Louisiana Believes

**A-002: What's New for the 2017-2018
LEAP 2025 English I and English II Assessments**

DEPARTMENT of
EDUCATION

Opening Task

Take a few minutes to make a list of questions.

What are some questions you have about the new high school ELA assessments?
1… 2… 3…

Today's Goals

At the end of this session, participants will understand

- what to expect from the 2017-2018 ELA summative assessments for high school, by comparing the EOC English II test to the new LEAP 2025 English I and English II tests;

- how the changes inform instruction; and

- what resources are available now and in the future to help prepare for the new tests.

Why LEAP 2025?

To create a cohesive assessment system, grades 3 through high school, with

- Similar approach and design across grades 3-10
- Content that captures rigor and depth of Louisiana Student Standards in ELA and allows measurement of the full range of student performance, including higher- and lower-performing students
- Reporting that provides consistent measurement of achievement and growth/progress from grades 3 through high school

Approach and Design Comparison

Comparison of Approach

EOC English II Test	LEAP 2025 English I and II Test
• Writing session with one text and a writing prompt • Reading Passages with multiple-choice questions • Research section with discrete questions about research skills • Language section with discrete questions about grammar skills	• Two Tasks (Literary Analysis or Narrative Writing and Research Simulation) that consist of one or more texts, questions about each text that lead to a writing prompt, and a writing prompt • Reading Literary/Informational Texts section with a range of item types • Knowledge of language and conventions assessed in student responses to tasks

Based on information in the table, what words would you use to describe the approach of each test?

LEAP 2025 ELA Approach

INTEGRATED approach to reading and writing that reflects instruction in an effective ELA classroom:

- careful, close reading of complex, grade-level literary and informational texts
- a full range of texts from across the disciplines, including science, social studies, and the arts
- tasks that integrate key ELA skills by asking students to read text(s), answer reading and vocabulary questions about the text(s), and then write using evidence from what they have read
- questions worth answering, ordered in a way that builds meaning
- a focus on students citing evidence from texts when answering questions about a specific passage or when writing about a set of related passages
- a focus on words that matter most in texts, that are essential to understanding a particular text, and that include context that allows a student to determine literal and figurative meanings

Comparison of Design

Components	EOC English II	LEAP 2025 English I and English II
Sessions	1: Writing 2: Reading and Research 3: Reading and Language	1: Literary Analysis Task (LAT) and one passage set **OR** Research Simulation Task (RST) 2: RST **OR** Narrative Writing Task (NWT) and one passage set 3: Reading Literary and Informational Texts
Item Types	• Writing prompt (WP) • Multiple Choice (MC)	• Evidence-Based Selected Response (EBSR) • Multiple Select (MS) • Technology-Enhanced (TE) • Prose Constructed Response (PCR)
Total Points	50 points	94 points (LAT administered) OR 96 points (NWT administered)
Rubrics	English II rubrics (Content, Style, Conventions)	Grades 6-10 Rubrics (Reading Comprehension and Written Expression; Conventions)

Quick Discussion: How do these general changes affect instruction?

LEAP 2025 English I and II Test Design: Sessions (LAT)

LEAP 2025 English I and English II Test Design—Literary Analysis Task (LAT) Administered			
Test Session	**Focus of Session**	**# of Passages**	**Number/Type of Items**
Session 1	Literary Analysis Task and Reading Passage Set	2 1	5 SR and 1 PCR 4 SR
Session 2	Research Simulation Task (RST)	3	7 SR and 1 PCR
Session 3*	Reading Literary and Informational Texts	3	12 SR
SR: Selected-Response Items—include two-part items (EBSR), multiple-select items, and technology-enhanced items **PCR:** Prose Constructed Response—requires an extended written response			

Session 3 will include 2-3 operational passage sets (as shown in the table) **and** 1 additional passage set that is being field tested. A passage set includes one text or a pair of related texts and 4 or 6 questions about the text(s). Only a student's performance on the operational passage sets will count towards a student's final score. The field-test questions do **not** count; they provide information to develop future test forms.

LEAP 2025 English I and II Test Design: Sessions (NWT)

LEAP 2025 English I and English II Test Design—Narrative Writing Task (NWT) Administered			
Test Session	**Focus of Session**	**# of Passages**	**Number/Type of Items**
Session 1	Research Simulation Task	3	7 SR and 1 PCR
Session 2	Narrative Writing Task and Reading Passage set with paired texts	1 2	4 SR and 1 PCR 6 SR
Session 3*	Reading Literary and Informational Texts	3	14 SR
SR: Selected-Response Items—include two-part items (EBSR), multiple-select items, and technology-enhanced items **PCR:** Prose Constructed Response—requires an extended written response			

*Session 3 will include 3 operational passage sets (as shown in the table) **and** 1 additional passage set that is being field tested. A passage set includes one text or a pair of related texts and 4 or 6 questions about the text(s). Only a student's performance on the operational passage sets will count towards a student's final score. The field-test questions do **not** count; they provide information to develop future test forms.

Discussion of Item Types

As we discuss the selected-response samples of the LEAP 2025 item types and a few EOC multiple-choice samples,

1. think about the differences, and

2. jot down some notes about how the new item types affect instructional decisions.

Selected Response: Evidence-Based Selected Response (EBSR)

- Two parts (Part A and Part B)

- One part asks students to show their understanding of a text; other part asks students to identify evidence to support that understanding

- Worth two points, and students can earn partial credit (1 point). However, they must answer correctly the part that asks them to show their understanding of a text and not only the part that asks for evidence.

Sample EBSR Item from the Research Simulation Task

Part A

Which option **best** states a central idea of the transcript?

A. Allowing young people to exercise their rights will make them better future citizens.

B. Symbolic protests are generally more effective than active political demonstrations.

C. The Supreme Court has always been instrumental in maintaining order in democracy.

D. Young people do not always understand the full background of political decisions.

Part B

Which paragraph from the majority opinion written by Justice Abe Fortas makes a point similar to the answer to Part A?

A. paragraph 3

B. paragraph 6

C. paragraph 8

D. paragraph 13

Sample EOC Multiple-Choice Item from the Research Section

Jerome is writing an essay about the history of the Panama Canal and has collected many sources. Which of the following is **least** important to include in his essay?

A. a chart of the tolls that boats are charged to use the canal

B. a summary of the treaty that gave Panama control of the canal

C. a description of the equipment that was used to build the canal

D. a map of the locks, lakes, and channels that make up the canal

Selected Response: Multiple Select (MS)

- Asks students to choose more than one correct answer

- Appears as a one-part question or as part of an EBSR item

- Always identifies in boldface print the number of correct answers required

- Worth two points, and students can earn partial credit (1 point) if they get one of two correct answers or two of three correct answers in a one-part MS item or in part A, if the MS item is an EBSR

Sample MS Item from a Narrative Writing Task

Part A

Which phrase **best** describes the reaction of the Dutch farmers to Mr. Harris's situation in paragraph 12?

A.   unsympathetic and somewhat amused

B.   alarmed and openly defensive

C.   intrigued and potentially judgmental

D. ingratiating and overly helpful

Part B

Which **two** quotations from paragraph 12 support the answer to Part A?

A. ". . . sitting sideways on a horse."

B. ". . . explained to him that he had lost his wife."

C. ". . . neither surprised nor sorry . . ."

D. ". . . another farmer came along . . . ."

E. ". . . the first man explained the matter . . . ."

F. ". . . not as an accident, but as a good story."

Sample EOC Multiple-Choice Item from a Reading Set

As Léandre interacts with Scapin in this scene, what does he learn about Scapin's character that contrasts **most strongly** with his understanding of a good servant's behavior?

A. Scapin is willing to let someone else take the blame for his actions.

B. Scapin sees nothing wrong with stealing from his master.

C. Scapin is capable of physically assaulting his master.

D. Scapin is unable to distinguish right from wrong.

Selected Response: Technology Enhanced (TE)

- Uses technology (e.g., drag and drop, drop-down menu, text highlighting/select) to capture student comprehension of texts. For a summary of the different kinds of TE items, refer to [Technology-Enhanced Item Types Available in INSIGHT](#)

- Worth two points, and students can earn partial credit (1 point); explanation of how TE items are scored can be found in the [LEAP 2025 ELA Practice Test Guidance](#)

- Online Tools Training (OTT) will allow students to practice answering TE questions to prepare for the computer-based test. LEAP 2025 English I/II OTT will be available in the Fall.*

  * To review existing TE items, and other item types, see the grades 6-8 OTT, available in INSIGHT or [here](#) using the Chrome browser.

Sample TE Item from a Paired Informational Passage Set

Each phrase in the list applies either to one of the passages or to both of them. Complete the chart by selecting the appropriate box for each phrase.

	No Mere Genius	Was Einstein A Space Alien?	Both Passages
Argues that Einstein was not extraordinary in every way	☐	☐	☐
Discusses the scientific aspects of Einstein's work	☐	☐	☐
Describes Einstein's impact beyond theoretical physics	☐	☐	☐
Analyzes the personal traits that helped Einstein succeed	☐	☐	☐
Considers Einstein a major figure in the history of science	☐	☐	☐

OK

Item Type: Prose-Constructed Response (PCR)

- Appears at the end of each of the two tasks: Literary Analysis (LAT) or Narrative Writing (NWT) and Research Simulation (RST)

- Questions leading to writing task are constructed in a way that builds understanding of texts to help students prepare response to PCR

- Asks students to create an extended and complete written response

- Asks students to show understanding of text(s)

- Asks students to use evidence from the texts to support their analysis

- Scored using LEAP 2025 Grades 6-10 Rubrics

Sample PCR from a Research Simulation Task

You have just read three sources discussing the Supreme Court case of *Tinker v. Des Moines:*

- the United States Supreme Court majority opinion by Chief Justice Abe Fortas
- the United States Supreme Court dissenting opinion by Justice Hugo Black
- a transcript of a radio interview with law professor Catherine Ross

Consider the points made by each source about the issues surrounding the *Tinker v. Des Moines case.*

Write an essay analyzing the arguments of those who believe certain kinds of speech should be prohibited within an educational setting and those who believe the opposite. Base the analysis on the specifics of the *Tinker v. Des Moines* case and the arguments and principles set forth in the sources. The essay should consider at least **two** of the sources presented.

Comparison of EOC Writing Prompt and LEAP 2025 PCR

Text: Excerpt from *Great Expectations*, in which Pip tells Joe that he has lied about the visit with Miss Havisham and Estella and explains how he was really treated.

Prompt: After you read the passage, write a well-developed multiparagraph essay that explains how certain experiences can affect the way we view our lives and the world that we live in. Use specific details from the passage to support your response.

LAT: Excerpts from two short stories, "Red Cranes" and "The Firefly Hunt," plus questions about each text

Prompt: Write an essay in which you analyze the different approaches the authors take to develop the main characters. In your essay, be sure to discuss how each author makes use of such elements as
- the main characters' interactions with other characters,
- the presentation of the main characters' thoughts, and
- the strong feelings each character experiences at the end of each passage.

Use specific evidence from both passages to support your analysis.

Discussion

1. With a partner, discuss the key differences between the sample EOC writing prompt and the sample LEAP 2025 PCR.
2. Then jot down how these differences inform instruction.

Rubrics to Score PCRs

- Two rubrics: one for [LAT and RST](#); one for [NWT](#)

- Two dimensions on rubrics: Combined Reading Comprehension/Written Expression and Conventions (LAT, RST) or Written Expression and Conventions (NWT)

- Integrated approach to reading and writing skills

- Holistic scoring of conventions

Teachers are encouraged to use the Scoring Activity in the current [LEAP 2025 ELA Practice Test Guidance](#) to better understand the rubrics and determine strengths and weaknesses in student writing.

LEAP 2025 Rubric (LAT and RST)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the claim or topic; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • has a style that is **minimally effective**.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • has an **inappropriate** style.

LEAP 2025 Rubric (NWT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat** effective.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** organization and coherence; • has a style that has **limited** effectiveness.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may be a few minor errors** in mechanics, grammar, and usage, but meaning is clear.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may be errors** in mechanics, grammar, and usage that **occasionally impede** understanding, but the meaning is generally clear.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may be errors** in mechanics, grammar, and usage that **often impede** understanding.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede** understanding.

Scoring of Prose-Constructed Responses

Scoring of English I and II Tasks				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	[LAT/RST Rubric](#)
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	[LAT/RST Rubric](#)
	Conventions	3 points		
Narrative Writing	Written Expression	12 points (3 times holistic score)	15	[NWT Rubric](#)
	Conventions	3 points		

Test Administration and Reporting Comparison

EOC vs LEAP 2025: Administration

Category	EOC (2016 – 2017)	LEAP 2025 (2017 – 2018)
Platform	DRC INSIGHT	DRC INSIGHT
Testing Materials and Resources	• Scratch paper • Online Tools • Writer's Checklist • Dictionaries and Thesauruses • Model Parenthetical Citations	• Scratch Paper • Online Tools, including a Spell Checker when typing response to PCR
Schedule	Fall, Spring, Summer administrations	Fall, Spring, Summer administrations
Timing	Untimed, suggested times	Timed

Administration Schedule and Release of Results

Administration	Testing Window	Release of Results
Fall	November 29, 2017 – December 13, 2017	January 2018
Spring	April 23, 2018 – May 18, 2018	In window
Summer	June 18, 2018 – June 22, 2018	In window

New grading conversion tables for English I and English II will be provided so that the results may be used in course grades per BESE policy.

LEAP 2025 Sessions

LEAP 2025 English I and English II Tests		
Session 1	Literary Analysis Task + 1 passage set with one text **OR** Research Simulation Task	90 minutes
Session 2	Research Simulation Task **OR** Narrative Writing Task + 1 passage set with a pair of related texts	90 minutes
Session 3	Reading Literary and Informational Texts: passage sets with selected-response questions only (no writing)	100 minutes*

*Timing information for session 3 includes time for embedded field test passage set
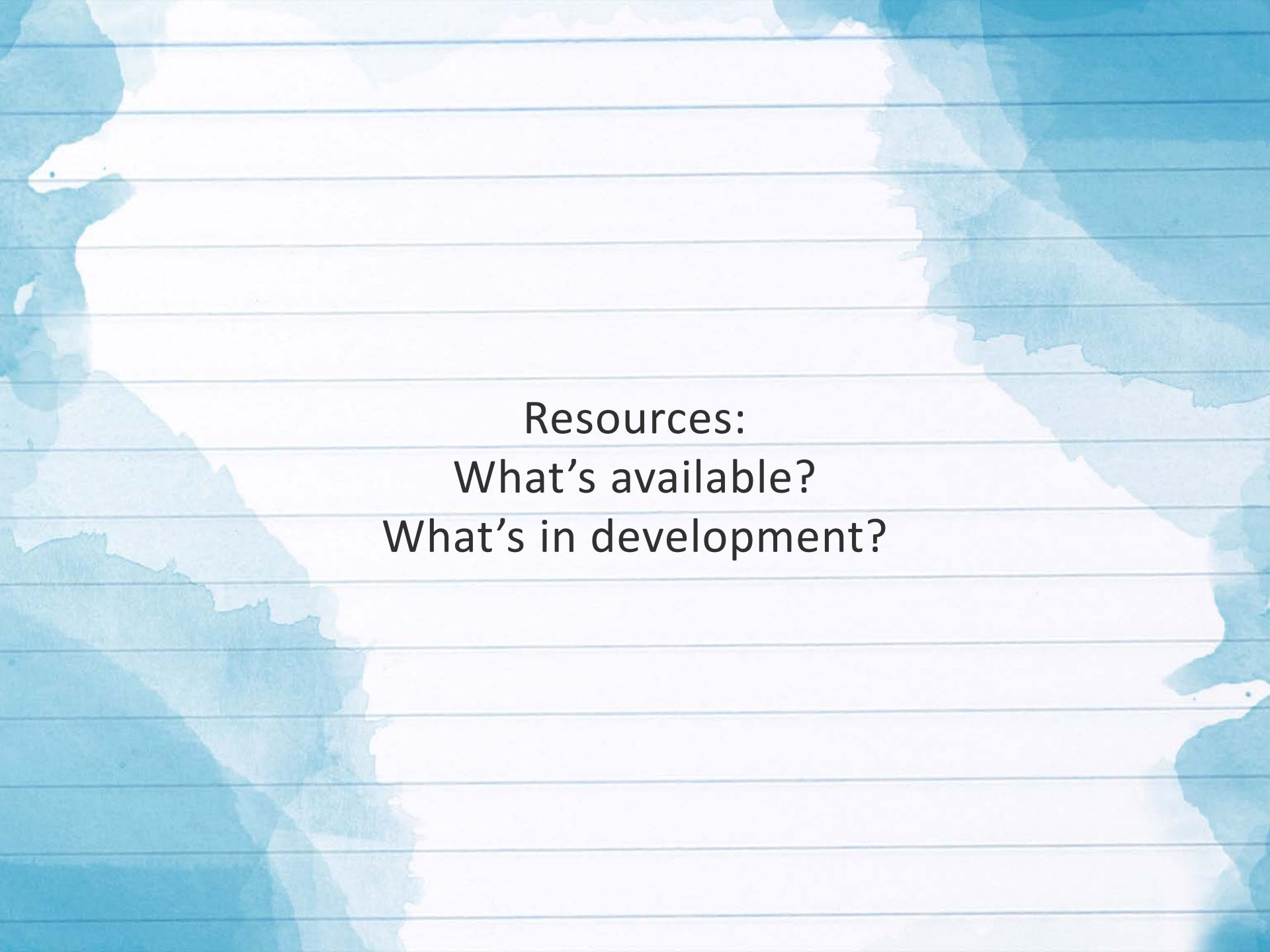
EOC vs LEAP 2025: Reporting

Component	EOC (2016 – 2017)	LEAP 2025 (2017 – 2018)
Reporting Categories	Domains: • Writing and Language • Reading • Research	Major Claims: • Reading and Writing Reading Subclaims: • Reading Literary Text • Reading Informational Text • Reading Vocabulary Writing Subclaims: • Written Expression • Knowledge of Language and Conventions
Reporting of Performance	• Four Achievement Levels • Different from grades 3-8	• Five Achievement Levels • Same as grades 3-8 • Addresses college and career readiness

Achievement Levels: EOC vs LEAP 2025

Assessment	Achievement Levels
EOC	4 Levels • **Excellent** – has demonstrated mastery of course content beyond *Good* • **Good** – has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area • **Fair** – has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area • **Needs Improvement** – has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area
LEAP 2025	5 levels • **Advanced** – have **exceeded** college and career readiness expectations, and are well prepared for the next level of studies in this content area • **Mastery** – have **me**t college and career readiness expectations, and are prepared for the next level of studies in this content area • **Basic** – have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area • **Approaching Basic** – have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area • **Unsatisfactory** – have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area

Discussion of Implications

1. With a small group, discuss the administration and reporting changes that will most affect instruction.

2. On a sticky note, jot down three suggestions from your group that address the instructional implications.

3. Share plans and post notes.

Resources:
What's available?
What's in development?

LEAP 2025 Assessment Guides

Assessment Guidance Library
http://www.louisianabelieves.com/resources/library/assessment-guidance

- LEAP 2025 English I Assessment Guide

- LEAP 2025 English II Assessment Guide

Online Tools Training (OTT)

New LEAP 2025 English I/II OTT, available Fall 2017*, offers opportunities to practice

- Using all tools in the testing platform

- Answering different item types
  - Evidence-Based Selected Response (EBSR)
  - Multiple Select (MS)
  - Technology Enhanced (TE)
  - Prose Constructed Response (PCR)

  * To review existing TE items, and other item types, see the grades 6-8 OTT, available in INSIGHT or here using the Chrome browser.

LEAP 2025 Practice Tests!

- Available Fall 2017
  - English I practice test and accommodated versions
  - English II practice test and accommodated versions
- Consists of Four Sessions (operational test has only 3) to allow practice of all possible writing tasks
  - Session 1: Literary Analysis Task and passage set with one text
  - Session 2: Research Simulation Task
  - Session 3: Narrative Writing Task and passage set with a pair of related texts
  - Session 4: Reading Literary and Informational Texts (does **not** include field test passage set)
- Includes a Variety of Item Types
- Administered in the Secure testing platform – requires test tickets

To access resources related to the practice tests, go to the [Practice Test Library](#) on the LDOE website.

LEAP 360: Formative Assessments

- Streamlined, high-quality assessments in a comprehensive system for classrooms, schools, and districts
  - Teachers will have a more complete picture of student performance.
  - Principals will identify throughout the school where additional support is needed to focus on the learning that matters most for students.
  - Districts will reduce overall local testing while helping to monitor progress toward district goals.

- Meeting assessment needs
  - Diagnostic assessments – Know where students are
  - Interim assessments – Track what students are learning
  - EAGLE 2.0
    - With remediation guide – know where students are
    - As aligned classroom assessments – track what students know

EOC English III

Not Changing

- Design (3 sessions: Writing Prompt, Reading and Research, Reading and Language)

- Materials (e.g., Writer's Checklist, dictionaries and thesauruses, etc.)

- Reporting (4 achievement levels)

- Passing Requirements (*Fair* or above)

- Delivery of Scores

Resources

- [EOC Assessment Guide for English III](#)

- [EOC English III Sample Test Items and Student Work](#)

- EOC English III OTT (*available Fall*): will include only EOC English III items

For more information about the EOC English III test, refer to the [2017-2018 High School Assessment Frequently Asked Questions](#).

What Tests Will Be Offered in 2017-2018 and Beyond?

School Year	Algebra	Geometry	English I	English II	English III	Biology	US History
2017-2018	5 levels	5 levels	5 levels	5 levels	4 levels	4 levels	5 levels 4 levels*
2018-2019	5 levels	5 levels	5 levels	5 levels	4 levels	5 levels 4 levels*	5 levels
2019-2020	5 levels	5 levels	5 levels	5 levels	District admin	5 levels	5 levels

If a student started high school prior to 2017-2018 and needs to retake an exam, s/he will take the five-level exam.

*The only exceptions are for graduating seniors and retesters (not enrolled in the course) who take the US History test in 2017-2018 and the Biology test in 2018-2019; they will be allowed to take the four-level test in order to receive in-window results.

Check-in/Reflection

Revisit your initial list.

Questions
1.   Have your original questions been answered?
2.   If not, what questions remain unanswered?
3.   Do you have new questions that were not addressed?

Email assessment@la.gov with any other questions