



## **ASSESSMENT GUIDE**

### **English Language Arts and Mathematics Grade 9**



Paul G. Pastorek  
State Superintendent of Education  
February 2008

**Louisiana State Board of Elementary and Secondary Education**

**Ms. Linda Johnson**  
*President*  
8th District

**Ms. Louella Givens**  
2nd District

**Mr. Edgar Chase**  
Member-at-Large

**Ms. Leslie Jacobs**  
*Vice President*  
Member-at-Large

**Ms. Glenny Lee Buquet**  
3rd District

**Ms. Mary Washington**  
Member-at-Large

**Mr. Dale Bayard**  
*Secretary-Treasurer*  
7th District

**Mr. Walter Lee**  
4th District

**Ms. Weegie Peabody**  
Executive Director

**Mr. James D. Garvey, Jr.**  
1st District

**Mr. Charles E. Roemer**  
6th District

**State Board of Elementary and Secondary Education Test Security Policy<sup>1</sup>**

The Louisiana State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

Any individual who knowingly engages in any activity during testing that results in invalidation of scores derived from the [test] shall forfeit the test results but will be allowed to retake the test at the next test administration.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met, but individuals will be allowed to retake the test at the next test administration.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the State Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

<sup>1</sup> Excerpts from *Bulletin 118*, chapter 3.

The Louisiana Department of Education (LDE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDE is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. LDE's Title IX Coord. is Patrick D. Weaver, Deputy Undersecretary, LDE, Exec. Office of the Supt.; PO Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. All inquiries pertaining to LDE's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Patrick D. Weaver or to the USDE, Asst. Sec. for Civil Rights.

This public document was published at a total cost of \$625. This document was published for the Louisiana Department of Education, Office of Student and School Performance, Division of Standards, Assessments, and Accountability, PO Box 94064, Baton Rouge, LA 70804-9064, by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. This material was printed in accordance with the standards for printing by State Agencies established pursuant to R.S. 43:31.

# Table of Contents

## Preface

What Is the Purpose of the <i>LAA 2 Assessment Guide</i> ?	iii
Why Have the LAA 2?	iii
Participation Criteria	v
General LAA 2 Test Design	vi
Characteristics of Questions	vii
Administration Schedule	vii
A Word about Test Accommodations for Special Education Students	viii
What Additional LAA 2 Resources Are Available?	ix

## Chapter 1: LAA 2 English Language Arts, Grade 9

Test Structure	1
Item Types	1
Test Specifications	6
Explanation of Coding for English Language Arts Sample Items	7
Sample Items	8
Writer’s Checklist	21

## Chapter 2: LAA 2 Mathematics, Grade 9

Test Structure	22
Item Types	22
Test Specifications	24
Calculator Use	24
Explanation of Coding for Mathematics Sample Items	25
Sample Items	26
Mathematics Reference Sheet	30

## Appendices

Appendix A: LAA 2 Frequently Asked Questions (FAQs)	A-1
Appendix B: LEAP Alternate Assessment, Level 2 Participation Criteria Form	B-1
Appendix C: Testing Special Education Students—Assessment Accommodations	C-1
Appendix D: Glossary	D-1

## List of Tables

Table 1: Grade 9 LAA 2 Test Design .....	vi
Table 2: Overview of the Components of the LAA 2.....	viii
Table 3: Additional LAA 2 Resources.....	ix
Table 4: Grade 9 English Language Arts Test Specifications .....	6
Table 5: Examples of Codes for English Language Arts Sample Items.....	7
Table 6: Grade 9 Mathematics Test Specifications .....	24
Table 7: Examples of Codes for Mathematics Sample Items .....	25

This *LAA 2 Assessment Guide* may be distributed in its entirety to all teachers. However, schools may choose to provide the specific content chapters to teachers who are responsible for each content area.

Note: All teachers should be provided with the following sections of the *LAA 2 Assessment Guide*:

- Preface
- Appendix A
- Appendix B
- Appendix C
- Appendix D

## Preface

### What Is the Purpose of the *LAA 2 Assessment Guide*?

The *LAA 2 Assessment Guide* provides an overview of the Louisiana Educational Assessment Program (LEAP) Alternate Assessment, Level 2 (LAA 2). The guide provides teachers with the design of the LAA 2 and sample test items.

Teachers should:

- use this guide to become familiar with the LAA 2 format,
- include these types of items in their classroom instruction and assessments,
- align their instruction and assessment with the Louisiana curriculum frameworks and standards, and
- use appropriate test accommodations.

Questions or requests for additional information regarding the *LAA 2 Assessment Guide* should be addressed to the Division of Standards, Assessments, and Accountability, Louisiana Department of Education at 225-342-3393 or toll free at 877-453-2721.

### Why Have the LAA 2?

Beginning in 1998, a state program called *Reaching for Results* began focusing on raising achievement for all Louisiana students. This program includes two different approaches: (1) teaching strategies that support students in meeting educational outcomes that will prepare them for life after school, and (2) assessments that evaluate student progress toward the educational outcomes. While all Louisiana students are included in *Reaching for Results*, there is a small percentage of students with disabilities for whom the general statewide assessments are not appropriate. Louisiana has designed alternate assessments to meet the needs of these students.

The LEAP Alternate Assessment, Level 2 (LAA 2), has been specially designed to evaluate the progress of students with persistent academic disabilities. Louisiana students with persistent academic disabilities are included in this effort for five reasons:

1. *Reaching for Results* is for ALL students.
2. The Individuals with Disabilities Education Act (IDEA) amendments of 1997 call for inclusion of ALL students in large-scale testing programs. (The Individuals with Disabilities Education Improvement Act of 2004 [IDEA] ensures that students with disabilities are included in accountability systems.)
3. R.S. 17:24.4(F)(4) mandates the assessment of all students in Louisiana public schools.
4. The No Child Left Behind Act mandates assessment and inclusion of all students in the state accountability system.
5. R.S. 17:24.4(F)(3) and R.S. 17:183.1–17:183.3 provide an assessment specifically for students with persistent academic disabilities.

The current special education process (i.e., individual evaluation and Individualized Education Program [IEP] development and review) focuses on individual students. In addition to evaluating individual progress, it is also necessary to evaluate the school's effectiveness and hold school personnel accountable for the progress of all students.<sup>1</sup>

To address these issues, the IDEA amendments of 1997 require all states to:

1. Conduct alternate assessments for students who cannot participate in state and district-wide assessment programs (20 U.S.C. 1412[a][17][A][ii]).
2. Report to the public on the performance of students with disabilities participating in regular assessments (20 U.S.C. 1412[a][17][B][i–iii]).
3. Report to the public on the performance of students with disabilities participating in alternate assessments (with the same frequency and in the same detail as they report on the assessment of nondisabled children) if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children (20 U.S.C. 1412[a][17][B][i–iii]).

The LAA 2 is based on academic content standards. Modifications in the test and item format allow students with persistent academic disabilities who are served under the IDEA amendments of 2004 to participate in academic assessments that are sensitive to measuring progress in their learning. R.S. 17:24.4(F)(3) and R.S. 17:183.1–17:183.3 include LAA 2 in the Louisiana Educational Assessment Program.

---

<sup>1</sup> Brauen, M. L., O'Reilly, F., & Moore, J. (1994). *Issues and options in outcomes-based accountability for students with disabilities*. Rockford, MD: Westat, Inc.

## **Participation Criteria**

The LEAP Alternate Assessment, Level 2, is designed for students whose IEP reflects a functioning grade level in English language arts (including reading) and/or mathematics at least three (3) grade levels below the actual grade level in which they are enrolled. The student's instructional program must be predominantly academic in nature. The complete list of criteria can be found on the LEAP Alternate Assessment, Level 2 Participation Criteria form (Appendix B).

### **LAA 2 Participation Criteria Form**

The LEAP Alternate Assessment, Level 2 Participation Criteria form must be completed annually by the IEP team for each student under consideration for the LAA 2. The Participation Criteria form includes a series of questions that must be addressed by the student's IEP team. In order for a student to be eligible for the LAA 2, the IEP team must complete the form in its entirety annually and be able to provide supporting documentation. The final decision of the IEP team regarding eligibility and participation in the LAA 2 is to be noted on the Participation Criteria form. The completed form is to be kept in the student's IEP folder.

### **Exit Document**

Current policy states that a student participating in the LAA 2 is progressing toward a Certificate of Achievement rather than a state high school diploma. This policy may be revised based on pending federal regulations.

## General LAA 2 Test Design

Table 1 shows the grade 9 test design for the LAA 2.

**Table 1: Grade 9 LAA 2 Test Design**

Content Area	Test Components
<p><b>English Language Arts (Grade 9)</b></p>	<p><b>Writing</b> (in response to prompt)</p> <ul style="list-style-type: none"> <li>• Shorter response than required in <i>iLEAP</i> (length to be grade-appropriate)</li> <li>• Scored on a two-dimensional rubric: Composing and Style/Audience Awareness</li> </ul> <p><b>Reading and Responding</b></p> <ul style="list-style-type: none"> <li>• 2 short passages (no poetry)</li> <li>• 4 multiple-choice items per passage</li> <li>• 1 constructed-response (short-answer) item per passage</li> </ul> <p><b>Using Information Resources</b></p> <ul style="list-style-type: none"> <li>• 1 resource packet with approximately 4 to 6 sources</li> <li>• 5 multiple-choice items and 1 constructed-response (short-answer) item</li> <li>• Format: question is placed adjacent to the related resource</li> </ul> <p><b>Proofreading</b></p> <ul style="list-style-type: none"> <li>• 8 multiple-choice items</li> <li>• Format: Each item is a sentence, taken from a short passage or letter, with an underlined part that may or may not contain an error followed by 4 answer options.</li> </ul>
<p><b>Mathematics (Grade 9)</b></p>	<p><b>42 Multiple-Choice Items</b> (6 strands with approximately 7 items per strand)</p> <p><b>2 Constructed-Response (Short-Answer) Items</b></p>
<p><b>Note:</b> Quantities of items are approximate and will not exceed the number noted.</p>	

## Characteristics of Questions

The LAA 2 items are mostly multiple-choice, but there are some constructed-response (short-answer) items that require written responses.

**Multiple-choice items** assess knowledge, conceptual understanding, and application of skills in each of the content areas. Multiple-choice items consist of a stem followed by four response options (A, B, C, D) and are scored correct or incorrect.

**Constructed-response** (short-answer) items occur in the tests for both subjects (i.e., English language arts and mathematics). These items require students to construct a response, that is, compose an answer, and generally require higher-order thinking.

On the English Language Arts test, students write a response in three of the four sessions.

- **Writing:** Students write a composition about a specific topic in response to a writing prompt. The composition is scored on an 8-point model based on Louisiana’s writing rubric for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).
- **Reading and Responding:** Students write a response to one 2-point short-answer item per reading passage.
- **Using Information Resources:** Students write a response to one 2-point short answer item related to the packet of information resources.

On the Mathematics test, the constructed-response (short-answer) items may require students to demonstrate their grasp of a concept, their analysis of information, their evaluation of a principle, or their application of a skill. Students may also be asked to construct or interpret a chart or graph, table, or other graphic. These short-answer items are scored on a 0 to 2 point scale, according to an item-specific rubric.

## Administration Schedule

The LAA 2 tests are administered in March, during the same week the LEAP, GEE, and *i*LEAP tests are administered. The number of items for each test component is shown in Table 1.

Like LEAP and GEE, **LAA 2 is an untimed test**. An overview of the content areas and *suggested* testing times for LAA 2 is shown in Table 2.

**Table 2: Overview of the Components of the LAA 2**

LAA 2 Test Components	Suggested Testing Time
ELA: Writing ELA: Reading and Responding ELA: Using Information Resources ELA: Proofreading	60 minutes 60 minutes 40 minutes 20 minutes
Mathematics: 42 multiple-choice items Mathematics: 2 constructed-response (short-answer) items	1 hour 50 minutes 30 minutes

### **A Word about Test Accommodations for Special Education Students**

Test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. An *accommodation* is a change in setting of test administration, timing, scheduling, presentation format, and/or method of response to the assessment. Not all students with disabilities will need test accommodations, but many will need them to provide a valid and accurate measure of their abilities. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. The accommodation should allow the test score to reflect the student’s proficiency in the area tested without the interference of his or her disability.

**Test accommodations should not be different from or in addition to the accommodations provided in the classroom during instruction and assessment as indicated on the student’s IEP.** Testing and instructional accommodations must be based on each student’s needs as documented in the student’s Individualized Education Program (IEP). If an accommodation is not provided during general instruction or classroom assessment, even though it is an indicated accommodation, it would be inappropriate to provide that accommodation during testing, even though it might improve the student’s score on the assessment. For example, if the student does not have tests read aloud during classroom assessments, then *Tests Read Aloud* would not be an appropriate accommodation for state assessments.

Since accommodations used during state assessments must be an ongoing part of classroom instruction and assessment, it is crucial that educators be knowledgeable about accommodations, use them routinely in the classroom, and be prepared to implement the use of approved accommodations during state assessments.

For a list of approved test accommodations that may be used for students with disabilities and suggestions for implementing accommodations during assessment, see Appendix C.

### **What Additional LAA 2 Resources Are Available?**

The Louisiana Department of Education (LDE) has developed several resources that are available to assist educators as they prepare students for LAA 2. Table 3 provides an overview of some of the resources currently available on the LDE Web site, [www.louisianaschools.net](http://www.louisianaschools.net).

**Table 3: Additional LAA 2 Resources**

- |   |
|---|
| <ul style="list-style-type: none"><li>• State Curriculum Frameworks and Standards</li><li>• Grade-Level Expectations (GLEs) handbooks</li><li>• Frequently Asked Questions (FAQs) (Appendix A)</li><li>• Practice Assessment/Strengthen Skills (PASS)</li><li>• Enhanced Assessment of Grade-Level Expectations (EAGLE)</li></ul> |
|---|



## Chapter 1: LAA 2 English Language Arts, Grade 9

This chapter describes the overall design of the LAA 2 English Language Arts (ELA) test to be administered to students in grade 9. Test structure, item types, test specifications, scoring rubrics, and sample test items are provided.

The LAA 2 items come from two sources.

- Some items were selected from Louisiana-developed and field-tested *iLEAP* items, many of which appeared on the spring administration. Based on committee feedback, some items were slightly modified or reformatted for use on LAA 2.
- Other items were newly developed for use on LAA 2. The development process included a review and selection of passages by committees of Louisiana educators for bias/sensitivity issues and reviews of items for content and alignment with Louisiana’s content standards, benchmarks, and GLEs. Separate committees reviewed items for potential bias and sensitive material. Finally, the LAA 2 items were selected according to guidelines established by Louisiana educators (general education and special education) and content specialists.

### Test Structure

The ELA test includes items based entirely on Louisiana’s ELA content standards. The ELA test consists of four sessions, or subtests.

- Writing
- Reading and Responding
- Using Information Resources
- Proofreading

### Item Types

The ELA test consists of 21 multiple-choice items, three constructed-response (short-answer) items, and one written response to a prompt. Sessions 2 and 3 contain multiple-choice and short-answer items. Session 4 contains only multiple-choice items.

### Writing

In the Writing session of the assessment, students develop a composition in response to a specific topic, or writing prompt. Administration procedures for the Writing test require students to draft and edit the composition in the test booklet and write the final draft in the answer document. The composition is scored according to Louisiana’s writing rubric for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

Dimension	Possible Points
Composing	4 (1 to 4 pt. scale)
Style/Audience Awareness	4 (1 to 4 pt. scale)

Each student composition is scored by two readers, with scores averaged for each dimension. For example:

Dimension	Reader 1	Reader 2	Average
Composing	3	4	3.5
Style/Audience Awareness	2	2	2
<b>Total Score</b>			<b>5.5</b>

*Louisiana Scoring Rubric for Writing*

**General Scoring Rubric for Writing  
Composing and Style/Audience Awareness (Grade 9)**

Score	Description
4	The writer demonstrates <b>consistent</b> , though not necessarily perfect, control of almost all of the dimension's features.
3	The writer demonstrates <b>reasonable</b> , but not consistent, control of most of the dimension's features indicating some weakness in the dimension.
2	The writer demonstrates enough <b>inconsistent</b> control of several features to indicate significant weakness in the dimension.
1	The writer demonstrates <b>little or no</b> control of most of the dimension's features.

**Control** is the ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each dimension. Specific features within the dimensions follow:

**The Composing dimension** includes the focusing, supporting, and structuring that a writer does to construct an effective message for a reader. The writer crafts that message by focusing on a central idea, providing elaboration of ideas to support the central idea, and delivering the central idea and its support in a unified, organized text.

<b>Score Points</b>	<b>Central Idea</b>	<b>Elaboration</b>	<b>Organization and Unity</b>
<b>4 Consistent Control</b>	<ul style="list-style-type: none"> <li>• sharp focus</li> <li>• clarity of purpose</li> <li>• strategy (preplanning and foreshadowing)</li> </ul>	<ul style="list-style-type: none"> <li>• selected information</li> <li>• thorough elaboration</li> <li>• ideas are developed (examples)</li> <li>• necessary information</li> <li>• specific details</li> </ul>	<ul style="list-style-type: none"> <li>• wholeness throughout</li> <li>• ideas related to central idea</li> <li>• beginning, middle, end</li> <li>• logical order</li> <li>• transitions</li> <li>• sense of completion</li> </ul>
<b>3 Reasonable Control</b>	<ul style="list-style-type: none"> <li>• clear central idea</li> <li>• clear focus</li> </ul>	<ul style="list-style-type: none"> <li>• ideas are developed</li> <li>• necessary information</li> <li>• relevant</li> <li>• may have uneven development</li> </ul>	<ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• logical order</li> <li>• simple transitions</li> <li>• wholeness (may have a weak ending)</li> </ul>
<b>2 Inconsistent Control</b>	<ul style="list-style-type: none"> <li>• vague central idea</li> <li>• shifts in focus</li> <li>• digressions</li> </ul>	<ul style="list-style-type: none"> <li>• listing</li> <li>• information may be superficial, incomplete, and/or irrelevant</li> <li>• idea clusters</li> <li>• little or uneven development</li> </ul>	<ul style="list-style-type: none"> <li>• weak beginning, middle, end</li> <li>• retreats and/or repetitions</li> <li>• gaps</li> <li>• random order</li> <li>• no ending</li> </ul>
<b>1 Little or No Control</b>	<ul style="list-style-type: none"> <li>• unclear central idea</li> <li>• confusion</li> </ul>	<ul style="list-style-type: none"> <li>• automatic writing without selection</li> <li>• relevant information missed</li> <li>• little or no development</li> <li>• minimal information</li> </ul>	<ul style="list-style-type: none"> <li>• no beginning or end</li> <li>• severe gaps</li> <li>• random order</li> <li>• too little to demonstrate</li> </ul>

**The Style/Audience Awareness dimension** comprises features of linguistic expression: how a writer purposefully shapes and controls language to affect readers. This dimension focuses on the expressiveness, specificity, rhythm of the piece, and on the writer’s presence or voice.

<b>Score Point</b>	<b>Selected Vocabulary</b>	<b>Selected Information</b>	<b>Sentence Diversity</b>	<b>Tone and Voice</b>
<b>4 Consistent Control</b>	<ul style="list-style-type: none"> <li>• word choice is appropriate, relevant</li> <li>• vivid power verbs</li> <li>• stylistic techniques (imagery, similes)</li> </ul>	<ul style="list-style-type: none"> <li>• selected for relevance and/or impact</li> <li>• vivid examples or anecdotes</li> <li>• appropriate to audience</li> <li>• manipulates audience (humor)</li> </ul>	<ul style="list-style-type: none"> <li>• some variety in structure (beginnings, endings), complexity, length</li> </ul>	<ul style="list-style-type: none"> <li>• consistent, clear, vibrant tone and voice</li> <li>• individual personality</li> <li>• engages and/or manipulates audience</li> </ul>
<b>3 Reasonable Control</b>	<ul style="list-style-type: none"> <li>• clear</li> <li>• appropriate</li> <li>• relevant</li> <li>• some variety</li> </ul>	<ul style="list-style-type: none"> <li>• some selected information</li> <li>• some examples</li> <li>• appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>• some variety in structure and/or complexity and/or length</li> <li>• And, But beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• consistent tone</li> <li>• aware of audience</li> <li>• clear voice</li> </ul>
<b>2 Inconsistent Control</b>	<ul style="list-style-type: none"> <li>• generic</li> <li>• overused</li> <li>• some may be inappropriate</li> <li>• wrong word</li> </ul>	<ul style="list-style-type: none"> <li>• contradictions</li> <li>• bare bones</li> <li>• lists information</li> <li>• irrelevant</li> <li>• superficial</li> </ul>	<ul style="list-style-type: none"> <li>• sentence patterns</li> <li>• simple sentences</li> <li>• over-extended sentences</li> <li>• And, But beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• vague</li> <li>• weak awareness of audience</li> <li>• inappropriate</li> <li>• monotonous</li> <li>• inconsistent tone</li> </ul>
<b>1 Little or No Control</b>	<ul style="list-style-type: none"> <li>• functional</li> <li>• inappropriate</li> <li>• wrong word</li> <li>• omission errors</li> </ul>	<ul style="list-style-type: none"> <li>• automatic writing</li> <li>• too little information</li> <li>• inappropriate abrupt change from central idea</li> </ul>	<ul style="list-style-type: none"> <li>• simple</li> <li>• patterns</li> <li>• on and on</li> </ul>	<ul style="list-style-type: none"> <li>• confusing</li> <li>• absent</li> <li>• no awareness of audience</li> <li>• unengaged</li> </ul>

## Reading and Responding

The Reading and Responding session consists of two short reading passages, each followed by four multiple-choice items and one short-answer item. Poetry is not included on the LAA 2. Test items are designed to assess a student’s knowledge and conceptual understanding of aspects of standards 1, 6, and 7.

The multiple-choice items consist of a stem and four answer options. These items will be scored 1 if correct and 0 if incorrect. The short-answer items are scored on a scale of 0 to 2 points, according to an item-specific rubric.

### **General Scoring Rubric for Short-Answer Items (Grade 9)**

<b>Score</b>	<b>Description</b>
<b>2</b>	<ul style="list-style-type: none"><li>• The student’s response provides a complete and correct answer.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• The student’s response is partially correct.</li><li>• The student’s response demonstrates limited awareness or contains errors.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</li></ul>

## Using Information Resources

The Using Information Resources (UIR) session consists of a set of four to six sources related to a specific topic. Students use the resources to answer five multiple-choice items and one short-answer item. Test items assess a student’s knowledge and skills of standard 5 with the exception of benchmark 4, which involves using available technology to produce, revise, and publish a variety of works.

The format of the UIR items on LAA 2 differs from that of LEAP, GEE, or *i*LEAP. The LAA 2 items are placed on the page with the related resource, or on the facing page.

The multiple-choice items consist of a stem and four answer options. These items assess a student’s ability to use information resources. Responses will be scored 1 if correct and 0 if incorrect.

The short-answer items are scored on a scale of 0 to 2 points. An item-specific rubric, based on the general scoring rubric above, is used to score each item.

## Proofreading

The LAA 2 Proofreading session consists of eight multiple-choice items. The format of the Proofreading items on LAA 2 differs from that of LEAP, GEE, or *i*LEAP. Each item stem consists of a sentence with a part underlined, followed by four answer choices. If the underlined part contains an error, students select the answer with the corrected text. If the underlined part is correct, students select “no error.” These items assess a student’s knowledge of standard 3, the conventions of language—including sentence formation, usage, mechanics, and spelling—and the ability to apply them in context. Responses will be scored 1 if correct and 0 if incorrect.

## Test Specifications

The specifications provided in Table 4 show the distribution of points across sessions and standards and the percent of total points of each test session for the Grade 9 LAA 2 ELA assessments.

**Table 4: Grade 9 English Language Arts  
Test Specifications**

Test Session	Standard	Points from Multiple-Choice Items	Points from Constructed-Response Items	% of Total Points
Writing	2	NA	8	23
Reading and Responding	1, 6, 7	8	4	34
Using Information Resources	5	5	2	20
Proofreading	3	8	NA	23
Totals		21	14	100%

For the Reading and Responding session, which assesses skills in standards 1, 6, and 7, the specific percentage of points for each of the three standards may vary among test forms; however, the total percentage of points for the Reading and Responding session will remain constant at 34%. The total point value of the test is 35.

Standard 4, which focuses on speaking and listening skills, will not be assessed on ELA LAA 2.

## Explanation of Coding for English Language Arts Sample Items

Sample items include benchmark codes for each item except Writing. English language arts codes are arranged in sequence by content area (ELA), standard number, grade cluster (E, M, H), and benchmark number. Table 5 provides two examples of ELA codes.

**Table 5: Examples of Codes for English Language Arts Sample Items**

<b>Code</b>	<b>Translation</b>
ELA-1-H2	English Language Arts, Standard 1, High School, Benchmark 2
ELA-7-H4	English Language Arts, Standard 7, High School, Benchmark 4

## Sample Items

The prompt, resource materials, reading passages, and items that follow are representative of those that appear on the LAA 2 English Language Arts tests.

### Writing

Below is a sample writing topic that is similar to those that appear on the Grade 9 LAA 2. Students are asked to draft and edit a composition based on this topic before writing a final draft in their answer documents. The writing assessment measures standard 2. All legible compositions are scored, with the exception of compositions that are off topic.

**Read the topic in the box below and write a well-organized composition of at least two paragraphs. Be sure to follow the suggestions listed under the box.**

### Writing Topic

A newspaper has invited students to participate in a writing contest. The topic of the essay is “helping others.” What would you write?

**Now write an essay for the newspaper identifying the person or group you would choose to help and explaining what you would do to make a difference.**

- Remember your audience is readers of a newspaper; use appropriate language and tone.
- Include specific details so your readers will understand your explanation.
- Be sure to write clearly and check your composition for correct spelling, punctuation, and grammar.

## **Reading and Responding**

Following is a sample reading passage formatted as it would appear in this session of the LAA 2. After reading the passage, students respond to a set of questions. These questions are representative of test items that appear on the LAA 2.

**Read this passage about pit vipers, and then answer the questions that follow.**

**Pit vipers are the group of venomous snakes that includes diamondback rattlesnakes, cottonmouths, copperheads, and sidewinders, among others. They are called pit vipers because of two characteristic pits, or cavities, on their faces. This passage describes how pit vipers use their facial pits and how they differ from other snakes.**

Pit vipers are by no means the most brightly colored snakes—coral snakes, for example, are much brighter—but their camouflaging shades of gold, brown, mauve, black, and tan give them a lush, velvety appearance. Most of the 144 species of pit vipers live in North, Central, and South America. They thrive in the harshest deserts, the wettest rain forests, and the gentlest meadows and grasslands. They live on the ground, underground, or in trees. They can be short and bulky or long and slim. During winter, they must hibernate, either alone or in large dens where hundreds or even thousands curl up together. This keeps the snakes a degree or two warmer than they might otherwise be.

All pit vipers share one outstanding feature: The pits are depressions in the bone covered by a thin membrane (a flexible piece of tissue). This membrane is full of sensory nerve cells that can sense thermal (heat) radiation from the environment. Infrared signals move from the membrane along nerve fibers to the part of the brain that receives visual information from the viper's eyes. This thermal image provides more information than the pit viper can see with its eyes alone.

Researchers long believed that the sensory nerve cells help snakes hunt their warm-blooded prey. However, recent comparisons of the pit viper's habits with those of related *pitless* vipers suggest that the infrared detectors developed to help these snakes defend themselves. The pit viper uses thermal information from an approaching animal to determine whether it can be scared off with a threat or whether the viper would do best to move away. Harry Greene, the father of the new theory, points out that pit vipers and their pitless relatives—which do not have infrared sensing—have the same hunting and eating habits. Both types of viper favor rodents and other small mammals, which usually are hunted by the pit viper lying in ambush.

Pit vipers differ from pitless vipers in the way they protect themselves. Pitless vipers are designed for quick retreat. The stripes on their bodies create an optical illusion that makes them difficult to see and catch. Also, pitless vipers do not have the rattle to warn intruders that they will stand up for themselves. Some pit vipers, however, will shake their rattles or pound their nubby tails on the ground when threatened by a predator.

There are reasons for the different approaches to danger. Pitless viper mothers do not defend their eggs. They put their eggs in a hidden spot where the eggs will hatch or be eaten. Pit viper mothers, on the other hand, usually stay around, guarding their eggs for days to weeks until the babies emerge. Because many larger animals like to eat snake eggs, the mother pit viper must be able to tell quickly what animal might threaten her babies. By sensing the body heat of the approaching threat, some pit vipers can decide whether fighting off the threat is useless, or whether the moment has come to shake, rattle, and strike.

**Multiple-Choice Item**

The nerve cells of the pit vipers' facial pits mainly sense changes in

- A. light.
- B. scent.
- C. sound.
- D. temperature.

Correct response: D

*This item measures **GLE 4**: draw conclusions and make inferences in oral and written responses about ideas and information in texts (ELA-1-H3).*

**Constructed-Response (Short-Answer Item)**

Using information from the passage, identify one way pit vipers are similar to pitless vipers and one way they are different.

Similar: \_\_\_\_\_

Different: \_\_\_\_\_

*This item measures aspects of GLE 12: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions (ELA-7-H1).*

**Scoring Rubric**

Score	Description
2	The student's response is complete and correct. It <ul style="list-style-type: none"><li>identifies a text-based similarity between pit and pitless vipers</li></ul> AND <ul style="list-style-type: none"><li>identifies a text-based difference between pit and pitless vipers.</li></ul>
1	The student's response is partial. It either <ul style="list-style-type: none"><li>identifies a text-based similarity between pit and pitless vipers</li></ul> OR <ul style="list-style-type: none"><li>identifies a text-based difference between pit and pitless vipers.</li></ul>
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

**Examples of acceptable responses:**

Similar

- Pit and pitless vipers have the same hunting and eating habits.

Different

- Pit vipers have infrared sensing and pitless vipers do not have infrared sensing.

## **Using Information Resources**

Following are sample reference resources and questions that are representative of what may be included on the LAA 2. All resources in this session are related to a single research topic. Students use each resource to answer the question that follows it. The Using Information Resources session measures standard 5, with the exception of GLE 41: use word processing and/or technology to draft, revise, and publish a variety of works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4).

**In this session of the test, you will use reference materials to answer each question.**

**Research Topic:** The Seven Wonders of the Ancient World

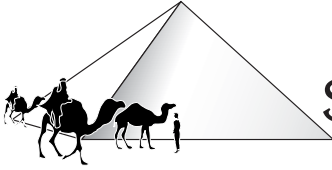
You want to find out more about the seven wonders of the ancient world for a report you are writing. Several sources of information about the seven wonders of the ancient world are contained in this session of the test.

**Directions:** Skim each source to become familiar with the information. You should not read every word in each source. Use the information in the source to answer the question that follows it.

Use the information from the Web site  
SevenWondersAncient.net to answer the question.

**ADDRESS@** <http://www.SevenWondersAncient.net/wonders.htm> **GO...**

Home | Index | Search | Articles | Contact Us



## SevenWondersAncient.net

Are you wondering about the Seven Wonders of the Ancient World? The Seven Wonders of the Ancient World are so named because they truly are marvels to ponder. They are masterpieces of creation, constructed during ancient times when electricity was yet to be invented and tools were primitive. The wonders are celebrations of art, power, and science.

But perhaps the greatest wonder of all is that although the list of the wonders has been around since the second century B.C., most people cannot name all seven. Here are some quick facts and information about three of the Seven Wonders to help you become more familiar with them.

**Click to Learn More** [The Great Pyramid of Giza](#)

The Great Pyramid of Giza is the oldest of the Seven Wonders and is the only one still remaining. It took twenty years to build the Great Pyramid, which served as a tomb for Egyptian Pharaoh Khufu. For the first forty-three centuries of its existence, the Great Pyramid was the tallest structure on Earth.

**Click to Learn More** [The Hanging Gardens of Babylon](#)

Perhaps the most interesting thing about the Hanging Gardens of Babylon is the possibility that they never existed. Archaeologists have uncovered a foundation, a building, some thick walls, and an irrigation well, but most of what we know of the gardens is through the writings of poets and philosophers, some of whom never saw the gardens themselves. Some historians speculate that the gardens may have just been a figment of someone's imagination.

**Click to Learn More** [The Statue of Zeus at Olympia](#)

The Statue of Zeus was originally constructed because the Greeks thought that the temple at Olympia was just too boring. The statue stood for many years, withstanding earthquakes, floods, and landslides. It was finally destroyed during a fire in A.D. 462.

**Multiple-Choice Item**

Look at the outline based on information from the Web site SevenWondersAncient.net.

- |      |                               |
|------|-------------------------------|
| I.   | Great Pyramid of Giza         |
| A.   | _____                         |
| B.   | Used as a tomb                |
| II.  | Hanging Gardens of Babylon    |
| A.   | Rumored to have never existed |
| B.   | _____                         |
| III. | Statue of Zeus at Olympia     |
| A.   | _____                         |
| B.   | Destroyed in A.D. 462         |

Which information goes in the blank at III.A?

- A.** Took twenty years to build
- B.** Was the tallest structure on Earth
- C.** Survived many natural disasters
- D.** Recognized as the oldest of all the wonders

Correct answer: C

*This item measures aspects of **GLE 39**: access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including using graphic organizers (for example, outlining, charts, timelines, webs) (ELA-5-H3).*

**Use the information from the article, “The Seven Wonders: Size and Purpose” to answer the question.**

*History Focus*

*November 2004*

## **The Seven Wonders: Size and Purpose**

By Danielle Blevins

Trying to compile a list of the world’s most fantastic structures today would be difficult. The list would be long and probably would grow daily. Which structures would be included? Which excluded?

Six of the original seven wonders no longer stand, having been destroyed by natural or human causes. The only ancient wonder left standing is the Great Pyramid at Giza, Egypt. The Great Pyramid covers 13 acres, or 7 city blocks, and is more than 480 feet tall. It is believed that it took 100,000 laborers more than 20 years to complete it. The Great Pyramid probably was completed around 2680 B.C. Other pyramids at Giza are smaller but no less spectacular.

Wonders were not chosen merely for size, however. Some wonders served practical purposes as well.

The Lighthouse at Alexandria was one such wonder. It was one of the last of the ancient world’s wonders left standing. It was approximately 400 feet high, about the same height as a modern 40-story building. It served a very practical purpose:

guiding sailors into the Great Harbor of Alexandria.

The existence of other ancient wonders has been much more difficult to verify. The famed and possibly mythical Hanging Gardens of Babylon are one of the most mysterious of the ancient wonders. One theory suggests the Hanging Gardens were built around 600 B.C., during the reign of King Nebuchadnezzar II.

Supposedly, Nebuchadnezzar built the unusual gardens to impress his wife. His gardeners planted the trees and vegetation in such a way that the roots were embedded in the overhanging terrace supported by stone columns which provided a hanging curtain of vegetation and flowers for the enjoyment of people walking beneath it.

These ancient wonders may seem simple to us now, but when you stop to consider that these structures were built without the aid of bulldozers, cranes, or even electricity, their accomplishment is indeed admirable.

**Constructed-Response (Short-Answer Item)**

Based on information from the article “The Seven Wonders: Size and Purpose,” what is the only ancient wonder left standing? When was it completed?

Ancient wonder: \_\_\_\_\_

When it was completed: \_\_\_\_\_

*This item measures aspects of **GLE 37**: locate, analyze, and synthesize information from a variety of grade-appropriate resources, including multiple printed texts (for example, encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) (ELA-5-H2).*

**Scoring Rubric**

<b>Score</b>	<b>Description</b>
<b>2</b>	The student’s response is complete. It <ul style="list-style-type: none"><li>• accurately identifies the existing ancient wonder</li></ul> AND <ul style="list-style-type: none"><li>• accurately identifies the date it was completed.</li></ul>
<b>1</b>	The student’s response is partial. It either <ul style="list-style-type: none"><li>• accurately identifies the existing ancient wonder</li></ul> OR <ul style="list-style-type: none"><li>• accurately identifies the date it was completed.</li></ul>
<b>0</b>	The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.

**Acceptable Responses:**

- the Great Pyramid of Giza
- 2680 B.C.

## Proofreading

This session of the English Language Arts test has eight multiple-choice items that require students to identify errors in writing. The mistakes may be related to sentence formation, usage, mechanics, or spelling. The sample questions that follow are representative of test items that appear on the LAA 2.

**Each of the following test items contains a sentence from a rough draft of a letter. Read each item carefully and choose the best way to revise each underlined part of the sentence. If the underlined part is correct the way it is written, choose answer D, “no error.”**

### Multiple-Choice Item

Dear Mr. Leary,

I would like to recommend  
Ms. Graciela Salazar my Algebra I teacher  
for Teacher of the Year.

- A. Ms. Graciela Salazar, my Algebra I teacher for
- B. Ms. Graciela Salazar my Algebra I teacher, for
- C. Ms. Graciela Salazar, my Algebra I teacher, for
- D. no error

Correct answer: C

*This item measures aspects of **GLE 24**: apply standard rules of mechanics, including using commas to set off appositives or parenthetical phrases (ELA-3-H2).*

**Multiple-Choice Item**

Ms. Salazar is one of many good teachers I have this year she stands out as really special to me.

- A. teachers I have this. Year she stands out as
- B. teachers I have this year. She stands out as
- C. teachers I have this year she stands out. As
- D. no error

Correct answer: B

*This item measures aspects of GLE 22: apply standard rules of sentence formation, avoiding common errors, such as run-on sentences (ELA-3-H2).*

---

**Multiple-Choice Item**

Ms. Salazar has earned the respect of all her students, and I feel she would bring honor to the Teacher of the Year award.

Sincerely,

Jessie Micheau

- A. bring
- B. has bring
- C. have brought
- D. no error

Correct answer: D

*This item measures aspects of GLE 23: apply standard rules of usage, including using verbs in appropriate tenses (ELA-3-H2).*

## Writer's Checklist



# LAA 2 English Language Arts Writer's Checklist

**Follow these steps when you write your composition.**

### Step 1: Planning and Drafting

- Write down ideas and make a plan before you write.
- When you write, remember to:
  - Write to the person or group stated in the directions.
  - Write the main idea in a clear sentence.
  - Give details or examples about your main idea.
  - Make sure what you write makes sense.

### Step 2: Revising

- Read the first draft of your composition.
- As you read, make any needed corrections.
  - Change any words that will make your meaning clearer.
  - Use complete sentences.
  - Use correct verb tenses, word meanings, and subject-verb agreement.
  - Write neatly.

### Step 3: Proofreading

- Read your final draft.
- Check your composition for correct
  - spelling,
  - punctuation, and
  - capitalization.

## Chapter 2: LAA 2 Mathematics, Grade 9

This chapter describes the overall design of the LAA 2 Mathematics test to be administered to students in grade 9. Test structure, item types, test specifications, a scoring rubric, and sample test items are provided.

The LAA 2 Grade 9 items were selected from Louisiana-developed and field-tested *iLEAP* items, many of which appeared on spring administrations. Committees of Louisiana educators reviewed *iLEAP* items for content and alignment with Louisiana’s content standards, benchmarks, and Grade-Level Expectations (GLEs). Separate committees reviewed these items for potential bias and sensitive material. Finally, the LAA 2 items were selected according to guidelines established by Louisiana educators (general education and special education) and content specialists. Based on committee feedback, some items have been slightly modified or reformatted for use in LAA 2.

### Test Structure

The Mathematics test includes items based on Louisiana’s mathematics content standards, benchmarks, and GLEs. The Mathematics test consists of three sessions, two multiple-choice and one constructed-response. Students may use calculators for all three sessions. Students are given a ruler to use as needed and a Mathematics Reference Sheet to consult.

### Item Types

The Mathematics test consists of 42 multiple-choice items and two constructed-response (short-answer) items. The test includes approximately seven points per six strands. The six mathematics strands are:

1. Number and Number Relations
2. Algebra
3. Measurement
4. Geometry
5. Data Analysis, Probability, and Discrete Math
6. Patterns, Relations, and Functions

### Multiple-Choice Items

Multiple-choice items measuring students’ mathematical skills and knowledge in realistic contexts were developed to specifically address Louisiana content standards. The multiple-choice items consist of a stem and four answer options. These items assess a student’s knowledge, conceptual understanding, and application of skills. Responses will be scored 1 if correct and 0 if incorrect.

To maximize the meaningfulness of multiple-choice test items, questions are typically cast in a practical problem-solving context, referring to a single stimulus (e.g., chart) or to a single scenario. The reading difficulty level of test questions is minimized to the extent possible

(except for necessary mathematical terms) so that students' reading ability does not interfere with their ability to demonstrate their mathematics knowledge and skills.

### **Constructed-Response (Short-Answer) Items**

The constructed-response (short-answer) items are designed to assess one or more of the standards. These items require students to demonstrate the connection of the strand to the other strands and to real-life situations. These items are scored on a scale of 0 to 2 points, according to an item-specific rubric.

The response format for the constructed-response (short-answer) items is open-ended and may include numerical answers, short written answers, and other types of constructed response (e.g., draw a model or geometrical pattern). Students may be required to explain in writing how they arrived at their answers.

### ***General Scoring Rubric for Mathematics*** **Constructed-Response (Short-Answer) Items (Grade 9)**

Score	Description
<b>2</b>	<ul style="list-style-type: none"><li>• The student's response provides a complete and correct answer.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• The student's response is partially correct.</li><li>• The student's response demonstrates limited awareness or contains errors.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• The student's response is incorrect, irrelevant, too brief to evaluate, or blank.</li></ul>

## Test Specifications

Table 6 below provides the test specifications for the distribution of points across sessions for the Grade 9 LAA 2 Mathematics assessments. The values in the table are approximations due to slight variations in the content across test forms at grade 9 and due to the placement of the constructed-response items across the strands from year to year.

**Table 6: Grade 9 Mathematics  
Test Specifications**

<b>Mathematics Strand</b>	<b>% of Total Points</b>
Number and Number Relations	20
Algebra	16
Measurement	16
Geometry	16
Data Analysis, Probability, and Discrete Math	15
Patterns, Relations, and Functions	17
<b>Total</b>	<b>100%</b>

Forty-two 1-point multiple-choice items plus two 2-point constructed-response (short-answer) items equal a 46-point test.

### Calculator Use

It is recommended that a calculator be made available to each student for instructional and assessment purposes. As with all instructional materials, each individual district and school should determine which calculator best supports its mathematics curriculum and instructional program.

Scientific calculators with graphing capabilities are recommended for instruction and assessment at grade 9.

Calculators not permitted on statewide assessment unless documented on the student's IEP as an accommodation:

- handheld or laptop computers
- pocket organizers
- calculators with paper tape
- calculators that talk or make noise
- electronic writing pads or pen input devices
- calculators equipped with CAS (computer algebra systems) or other symbolic manipulation capabilities

## Explanation of Coding for Mathematics Sample Items

Sample items include benchmark codes for each item. Mathematics codes are arranged in sequence by strand, benchmark number, and grade cluster (E, M, H). Table 7 provides two examples of Mathematics codes.

**Table 7: Examples of Codes for Mathematics Sample Items**

<b>Code</b>	<b>Translation</b>
G-5-M	Geometry, Benchmark 5, Middle School
A-3-H	Algebra, Benchmark 3, High School

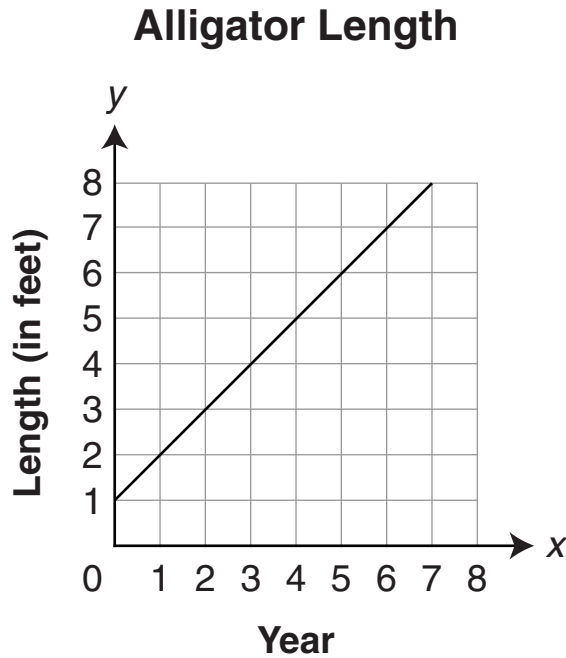
## Sample Items

The sample test questions that follow are representative of the types of items that appear in the mathematics sessions of the LAA 2.

### Multiple-Choice Item

The sample multiple-choice question on the following page is similar to those that appear on the Grade 9 LAA 2. These multiple-choice items assess students' ability to solve math problems in realistic contexts.

An alligator at a local zoo is measured yearly to see how long it has grown. The graph below shows the measurements.



Which information from the graph will give the zookeeper the rate of change in the length of the alligator?

- A. the slope
- B. the origin
- C. the x-intercept
- D. the y-intercept

Correct answer: A

*This item measures aspects of GLE 25: explain slope as a representation of “rate of change” (G-3-H) (A-1-H).*

**Constructed-Response (Short-Answer) Item**

Below is a sample constructed-response (short-answer) item. Constructed-response items are designed to assess one or more of the mathematics standards. To respond to constructed-response items, students may be required to perform a number of separate steps and apply multiple skills. These items are scored on a scale of 0 to 2 points, according to an item-specific rubric.

Garrett began a new job. His starting pay was \$7.25 per hour. At the end of each year, he receives a raise of \$0.30 per hour.

- A.** Garrett works for 1 year. During his second year, what will be his hourly pay? Show how you found your answer.

Answer: \_\_\_\_\_

- B.** Write an equation that models Garrett’s hourly pay in relation to the number of years he has worked. Use  $x$  to represent the number of years he has worked and use  $y$  for his hourly pay.

Answer: \_\_\_\_\_

*This item measures aspects of **GLE 9**: model real-life situations using linear expressions, equations, and inequalities (A-1-H) (D-2-H) (P-5-H).*

## Scoring Rubric

Score	Description
2	<ul style="list-style-type: none"><li>The student's response earns 2 points.</li></ul>
1	<ul style="list-style-type: none"><li>The student's response earns <math>\frac{1}{2}</math> to <math>1\frac{1}{2}</math> points.</li></ul> OR <ul style="list-style-type: none"><li>The student's response demonstrates minimal understanding of linear equations.</li></ul>
0	<ul style="list-style-type: none"><li>The student's response is incorrect, irrelevant, too brief to evaluate, or blank.</li></ul>

## Points Assigned

### Part A: 1 point

- 1 point for giving the correct answer (\$7.55) with a valid procedure (for example,  $\$7.25 + \$0.30 = \$7.55$ )

### **OR**

- $\frac{1}{2}$  point for the correct answer with an invalid procedure or no procedure **OR**  
 $\frac{1}{2}$  point for an incorrect answer based on a minor arithmetic error with the correct procedure.

### Part B: 1 point

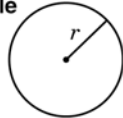
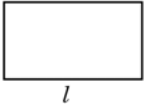
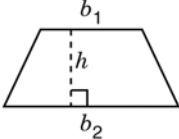
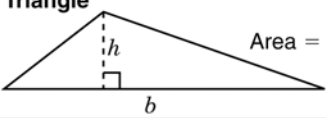
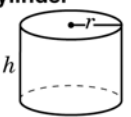
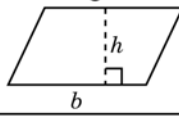
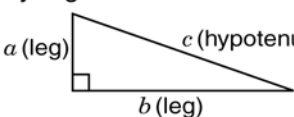
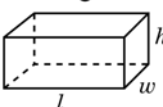
- 1 point for giving the correct equation (for example,  $y = 0.3x + 7.25$ )

# Mathematics Reference Sheet

The *i*LEAP Mathematics Reference Sheet—Grade 9, shown below, contains all of the possible formulas that may appear on the LAA 2 Mathematics Reference Sheet. Students taking the LAA 2 will be provided a LAA 2 reference sheet with only the formulas and conversions necessary to complete the test items.

## *integrated* **iLEAP** Mathematics Reference Sheet—Grade 9

Use the information below to answer questions on the Math test.

<p><b>Circle</b></p>  <p><math>\pi \approx 3.14</math> Area = <math>\pi r^2</math> Circumference = <math>2\pi r</math></p>
<p><b>Rectangle</b></p>  <p>Area = <math>lw</math> Perimeter = <math>2(l + w)</math></p>
<p><b>Trapezoid</b></p>  <p>Area = <math>\frac{1}{2}h(b_1 + b_2)</math></p>
<p><b>Triangle</b></p>  <p>Area = <math>\frac{1}{2}bh</math></p>
<p><b>Cylinder</b></p>  <p>Volume = <math>\pi r^2 h</math> Surface Area = <math>2\pi r^2 + 2\pi r h</math></p>
<p><b>Parallelogram</b></p>  <p>Area = <math>bh</math></p>
<p><b>Pythagorean Theorem:</b> <math>a^2 + b^2 = c^2</math></p>  <p><math>a</math> (leg)      <math>c</math> (hypotenuse) <math>b</math> (leg)</p>
<p><b>Rectangular Solid</b></p>  <p>Volume = <math>lwh</math> Surface Area = <math>2lw + 2lh + 2wh</math></p>

**U.S. Unit Conversions**

1 cup = 8 fluid ounces  
1 pint = 2 cups  
1 quart = 2 pints  
1 gallon = 4 quarts

1 pound = 16 ounces  
1 ton = 2,000 pounds

1 mile = 5,280 feet

**Metric Unit Conversions**

1 kilometer = 1,000 meters  
1 centimeter = 0.01 meter  
1 millimeter = 0.001 meter

**Mean:** In a collection of data, the sum of all the data divided by the number of data

**Median:** The middle number or average of the two middle numbers in a collection of data when the data are arranged in order

**Mode:** The number or numbers that occur most often in a collection of data

**Range:** The difference between the greatest and the least numbers in a collection of data

**Precision** is the degree to which repeated measures of the same quantity agree with each other. Precision is also the number of decimal places to which a measurement is read.

**Accuracy** is how close a measurement lies to the true value.

**Slope Formula:**

$$\text{slope} = \frac{y_2 - y_1}{x_2 - x_1}$$

**NOTE:** Point A:  $(x_1, y_1)$   
Point B:  $(x_2, y_2)$

**Distance Formula:**  
distance = rate • time

# **APPENDICES**



## **Appendix A: LAA 2 Frequently Asked Questions (FAQs)**

### **1. What is the LEAP Alternate Assessment, Level 2 (LAA 2)?**

LAA 2 is a statewide assessment specially designed to evaluate the learning progress of students with persistent academic disabilities.

### **2. How was LAA 2 developed?**

LAA 2 items were selected by committees of Louisiana educators from field-tested LEAP, GEE, and *i*LEAP items, many of which appeared on the spring administrations of those assessments. Items were reviewed for content, alignment with Louisiana's content standards, benchmarks, and GLEs, potential bias and sensitive material, and appropriateness for LAA 2. Based on committee feedback, some items were slightly modified or reformatted for use in LAA 2.

### **3. What does LAA 2 look like?**

LAA 2 looks similar to LEAP, GEE, and *i*LEAP but presents fewer items in a modified format that requires less reading and writing. A test booklet contains the questions, and there is a separate answer document. Braille and large-print editions will be produced for students with those accommodations.

### **4. What kinds of questions will be asked?**

Both multiple-choice and constructed-response (short-answer) items are on LAA 2. In addition, the English Language Arts test contains a writing response to a prompt. Refer to the LAA 2 Test Design on page vi in this guide.

### **5. Who should take LAA 2?**

- Students who take LAA 2 must meet the participation criteria. (See Appendix B.) The participation criteria form for LAA 2 may also be accessed at [www.louisianaschools.net](http://www.louisianaschools.net), Testing, Special Populations, LEAP Alternate Assessments.
- LAA 2 is available for eligible students in grades 4 through 11.

### **6. Do students in grade 3 participate in LAA 2?**

No, LAA 2 begins in grade 4. Students in grade 3 take *i*LEAP.

### **7. What assessment should students who meet LAA 2 criteria take if they are in the Options (PreGED/Skills) Program?**

Students who are in the Options (PreGED/Skills) Program and are eligible for LAA 2 will take the Grade 9 LAA 2 ELA and Mathematics tests.

**8. Which grades and contents are available in LAA 2?**

In 2007–2008, English Language Arts and Mathematics will be administered in grades 4 through 10. Science and Social Studies will be administered in grades 4, 8, and 11.

**9. What if the annual IEP meeting was held too late for the LAA 2 decision to be entered into SER?**

The student will be assessed with LAA 2, and the test administrator will hand-code the demographic information on the answer document.

**10. Who determines whether a student is eligible to participate in LAA 2?**

The IEP team, using the participation criteria, determines whether a student is eligible to participate in LAA 2.

**11. What is evidence of a student performing three grade levels below the grade in which the student is enrolled?**

Evidence includes the student’s strengths, especially in the deficit area(s), and specific support needs in area(s) of weakness. This information could be gathered from samples of the student’s work, teacher notes, classroom tests, informal reading inventories, math inventories, etc. A test score alone is not considered sufficient evidence; it must be stated that the student is functioning three grade levels below the student’s enrolled grade in English language arts and/or mathematics. The current level of performance must be written in the Present Level of Academic Achievement and Functional Performance section on the Instructional Plan page of the IEP and must be at least three grade levels below the grade in which the student is enrolled.

**12. Will a student who takes LAA 2 be eligible to receive a standard high school diploma?**

Current policy states that a student participating in LAA 2 is progressing toward a Certificate of Achievement rather than a state high school diploma. This policy may be revised based on pending federal regulations.

**13. Can a student who has been in the general assessment program move into LAA 2 in the 12th grade?**

No. See question 7.

**14. Do testing accommodations apply to students taking LAA 2?**

As long as the student is using the accommodations regularly in the classroom during instruction and classroom assessment, and the accommodations are documented on the student’s IEP, testing accommodations apply.

**15. May a student have the accommodation *Tests Read Aloud* for LAA 2?**

Yes, for all sessions of the test *except* “Reading and Responding.”

**16. Will there be an assessment guide for LAA 2?**

This document is the *LAA 2 Assessment Guide* for Grade 9. Grade-specific assessment guides are available for grades 5, 6, 7, and 9. A separate assessment guide is available for grades 4, 8, 10, and 11.

**17. Is LAA 2 a timed test?**

No. Students may take as long as necessary to complete LAA 2.

**18. Are students allowed to use calculators on the Mathematics test?**

All students may use calculators on all sessions of the Mathematics test. However, they are restricted in the types of calculators they may use. See page 24. Mathematics Reference Sheets will also be available for all students.

**19. Can a student take only one part of LAA 2?**

No. Students participating in the LAA 2 take it for all available subjects.

**20. Will a Writer’s Checklist be provided for the ELA test?**

Yes. Students will be provided with a Writer’s Checklist designed specifically for LAA 2.

**21. How is the LAA 2 scored?**

The Writing session of LAA 2 is scored on the 8-point Louisiana Scoring Rubric for Writing for the dimensions of Composing and Style/Audience Awareness. For all other sessions of LAA 2, multiple-choice items are scored 1 if correct and 0 if incorrect. Constructed-response (short-answer) items are scored on a 2-point rubric that is item specific.

**22. How does LAA 2 help Louisiana meet the NCLB requirements?**

NCLB mandates assessment and inclusion of all students in the state accountability system. LAA 2 provides a means of measuring progress in learning that is sensitive to the needs of students with persistent academic disabilities.



## Appendix B: LEAP Alternate Assessment, Level 2 Participation Criteria Form

### LEAP ALTERNATE ASSESSMENT, LEVEL 2 (LAA 2) PARTICIPATION CRITERIA for Grades 4–11

Student \_\_\_\_\_ DOB \_\_\_\_\_ State ID# \_\_\_\_\_ Grade Enrolled \_\_\_\_\_  
 School \_\_\_\_\_ District \_\_\_\_\_

*This LEAP Alternate Assessment, Level 2 (LAA 2) policy, based on modified academic achievement standards, allows students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning.*

The Local Education Agency (LEA) is required to provide the student with

- LEAP remediation, and
- accommodations and modifications to ensure the student progresses towards meeting his or her IEP goals and objectives related to the general education curriculum.

**Circle “Agree” or “Disagree” for each item below.**

- |       |          |  |
|-------|----------|--|
| Agree | Disagree | The student scored at the <i>Unsatisfactory</i> level in English language arts <u>and/or</u> mathematics on the previous year’s LEAP/iLEAP/GEE <u>or</u> participated in LAA 1or LAA 2.                                  |
| Agree | Disagree | The student’s IEP reflects a functioning grade level in English language arts (including reading) <u>and/or</u> mathematics at least three (3) grade levels below the actual grade level in which he or she is enrolled. |
| Agree | Disagree | The student’s instructional program is predominately academic in nature, and may include application of academic content across environments to ensure generalization of skills.   |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> based on a disability category.  |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> based on placement setting.  |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> determined administratively.   |

***Note: For the student with a disability to be eligible for LEAP Alternate Assessment, Level 2, the response to each statement above must be “Agree.”***

**Parental Understanding:** If my child is eligible for and participates in LEAP Alternate Assessment, Level 2, my initials indicate I understand the statements below.

- \_\_\_\_\_ Testing in LAA 2 means my child is performing below grade level. If my child continues to perform below grade level, it is highly unlikely that he or she will earn a standard high school diploma. I am aware that in order for my child to receive a standard high school diploma, my child must participate in and pass the required components of the Graduation Exit Examination (GEE) and earn the necessary 23 Carnegie Units.
- \_\_\_\_\_ The decision for LAA 2 is an IEP team decision based on the needs of the student.
- \_\_\_\_\_ If my child participates in LAA 2, he or she will be eligible to receive a Certificate of Achievement. My child may earn Carnegie Units when appropriate.
- \_\_\_\_\_ My child is eligible to participate in the Pre-GED/Skills Option Program based on eligibility criteria.

**IEP Team Decision: This form shall be attached to the student’s current IEP. This form must be completed annually. The assessment decision must be documented on the student’s IEP.**

\_\_\_\_\_ is **eligible** for participation in LEAP Alternate Assessment, Level 2 and **will participate** in LAA 2.

\_\_\_\_\_ is **eligible** for participation in LEAP Alternate Assessment, Level 2 but **will not participate** in LAA 2.

\_\_\_\_\_ is **not eligible** for participation in LEAP Alternate Assessment, Level 2.

Approved BESE \_\_\_\_\_ Copies must be provided to teacher(s), parent, and central office. 10/17/06



## Appendix C: Testing Special Education Students—Assessment Accommodations

A summary of test accommodations that may be used for special education students is given below. All accommodations must be documented on the IEP for the student to receive them. Full details of allowable accommodations and administration procedures are available in the *LAA 2 Test Administration Manual* and in *Bulletin 118*.

- **Braille:** Braille test booklets including all the items in the regular-print edition of the LAA 2 are available. The test administrator must transfer all Braille answers to a scorable answer document.
- **Large Print:** The large-print edition is essentially an enlarged version of the regular-print edition of the test. All test items in the regular-print edition of the answer document are included in the large-print test booklet. Students who use the large-print edition mark their answers on the large-print test booklet, which must be transferred by the test administrator to a scorable answer document.
- **Answers Recorded:** If a student is unable to write due to his or her disability, the test administrator can record the student’s exact answers on the scorable answer document.
- **Assistive Technology:** Assistive technology, for example, a computer, tape recorder, calculator, abacus, grip for a pencil, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, or electronic reader, may be provided.
- **Extended Time:** Every student must be given sufficient time to respond to every test item. Time may 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.
- **Communication Assistance:** If warranted by the student’s reading level as documented on the IEP, communication assistance in signing or cuing modality should be provided for portions of the test—with the exception of the “Reading and Responding” session on the English Language Arts test.
- **Transferred Answers:** If a student records answers in the test booklet using Braille, large-print, or technological assistive devices, the student’s responses must be transferred onto a scorable answer document exactly as the student wrote them.
- **Individual/Small Group Administration:** Tests may be administered to a small group (maximum eight students) or to an individual requiring more attention than can be provided in a larger classroom. If accommodations affect the standard administration of the test (e.g., *Tests Read Aloud*), individual or small group administration **must** be used.
- **Tests Read Aloud:** Students may have portions of the tests read to them, with the exception of the “Reading and Responding” session of the English Language Arts test. Although the passages and test items on this session of the test cannot be read aloud, the directions may be read aloud.
- **Other:** Any necessary accommodations may be used, but they 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. Examples of other accommodations include highlighting the task or verbs in the test directions or assisting the student in tracking the test items.

## Information for Deaf and Hard of Hearing Students

The intent of the accommodations for students who are deaf or hard of hearing is to present the instructions and portions of the tests, as appropriate, in a manner that will allow them to demonstrate skills that have been acquired. The signing modality routinely used in the students' regular classrooms should be considered when administering these tests.

### Physical Setting

The physical setting should include verification that students' auditory listening devices are in good repair and are in use during the testing period. Students who depend primarily on lip reading should be seated no more than ten feet from the test administrator.

### Use of Signs and Fingerspelling

- Students may have **portions** of the tests signed to them, **with the exception of the “Reading and Responding” part of the English Language Arts test**. Although the passages and test items on this session of the test may not be signed or cued, the **directions** may be signed or cued. Signed administration of tests that measure reading ability makes little sense, since any score thus obtained would offer no information about a student's ability and thus be invalid.
- Test items should be signed exactly as written but **not** when the sign would reveal the answer to the question. These words are to be fingerspelled.
- Fingerspelling must **not** be used to administer items that require students to demonstrate the skill of spelling.

## Information for Limited English Proficient Students

LEP students who have disabilities and are eligible to participate in LAA 2 may also receive the following accommodations if the accommodations are **used in their classroom instruction and assessment**.

- **Extended Time**: Every student should be given sufficient time to respond to every test item. Time may be adjusted for students who must process from one language to another.
- **Individual/Small Group Administration**: Tests may be administered to a small group (maximum, eight students) or to an individual requiring more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (e.g., *Tests Read Aloud*), individual or small group administration **must** be used.
- **Provision of English/Native Language Word-to-Word Dictionary (No Definitions)**: LEP students may use either a standard or electronic English/native language word-to-word dictionary (no definitions) on all sessions of the tests.  
**NOTE**: Students may use an English/native language word-to-word dictionary **with definitions** on the **ELA Writing test only**.

- **Tests Read Aloud:** Students may have **portions** of the tests read to them, **with the exception of the “Reading and Responding” part of the English Language Arts test.** Although the passages and test items on this session of the test may not be read aloud, the **directions** may be read aloud.
- **Test Administered by ESL Teacher or by Individual Providing Language Services:** Familiarity with the speech patterns of the ESL teacher or the individual providing language services may help the student better understand the test directions or the portions of the test that are read aloud if the student receives the accommodation *Tests Read Aloud*.

## Comments and Cautions

Whenever possible, general education teachers should attend IEP meetings for students they teach. Information from the general education teacher is necessary to help the IEP team determine which instructional and classroom accommodations enable a student to demonstrate best what he or she knows and can do.

Individual or small-group administration **must** be used if the accommodations will interfere with the testing of other students (e.g., *Tests Read Aloud*).

Immediately following testing, all provided accommodation(s) must be marked on scorable answer documents.

## Ethical Assessment Practices

Ethical assessment practices relate to actions between test administrators and students taking the test. Unethical practices include coaching students during testing, editing student work, giving clues, paraphrasing, offering additional information, or any other practice that would give students unapproved assistance or provide advantage.

Accommodations must never compromise the purpose of the test. For example, the reading test cannot be read aloud because that destroys the purpose of the test—to measure reading ability.

Accommodations also must not compromise test security or confidentiality. All conditions that pertain to test security and return of test materials after the test is administered still apply. (See your district and/or the BESE Test Security Policy.)



## Appendix D: Glossary

**Accommodations** are changes made in the administration of an assessment to meet the needs of students with special needs.

**Accountability** is the systematic use of assessment data and other information to assure those inside and outside of the educational system that schools are moving in the desired direction.

**Alignment** is the process of linking curriculum, assessment, and instruction to standards, benchmarks, and Grade-Level Expectations (GLEs).

**Analytic scoring** is the evaluation of student work using multiple dimensions that are each scored separately and then combined for the overall score.

**Assessments** are systematic methods of obtaining evidence from tests and other sources, used to draw inferences about characteristics of people or programs for a specific purpose.

**Assessment systems** are series of assessments (e.g., GEE, LEAP, *i*LEAP, LAA 2) of student performance at different grade levels, which are based on publicly adopted standards of what is to be taught coupled with expectations of student mastery.

**Baseline data** are the initial measures of performance against which future measures will be compared.

**Benchmarks** are statements that further define the meaning of the content standards. In addition, they are used as a reference to develop curriculum and to assess student progress.

**Bias** is a statistically identifiable difference in test responses from specific groups. A test item is biased when it systematically measures differently for gender, ethnicities, or other identified groups.

**Certificate of Achievement** is an alternative state exit document with requirements that differ from those for a state diploma.

**Constructed-response items** are test items with directions that require students to generate an answer that is stated in writing or explained by a diagram, a chart, or some other evidence of their thinking.

**Content standards** are broad statements that define the subject-matter knowledge and skills a student should possess as a result of his or her education.

**Criterion-referenced tests (CRTs)** are assessments that compare a student's performance to a specific learning objective rather than to the performance of other students.

**Dimensions of writing** are the components of the scoring rubric used to evaluate student responses to a writing prompt. For LAA 2, the dimensions of Composing and Style/Audience Awareness are scored.

**Field tests** are assessments administered to judge the quality of test items. Sets of items are administered to a representative sample of the population to be tested. Then student responses undergo statistical evaluations to determine whether they will be used on an actual test.

**Grade-Level Expectations (GLEs)** are statements that define what a student should know and be able to do at the end of a given grade level. GLEs add further definition to standards and benchmarks.

**Individualized Education Plans (IEPs)** are documents developed by the IEP team that prescribe the educational program designed to meet the specific needs of a student who meets federal special education guidelines. (All LAA 2 students must have a current IEP).

**Items** are individual questions or exercises in an assessment or evaluation instrument.

**LEP** is the abbreviation for limited English proficiency. The No Child Left Behind Act (NCLB) identifies these students as those whose difficulties with the English language may be sufficient to deny the individual the ability to meet a state's proficient level of achievement on state assessments.

**Multiple-choice items** are test items that consist of an interrogatory stem with answer choices. Students are required to select the correct answer from several choices. This kind of item is also referred to as a selected-response item.

**NCLB** is the federal Elementary and Secondary Education Act of 2001, known as *No Child Left Behind*.

**Raw scores** are students' observed scores on tests, that is, the number correct.

**Reliability** is the extent to which an assessment yields consistent results.

**Rubrics** are scoring guides for open-ended questions or performance tasks. A rubric contains a description of the requirements for varying levels of success in response to the task.

**Sample test items** are examples of the kinds of test items that appear on a test such as LAA 2.

**Standards** are broad statements of expectations for student learning.

**Standardized tests** are tests that are administered and scored in a uniform manner from student to student and from place to place. Standardization helps make it possible to compare scores across situations.

**Standards-based tests** are criterion-referenced tests that consist of items aligned with a pre-established set of content standards, for example, Louisiana’s content standards, benchmarks, and GLEs.

**Stimulus material** is the part of a test item that provides information needed to complete the item, for example, reading passages, illustrations, maps, charts, and graphs.

**Strands** are categories within particular content areas. Because strands are interrelated, they should be integrated, rather than taught in isolation. For this reason, a test item may assess more than one strand.

**Test blueprints** are documents, usually in the form of a chart, representing the distribution of items for each standard or strand for a content area assessment.

**Test security** is the degree to which procedures are followed to safeguard tests so that all students have equal exposure to the test materials and equal opportunities for success. If test security is violated, then some students can be placed at an unfair advantage or disadvantage. When this happens, test validity is violated.

**Test specifications** are detailed information about an assessment, for example, test blueprint, test design, item types, test description, and test content.

**Writing prompts** are the topics and explanations provided to students on the English Language Arts test. A prompt elicits a response in a given mode: descriptive, narrative, expository, or persuasive.

**Validity** is the extent to which an assessment actually measures the content that it is intended to measure.

