



2005 - 2006

# ANNUAL REPORT

Grades 3, 5, 6, 7 and 9



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# **iLEAP**

## **2006 ANNUAL REPORT**

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## SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

### INTRODUCTION

From 1998 through 2005, Louisiana students at grades 3, 5, 6, 7, and 9 were assessed using The Iowa Tests, which are norm-referenced tests (NRTs). The Iowa Tests provide data for evaluating Louisiana students' performance in comparison to the performance of students across the nation. The *No Child Left Behind Act* (NCLB), enacted in 2002, requires that state assessments be aligned to state content standards and that student results be expressed in terms of the state's performance standards (i.e., Louisiana's five achievement levels, ranging from *Unsatisfactory* to *Advanced*). Since The Iowa Tests alone do not fulfill this NCLB requirement, the *Integrated* Louisiana Educational Assessment Program (*iLEAP*) was developed. Beginning in spring 2006, the *iLEAP* tests were administered to public school students in grades 3, 5, 6, 7, and 9.

The *iLEAP* English Language Arts and Math tests consist of norm-referenced test (NRT) components augmented with items specifically developed to align with the Louisiana Grade-Level Expectations (GLEs). These additional (augmented) GLE-based items combine with The Iowa Tests items that align with GLEs to form the criterion-referenced test (CRT) component of *iLEAP*. The difference between the two components (NRT and CRT) is the manner in which test results are interpreted. The two components yield two types of test scores: scores that represent students' performance according to the Louisiana state standards (CRT scores) and scores that represent students' performance compared to the national norms (NRT scores). The *iLEAP* English Language Arts and Math tests are administered at grades 3, 5, 6, 7, and 9.

The *iLEAP* Science and Social Studies tests, administered at grades 3, 5, 6, and 7, are composed entirely of items aligned with GLEs. At grade 9, science and social studies are not assessed since students may take various courses within these content areas. All science and social studies items were specifically developed for the *iLEAP* according to the state content standards, benchmarks, and GLEs. Unlike the *iLEAP*

English Language Arts and Math tests, no items were from The Iowa Tests. In other words, the Science and Social Studies tests contain only the CRT component.

Some of Louisiana's NCLB requirements are met through Louisiana's CRTs in English language arts and mathematics at grades 4, 8, and 10 and in science at grades 4, 8, and 11. (In addition, Louisiana requires that students test in social studies at grades 4, 8, and 11.) These tests compose the LEAP and Graduation Exit Examination assessments.

There are two main differences between *iLEAP* and the LEAP and GEE assessments. First, *iLEAP* contains both CRT and NRT items. This combination results in one assessment tool meeting both the NCLB's requirements and Louisiana's state law requiring NRT assessments. Second, Louisiana's high-stakes testing policy does not require that students in the *iLEAP* grades (i.e., 3, 5, 6, 7, and 9) attain a specific achievement level to be promoted to the next grade level.

### CONTENT STANDARDS

Louisiana content standards reflect the essential concepts and skills students are expected to know and perform. The foundation skills, which were also identified as essential competencies needed to meet the demands of the classroom and the world beyond, are the base for all content standards. These foundation skills are:

1. Communication
2. Problem solving
3. Resource access and utilization
4. Linking and generating knowledge
5. Citizenship

# SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

## Content Standards Measured by *i*LEAP

	English Language Arts	Math	Science	Social Studies
<b>Content Standards Measured</b>	<ul style="list-style-type: none"> <li>• Read, comprehend, and respond to a range of materials</li> <li>• Write competently</li> <li>• Use conventions of language</li> <li>• Apply speaking and listening skills (not assessed)</li> <li>• Locate, select, and synthesize information</li> <li>• Read, analyze, and respond to literature</li> <li>• Apply reasoning and problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Number and number relations</li> <li>• Algebra</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Data analysis, probability, and discrete math</li> <li>• Patterns, relations, and functions</li> </ul>	<ul style="list-style-type: none"> <li>• Science as Inquiry</li> <li>• Physical Science</li> <li>• Life Science</li> <li>• Earth and Space Science</li> <li>• Science and the Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography: Physical and Cultural Systems</li> <li>• Civics: Citizenship and Government</li> <li>• Economics: Independence and Decision Making</li> <li>• History: Time, Continuity, and Change</li> </ul>

# SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

## TEST DESIGN AND ITEM DEVELOPMENT

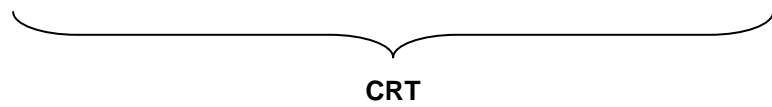
The *iLEAP* tests were constructed using test items from two sources: items from The Iowa Tests and new items specifically developed to measure certain content standards and GLEs.

The development of *iLEAP* test forms for English language arts and mathematics began with an alignment study. Alignment specialists matched items from the Survey Battery of the *Iowa Tests of Basic Skills (ITBS)* for grades 3, 5, 6, and 7 and the Core Battery of the *Iowa Tests of Educational Development (ITED)* for grade 9 to the Louisiana content standards, benchmarks, and GLEs. This study identified the relationship between The Iowa Tests and the state standards for student performance required by NCLB.

To develop an assessment framework to meet state performance standards, the alignment specialists further identified gaps in coverage or instances of less than optimal alignment between the GLEs and the NRT items. For GLEs not represented in the *ITBS* and *ITED*, additional items were developed. These additional items were written specifically to align to the Louisiana content standards, benchmarks, and GLEs and *integrated* into a common test booklet along with the *ITBS* or *ITED*.

The *iLEAP* English Language Arts and Math tests therefore consist of a norm-referenced test (NRT) supplemented with items developed to align with GLEs. The additional GLE-based items combine with the Louisiana-aligned Iowa Tests items to form the criterion-referenced test (CRT) component of *iLEAP*. Scores derived from the CRT component indicate how well a student has mastered state content standards.

<b><i>iLEAP: English Language Arts and Math</i></b>		
<b>The Iowa Tests (NRT):</b>		Additional GLE-based items
Iowa items <b>not</b> aligned with GLEs	Iowa items aligned with GLEs	



The *iLEAP* Science and Social Studies tests, administered at grades 3, 5, 6, and 7, are entirely criterion-referenced. All items were specifically developed for the *iLEAP* according to the state content standards, benchmarks, and GLEs. At grade 9, science and social studies are not assessed since students may take various courses in these content areas.

<b><i>iLEAP: Science and Social Studies</i></b>
GLE-based items only (CRT)

For each grade, all content-area tests are bound in one test booklet, which integrates both NRT and CRT items. For English Language Arts, three item types are used to assess students: multiple-choice items, constructed-response items, and a writing prompt. The Math test contains multiple-choice items and constructed-response items. All items on *iLEAP* Science and Social Studies tests are in multiple-choice format, as are all items on the NRT component.

## SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

### TEST ACCOMMODATIONS FOR SPECIAL POPULATIONS

#### SPECIAL EDUCATION STUDENTS

Until 2003, all special education students except those who participated in the Louisiana Alternate Assessment, Level 1 (LAA 1), formerly LAA, or LAA-B or high school students who participated in the Options (PreGED/Skills) Program were required to participate in and meet the requirements of LEAP or GEE testing at grades 4, 8, 10, and 11 or the Louisiana Norm Referenced Testing Program (LNRTP) at grades 3, 5, 6, 7, and 9. LAA-B was discontinued in fall 2003. As of the 2004–2005 school year, LNRTP was discontinued and replaced with the *Integrated* Louisiana Educational Assessment Program (*iLEAP*). In spring 2005–2006, all grades 3, 5, 6, 7, and 9 students that didn't qualify for LAA 1 took *iLEAP*. In 2006–2007, the LEAP Alternate Assessment, Level 2 (LAA 2), will be introduced in grades 5, 6, 7, and 9 for students with persistent academic disabilities. Grade 3 students are not eligible for LAA 2; they participate in *iLEAP* or LAA 1.

Exceptions to standard test administration procedures may be made for special education students provided they are addressed in a student's IEP and used in classroom instruction and assessment. The following test accommodations may be used as appropriate for special education and Section 504 students.

**Braille.** Braille test booklets are available for students requiring them. Generally, all test items in the standard print edition of the test booklet and answer document are included in the braille test booklet. If an item is omitted from the braille test, students receive credit for it.

**Large Print.** Large-print test booklets are available for students requiring them. The large-print edition is essentially an enlarged version of the standard print edition of the test.

**Answers Recorded.** If a student is unable to write due to his or her disability, the test must be administered individually to allow the student to dictate his or her responses to the test administrator.

**Assistive Technology.** Assistive technology may include but is not limited to a computer, tape recorder, calculator, abacus, grip for a pencil, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, or an electronic reader or spellchecker and/or dictionary.

**Extended Time.** Every student must be given sufficient time to respond to every test item. Time may also be adjusted for certain students, such as those who have short attention spans or who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. The time of day the test is administered may be adjusted to a time more beneficial to the student.

**Communication Assistance.** A test administrator who is fluent in the signing or cuing modality routinely used by the student should be available to repeat or clarify directions and sign portions of the test if warranted by the student's reading level as documented on the IEP or the Section 504 plan and Data Validation form. The passages, questions, and answer options on the Reading, Part 2 (grades 3–7), or the Reading Comprehension (grade 9) tests cannot be signed or cued.

**Transferred Answers.** If a student recorded answers in the test booklet or on a separate sheet of paper or used braille, large-print, or other technological assistive devices documented on the student's IEP or IAP and Data Validation form, the test administrator must transfer the student's responses onto a scorable answer document exactly as the student wrote them.

**Individual/Small Group Administration.** Tests may be administered to an individual or a small group of students (maximum, eight) who require more attention than can be provided in a larger classroom.

## SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

**Tests Read Aloud.** Students receiving this accommodation must have been provided this accommodation in classroom assessment. These students may have portions of the tests read to them with the exception of Reading, Part 2 (grades 3–7), or the Reading Comprehension (grade 9) tests, which cannot be read aloud.

**Other.** Any necessary accommodations may be used but must be determined by the IEP Team or Section 504 Committee and documented on the student’s IEP or IAP and Data Validation form and must not breach test security or invalidate the meaning of the test score or the purpose of the test.

### **STUDENTS WITH ONE OR MORE DISABILITIES ACCORDING TO SECTION 504**

All students with one or more disabilities according to Section 504 are required to be tested. Test accommodations are permitted if they are routinely provided in the students’ regular instructional and assessment program and if the other conditions specified in the administrative guidelines for Students with Disabilities according to Section 504 of the Rehabilitation Act of 1973 are met. Accommodations provided to Section 504 students are the same as those provided to special education students.

### **LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**

As of 2003, all LEP students are required to be tested, but accommodations are permitted, provided they are used in the students’ classroom instruction and assessment. Some of the accommodations for LEP students are the same as those for special education students. Explanations of those that are the same can be found above.

- **Extended Time**
- **Individual/Small Group Administration**
- **Provision of English/Native Language Word-to-Word Dictionary (No Definitions).** LEP students may use either a standard or an electronic English/native language word-to-word dictionary (no definitions) on all sections of the tests.
- **Test Administered by English as a Second Language (ESL) Teacher or Individual Providing Language Services.** Familiarity with the speech patterns of the ESL teacher or the individual providing language services may assist the student in understanding the test directions or the portions of the test that are read aloud if the student receives the accommodation *Tests Read Aloud*.
- **Tests Read Aloud**

See *Bulletin 118* (<http://www.state.la.us/osr/lac//28v111.pdf>) for complete explanations of all accommodations.

### REPORTING OF *i*LEAP SCORES

The two components of *i*LEAP yield two types of test scores: scores that represent performance according to the Louisiana state standards (CRT scores) and scores that represent performance compared to the national norms (NRT scores). The *i*LEAP test results are reported at student, school, district, and state levels.

This report provides spring 2006 performance results for the two components:

The **CRT component** of *i*LEAP measures how well a student has mastered the state content standards. Each student's results for the CRT component are reported by achievement levels (*Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory*), scaled scores, and content standard scores. These CRT scores are derived from items that are specifically developed to measure Louisiana content standards and items from the NRT component that align to Louisiana content standards and GLEs.

The **NRT component** of *i*LEAP measures student performance in Reading, Language, and Math. The NRT component provides normative scores including standard score, national percentile rank, national stanine, and normal curve equivalent scores.

## SECTION 2: THE CRITERION-REFERENCED TEST COMPONENT OF *i*LEAP SPRING TEST RESULTS

### OVERVIEW

Section 2 of this report provides a brief overview of the CRT component of the *i*LEAP tests, an explanation of how achievement levels were determined, and a description of the standard setting process for *i*LEAP. The achievement level scaled-score ranges by grade and subject are also presented in this section. Finally, tables summarizing the number and percent of students who scored at each achievement level on the 2006 *i*LEAP tests are included at the end of this section.

The CRT component of the *i*LEAP tests consists of scaled scores derived from items that measure state content standards and GLEs and those items on The Iowa Tests that directly align with GLEs. The *i*LEAP tests yield scaled scores according to one of the following achievement levels:

**Advanced:** A student at this level has demonstrated superior performance beyond the level of mastery.

**Mastery:** A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

**Basic:** A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

**Approaching Basic:** A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

**Unsatisfactory:** A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

### THE ENGLISH LANGUAGE ARTS TEST

The *i*LEAP English Language Arts tests measure concepts and skills in six of the seven English language arts content standards:

#### Standard 1

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

#### Standard 2

Students write competently for a variety of purposes and audiences.

#### Standard 3

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

#### Standard 5

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

#### Standard 6

Students read, analyze, and respond to literature as a record of life experiences.

#### Standard 7

Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Standard 4, demonstrating competence in speaking and listening, is not incorporated in *i*LEAP.

## SECTION 2: THE CRITERION-REFERENCED TEST COMPONENT OF *i*LEAP SPRING TEST RESULTS

For grades 3, 5, 6, and 7, the English Language Arts test consists of four parts, or subtests, which are administered over two days: Writing, Using Information Resources, Reading, Part 1 (Vocabulary), Reading, Part 2 (Comprehension), and Language. For grade 9, there are five subtests: Writing, Using Information Resources, Vocabulary, Reading Comprehension, and Language.

The CRT component of the *i*LEAP English Language Arts test consists of the Writing and Using Information Resources tests in addition to the Reading and Language parts on the *ITBS* and *ITED* that are aligned with Louisiana's English language arts GLEs:

### **Writing**

The Writing test measures key aspects of standard 2. Students are expected to write a composition about an assigned topic. The particular mode of writing assessed at a given grade (grade 3, narrative or descriptive; grades 5, 6, and 7, narrative or expository; grade 9, expository or persuasive) may alternate from one assessment administration to another.

### **Using Information Resources**

The Using Information Resources test measures standard 5. Students are provided various resource materials to access information and answer multiple-choice questions. Using Information Resources includes excerpts from four to six reference sources, such as articles from encyclopedias, newspapers, magazines, and textbooks; parts of books such as tables of contents, copyright pages, glossaries, and indexes; visual aids such as maps, graphs, tables, charts, illustrations, schedules, and diagrams; and electronic sources such as screen shots of online card catalogs, Web site pages, and search engine results screens. Students are instructed to skim through the reference materials to become familiar with the information available and then to locate what they need to answer multiple-choice questions.

### **Reading**

The Reading test measures standards 1, 6, and 7. Students are presented short sentences, phrases, and passages to read, followed by questions in multiple-choice format. The short sentences and phrases are used to measure students' understanding of words and their meanings; the reading passages are used to measure how well they understand what they read.

### **Language**

The Language test measures standards 2 and 3 through multiple-choice questions based on passages. Students demonstrate their knowledge and skills pertaining to spelling, capitalization, punctuation, and language usage and expression. In addition, various aspects of writing composition—such as word selection, organization, proofreading, and editing—are addressed.

## THE MATH TEST

The CRT component of the *i*LEAP Math test consists of two parts, divided by item type:

### **Multiple-Choice Items**

The first part consists of multiple-choice items that address Louisiana GLEs. Whenever possible, concepts and skills are assessed in real-life contexts.

### **Constructed-Response Items**

The second part consists of two constructed-response items that assess one or more of the strands, benchmarks, and/or GLEs that require students to demonstrate the connection of one strand to other strands and to real-life situations.

## SECTION 2: THE CRITERION-REFERENCED TEST COMPONENT OF *i*LEAP SPRING TEST RESULTS

The response format for the second part is open ended and may include numerical answers, short written answers, and other types of constructed responses (drawing a model or geometrical pattern). Students may be required to explain how they determine their responses or justify their responses. Students' responses are scored analytically for such traits as accuracy of the response, proper operations used, and appropriate problem-solving approach or strategy.

The CRT component measures aspects of the six mathematics strands. In the Louisiana mathematics framework, each of six mathematics strands is associated with a single standard.

### **Strand N:** Number and Number Relations

**Standard:** In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

### **Strand A:** Algebra

**Standard:** In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

### **Strand M:** Measurement

**Standard:** In problem-solving investigations, students demonstrate an understanding of concepts, processes, and real-life applications of measurement.

### **Strand G:** Geometry

**Standard:** In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

### **Strand D:** Data, Analysis, Probability, and Discrete Math

**Standard:** In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.

### **Strand P:** Patterns, Relations, and Functions

**Standard:** In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

## THE SCIENCE TEST

The *i*LEAP Science test is administered to students in grades 3, 5, 6, and 7. The test requires that students use their content knowledge of science to explain, connect, and apply concepts to new situations. Students are also expected to have had a variety of experiences applying content knowledge using inquiry-based learning in all science content strands. The test contains multiple-choice items only. At grade 9, science is not assessed since students may take various courses in the subject.

According to the Louisiana science framework, there are five strands, each associated with a single standard:

### **Strand SI:** Science as Inquiry

**Standard:** Students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

### **Strand PS:** Physical Science

**Standard:** Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

## SECTION 2: THE CRITERION-REFERENCED TEST COMPONENT OF *i*LEAP SPRING TEST RESULTS

### **Strand LS:** Life Science

**Standard:** Students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

### **Strand ESS:** Earth and Space Science

**Standard:** Students will develop an understanding of the properties of Earth materials, the structure of Earth's systems, Earth's history, and Earth's place in the universe.

### **Strand SE:** Science and the Environment

**Standard:** In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

The focus for grade 3 and grade 5 students is general science concepts; for grade 6, the focus is Physical Science; and for grade 7, the focus is Life Science.

The grades 3 and 5 tests assess all five strands. The grade 6 Science test assesses three strands, Science as Inquiry, Physical Science, and Science and the Environment. The grade 7 Science test assesses three strands, Science as Inquiry, Life Science, and Science and the Environment.

## THE SOCIAL STUDIES TEST

The *i*LEAP Social Studies test, administered to students in grades 3, 5, 6, and 7, is entirely criterion-referenced. The test challenges students to expand their thinking in social studies and to become accomplished problem solvers and informed decision makers. Accordingly, the test contains a broad and challenging range of multiple-choice items. At grade 9, social studies is not assessed since students may take various courses in the subject.

Each of the four social studies strands is associated with a single standard describing what students should know and be able to do:

### **Strand G:** Geography: Physical and Cultural Systems

**Standard:** Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

### **Strand C:** Civics: Citizenship and Government

**Standard:** Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

### **Strand E:** Economics: Interdependence and Decision Making

**Standard:** Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

### **Strand H:** History: Time, Continuity, and Change

**Standard:** Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

At grade 3, all four social studies strands are assessed. At grades 5 and 6, two of the four social studies strands are assessed, Geography and History. At grade 7, three of the four social studies strands are assessed, History, Geography, and Civics.

## SECTION 2: THE CRITERION-REFERENCED TEST COMPONENT OF *i*LEAP SPRING TEST RESULTS

### SETTING THE PERFORMANCE STANDARDS

Implementation of the NCLB requires states to test students in reading and math at all grades from 3 through 8 and at one grade in high school. Science testing is required at three grades, including one in high school as of the 2007–2008 school year. As a result, Louisiana is now testing *i*LEAP at grades 3, 5, 6, and 7 in all four content areas (English language arts, mathematics, science, and social studies) and at grade 9 in English language arts and mathematics. This provides a much more comprehensive statewide assessment program for Louisiana throughout the range of grades required by NCLB to annually assess achievement of all Louisiana students. Accordingly, performance standards for students in these additional grades needed to be set through a standard setting process, as required by federal guidelines (USDE, 2004).

Performance standards represent the criteria that specify a minimum score a student must achieve on the *i*LEAP assessments to attain one of the five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, or *Unsatisfactory*. To set the performance standards for *i*LEAP, the achievement level descriptors (ALDs) were developed based on the applicable existing GLEs and with regard to the existing ALDs (based on the benchmark standards) for grades 4, 8, 10, and 11 for LEAP and GEE. These original *i*LEAP ALDs were reviewed by Louisiana educators in January 2004. The *i*LEAP ALDs were finalized and performance standards were recommended by Louisiana educators in the July 2006 standard setting meeting.

During the standard setting workshops, a bookmark procedure was employed. Panelists made cut score judgments directly on the score scale, in the context of item content, using the ordered item booklet. Panelists placed a bookmark in the ordered item booklet at the point that divides item content a student at a given achievement level should know and be able to do from item content that is too difficult. Following several rounds of consideration, final cut scores (establishing the achievement levels) were recommended. Some of the

recommended cuts were adjusted after the standard setting meeting to ensure consistency in the cut scores across grades and achievement levels. The final cut scores (see pages 12–14) were recommended to the State Board of Elementary and Secondary Education (SBESE) in August 2006 as an outcome of the standard setting workshops that were held in July 2006.

Note that performance standards are in scaled-score form. The *i*LEAP scaled scores range between 100 and 500 for all grades and content areas. This is similar to the appearance of scaled scores for the LEAP and GEE tests. It is important to note, however, that the scaled scores are not directly comparable across grade levels or content areas because of differences in test content and difficulty. Longitudinal comparisons across years would be more appropriate in terms of achievement levels.

## SECTION 2: THE CRITERION-REFERENCED TEST COMPONENT OF *i*LEAP SPRING TEST RESULTS

<b><i>i</i>LEAP SCALED-SCORE RANGES</b>				
<b><i>i</i>LEAP GRADE 3</b>				
<b>Achievement Level</b>	<b>English Language Arts Scaled-Score Range</b>	<b>Math Scaled-Score Range</b>	<b>Science Scaled-Score Range</b>	<b>Social Studies Scaled-Score Range</b>
Advanced	383–500	386–500	382–500	396–500
Mastery	338–382	343–385	342–381	341–395
Basic	282–337	283–342	292–341	287–340
Approaching Basic	239–281	245–282	249–291	255–286
Unsatisfactory	100–238	100–244	100–248	100–254
<b><i>i</i>LEAP GRADE 5</b>				
<b>Achievement Level</b>	<b>English Language Arts Scaled-Score Range</b>	<b>Math Scaled-Score Range</b>	<b>Science Scaled-Score Range</b>	<b>Social Studies Scaled-Score Range</b>
Advanced	386–500	405–500	378–500	365–500
Mastery	341–385	355–404	341–377	339–364
Basic	286–340	282–354	292–340	289–338
Approaching Basic	247–285	250–281	248–291	257–288
Unsatisfactory	100–246	100–249	100–247	100–256

## SECTION 2: THE CRITERION-REFERENCED TEST COMPONENT OF *i*LEAP SPRING TEST RESULTS

<b><i>i</i>LEAP GRADE 6</b>				
<b>Achievement Level</b>	<b>English Language Arts Scaled-Score Range</b>	<b>Math Scaled-Score Range</b>	<b>Science Scaled-Score Range</b>	<b>Social Studies Scaled-Score Range</b>
Advanced	387–500	394–500	380–500	364–500
Mastery	341–386	358–393	343–379	338–363
Basic	280–340	281–357	295–342	292–337
Approaching Basic	239–279	248–280	251–294	261–291
Unsatisfactory	100–238	100–247	100–250	100–260
<b><i>i</i>LEAP GRADE 7</b>				
<b>Achievement Level</b>	<b>English Language Arts Scaled-Score Range</b>	<b>Math Scaled-Score Range</b>	<b>Science Scaled-Score Range</b>	<b>Social Studies Scaled-Score Range</b>
Advanced	383–500	421–500	388–500	372–500
Mastery	344–382	376–420	348–387	339–371
Basic	286–343	292–375	302–347	293–338
Approaching Basic	236–285	255–291	259–301	262–292
Unsatisfactory	100–235	100–254	100–258	100–261

## SECTION 2: THE CRITERION-REFERENCED TEST COMPONENT OF *i*LEAP SPRING TEST RESULTS

<b><i>i</i>LEAP GRADE 9</b>				
<b>Achievement Level</b>	<b>English Language Arts Scaled-Score Range</b>	<b>Math Scaled-Score Range</b>		
Advanced	436–500	393–500		
Mastery	374–435	360–392		
Basic	291–373	293–359		
Approaching Basic	219–290	263–292		
Unsatisfactory	100–218	100–262		