

RELEASED TEST ITEMS

Sample Student Work
Illustrating GEE Achievement Levels

Fall 2009

Mathematics



Grade
10

Louisiana Department of
EDUCATION

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For further information, contact
Claudia Davis
Division of Assessments and Accountability
225-342-3355, claudia.davis@la.gov

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Louisiana’s Graduation Exit Examination (GEE)
GRADE 10 SAMPLE ITEMS AND STUDENT WORK
2008–2009

GEE is an integral part of the Louisiana school and district accountability system passed by the state legislature and signed into law in 1997. The primary purposes of the accountability system are to raise expectations for achievement for all Louisiana public school students and to improve public education in the state.

In April 2009, retesters and grade 10 initial testers took GEE English Language Arts and Mathematics tests. The test scores are combined with other relevant data to create school and district accountability scores, which serve as a means of measuring educational quality and improvement in educational programs over time.

GEE Reports

Louisiana’s grade 10 students are tested each year in the spring. Individual student, school, district, and state test results are released in phases in May and July. School and district accountability results are reported in the fall.

For GEE, student scores are reported at five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. The percentage of students scoring at each level is reported for individual schools, districts, and the state. General definitions for achievement levels are on page 2. Achievement level descriptors for all content areas can be found on the Louisiana Department of Education Web site, www.louisianaschools.net, from the Testing Information link.

GEE

General Achievement Level Definitions

Achievement Level	Definition
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.

Purpose of This Document

This document is part of a series of materials meant to promote understanding of the knowledge and skills students must have and the kinds of work they must produce to be successful on the GEE. Other documents providing background and further information on the GEE tests can be found on the Louisiana Department of Education Web site at www.louisianaschools.net.

NOTE: Teachers are encouraged to use the test items presented in this document as part of a practice test or study guide and doing so is not a violation of test security.

This document presents student work in a Mathematics test, which was completed as part of a GEE assessment. The document includes multiple-choice and constructed-response items that exemplify what students scoring at specified achievement levels should know and be able to do. A discussion of each item highlights the knowledge and skills it is intended to measure.

As you review the items, it is important to remember that a student's achievement level is based on his or her total test score (cumulative score for all questions in the test) in a content area, not on one particular item or section, and that the sample items included represent a small portion of the body of knowledge and skills measured by the GEE tests.

Mathematics

The GEE Mathematics test is composed of sixty multiple-choice and four constructed-response items. A student earns 1 point for each correct answer to a multiple-choice item and from 0 to 4 points for the answer and work shown for each constructed-response item.

The general scoring rubric for constructed-response items is:

Score	Description
4	<ul style="list-style-type: none">• The student's response demonstrates in-depth understanding of the relevant content and/or procedures.• The student completes all important components of the task accurately and communicates ideas effectively.• Where appropriate, the student offers insightful interpretations and/or extensions.• Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.
3	<ul style="list-style-type: none">• The student completes the most important aspects of the task accurately and communicates clearly.• The student's response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood.• The student's logic and reasoning may contain minor flaws.
2	<ul style="list-style-type: none">• The student completes some parts of the task successfully.• The student's response demonstrates gaps in conceptual understanding.
1	<ul style="list-style-type: none">• The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.
0	<ul style="list-style-type: none">• The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

It is important to recognize that score points for constructed-response items and GEE achievement levels do not share a one-to-one correspondence. For example, it should not be assumed that a student who scores at the *Advanced* level in the assessment has earned a score of 4 on each constructed-response item.

It is possible for a GEE student to earn a total of 76 points on the GEE Mathematics test. The number of raw score points a student would have to achieve to reach each achievement level may change slightly from year to year given the difficulty of that particular form of the test. The spring 2009 raw score range for each achievement level is shown on page 4.

Spring 2009 Mathematics Test, Grade 10

Achievement Level	Raw Score Range
Advanced	65 – 76 points
Mastery	58.5 – 64.5 points
Basic	41 – 58 points
Approaching Basic	32.5 – 40.5 points
Unsatisfactory	0 – 32 points

The following section of this document presents four multiple-choice items selected to illustrate results from four of the five achievement levels used to report GEE results—*Advanced*, *Mastery*, *Basic*, and *Approaching Basic*. Examples of *Unsatisfactory* work are not included; by definition, work classified as *Unsatisfactory* exhibits a narrower range of knowledge and skills than work classified as *Approaching Basic*. Information shown for each item includes

- the correct answer,
- the achievement level,
- the strand and benchmark each item measures,
- the calculator designation (calculator allowed, calculator not allowed, or calculator optional—may be either calculator allowed or not allowed), and
- commentary on the skills/knowledge measured by the item.

Grade 10—Mathematics Multiple-Choice Items

- Strand D:** Data Analysis, Probability, and Discrete Math
- Benchmark D-7-H:** making inferences from data that are organized in charts, tables, and graphs (e.g., pictograph; bar, line, or circle graph; stem-and-leaf plot or scatter plot)
- Achievement Level:** *Advanced*
- Calculator:** calculator allowed

Use the table below to answer question XX.

Josh's Free Throws

Number Made	Number Missed
28	12

The table displays the number of free throws that Josh has made and the number he has missed this season. What is the experimental probability that Josh will make **both** of his next **two** free throws?

- A. 35 percent
- * B. 49 percent
- C. 56 percent
- D. 70 percent

* *correct answer*

This item would most likely be answered correctly by students who score at the *Advanced* level. The item requires students to make a prediction based on experimental data presented in a table. To determine experimental probability, students must use the data from the table. The table shows that in previous attempts, Josh made 28 of 40 (28 made + 12 missed = 40 total) free throws. Therefore, the experimental probability of Josh making a free throw in the future is $\frac{28}{40} = \frac{7}{10}$. In the study of probability, students learn that the next two free throws Josh attempts are compound independent events. They are independent since the

result of Josh's first attempt will not affect his second attempt. To determine the probability of Josh making his next two free throws, students must use the process for computing the probability of compound independent events: multiplying the probabilities of each event, in this item, $\frac{7}{10} \times \frac{7}{10} = \frac{49}{100}$. This is equivalent to 49 percent, option B. Students who choose option A have divided the experimental probability by two because of the two free throws. Students who choose option C have used the number of free throws made (28) and then added that probability twice, confusing it with finding the probability of one or the other of two mutually exclusive events where students must add. Students who choose answer option D have found the experimental probability of making only one free throw (70 percent); they must multiply this probability by itself.

Strand M: Measurement

Benchmark M-1-H: selecting and using appropriate units, techniques, and tools to measure quantities in order to achieve specified degrees of precision, accuracy, and error (or tolerance) of measurements

Achievement Level: *Mastery*

Calculator: calculator optional

Mrs. Larson needs 8 gallons of lemonade.
The lemonade comes in 2-liter bottles.
About how many 2-liter bottles of lemonade does Mrs. Larson need?

- A. 4 bottles
- B. 8 bottles
- * C. 16 bottles
- D. 32 bottles

* *correct answer*

This item would most likely be answered correctly by students who score at the *Mastery* level and above. The item requires students to solve a problem that involves the use of an intuitive reference point in order to convert an approximate volume measure between measurement systems. To find the total number of bottles of lemonade Mrs. Larson will need, students must determine the approximate number of 2-liter bottles that will contain 8 gallons of lemonade. A common intuitive reference measurement students use to convert between metric measurement and standard measurement is 1 liter is a little more than 1 quart (1 liter \approx 1 quart). Using this conversion, students know each bottle contains approximately 2 quarts of lemonade. Students also need to know that there are 4 quarts in a gallon, which they may recall from memory or look up on the reference sheet provided with the test. They then determine the total number of quarts of lemonade Mrs. Larson needs by multiplying, 8 gallons $\times \frac{4 \text{ quarts}}{\text{gallon}} = 32$ quarts. Since there are approximately 2 quarts of lemonade in each bottle, the total number of bottles Mrs. Larson will need is found by dividing, $32 \div 2 = 16$, option C. Students who choose option A mistakenly believe that a gallon and a liter are equivalent volume measurements. Then, to find the number of bottles they divide 8 gallons by 2 (2 liters = 2 gallons). Students who choose option B believe the conversion of 1 liter to be a little more than 2 quarts. They know that 4 quarts is the same as a gallon. Therefore, using the earlier calculation of 32 quarts, they divide 32 by 4 (2 liters \approx 4 quarts). Students who choose option D forget to divide by 2.

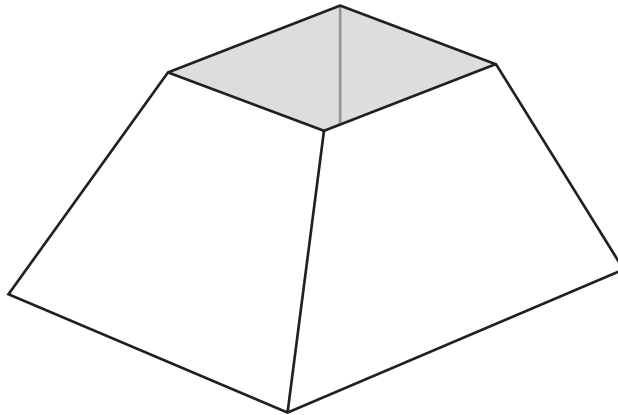
Strand G: Geometry

Benchmark G-1-H: identifying, describing, comparing, constructing, and classifying geometric figures in two and three dimensions using technology where appropriate to explore and make conjectures about geometric concepts and figures

Achievement Level: *Basic*

Calculator: calculator optional

Use the figure below to answer question XX.



The figure shows Christopher's lampshade. Each side of the lampshade is the same shape. What is the shape of each side of Christopher's lampshade?

- A. parallelogram
- B. rectangle
- C. rhombus
- * D. trapezoid

* *correct answer*

This item would most likely be answered correctly by students who score at the *Basic* level and above. The item requires students to identify a geometric figure. Each side of the lampshade is a polygon that has four sides. Two of the opposite sides of the polygon are parallel and the other two sides are not parallel. The polygons named in all four answer options have four sides, but only a trapezoid may have two sides that are parallel and two sides that are not parallel. Answer option D is the correct response.

Strand P: Patterns, Relations, and Functions

Benchmark P-1-H: modeling the concepts of variables, functions, and relations as they occur in the real world and using the appropriate notation and terminology

Achievement Level: *Approaching Basic*

Calculator: calculator optional

Diego sells lunches for \$4.00 and drinks for \$1.50. He sold \$120.00 worth of lunches and drinks in one day. Which equation represents the relation between the number of lunches sold, x , the number of drinks sold, y , and the amount in dollars that Diego sold that day?

- A. $4x + 120 = 1.50y$
- B. $1.50x + 120 = 4y$
- * C. $1.50y + 4x = 120$
- D. $1.50x + 4y = 120$

* *correct answer*

This item would most likely be answered correctly by students who score at the *Approaching Basic* level and above. The item requires students to determine the correct equation to model a real-world situation. The amount of money Diego earned from selling lunches is found by multiplying the price of each lunch, \$4, by the number of lunches sold, x . The amount of money Diego earned from selling drinks is found by multiplying the price of each drink, \$1.50, by the number of drinks sold, y . The total amount that Diego sold, \$120, is represented by the sum of the amount from selling lunches and the amount from selling drinks, $1.50y + 4x = 120$. Students who choose option A, B, or D are unable to identify either that the coefficient for x , lunches sold, is \$4 and/or the coefficient for the drinks sold, y , is \$1.50. They may also not be aware that the two expressions, number of drinks and lunches sold, need to be added to achieve the total dollar amount sold, \$120. Answer option C is the correct response.

Grade 10—Mathematics Constructed-Response Item

The following pages present a constructed-response item, a scoring rubric, and examples of student work at scores of 0 to 4. The item is shown below, and the scoring rubric can be found on page 11. The content standard for this item is **Number and Number Relations**. 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. Calculator use is allowed on all constructed-response items.

In a skating competition, a competitor's final score is computed by combining 40% of the skater's score on the short program with 60% of the skater's score on the long program. Final scores are rounded to the nearest 0.1 point. The maximum score is 50 points on each of the programs.

- A.** Lucy scored 42 points on her short program and 45 points on her long program. What was Lucy's final score?
- B.** Danielle scored 36 points on her short program. How many points must she score on her long program in order to finish ahead of Lucy in the competition? Show or explain how you found your answer.
- C.** Suppose that a skater scores x points on the short program and y points on the long program. Write an inequality involving x and y that can be used to calculate the value of y needed to finish ahead of Lucy's score, as shown in part A. Write your inequality in slope-intercept form ($y > mx + b$) and show all of your steps.

Scoring Rubric

Score	Description
4	5 points
3	4 points OR 3 points, with points in all parts
2	2 or 3 points
1	1 point OR minimal understanding of computation with percents or algebraic modeling
0	Response is incorrect, irrelevant, too brief to evaluate, or blank.

Scoring Information

Part A: 1 point

- 1 point for correct answer (43.8)

Part B: 2 points

- 2 points for correct answer (Danielle must score [a perfect] 50 points in the long program) with sufficient work shown or explanation to indicate correct strategy
- OR
- 1 point for correct answer with incomplete or no explanation or work shown OR for correct strategy with error in arithmetic or interpretation of result

Part C: 2 points

- 2 points for a correct inequality ($y > -\frac{2}{3}x + 73$ or equivalent; must be in slope-intercept form)
- OR
- 1 point for correct strategy for determining inequality with error(s) in arithmetic, percents, or algebraic procedures OR for correct inequality not in slope-intercept form

Solution notes for part B: Danielle needs more than 43.8 combined points, so if x represents the number of points she gets on the long program, solving the equation $0.4(36) + 0.6x > 43.8$ for x yields $x > 49$, i.e., Danielle must score 50 points. Accept interpretations that assume possibility of non-whole number scores, e.g., that Danielle must score 43.9 points, which can be accomplished with a score of 49.2 on the long program.

Score Point 4

Below is the work of a student who received a score of 4 for this response. A score of 4 is given when a student completes all important components of the task and communicates ideas effectively. This student demonstrates an in-depth understanding of the content and has completed all important components of the task.

In a skating competition, a competitor's final score is computed by combining 40% of the skater's score on the short program with 60% of the skater's score on the long program. Final scores are rounded to the nearest 0.1 point. The maximum score is 50 points on each of the programs.

- A. Lucy scored 42 points on her short program and 45 points on her long program. What was Lucy's final score?

$$\begin{array}{r} 42 \\ \times .40 \\ \hline 16.8 \end{array} \qquad \begin{array}{r} 45 \\ \times .60 \\ \hline 27 \\ + 16.8 \\ \hline 43.8 \end{array}$$

- B. Danielle scored 36 points on her short program. How many points must she score on her long program in order to finish ahead of Lucy in the competition? Show or explain how you found your answer.

$$\begin{array}{r} 36 \\ \times .40 \\ \hline 14.4 \end{array} \qquad \begin{array}{r} 43.8 \\ - 14.4 \\ \hline 29.4 \end{array} \qquad 29.4 / 0.6 = 49$$

50

- C. Suppose that a skater scores x points on the short program and y points on the long program. Write an inequality involving x and y that can be used to calculate the value of y needed to finish ahead of Lucy's score, as shown in part A. Write your inequality in slope-intercept form ($y > mx + b$) and show all of your steps.

$$\begin{array}{l} - 40\% \quad - 40\%x \\ 43.8 \leq 40\%x + 60\%y \\ - 40\%x + 43.8 < 60\%y \\ \frac{60\%y}{60\%} > \frac{-40\%x + 43.8}{60\%} \\ \textcircled{y > -\frac{2}{3}x + 73} \end{array}$$

This response demonstrates the mathematical skills required to answer all parts of the question correctly, and sufficient work is shown to indicate a correct strategy was used. In part A, the student earns 1 point for providing the correct value for Lucy's final score (43.8). In part B, the student earns 2 points for providing a correct answer for how many points Lucy must score in the long program (50) and for providing work supporting how the answer was derived. In part C, the student earns 2 points for providing a correct inequality in slope-intercept form. The student earns a total of 5 points for a score of 4.

Score Point 3

Below is the work of a student who received a score of 3 for this response. A score of 3 is given when a student completes the most important aspects of the required task and communicates ideas effectively. The student demonstrates an understanding of the major concepts and/or processes, although the student may have overlooked or misunderstood one part of the problem.

In a skating competition, a competitor's final score is computed by combining 40% of the skater's score on the short program with 60% of the skater's score on the long program. Final scores are rounded to the nearest 0.1 point. The maximum score is 50 points on each of the programs.

- A. Lucy scored 42 points on her short program and 45 points on her long program. What was Lucy's final score?

Lucy's final score was 43.8 points

$$42 \times .40 = \underline{16.8} + 45 \times .60 = \boxed{43.8}$$

↓
27

- B. Danielle scored 36 points on her short program. How many points must she score on her long program in order to finish ahead of Lucy in the competition? Show or explain how you found your answer.

$$36 \times .40 = \boxed{14.4}$$
$$14.4 + x = 43.9$$
$$\begin{array}{r} 43.9 \\ -14.4 \\ \hline 29.5 \end{array}$$

Danielle must score 29.5 + .60 = 49.2 points.

↓
49.2

- C. Suppose that a skater scores x points on the short program and y points on the long program. Write an inequality involving x and y that can be used to calculate the value of y needed to finish ahead of Lucy's score, as shown in part A. Write your inequality in slope-intercept form ($y > mx + b$) and show all of your steps.

$$.40x + .60y > 43.8 \text{ points.}$$

This response demonstrates the mathematical skills required to answer most of the question correctly but contains a minor error in part C. In part A, the student earns 1 point for providing the correct value for Lucy’s final score (43.8). In part B, the student earns 2 points for providing a correct answer for how many points Lucy must score in the long program (49.2) and for providing work supporting how the answer was derived (as per the rubric note, non-whole number scores were accepted as correct). In part C, the student earns 1 point for providing the correct inequality but does not earn the second point since the inequality is not in slope-intercept form. The student earns a total of 4 points for a score of 3.

Score Point 2

Below is the work of a student who received a score of 2 for this response. A score of 2 is given when a student completes some parts of the task successfully. The student's response demonstrates gaps in conceptual understanding.

In a skating competition, a competitor's final score is computed by combining 40% of the skater's score on the short program with 60% of the skater's score on the long program. Final scores are rounded to the nearest 0.1 point. The maximum score is 50 points on each of the programs.

- A. Lucy scored 42 points on her short program and 45 points on her long program. What was Lucy's final score?

$$\begin{array}{l} \text{short } 42 \times .4 = 16.8 \\ \text{long } 45 \times .6 = 27 \\ \hline 43.8 \end{array}$$

Her final score
 43.8

- B. Danielle scored 36 points on her short program. How many points must she score on her long program in order to finish ahead of Lucy in the competition? Show or explain how you found your answer.

$$\begin{array}{l} \text{short } 36 \times .4 = 14.4 \\ \text{long } x \times (.6) \end{array}$$
$$14.4 + .6x > 43.8$$
$$\begin{array}{r} .6x > 29.4 \\ \hline x > 49 \end{array}$$

She must score above 49 to be ahead of Lucy.

$$x = 50$$

- C. Suppose that a skater scores x points on the short program and y points on the long program. Write an inequality involving x and y that can be used to calculate the value of y needed to finish ahead of Lucy's score, as shown in part A. Write your inequality in slope-intercept form ($y > mx + b$) and show all of your steps.

$$\begin{array}{l} x > .4 \\ y > .6 \end{array} + 43.8$$
$$xy > 1$$
$$y > 1x + 43.8$$

This response demonstrates the mathematical skills required to answer some parts of the question correctly. In part A, the student earns 1 point for providing the correct value for Lucy's final score (43.8). In part B, the student earns 2 points for providing a correct answer (50) and for providing work supporting how the answer was derived. In part C, the student earns 0 points for providing an incorrect inequality. The student earns a total of 3 points for a score of 2.

Score Point 1

Below is the work of a student who received a score of 1 for this response. A score of 1 is given when a student completes only a small portion of the task or when the student's response demonstrates minimal understanding of the concepts and/or processes.

In a skating competition, a competitor's final score is computed by combining 40% of the skater's score on the short program with 60% of the skater's score on the long program. Final scores are rounded to the nearest 0.1 point. The maximum score is 50 points on each of the programs.

- A. Lucy scored 42 points on her short program and 45 points on her long program. What was Lucy's final score?

Lucy managed to score a 43.5 on her final score.

- B. Danielle scored 36 points on her short program. How many points must she score on her long program in order to finish ahead of Lucy in the competition? Show or explain how you found your answer.

Danielle needs to get a 50 on her long program. I got this answer by averaging her first score with 50

- C. Suppose that a skater scores x points on the short program and y points on the long program. Write an inequality involving x and y that can be used to calculate the value of y needed to finish ahead of Lucy's score, as shown in part A. Write your inequality in slope-intercept form ($y > mx + b$) and show all of your steps.

$$36 < m50 + 45$$

After you have solved the equation you would find a score that is greater than Lucy's.

This response demonstrates the mathematical skills required to solve only one part of the question. In part A, the student earns 0 points for providing an incorrect value for Lucy's final score (43.5). In part B, the student earns 1 point for a correct answer (50) but does not earn the second point because the explanation of how the answer was derived is incorrect. In part C, the student earns 0 points for providing an incorrect inequality. The student earns a total of 1 point for a score of 1.

Score Point 0

Below is the work of a student who received a score of 0 for this response. A score of 0 is given when a student's response is incorrect, irrelevant, too brief to evaluate, or blank.

In a skating competition, a competitor's final score is computed by combining 40% of the skater's score on the short program with 60% of the skater's score on the long program. Final scores are rounded to the nearest 0.1 point. The maximum score is 50 points on each of the programs.

- A. Lucy scored 42 points on her short program and 45 points on her long program. What was Lucy's final score?

$$42 - 40\% = 42.4 + 0.1 = 42.5 \text{ short program}$$
$$45 - 60\% = 45.6 + 0.1 = 45.7 \text{ long program}$$

- B. Danielle scored 36 points on her short program. How many points must she score on her long program in order to finish ahead of Lucy in the competition? Show or explain how you found your answer.

$$47.5 - 36 = 6.5$$
$$50 - 45.7 = 4.3 \text{ points needed.}$$

- C. Suppose that a skater scores x points on the short program and y points on the long program. Write an inequality involving x and y that can be used to calculate the value of y needed to finish ahead of Lucy's score, as shown in part A. Write your inequality in slope-intercept form ($y > mx + b$) and show all of your steps.

This response is incorrect and does not demonstrate minimal understanding of computation with percents or algebraic modeling. The student does not provide a correct answer to any part of this question, nor is there explanation or work shown in any part that demonstrates at least some understanding of the skill being measured.



Fall 2009

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