

Introduction

LEAP 360 is an optional, free high-quality assessment system that provides educators with information about student learning throughout the school year. This document includes guidance designed to help teachers administer and interpret the results of the LEAP 360 ELA interim assessments.

The Louisiana Department of Education (LDOE) set out with several goals in mind when developing these new ELA interim assessment forms. Those goals included the following:

- Offer one quality interim assessment for grades 3–8, English I, and English II to help school systems reduce the time spent on local assessments
- Include passages that reflect the diverse student population of Louisiana public schools and will appeal to a wide range of students
- Design tasks and passage sets that help measure a range of student performance

To help accomplish these goals, LDOE assessment staff worked with Louisiana educators to approve the selection of passages and review each item for standards alignment, clarity, and any possible bias or sensitivity issues.

When determining how to use the interim assessments, keep in mind that they are not intended to replace curriculum-embedded assessments; instead, they are meant to be used in tandem with effective classroom instructional evaluation practices. The steps that follow include recommendations on how to incorporate the interims into the rhythm of the classroom and use them as a complement to the curriculum.

Before Administering the Interims:

1. Read through the Interim Teacher Guide for the grade-level interim you plan to administer; the guides can be downloaded from the [DRC INSIGHT Portal](#). Contact your school test coordinator for more information about accessing the [DRC INSIGHT Portal](#).
2. In the [Interim Quick Start Guide](#) and the appendix of [A Teacher's Guide to LEAP 360](#) are access codes so that teachers may view the online interim tests. Using the access code, go into the interim test and take it yourself. This is the best way to understand the complexity and knowledge demands of the test. A copy of the test with the answers marked is also available in each grade-level Interim Teacher Guide.
3. Use your review of the assessment and the information in the tables in the [Appendix](#) to determine the best administration option for your students (e.g., administer the entire test, session 1 only, session 2 only, etc.). Consider when the content of the interim assessment best fits within your high-quality curriculum.
4. Determine how long the assessment will take for your students. Suggested timing is provided, but teachers should consider what is best for their students.
5. Determine the appropriate administration method for your students (i.e., online in-person, [remote testing](#), paper-based form for grades 3 and 4). Follow the directions in the [Interim Quick Start Guide](#) or in the [DRC INSIGHT User Guide](#).
 - a. Consider how students will be given access and what equipment they will need. Some students, especially at grades 3 and 4, may need additional support to enter the constructed responses online.
 - b. It is important that all students gain familiarity with the online testing environment. Taking the test online also allows the LDOE to collect student samples to include in next year's scoring information.

During Testing:

6. Monitor test taking.
 - a. Keep track of testing time and student effort. Adjust the testing time as necessary.
 - b. If the test is being administered remotely, please communicate guidelines to parents and students as detailed in the [Remote Testing Guidance](#).

After Testing:

7. If administering the Literary Analysis Task (LAT) or Narrative Writing Task (NWT) at grades 3–8 or the Research Simulation Task (RST) for English I or English II in Session 1, score the student responses using the appropriate rubric and the following recommendations:
 - a. Test Administrators have the option to batch print student responses and score them on paper prior to entering the scores in Educator Scoring. Please note that student responses are **not** available to print after scores are entered in Educator Scoring. More information on downloading and printing student responses can be found in the [DRC INSIGHT Portal USER GUIDE](#).
 - b. If possible, work through the collaborative scoring activity provided in the grade-level Interim Teacher Guide prior to assigning student scores. This step is especially important since there are no scored and annotated student papers for the constructed-response items available at this time. For additional support in understanding the expectations of the ELA rubrics and for samples of other scored student work, refer to the 2018 Teacher Leader presentation, ELA Assessment Results Make the Case, for [Grades 3–5](#), and [Grades 6–10](#).
 - c. After scoring the responses, enter the scores into the system using the Educator Scoring directions in the [DRC INSIGHT Portal USER GUIDE](#).
8. Analyze the reports, looking for patterns in individual and class performance.
 - a. Go through each individual student and class report, noticing items highlighted in green and yellow; green indicates the student received full credit for that item, while yellow indicates partial credit. No highlighting indicates the student received no credit for that item.
 - b. To better understand the expectations of each item in a passage set, read through the answer option analyses included with the copy of the test located at the back of the grade-level Interim Teacher Guide. The analyses provide explanations for correct and incorrect answers and connections between part A and part B answer choices.
 - c. Note the general knowledge and skills students understood as well as where they seemed to struggle. Focus on how students responded to a particular passage set, rather than focusing on specific standards. Consider student performance in relation to the text complexity of the passage and the skills and knowledge demands of the text.
 - d. Determine how to best communicate results to students and parents.
9. Based on the patterns in student performance, consider the level and type of support needed and how to incorporate support or enrichment as you move through the curriculum.
 - a. Use opportunities within the curriculum to support students with gaps in knowledge and/or skills and around different text types (literary or informational).
 - b. Use the information in the [Supports Flow Chart](#) to better understand how to address student needs.
 - c. Avoid making sweeping assumptions about student performance based on this one measure; use student performance on the interim alongside teacher observations and other classroom measures. (See the general cautions as noted in the interpreting results section of the [LEAP 2025 English Language Arts Practice Test Guidance](#).)
10. To measure student performance on the task(s) not included on your grade-level interim, use a curriculum-embedded task or one of the tasks on the practice test. For English I and English II, also consider using the first passage set of Session 2 on the interim—a pair of literary passages with selected-response questions—to create a Literary Analysis Task and/or Narrative Writing Task.

Appendix: Summary of Tasks and Passage Sets

The tables that follow summarize the content of the reading passages on each grade-level interim and should help teachers better understand the complexity and knowledge demands of each text or pair of texts. Literary selections include a wide range of genres such as poetry, folk tales, fantasy, science fiction, and dystopian literature. Informational texts cover topics such as innovative solutions to the energy crisis, historical events, scientific and environmental studies, and popular culture. Students explore the world with texts and stories from other lands including Africa, Brazil, Mongolia, and Egypt. Diverse texts written for young adults include selections by authors such as Jeanne DuPrau, Virginia Hamilton, Walter Dean Myers, Jewell Parker Rhodes, Benjamin Alire Sáenz, and Jeanette Winterson.

Grade 3				
Session	Type of Text	Description	Item Numbers	Text Complexity
1	Literary	The narrator of this humorous story is an elementary school boy who is discussing the speakers at Career Week during lunch with some classmates. During the conversation, a friend of the narrator calls the narrator’s dad an “accounting genius.” Then the narrator feels pressure to get his dad to speak at Career Week.	1–7 (7 is the PCR)	Readily Accessible
	Literary	In another episode of the same text, the narrator works through a list of steps to get his father to agree to participate in Career Week. The lack of response to the narrator’s efforts to persuade his dad to participate frustrates the narrator.		Moderately Complex
		Form 1A LAT: Write an essay explaining how events in the two stories cause the narrator’s feelings to change.		
		Form 1B NWT: Write a story about what happens when the narrator’s dad visits the class to speak at Career Week.		
2	Literary	A young pelican is looking for a place to live in the wetlands of Louisiana after his mother encourages him to leave her care. As he flies around getting advice from wetland animals about the best place to live, he finally decides that the wetlands are the best home for him.	8–13	Moderately Complex
2	Informational	This is an article about a site called Fossil Park, where the public is invited to dig for fossils twice a year. Interesting finds include iridium, which scientists think shows an asteroid hit the area, and prehistoric shark teeth, which prove the land was once at the bottom of an ocean.	14–17	Moderately Complex

Grade 4				
Session	Type of Text	Description	Item Numbers	Text Complexity
1	Literary	A girl helps her brother practice for dancing at the Seminole Tribal Festival and Pow Wow although she will not be allowed to perform because it is for boys only. When her brother injures his ankle and cannot perform at the festival, he suggests she wear his costume and dance in his place.	1–7 (7 is the PCR)	Moderately Complex
	Literary	A young boy, whose father is the caretaker in the building where the family lives in Egypt, helps to complete his sick father's job for the day. When the boy washes a few cars with his best effort, a tenant gives him a pound; he proudly shows it to his parents.		Moderately Complex
		Form 1A LAT: Write an essay explaining a theme the two passages share.		
		Form 1 B NWT: Retell the story about the Tribal Festival from the point of view of the chief of the tribe, who watches the dance.		
2	Informational	This article is about a scientific study of the bumpy flippers on humpback whales and how the study's findings might lead to the creation of better wind power. The article includes graphics and comparisons to ordinary objects to help readers better understand the technical information.	8–12	Moderately Complex
2	Literary	Before the start of school, an American brother and sister who have moved to London play a family game of being sleuths, guessing what people do from their appearance and clothing. When a stranger hands them an invitation written in disappearing ink to a meeting of famous detectives, an adventure is sure to follow.	13–17	Moderately Complex

Grade 5				
Session	Type of Text	Description	Item Numbers	Text Complexity
1	Literary	A boy is feeding his hamster when Grandpa’s cat comes in through the window with a mysterious creature and deposits it on the bed. The creature looks dead but suddenly spews out flames of fire. The boy tries to figure out what the creature is—a bat? A sea horse?	1–7 (7 is the PCR)	Moderately Complex
	Literary	A twelve-year-old girl has a history of talking to fairies, which makes the adults in her life concerned. When she and her mother arrive at their summer cottage, she notices a somewhat familiar smell and the sound of scuffling, which make her realize there is a fairy in the cottage.		Moderately Complex
		Form 1A LAT: Write an essay comparing and contrasting how the author of each story creates mystery.		
		Form 1B NWT: Retell the second story from the point of view of the fairy.		
2	Informational	The first article in this pair of texts is about a Malawian teen who had to drop out of school because of his family’s crop failure during a drought. He educates himself on how to build a windmill that will generate electricity for people in his village, which leads to international recognition.	8–13	Moderately Complex
	Informational	The second article is about a Brazilian mechanic who invented a solar “light bulb” out of clear plastic bottles filled with water and a little bleach. Inserted in a roof, the devices will light an interior on a sunny day. The invention becomes popular and is used to light homes, schools, and businesses across the world.		Moderately Complex
2	Literary	A young girl visits her grandmother who lives on a Louisiana bayou, keeps chickens, and enjoys a special connection to nature. They talk as the grandmother prepares breakfast, which the girl eats with enthusiasm.	14–17	Moderately Complex

Grade 6				
Session	Type of Text	Description	Item Numbers	Text Complexity
1	Literary	A city council is taking a vote that will add guidelines making it difficult for mobile food vendors to exist in their city. A Latino owner of a food truck tries to persuade the committee to understand his side. When it seems the committee is unmoved by his story, his daughter makes an emotional appeal to the committee. The story ends with the council about to vote.	1—7 (7 is the PCR)	Moderately Complex
	Literary	The city council is voting on whether to turn the basketball courts at the local middle school into a parking lot or a community garden. Despite a moving speech by the main character, who supports the community garden, the council votes to build the parking lot.		Moderately Complex
		Form 1A LAT: Write an essay that describes each character’s challenge and compares each character’s response to it.		
		Form 1B NWT: Write a story that tells what happens next when the city council votes on the food truck guidelines.		
2	Informational	This is an article about the evolution of the bicycle. It includes technical information about the machinery of bicycles over time and traces the public’s interest in the bicycle compared to other modes of transportation.	8—12	Moderately Complex
2	Literary	A middle school girl joins a group of boys in a contest to capture the most snakes. She thinks she is losing until the single snake she caught is found to have had many babies. She is then accepted in the boys’ group.	13—17	Moderately Complex

Grade 7				
Session	Type of Text	Description	Item Numbers	Text Complexity
1	Literary	This story is set in a dystopian society in which young people are assigned their life's work at the age of twelve. A class of graduating students waits nervously for the mayor to arrive to give them their assignments.	1—7 (7 is the PCR)	Moderately Complex
	Literary	This is a science fiction story about a society in which GENs (Genetically Engineered Non-Humans) have been created by humans. When a GEN shows up unexpectedly to upload data to another GEN, she gets a mysterious message that heightens the tension of the story.		Moderately Complex
		Form 1A LAT: Write an essay that analyzes how the futuristic settings shape the characters in each passage.		
		Form 1B NWT: Retell the story from the point of view of the GEN who uploads the data.		
2	Informational	This text presents the story of Crispus Attucks, a sailor and former enslaved person, who was considered the first casualty of the American Revolution. The text relies on descriptive language to capture the Boston Massacre and Attucks's role in it and how the event led to the start of the American Revolution.	8—13	Moderately Complex
	Informational	This text also focuses on Crispus Attucks, but it provides more facts about Attucks's background as well as observations about his legacy as an American hero of the Revolutionary War for Independence.		Moderately Complex
2	Literary	Two early teen Latino boys meet at a swimming pool where one offers to teach the other to swim. They become friends based on their unusual names, their similar sense of humor, and their love of stimulating discussions about literature.	14—17	Moderately Complex

Grade 8				
Session	Type of Text	Description	Item Numbers	Text Complexity
1	Literary	A family is driving to their new home in Ohio. The narrator is excited about moving, unlike his mother, so he asks his father to retell the stories about the house, which has a mysterious history associated with the Underground Railroad.	1–7 (7 is the PCR)	Moderately Complex
	Literary	In this poem by Abraham Lincoln, he recalls pleasant memories of his childhood home along with the boys and men he knew there. These memories prompt him to think about mortality.		Moderately Complex
		Form 1A LAT: Write an essay that compares how each author’s choice of words creates tone.		
		Form 1B NWT: Write a story about what happens when the family arrives at their new house and begins to explore it.		
2	Informational	This article is part of a pair of texts about the Great Depression of the 1930s. It focuses on the debate over the role Roosevelt’s New Deal played in ending the Great Depression.	8–13	Moderately Complex
	Informational	This article presents an argument about the role World War II played in ending the American economic depression of the 1930s.		Moderately Complex
2	Literary	This fantasy story is told by the “seventh son of the Supreme Overlord of the Universe” who is disappointed with his job—delivering pies. As he travels the universe, we meet interesting characters and learn more about the narrator and the world around him.	14–17	Moderately Complex

English I				
Session	Type of Text	Description	Item Numbers	Text Complexity
1	Informational	The renewed interest in vinyl music and its advantages over digital music are the focus of this article. Many vinyl record owners like the physicality of playing records and argue that the sound quality is superior to that of digital music.	1—9 (9 is the PCR)	Moderately Complex
	Informational	The author of this article argues the advantages cassette tapes offer musicians because of their low cost and how quickly they can be produced.		Moderately Complex
	Informational	This article explains the benefits of subscription-based media platforms, particularly those on the Internet, and the advantages to musicians in getting their music to fans and in enabling them to support themselves without touring.		Moderately Complex
		RST: Write an essay that identifies a major claim made by each of the three authors including evaluations of whether each author provides adequate evidence to support his claim.		
2	Literary	This is a story about a young woman on a train trip with her chaperone and their misfortune of becoming stuck in a time warp, which the main character suspects might be connected to her mysterious family.	10—15	Moderately Complex
	Literary	This sci-fi story is about a strange message a girl receives as she gives into playing a new video game, which seems to draw her into a precarious situation.		Readily Accessible
2	Informational	This is an article about the history of black female superheroes and how they have been portrayed over time in different mediums, from 1930s comics to contemporary films such as <i>Black Panther</i> .	16—19	Moderately Complex

English II				
Session	Type of Text	Description	Item Numbers	Text Complexity
1	Informational	This article is about how Atlanta is trying to address blight through a project that hires artists to paint huge murals on buildings throughout the city. It also discusses the city's efforts to reduce illegal graffiti. This article and the other two in this set include photographs of the impressive art.	1—9 (9 is the PCR)	Readily Accessible
	Informational	This article presents the story of the only two female muralists participating in a project sponsored by U.N. Mongolia to help decorate a wall with the organization's goals. The women embrace the challenge and are proud of how their work highlights the issue of gender equality.		Readily Accessible
	Informational	This is an article about the challenges public muralists, or street artists, face when their work is covered or destroyed, usually by business owners who can make more money with advertisements on the buildings than with art. RST: Write an essay that identifies a major claim made by each of the three authors with evaluations of whether each author adequately supports their claim.		Readily Accessible
2	Literary	This story is told by a young woman who is part of a secret experimental program that brings people back to life. She has been revived successfully many times, but the latest attempt makes her wonder about her future.	10—15	Readily Accessible
	Literary	The narrator of this sci-fi story is taking great delight in telling a biomedical engineer about an elaborate experiment. As the narrator recounts the history of the experiment, she reveals that she was actually a participant in it and that she is immortal.		Readily Accessible
2	Informational	This article tells about a couple who noticed a distinct lack of materials about the historical contributions of Blacks in their children's curriculum. They worked to correct this problem by developing their own more ethnically inclusive curriculum and eventually opened a bookstore so that they can "feed our children positive images and tell the stories of our past."	16—19	Moderately Complex