

This guide includes the following sections:

- **Purpose**
- **Assessment Design**
- **Reporting Categories**
- **Test Administration**
- **Sample Test Items**
- **Resources**
- **Appendix: Answer Key for Sample Items**

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts (ELA) assessment for English I.

Introduction

All students in grades 3–10 will take the LEAP 2025 ELA assessments, which provide

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

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

Goal of English Language Arts

The goal of English Language Arts is for all students—including those who struggle—to read, understand, and express understanding of complex, grade-level texts. To ensure that all students are able to reach the ELA goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers and support students throughout the instructional process by using quality, [Tier 1](#), instructional materials that do the following:

- Provide opportunities for all students to meet the grade-level standards through appropriate scaffolds and supports (e.g., [Diverse Learners Guide](#))
- Provide a coherent set of plans that has students engage with texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas
- Are organized around high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, science, and the arts) and helps students make connections
- Include lessons and sections that build on each other to help develop students’ knowledge and skills

- Integrate reading, writing, and language instruction that focuses on building understanding of texts so that students can express that understanding in a variety of ways
- Include lessons that are organized so the writing process begins with development of understanding to ensure students have something meaningful to write about
- Include a variety of [instructional strategies](#), many of them focused on the importance of discussion in helping students make meaning of a text before they express their understanding in writing
- Offer assessment opportunities that allow teachers to check understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

ASSESSMENT DESIGN

Approach of the LEAP 2025 ELA Assessments

The LEAP 2025 ELA assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom and measures a student's ability to understand what they read and express that understanding in writing:

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

LEAP 2025 ELA Test Design

There are three sessions on the LEAP 2025 ELA tests, which consist of tasks and reading passages. Students take two tasks, one in **Session 1** and one in **Session 2**; the tasks require students to write an extended response that addresses the text(s). All students will take the Research Simulation Task. The other task will be **either** the Literary Analysis Task **or** the Narrative Writing Task. See the table on page 4 for more information about the two designs.

The tasks are described below.

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

Session 3, Reading Literary/Informational Texts, asks students to read texts and answer questions to show their understanding of each text. The reading selections may include fiction (e.g., short stories, novel and drama excerpts, poems) and non-fiction (e.g., informational texts from across the disciplines of science, history, and the arts). Students will answer only selected-response questions about each text. No writing is included in this session.

NOTE: Session 3 will include 2 operational passage sets **and** 1 additional passage set that is being field tested. Each 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 passages will count towards a student’s final score. The field-test questions do **not** count towards a student’s final score on the test; they provide information that will be used to help develop future test forms.

The table on the next page outlines the two possible designs of the LEAP 2025 English I assessment. The first part of the table shows the test design when the Literary Analysis Task is administered, while the second part of the table shows the test design when the Narrative Writing Task is administered.

LEAP 2025 English I Test Design—Literary Analysis Task (LAT) Administered

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

OR

LEAP 2025 English I Test Design—Narrative Writing Task (NWT) Administered

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

***The table reflects the operational test only. An additional passage set will also be included for field test purposes; see [Session 3 description](#) for more information.**

SR: Selected-Response Items—includes two-part items ([EBSR](#)), [multiple-select](#) items, and [technology-enhanced](#) items

PCR: Prose Constructed Response—requires an extended written response **RL:** Reading Literature; **L:** Language; **W:** Writing; **RI:** Reading Informational Text

REPORTING CATEGORIES

Student performance on the LEAP 2025 ELA assessments will be reported by category and subcategory as outlined in the following table.

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

These reporting categories provide parents and educators valuable information about

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

Achievement-Level Definitions

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

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations, and are well prepared for the next level of studies in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of studies in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

Achievement-Level Descriptors

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

TEST ADMINISTRATION

Administration Schedule

The LEAP 2025 English I test is administered during three testing windows. The school or district test coordinator will communicate the testing schedule. The first part of the table below shows the testing windows and when student-level results will be returned; the second part shows the sessions and timing of the English I and II tests. The LEAP 2025 tests are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

Administration	Testing Window	Release of Results
Fall	November 28, 2018 – December 14, 2018	In window
Spring	April 15, 2019 – May 17, 2019	
Summer	June 17, 2019 – June 21, 2019	
LEAP 2025 English I and English II Tests		
Session 1	Literary Analysis Task and a passage set with one text OR Research Simulation Task	90 minutes
Session 2	Research Simulation Task OR Narrative Writing Task and a passage set with one text or a pair of related texts	90 minutes
Session 3	Reading Literary and Informational Texts	80 minutes

Scheduling Requirements for Computer-Based Testing

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

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

We also recommend

- limiting sessions to no more than three in one day for a student; and

- administering no more than one session that includes an extended-response task or writing prompt (e.g., ELA Session 1, and ELA Session 2) in a day to an individual student.

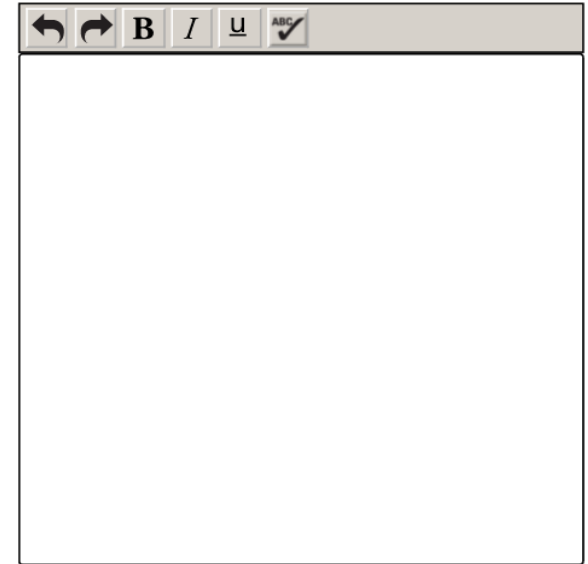
For more information about the scheduling of the CBT and administration policies, refer to the [Computer-Based Test Scheduling Guidance](#) document, found in the LDOE [Assessment](#) library.








Online Tools

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

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

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



- | | | |
|--|---|--|
| • Pointer tool  | • Sticky Note tool  | • Help tool  |
| • Highlighter tool  | • Magnifying tool  | |
| • Cross-Off tool  | • Line Guide  | |

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

Permitted Testing Materials

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

For information about accessibility features and accommodations, please refer to the [LEAP 2025 Accessibility and Accommodations Manual](#).

Item Types

The LEAP 2025 ELA assessments include several types of items.

- 1) **Evidence-Based Selected Response (EBSR)**: This item type consists of two (A and B), and in rare instances, three parts (A, B, and C); one part asks students to show their understanding of a text, and the other part or parts ask students to identify evidence to support that understanding or to extend or apply the understanding. The EBSR items are worth two points, and students can earn partial credit (1 point). 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, application, or extension. This means that if part A asks students to identify the theme of a text and part B asks for evidence of that theme and part C asks for more evidence or extension of the theme, students must answer part A correctly to receive any credit; they cannot receive partial credit for answering only part B and/or part C correctly. (See English II assessment guide for sample of three-part EBSR.)
- 2) **Multiple Select (MS)**: This item type asks students to choose more than one correct answer and may appear as a one-part question or as part of an EBSR item. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point). For more information about how to score the MS items, see the [LEAP 2025 ELA Practice Test Guidance](#).
- 3) **Technology Enhanced (TE)**: This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). The Online Tools Training will allow students to practice answering TE questions to prepare for the test. For more information about how to score the TE items, see the [LEAP 2025 ELA Practice Test Guidance](#). For a summary of the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).
- 4) **Prose Constructed Response (PCR)**: This item type appears at the end of each of the two tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions.

There are two [English I rubrics](#) used to score the PCRs—one to score student responses to the Literary Analysis Task (LAT) and the Research Simulation Task (RST) and one to score student responses to the Narrative Writing Task (NWT). The table that follows summarizes the scoring of the English I Tasks.

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

*When scoring the combined Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT.

SAMPLE TEST ITEMS

This section includes samples of each item type: an Evidence-Based Selected Response (EBSR), a Technology-Enhanced (TE) item, a Multiple-Select (MS) item, and a Prose Constructed Response (PCR).

Information associated with the sample items (i.e., answer keys/rubric and standards alignment) is located in the [Appendix](#). Some of the sample items, and the passages associated with them, are also included in the LEAP 2025 English I/II OTT, available in INSIGHT or [here](#) using the Chrome browser.

Evidence-Based Selected-Response Item

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

from “**Sound as My Mentor**”

by Bernie Krause

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

Part A

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

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

Part B

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

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

Technology-Enhanced Item

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

from “Sound as My Mentor”

by Bernie Krause

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

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

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

Click To Respond

Enlarged Graphic from the Technology-Enhanced Item Sample

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

Multiple-Select Item

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

from *Odysseus*

by Geraldine McCaughrean

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

Part A

In paragraph 14 of the passage from *Odysseus*, how does the author’s choice of words contribute to the meaning of the passage?

- (a) by emphasizing the extreme dangers that Odysseus and his crew have avoided
- (b) by foreshadowing the obstacles that Odysseus and his crew will later face
- (c) by suggesting that Polites is angered by Odysseus’s words and actions
- (d) by implying that Polites is questioning Odysseus’s judgment

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

from *Odysseus*

by Geraldine McCaughrean

- 1 Warily he kept watch for the Island of the Sirens. There! Was that birdsong or human voices drifting toward him? Either way, a sweet sound to hear at sea. He kneaded the wax; the heat of the morning sun had made it soft. He stopped up the ears of his men, one by one, and all the while the music grew louder.
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- 3 “What are you doing?” said Odysseus irritably, mouthing the words at deaf Polites.
- 4 “Only what you would have commanded me if it had not slipped your mind, my lord. I heard Circe’s advice.”

Part B

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

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

Prose Constructed-Response Item

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

from *The Odyssey*

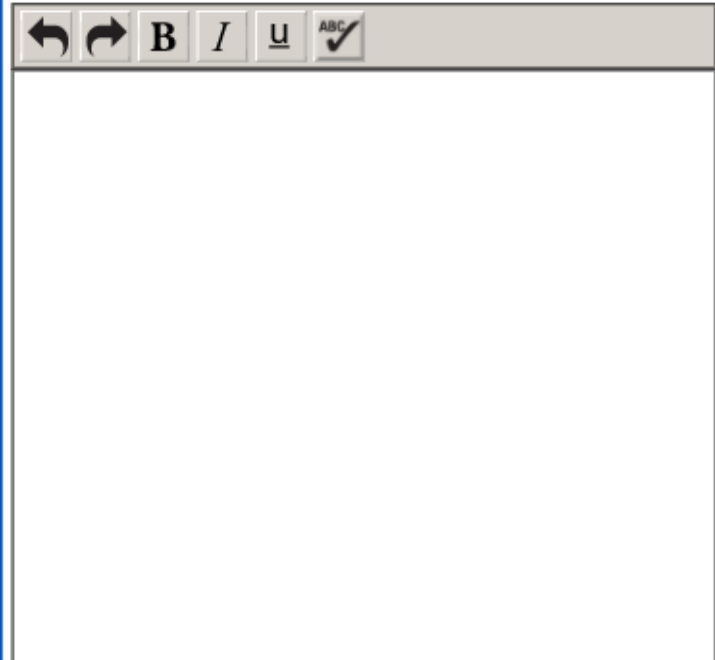
by Homer; translated by Alexander Pope

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

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

- “While yet I speak the winged galley flies,
And lo! the Siren shores like mists arise.
Sunk were at once the winds; the air above,
And waves below, at once forgot to move;
15 Some demon calm'd the air and smooth'd the deep,
Hush'd the loud winds, and charm'd the waves to sleep.
Now every sail we furl, each oar we ply;
Lash'd by the stroke, the frothy waters fly.
The ductile wax with busy hands I mould,
20 And cleft in fragments, and the fragments roll'd;

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



The form is a rectangular text entry area. At the top, there is a toolbar with six icons: a left-pointing arrow (undo), a right-pointing arrow (redo), a bold 'B' icon, an italic 'I' icon, an underlined 'u' icon, and a checkmark icon with 'ABC' above it. Below the toolbar is a large, empty white rectangular area for writing the essay response.

RESOURCES

K-12 ELA Resources Library

- [Louisiana Student Standards in ELA](#): offers comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): guides for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [ELA Guidebooks 2.0](#): a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- [Getting Started Resources](#): includes writing and reading Approach Guides, Learning Tools, and Instructional Strategies
- [Instructional Materials Review Rubrics](#): provides links to rubrics used to evaluate K-12 instructional, assessment, and intervention materials
- [EL Guidebook](#): provides guidance to schools in how to implement high-quality instruction for English Learners

Assessment Guidance Library

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

Practice Test Library

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

Assessment Library

- [LEAP 2025 Technology-Enhanced Item Types](#): provides a summary of the different kinds of technology-enhanced items students may encounter in any CBT across courses and grade-levels
- [LEAP 2025 Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [LEAP 360](#): an optional, free high-quality non-summative assessment system that includes diagnostic and interim assessments
- [PARCC's Released Items](#): includes sample student work that teachers can use as models for scoring tasks that are similar to the summative assessment tasks

eDirect

- includes access to tutorials, manuals, and user guides
- EAGLE: part of the LEAP 360 system which allows teachers to integrate high-quality questions into daily lessons through teacher-created tests, premade assessments, and items for small group instruction

INSIGHT™

- Online Tools Training: allows students to become familiar with the tools available in the online testing platform
- LEAP 2025 English I Practice Test: helps prepare students for the spring assessments

Contact Us

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions

Newsroom: offers archive copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

APPENDIX A

Answer Key/Rubric and Alignment Information for Sample Items

Item Type	Answer Keys/Rubric	Alignment
Evidence-Based Selected-Response Item	Part A: A Part B: C	L.9-10.4 RI.9-10.1
Technology-Enhanced Item	<div data-bbox="390 646 1726 686" style="border: 1px solid black; padding: 2px;">realized that microphones pick up extra sounds other than the ocean</div> <div data-bbox="390 722 1726 763" style="border: 1px solid black; padding: 2px;">focused on three distances and recorded the ocean at each one</div> <div data-bbox="390 799 1726 839" style="border: 1px solid black; padding: 2px;">used a computer program to combine sounds from all recordings</div>	RI.9-10.2 RI.9-10.1
Multiple-Select Item	Part A: A Part B: A, C	RL.9-10.4 L.9-10.4 RL.9-10.1
Prose Constructed-Response Item	Literary Analysis Task Rubric	RL.9-10.9 RL.9-10.1 W.9-10.2 W.9-10.4 W.9-10.9 L.9-10.1, L.9-10.2