.



Each box holds 2 books.



How many total books did the students put in to fill the 3 boxes?

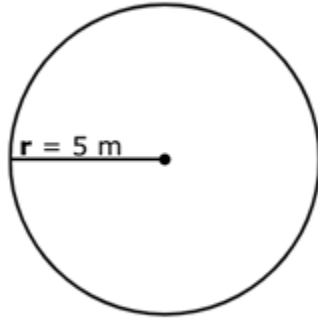


## Grade 7

|                       |                    |        |
|-----------------------|--------------------|--------|
| Connector: LC.7.G.B.4 | Complexity: Tier 2 | Key: C |
|-----------------------|--------------------|--------|

This item is about finding the area of a circle.

This is a circle.



This is the formula for finding the area of a circle.

$$\text{Area} = 3.14 \times r \times r$$

A letter can stand for a number in an equation.

The letter  $r$  in this equation stands for the radius. The radius of this circle is 5 meters.

Which equation shows how to find the area of the circle?

- (a)  $\text{Area} = 3.14 \times 5 = 15.70 \text{ sq m}$
- (b)  $\text{Area} = 3.14 + 5 + 5 = 13.14 \text{ sq m}$
- (c)  $\text{Area} = 3.14 \times 5 \times 5 = 78.50 \text{ sq m}$

## Grade 8

|                        |                    |        |
|------------------------|--------------------|--------|
| Connector: LC.8.NS.A.2 | Complexity: Tier 3 | Key: B |
|------------------------|--------------------|--------|

This item is about locating numbers on a number line.

This is  $\sqrt{59}$ .

The value of  $\sqrt{59}$  is about 7.68.

Use the number 7.68 to find the approximate location of  $\sqrt{59}$  on the number line.

The approximate location of  $\sqrt{59}$  is between the numbers 7 and 8 on the number line.



This is  $\sqrt{40}$ .

The value of  $\sqrt{40}$  is about 6.32.

This is another number line. Each letter stands for a point on the number line.



Use the number 6.32 to find the approximate location of  $\sqrt{40}$  on the number line.

Which point shows the approximate location of  $\sqrt{40}$  on the number line?

- (a) point A
- (b) point B
- (c) point C

# Science Sample Test Items

## Grade 8

|                           |                    |             |
|---------------------------|--------------------|-------------|
| Connector: LC.8.MS.PS1.3a | Complexity: Tier 3 | Key: Rubric |
|---------------------------|--------------------|-------------|

This item is about natural resources and man-made resources.

Natural resources are found in nature and useful to people. Examples of natural resources are oil and wool.

Man-made resources are made by people. Examples of man-made resources are paper and fabric.

These are resources.



This is a chart.

| Resources         |                    |
|-------------------|--------------------|
| Natural Resources | Man-made Resources |
|                   |                    |

Ctrl + arrow keys to move the window

The left side is labeled "Natural Resources." Place the resources that are found in nature onto this side of the chart.

The right side is labeled "Man-made Resources." Place the resources that are made by people 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 "cotton" and "trees" in the "Natural Resources" column and places "plastic" in the "Man-made Resources" column. |
| 0     | Student does not correctly place all three resources.  |



Connector: LC.8.MS.PS3.3a

Complexity: Tier 3

Key: C

This item is about thermal energy.

A student in a science class conducted a heat loss experiment using a glass beaker, an insulated thermos, and a foam cup.

- The same volume of water was placed into each container.
- The starting temperature of the water in each container was 83°C.
- After 30 minutes, the student took the temperature of the water in each container.

The temperatures are shown in the data table.

### Heat Loss Results

| Container         | Final Temperature (°C) |
|-------------------|------------------------|
| Glass beaker      | 24.7                   |
| Insulated thermos | 81.9                   |
| Foam cup          | 53.0                   |

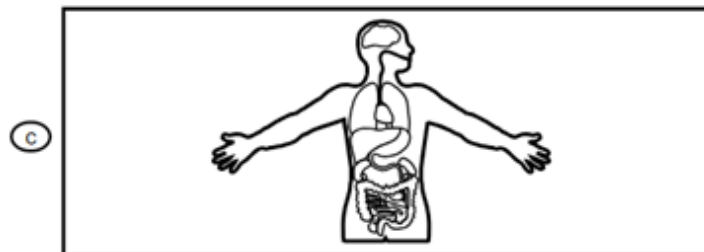
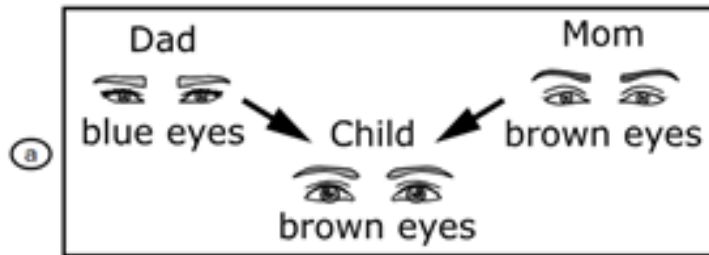
Which container kept the temperature of the water the warmest?

- (a) glass beaker
- (b) insulated thermos
- (c) foam cup

*This item is about parents and offspring.*

Traits are characteristics passed from parents to offspring.

Which shows how parents and offspring may have different traits?



|                            |                    |             |
|----------------------------|--------------------|-------------|
| Connector: LC.8.MS.ESS1.4a | Complexity: Tier 3 | Key: Rubric |
|----------------------------|--------------------|-------------|

This item is about Earth's history.

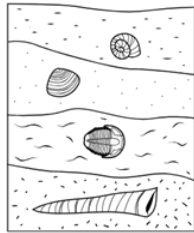
Fossils are the remains or traces of organisms from the ancient past.

This is an example of a fossilized fish found in a layer of rock.

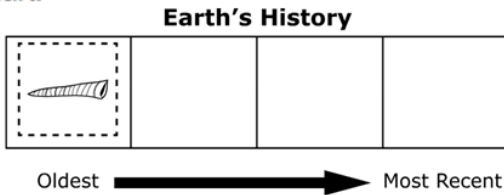


Rock layers are usually ordered with the oldest layers on the bottom, and the most recent layers on top.

This is a picture of four periods of Earth's history.



This is a chart.



The oldest fossil is shown on the left side of the chart.

These are pictures of fossils to use to complete the chart.



Complete the chart by placing the pictures of fossils in the correct order from oldest to most recent on 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 fossil 3 in the first space, fossil 1 in the second space, and fossil 2 in the third space in the chart. |
| 0     | Student does not correctly place all three fossils.   |

# 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 6: Directions, Reference Materials, Key, Graphics (*October 2024*)
  - ELA grade 7: Directions, Reference Materials, Key, Graphics (*October 2024*)
  - ELA grade 8: [Directions](#), [Reference Materials](#), [Key](#), [Graphics](#)
  - Math grade 6: [Directions](#), [Reference Materials](#), [Key](#), [Graphics](#)
  - Math grade 7: [Directions](#), [Reference Materials](#), [Key](#), [Graphics](#)
  - Math grade 8: [Directions](#), [Reference Materials](#), [Key](#), [Graphics](#)
  - Science grade 8: [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 Explanatory Rubric Grade 6

| Rubric Elements  | Full Evidence  | Partial Evidence   | Limited Evidence  | No/Unrelated Evidence   |
|--|--|--|---|---|
| <p><b>Organization</b><br/>The essay addresses a specific topic and is organized to describe two opposing conditions (e.g., compare/contrast).</p> | <p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li>• an introduction that states the essay is about two opposing conditions</li> <li>• a body that includes:               <ul style="list-style-type: none"> <li>○ one activity for each of the two opposing conditions; and</li> <li>○ one activity common to both conditions</li> </ul> </li> <li>• a conclusion that states two opposing conditions or summarizes the content</li> </ul> | <p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li>• an introduction that states one activity or topic</li> <li>• a body that relates two conditions with activities</li> <li>• a conclusion that states an activity or the topic</li> </ul> | <p>The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).</p> | <p>There is no evidence of organization or the evidence is off topic.</p>     |
| <p><b>Idea Development</b><br/>The essay develops a topic and includes relevant facts and details to promote meaning and create clarity.</p>       | <p>The essay includes at a minimum three activities, each with relevant details (the same detail may be used for all activities if relevant to each)</p>   | <p>The essay includes at a minimum one activity with a relevant detail</p>   | <p>The essay includes at a minimum a detail that describes an activity.</p>   | <p>There is no evidence of idea development or the evidence is off topic.</p> |
| <p><b>Conventions</b><br/>The students use 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 essay includes at a minimum one use of Standard English conventions.</p>   | <p>There is no evidence of Standard English conventions.</p>                  |

**Table 8. Writing Explanatory Rubric Grade 7**

| Rubric Elements   | Full Evidence   | Partial Evidence  | Limited Evidence  | No/Unrelated Evidence   |
|---|---|---|---|---|
| <p><b>Organization</b><br/>The essay addresses a specific topic and is organized with an effect related directly to a cause (e.g., cause/effect).</p> | <p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li>• an introduction that states the topic/cause</li> <li>• a body that relates the effect to the provided cause</li> <li>• a conclusion that states the essay is about a cause and its effect</li> </ul> | <p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li>• an introduction that states the topic/cause</li> <li>• a body that includes an effect that may not relate to the provided cause</li> <li>• a conclusion that states a cause of the effect</li> </ul> | <p>The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, cause/effect relationship, or conclusion).</p> | <p>There is no evidence of organization or the evidence is off topic.</p>     |
| <p><b>Idea Development</b><br/>The essay develops a topic, includes details to promote meaning and create clarity.</p>                                | <p>The essay includes at a minimum one relevant detail to describe the effect</p>   | <p>The essay includes at a minimum one effect with no relevant detail</p>   | <p>The essay includes at a minimum one related idea to the effect.</p>  | <p>There is no evidence of idea development or the evidence is off topic.</p> |
| <p><b>Conventions</b><br/>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 essay includes at a minimum one use of Standard English conventions.</p>   | <p>There is no evidence of Standard English conventions.</p>                  |

**Table 9. Writing Explanatory Rubric Grade 8**

| Rubric Elements   | Full Evidence  | Partial Evidence   | Limited Evidence   | No/Unrelated Evidence   |
|---|--|--|--|---|
| <p><b>Organization</b><br/>The essay addresses a specific topic and is organized with a solution related directly to the problem (e.g., problem/ solution).</p> | <p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li>• an introduction that states both parts of the problem and parts of the solution</li> <li>• a body that relates how the solution can be applied to the problem</li> <li>• a conclusion that states the problem and the solution</li> </ul> | <p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li>• an introduction that states the problem</li> <li>• one solution that may not relate to the problem</li> <li>• a conclusion that states the problem or the solution</li> </ul> | <p>The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, problem/ solution relationship, or conclusion).</p> | <p>There is no evidence of organization or the evidence is off topic.</p>     |
| <p><b>Idea Development</b><br/>The essay develops a topic, includes details to promote meaning and create clarity.</p>  | <p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li>• a relevant detail to describe the problem</li> <li>• a relevant detail to describe the solution</li> </ul>  | <p>The essay includes at a minimum a relevant detail to describe the problem or the solution</p>   | <p>The essay includes at a minimum a detail or word that describes the problem or the solution.</p>  | <p>There is no evidence of idea development or the evidence is off topic.</p> |
| <p><b>Conventions</b><br/>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 essay includes at a minimum one use of Standard English conventions.</p>  | <p>There is no evidence of Standard English conventions.</p>                  |

# Appendix B: Vocabulary Lists

Table 10. Middle School Vocabulary List

| English Language Arts Grades 6-8 |                   |                   |                           |                             |
|----------------------------------|-------------------|-------------------|---------------------------|-----------------------------|
| author's claim                   | describe          | inference         | paragraph                 | revise                      |
| cause and effect                 | details           | introduction      | period                    | revision                    |
| character                        | edit              | main idea         | phrase                    | sentence                    |
| claim                            | essay             | message           | precise                   | summary                     |
| compare                          | events            | opinion           | problem/solution          | text                        |
| conclusion                       | exclamation point | organize          | punctuation               | theme                       |
| contrast                         | form              | outline           | question mark             | topic                       |
| Mathematics Grades 6-8           |                   |                   |                           |                             |
| addition                         | data table        | grid              | place value               | slope                       |
| area                             | decrease          | height            | positive                  | solve                       |
| array                            | divided           | increase          | problem                   | surface area                |
| bar graph                        | division          | length            | proportion                | symbol                      |
| centimeters                      | equal             | less than         | proportional relationship | thermometer                 |
| Celsius                          | equation          | model             | rate                      | unit                        |
| compare                          | farther           | multiplication    | rectangle                 | value                       |
| comparison                       | figure            | negative          | relationship              | volume                      |
| corresponding                    | formula           | number            | round                     | weight                      |
| cost                             | fraction          | parallel          | shape                     | x axis                      |
| data                             | graph             | parallelogram     | similar                   | y axis                      |
| Science Grade 8                  |                   |                   |                           |                             |
| amphibian                        | diagram           | heat              | natural resource          | sediment                    |
| asteroid                         | distribution      | heat energy       | nutrient                  | skull                       |
| beaker                           | durable           | hoof/hooves       | nylon                     | species                     |
| biome                            | embryo            | hot plate         | offspring                 | stage                       |
| Cenozoic                         | energy source     | layer             | organism                  | surface layer               |
| Cenozoic era                     | energy transfer   | limb              | Paleozoic                 | synthetic resource/material |
| characteristic                   | environment       | mane              | Paleozoic era             | thermal energy              |
| chemical change                  | erosion           | man-made resource | physical change           | trait                       |
| chemical reaction                | evidence          | Mesozoic          | population                | transfer                    |
| developmental stage              | fossil            | Mesozoic era      | reaction                  | variation                   |
| device                           | gene              | mineral           | reptile                   | volcanic                    |



# 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.