



2006-2007

ANNUAL REPORT

**Grades 4 and 8 and GEE
Criterion-Referenced Tests**



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LEAP/GEE 2006–2007 ANNUAL REPORT

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SECTION 1: THE LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

INTRODUCTION

The Louisiana Educational Assessment Program (LEAP) and the Graduation Exit Examination (GEE) are part of Louisiana's criterion-referenced testing (CRT) program. LEAP and GEE are high-stakes tests. They measure how well a student has mastered the state content standards. LEAP is administered at grades 4 and 8 and the GEE at grades 10 and 11.

Beginning in spring 1999, the LEAP tests for English Language Arts and Mathematics were administered to public school students in grades 4 and 8. In spring 2000, LEAP Science and Social Studies tests were administered. In spring 2001, the GEE English Language Arts and Mathematics tests were administered for grade 10 and in spring 2002, the GEE Science and Social Studies tests for grade 11 were administered. The LEAP tests measure whether grade 4 and grade 8 students have adequate knowledge and skills to progress to the next grade. The GEE requires high school students to exhibit sufficient knowledge and skills to be eligible for a high school diploma.

There are three main differences between the LEAP and GEE tests and previous state CRT tests. First, LEAP and GEE, by law, are directly aligned with the state content standards. Second, these tests by law must be as rigorous as those of the National Assessment of Educational Progress (NAEP). And third, students no longer receive a simple pass/fail score; instead, they receive one of the following five achievement ratings:

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 *Mastery* achievement level was named *Proficient* until spring 2003. Though the name was changed, the achievement level descriptor remained the same.

Louisiana's high-stakes testing policy is an important part of Reaching for Results, an educational reform system designed to improve student achievement. The LEAP tests are designed to ensure that grade 4 and grade 8 students have adequate knowledge and skills before moving on to the next grade. From 1999 through 2003, students in grade 4 were required to score *Approaching Basic* or above on both the English Language Arts and the Mathematics tests to progress to grade 5. As of spring 2004, grade 4 students are required to score *Basic* or above on either the English Language Arts or the Mathematics test and *Approaching Basic* or above on the other to progress to grade 5.

From 1999 through 2005, students in grade 8 were required to score *Approaching Basic* or above on both the LEAP English Language Arts and Mathematics tests to progress to grade 9. As of spring 2006, grade 8 students must score *Basic* or above on either the English Language Arts or the Mathematics test and *Approaching Basic* or above on the other test to progress to grade 9. Intensive summer remediation must be offered to students who do not score at the achievement level required for promotion, and those students have the opportunity to retest after remediation concludes in the summer.

The GEE requires that high school students exhibit sufficient knowledge and skills to be eligible for a standard high school diploma. High school students who were first-time 10th graders in 2001–2002 and thereafter are required to score *Approaching Basic* or above on the English Language Arts and Mathematics tests **and** on either the Science or the Social Studies test to be eligible for a standard high school diploma. High school students who were first-time 10th graders in 2000–2001 are required to score *Approaching Basic* or above only on the English Language Arts and Mathematics tests to be eligible for a standard high school diploma. High School students who do not score at the required achievement level are given retest opportunities in the summer and in the fall.

The high-stakes testing policy for grade 4 and 8 students was suspended for the 2005–2006 school year due to hurricanes but was reinstated beginning with the 2006–2007 school year.

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Since no fall 2005 GEE retest took place in Calcasieu, Cameron, Plaquemines, Orleans, and St. Bernard parishes due to hurricanes, all students from these parishes who needed to retest in GEE were allowed to test in February 2006.

This report presents student performance results for the spring 2007 LEAP and GEE tests; the summer 2007 LEAP and GEE retests; the fall 2006 GEE retest; and the February 2007 GEE Seniors Only retest.

Content Standards Measured by LEAP and GEE

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

SECTION 1: THE LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

TEST DESIGN AND ITEM DEVELOPMENT

In 1997, projects were initiated to develop item specifications and test items for LEAP. The first project called for developing an assessment design that would align with the content standards and benchmarks in each of the content areas to be assessed. Assessment advisory committees, composed of educators representing kindergarten through higher education and of assessment specialists, met with the Louisiana Department of Education (LDE) and national consultants to create assessments that would reflect the content and instructional strategies embraced by the new standards.

Using the assessment specifications, testing contractors developed test items for LEAP. After the items were written, the assessment advisory committees critiqued the items based on congruence with the specifications, technical quality, and age-appropriate content validity. An additional review was conducted with a bias review committee, which viewed the items for sensitive or biased material regarding gender, ethnicity, and issues related to special populations of students. The various committees either accepted or rejected the items or made recommendations for revisions to the items based on assigned criteria, such as content or bias. Revised items were resubmitted for final approval. The LDE included all acceptable items in the preliminary item bank and prepared them for field testing.

Field testing of grades 4 and 8 English language arts and mathematics items was first conducted in spring 1998. Science and social studies items for grades 4 and 8 were initially field tested in spring 1999. English language arts and mathematics items for grade 10 were first field tested in spring 2000. Science and social studies items for grade 11 were initially field tested in spring 2001. Schools participating in the field tests were randomly selected based on stratification of the state's school subpopulations on the factors of ethnicity, socioeconomic status, school size, and school achievement performance.

Data from the field-tested items were submitted to the assessment advisory committees for a final review. The committees determined which items were of sufficient statistical quality to be retained in the item bank.

TEST DEVELOPMENT

Once a bank of items was established, the LDE, in collaboration with the testing contractor, began assembling the initial LEAP tests in English Language Arts and Mathematics for grades 4 and 8 according to the test blueprints developed by the assessment advisory committees. These tests were implemented in March 1999. These same procedures were followed in creating the LEAP tests in Science and Social Studies, added in March 2000; the GEE English Language Arts and Mathematics tests, added in March 2001; and the GEE Science and Social Studies tests, added in March 2002.

Because the LEAP and GEE tests carry high stakes for students (the LEAP is used for promotion and remediation decisions and the GEE for eligibility for a standard high school diploma) and yields valid and reliable longitudinal data, the difficulty level of the tests must be equivalent from year to year. Consistency is maintained by scaling the scores in a process called *test equating*. Scaling allows the use of raw scores to compute students' scaled scores and to establish a common achievement-level standard from test form to test form.

Each content area of the test is described below. More specific information about the test at each grade is provided in the assessment guides.

OVERVIEW OF THE LEAP AND GEE ENGLISH LANGUAGE ARTS TESTS

LEAP English Language Arts tests are administered to public school students in grades 4 and 8, and the GEE English Language Arts test is administered to initial testers in grade 10. In addition, students in nonpublic schools and approved home study programs who plan to enroll in Louisiana public schools in grade 5 or 9 must take these tests and score at the required achievement level to be placed in grade 5 or 9. For each grade, assessment guides with detailed test specifications and sample test items are provided to teachers so they may align classroom assessment practices with state assessment strategies. This also helps ensure that students are adequately exposed to the test formats prior to test administration.

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The English Language Arts tests measure concepts and skills in six of the seven English language arts content standards. Standard 4, demonstrating competence in speaking and listening, currently is not incorporated in LEAP or GEE. The LDE is exploring ways to encourage and support assessment of this standard at the local level.

The English Language Arts tests at grades 4, 8, and 10 have four sessions:

Writing

Using Information Resources

Reading and Responding

Proofreading

WRITING

The Writing session requires students to produce a composition about an assigned writing topic. Students are allowed to consult a dictionary and thesaurus during this part of the test only. The particular mode of writing assessed at a given grade (grade 4, narrative and descriptive; grade 8, narrative and expository; grade 10, persuasive and expository) may alternate from one assessment administration to another.

The Writing session is designed to measure key aspects of standards 2 and 3:

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.

Compositions are scored for focus, content, organization, and other aspects of the writing process, as well as for specific attributes of grammar, usage, and mechanics.

USING INFORMATION RESOURCES

The Using Information Resources session requires students to complete a specified task designed to measure standard 5:

Standard 5

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

This session includes excerpts from four to six reference sources, such as articles from encyclopedias, newspapers, and magazines; parts of books; visual aids (maps, graphs, tables, illustrations); and electronic resources, such as a Web page. Students are instructed to skim through the reference materials to become familiar with the information available and then to locate the parts they need to answer multiple-choice and short-answer items.

READING AND RESPONDING

The Reading and Responding session of the test includes four reading passages (fiction, nonfiction, poetry) and multiple-choice and short-answer items. At grades 8 and 10, an essay item requires students to comprehend and respond to the content of at least two of the reading passages.

Items in this session measure key aspects of standards 1, 6, and 7:

Standard 1

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

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.

Reading passages are grade-appropriate. Selections include the full text of shorter published works, fully developed excerpts from longer published works, or text written specifically for the test.

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The length of the reading passages falls within the range specified in the assessment framework for each grade. Selections for a given grade level reflect a balance among passage length, readability level, and interest level of the topic. Moreover, readability and passage length are balanced across the selections in each test.

PROOFREADING

The Proofreading session of the test requires students to read a text that includes mistakes in grammar, usage, mechanics, and spelling, and to choose the answer option that offers the best way to correct each mistake or identify the item as having no error. Items in this session measure key aspects of standard 3, described on page 4.

OVERVIEW OF THE LEAP AND GEE MATHEMATICS TESTS

Traditionally, the challenge for students in number and number relations and other strands of mathematics has been translating word problems into algorithms for solution. Now, a wider range of problem-solving tasks is required in the mathematics curriculum, including open-ended problems, problems with more than one solution and/or more than one path to a solution. Accordingly, the state test at each grade contains a broad and challenging range of test items and problem types.

The Mathematics tests at grades 4, 8, and 10 consist of two major parts:

Part A uses a multiple-choice format to assess concepts and skills for all six strands of mathematics. Whenever possible, concepts and skills are assessed in real-life contexts. Part A is divided into two sections, one to be completed without the aid of a calculator and one for which calculator use is permitted.

Part B consists of four relatively complex mathematical tasks for grades 8 and 10 and three tasks for grade 4, all of which involve a number of separate steps and require application of multiple skills. These tasks may be ones for which there is more than one possible solution or more than one path to the solution. Ability to accomplish the mathematical tasks on part B of the test represents a higher level of mathematical literacy and performance. Each task in part B is scored on a 0- to 4-point scale.

The item format for part B is open-ended, requiring numerical answers, short written answers, and other types of constructed responses such as drawing a graph or geometrical pattern. Students may be required to explain how they arrived at their answers or justify their answers. Students' responses are scored analytically for such traits as accuracy of the answer, proper operations used, and appropriate problem-solving approach or strategy. Partial credit is given and calculators are permitted on part B at all grades.

In the Louisiana mathematics framework, each of six mathematics strands is associated with a single standard. Following is the complete text of the mathematics strands and standards.

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 allow 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 the 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.

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OVERVIEW OF THE LEAP AND GEE SCIENCE TESTS

The LEAP Science test was first administered to students in grades 4 and 8 in March 2000 and the GEE Science test to first-time grade 11 students in March 2002. The LEAP and GEE Science tests require that students use their content knowledge to explain, connect, and apply concepts to new situations. Students must have had a variety of experiences using inquiry-based learning in all science content strands. On the Science tests, students are required to select responses in the multiple-choice section, as well as to generate their own responses in the short-answer and the science task sections.

The Science tests at grades 4, 8, and 11 consist of three sessions:

Session 1 uses a multiple-choice format to assess concepts and skills in all five strands of science.

Session 2 consists of four short-answer items that assess four content strands: Physical Science, Life Science, Earth and Space Science, and Science and the Environment. These items allow students to reflect on an idea, demonstrate their understanding of concepts and processes of science, make meaning of a given set of data, or critique the information. The wording of the items is direct and specific, and the items focus on the quality of the students' knowledge.

Session 3 consists of a comprehensive science task. At grade 4, students are required to observe, utilize, and react to materials in an investigation and to draw conclusions based on their experiences. At grades 8 and 11, students respond to a written scenario that requires scientific investigation. The task/scenario integrates the Science as Inquiry strand with at least one other content strand—at grade 11, Physical Science and Life Science only. Items in a variety of formats (data tables, graphs, diagrams) throughout the activity set the stage and focus students on the topics and ideas to be covered, provide opportunities for students to record data and observations, and

provide additional data about students' understanding of concepts and processes related to the task/scenario. This structure creates a timely check for understanding and ensures that students who are unable to succeed at the beginning are not prevented from succeeding with latter portions of the activity. The activity includes three Science as Inquiry short-answer items that allow students to interpret their results, react to their findings, and make decisions based on the information worked with throughout the activity. This activity also includes one extended constructed-response item related to the content of the task/scenario.

According to the Louisiana science framework, five strands are measured throughout the test. Each of the five science strands is associated with a single standard. Following is the complete text of the strands and standards.

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.

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 ES: Earth and Space Science

Standard: Students will develop an understanding of the properties of Earth materials, the structure of the Earth system, 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.

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OVERVIEW OF THE LEAP AND GEE SOCIAL STUDIES TESTS

The LEAP Social Studies test was first administered to students in grades 4 and 8 in March 2000, and the GEE Social Studies test was first administered to first-time grade 11 students in March 2002. The assessments challenge students to expand their thinking in social studies and to become accomplished problem solvers and informed decision makers. Accordingly, the tests at grades 4, 8, and 11 contain a broad and challenging range of items, including constructed-response items.

The Social Studies tests at grades 4, 8, and 11 consist of two major parts:

Part A consists of fifty multiple-choice test items for grade 4 and sixty multiple-choice items for grades 8 and 11 that assess knowledge, conceptual understanding, and application of skills in all four social studies strands (Geography, Civics, Economics, and History). Items in part A are intermingled across strands, not arranged into separate sections by strand.

Part B consists of four open-ended items (or tasks) calling for a constructed response and requiring higher-order thinking in a social studies context (grasping a concept, analyzing information, evaluating a principle, or applying a skill). Students may be required to construct or interpret a chart, graph, map, timeline, or other graphic representation; to supply a short written answer; or to produce a longer piece of writing in response to a social studies issue or problem. Each of the four constructed-response items represents one of the four social studies strands. Each task in part B is scored on a 0- to 4-point scale.

Each of the four social studies strands is associated with a single standard describing what students should know and be able to do. Following is the complete text of the social studies strands and standards.

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.

SETTING THE PERFORMANCE STANDARDS

For the LEAP and GEE tests, achievement levels are the basis for reporting results. In September 1997, the State Board of Elementary and Secondary Education recommended that LEAP and GEE adopt performance standards consistent with the National Assessment of Educational Progress (NAEP). Since NAEP standards are not available for all of the achievement levels and subject areas that are part of LEAP and GEE, further work was carried out to adapt the NAEP standards to make them appropriate for Louisiana.

In 1997, committees of Louisiana educators met to review the English language arts and mathematics achievement-level definitions and to select samples of student work that best matched each level's description. For multiple-choice sections of the tests, the committees employed a bookmark method, which involved reviewing a collection of multiple-choice items, sorted by difficulty, and finding the locations at which the items began to require skills not expected of students at a lower achievement level. Because the easiest items were first, a reviewer might have decided that the skills were so fundamental that even a student at the *Unsatisfactory* level should be able to answer the items correctly. As the items became more difficult, reviewers reached a point where they believed that students would have to be at the *Approaching Basic* level to have a reasonable probability of answering the item correctly. At that point, they placed a bookmark for *Approaching Basic*. The same process was used to place bookmarks for the *Basic*, *Mastery*, and *Advanced* levels.

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For the constructed-response sections of the English Language Arts and Mathematics tests, reviewers were shown samples of student work and asked to place each sample into one of the five achievement levels.

Standards were set by determining the average scores of students in each level and selecting cut points that were between the scores for the two adjacent groups.

In 1999, separate committees of educators met to set the performance standards for science and social studies for grades 4 and 8. The bookmark method was used for both multiple-choice and constructed-response items. The committees reviewed test items sorted by difficulty, samples of student work, and achievement-level definitions and placed a bookmark for each achievement level.

Grade 10 standard setting for English language arts and mathematics was completed in October 2000. Using the bookmark procedure, the multiple-choice and constructed-response items were sorted by difficulty, and the

committee members marked the location where the items began to require skills expected of a student at each achievement level. For the Writing session of the English Language Arts test, reviewers examined student work. Cut scores for the English Language Arts test were derived by combining the cut points from the written composition with those for the multiple-choice and constructed-response items.

In 2001, similar procedures were used to establish performance standards for grade 11 science and social studies.

The performance standards for English language arts and mathematics at grades 4, 8, and 10 and for science and social studies at grades 4, 8, and 11 are in scaled-score form. LEAP and GEE scaled scores range between 100 and 500 for all grades and content areas. The scaled scores are not comparable across grade levels or content areas. The table below shows the scaled score range for each of the five achievement levels.

Achievement Level	English Language Arts			Mathematics			Science			Social Studies		
	Scaled Score Range			Scaled Score Range			Scaled Score Range			Scaled Score Range		
	Grade 4	Grade 8	GEE	Grade 4	Grade 8	GEE	Grade 4	Grade 8	GEE	Grade 4	Grade 8	GEE
Advanced	408–500	402–500	398–500	419–500	398–500	377–500	405–500	400–500	396–500	399–500	404–500	386–500
Mastery	354–407	356–401	347–397	370–418	376–397	346–376	360–404	345–399	349–395	353–398	350–403	344–385
Basic	301–353	315–355	299–346	315–369	321–375	305–345	306–359	305–344	301–348	301–352	297–349	297–343
Approaching Basic	263–300	269–314	270–298	282–314	296–320	286–304	263–305	267–304	267–300	272–300	263–296	275–296
Unsatisfactory	100–262	100–268	100–269	100–281	100–295	100–285	100–262	100–266	100–266	100–271	100–262	100–274

NOTE: The achievement level *Mastery* was named *Proficient* until the spring 2003 test administration, when the language of the federal *No Child Left Behind Act* necessitated a change. Though the name changed, the scaled score ranges remain the same, as does the achievement-level definition. Most tables in this report will use the name *Mastery* for this achievement level. In addition, tables in this report show data titled GEE rather than by grades 10 and 11, as in former years. The figures for spring represent initial testers—first-time grade 10 students for English Language Arts and Mathematics and first-time grade 11 students for Science and Social Studies. Summer, fall, and February figures primarily represent retesters.

SECTION 1: THE LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

TEST ACCOMMODATIONS FOR SPECIAL POPULATIONS

SPECIAL EDUCATION STUDENTS

Until 2003, all special education students except those who participated in an alternate assessment program (LAA, LAA 1, LAA B, Options [PreGED/Skills]) were required to participate in and meet the requirements of LEAP or GEE testing at grades 4, 8, 10, and 11. LAA-B was discontinued in fall 2003. In 2005–2006, the LEAP Alternate Assessment, Level 2 (LAA 2), was introduced in grades 4, 8, 10, and 11 for students with persistent academic disabilities.

Exceptions to standard test administration procedures may be made for special education students provided they are addressed in a student's Individualized Education Program (IEP) and used in classroom instruction and assessment. The following test accommodations may be used.

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 those 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. The passages, items, and answer options on the English Language Arts Reading and Responding session 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, 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.

Tests Read Aloud. Students receiving this accommodation must have been provided it in classroom assessment. These students may have portions of the tests read to them with the exception of the English Language Arts Reading and Responding session, which cannot be read aloud.

Other. Any necessary accommodations may be used, but must be determined by the IEP team and documented on the student's IEP and must not breach test security or invalidate the meaning of the test score or the purpose of the test.

SECTION 1: THE LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

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 on the previous page.

- **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 sessions 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 help 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.doa.louisiana.gov/osr/lac//28v111.pdf>) for complete explanations of all accommodations.