

# Louisiana Believes

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Overview of the LEAP Connect Assessment Guide  
Webinar  
December 19, 2017

# Today's Goals

At the end of the presentation, participants will understand:

- what the LEAP Connect is and why we need it;
- how the shift in instruction/standards is reflected in the new assessment, and what to expect from the 2017-2018 LEAP Connect assessment;
- the elements and design of the LEAP Connect ELA and math assessment;
- administration details and accommodations
- what resources are available now and in the future to help prepare for the new tests.

# Vision for Students with Significant Disabilities

- Louisiana believes that all students, including those with the most significant cognitive disabilities, deserve an education that prepares them to be independent and successful in life after high school.
- Through quality and clear alignment of standards, instructional resources, and assessments, our students can achieve academically and leave high school with the skills for lifelong success.
- This spring, BESE adopted the new Louisiana Connectors for students with significant cognitive disabilities that replace what were formerly known as the Extended Standards. In 2017-2018 the LEAP Connect will replace what was formerly referred to as LAA1 for ELA and Math in Grades 3-8.

Why LEAP Connect?  
What is LEAP Connect?

# Louisiana Connectors: Instructional Shifts

- **Access:** The Connectors are fully-aligned to the Louisiana Student Standards and do not exist separate and apart from the expectations for all students. Teachers of students with significant disabilities **provide inclusion opportunities whenever possible and help students access grade-level content and skills.**
- **Focus:** The Connectors represent the “big ideas” of the content and skills found in the Louisiana Student Standards. Teachers of students with significant disabilities **focus instruction where the Connectors focus.**
- **Pathways:** The Connectors provide developmentally-appropriate benchmarks on the path to meeting the expectations of the Louisiana Student Standards. Teachers **know where students are and take the right steps to help them succeed.**

# Why LEAP Connect?

- LEAP Connect is aligned to the **K-12 Louisiana Connectors for Students with Significant Disabilities** and provides built in supports.
- Results will be used to make instructional decisions and to decide what supports are needed for additional learning.
- The LEAP Connect assessment provides **access** to the statewide assessment system and its **focus** is to measure the progress that students are making while participating in high-quality standards-based content.

# What is LEAP Connect?

- a computer-based assessment that measures the knowledge and skills of students with significant disabilities in English Language Arts and math;
- an alternate assessment for those students who cannot participate in LEAP 2025 assessments even with accommodations; and
- one measure of progress toward the goal of our students achieving academically and leaving high school with the skills for lifelong success.

# Built-in Supports

LEAP Connect is designed with several built-in supports. These include:

- Reduced passage length for the English Language Arts (ELA) reading passages;
- Pictures and other graphics to help students understand
- Models for students to use during the ELA and mathematics tests;
- Common geometric shapes and smaller numbers on the mathematics tests; and
- The entire test read aloud by TA or computer.



# What to expect with LEAP Connect

# Comparison of Approach: LAA 1 and LEAP Connect

LAA 1	LEAP Connect
<ul style="list-style-type: none"><li>• Supported by LAA 1 Extended Standards</li><li>• No constructed response</li><li>• Graphic performance tasks (i.e. sorting, sequencing, identifying)</li><li>• Simple scenarios</li><li>• Assesses student's ability to follow multi-step directions</li><li>• Complexity level increased as assessment progressed</li></ul>	<ul style="list-style-type: none"><li>• Aligned to LA Connectors for SWSD</li><li>• Constructed Response in ELA and math</li><li>• Questions paired to texts and visual stimuli</li><li>• Levels of complexity by grouped items</li><li>• Reading literary/informational texts in ELA</li><li>• Knowledge of language and conventions assessed in student responses (ELA)</li><li>• Covers mathematical skills such as: Numbers and Operations, Fractions, Equations, Algebra, Geometry, Statistics, Ratios, Number Systems, and more.</li></ul>

# Comparison of Design: LAA 1 and LEAP Connect

Components	LAA 1	LEAP Connect
Sessions	1	2 math 4 ELA
Grades	3-4, 5-6, 7-8, 10	3, 4, 5, 6, 7, 8, 11
Item Types	<ul style="list-style-type: none"><li>● Performance Tasks</li></ul>	<ul style="list-style-type: none"><li>● Selected Response Questions</li><li>● Constructed Response</li><li>● Open Response (ELA Grades 3-4)</li></ul>
Rubrics	<ul style="list-style-type: none"><li>● All items are hand scored by teacher or test administrator.</li><li>● Rubrics included with questions.</li></ul>	<ul style="list-style-type: none"><li>● ELA CR-graded by vendor</li><li>● Math CR-graded by teacher</li></ul>

# Understanding the elements of LEAP Connect

# LEAP Connect ELA Test Design

## LEAP Connect ELA Test Design

Test Session	Focus	# of Passages	Number/Type of Items
Session 1	Reading Literary/Informational Reading Foundational*	3-4	6-13 SR *5 OR
Session 2	Reading Literary/Informational Reading Foundational*	2-3	9-15 SR *5 OR
Session 3	Writing-Organization	1 (Exemplar)	8-10 SR
Session 4	Writing-Constructed Response	1 (Exemplar)	1 CR

**SR:** Selected-Response Items **OR-**Open Response (\*Grades 3 & 4) **CR-**Constructed Response

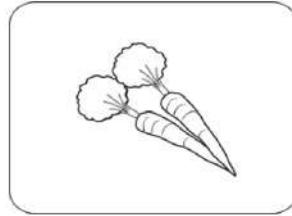
# Text Complexity of Reading Passages

	Tier 1	Tier 2	Tier 3	Tier 4
ELA	<ul style="list-style-type: none"><li>• Short text with repeated ideas</li><li>• Simple vocabulary words</li><li>• Provides a specific “listen for” statement related to the item</li></ul>	<ul style="list-style-type: none"><li>• Text with straightforward ideas</li><li>• Provides a brief description of the item topic and simple definitions of items</li><li>• Provides a “listen for” statement related to the assessed skill</li></ul>	<ul style="list-style-type: none"><li>• Text with clear ideas</li><li>• Provides some detail about the item topic and definitions of terms</li><li>• Provides statement reminding students what the item is about</li></ul>	<ul style="list-style-type: none"><li>• Text with detailed and implied ideas</li><li>• Provides statement reminding students what the item is about</li></ul>

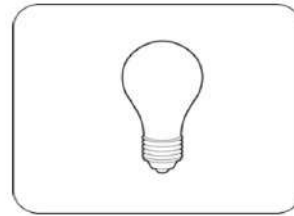
# LAA 1 Sample Question: Reading

ELA Grades 3-4

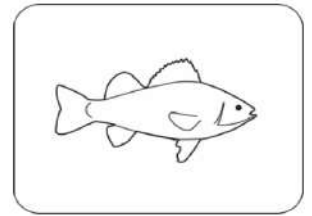
Look at the pictures. Which one swims:



carrots



lightbulb



fish

Student then makes his/her selection by pointing or saying the answer.

# LEAP Connect Sample Question: Reading

ELA Grade 4

Content: Reading Literary  
Texts  
Standard: LC.RL.4.1-3  
Complexity: Tier 2

## Directions

We are going to read a story about a boy named Ben. After we read, you will be asked a question about the theme. Listen for the message of the story.

## Ben's Present



Ben wants a dog. He thinks about dogs every day. In the morning, he begs his mom for a dog. His mom says dogs are a lot of work.



At night, he tells his dad that he will be good if he gets a dog. Ben's dad says that dogs cost a lot of money.



Ben's parents ask him what he wants. Ben says he wants a dog. He says he will walk the dog. He will feed the dog. He will play with the dog. He will pay for the dog's food.



Ben shows his parents he can take care of a dog. He watches a neighbor's dog for a week. He walks the dog.



He feeds the dog. He plays with the dog. Ben's parents see his hard work.



Then one morning, Ben hears a bark. He jumps out of bed. He smiles.



He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!



# LEAP Connect Sample Reading Passage Continued

## The question—

### Item 1

Remember, the theme is the message of the story.

What is the theme of this story?

*Point to and read each answer option.*



A. having a lot of friends



B. showing you can take care of a pet



C. asking your parents for something

# LAA 1 Sample Question: Writing

## ELA Grades 7-8

Listen to the story as I read it to you. (Visuals would normally accompany the question)

*It is lunchtime for Frannie.  
First she will make lunch.  
Next she will eat her lunch*

Which sentence best completes the story?

***In the evening, Frannie will go for a run.***

***Frannie wrote a paper for social studies.***

***Last Frannie will wash the dishes.***

The student would then select the correct sentence and the teacher would darken the appropriate circle in the student response document according to a rubric.

# LEAP Connect Sample Question: Writing

## ELA Grade 8

- The prompt is split up over several pages
- At the Tier 2 complexity level, students will have access to cards with graphic organizers, sentences punctuation, and visuals (Writing stimuli.)
- They will produce their product on a template with the sentence stems shown

Content Assessed: Writing-Narrative

Connector: LC.W.8.4

Complexity: Tier 2

You are going to write an essay about how to solve the problem of not having enough money to buy a gift for your sister.



One example of a problem is when two brothers want to sleep on the top bunk bed. One way to solve this problem is for one brother to sleep on the top bunk bed one night and the other brother to sleep in the top bunk bed the next night.

In your essay, you will write about a different problem and a possible solution.

Sentence stems:

This essay is about how to solve the problem of--

I need the money because--

One solution to the problem is--

In conclusion, to solve the problem--

This essay is about how to solve the problem of

I need the money because

One solution to the problem is

In conclusion, to solve the problem

# Writing Rubric

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated/No Evidence
<b>Organization</b> -The essay addresses the specified topic and is organized with a solution related directly to the problem (e.g., problem/solution).	The essay includes at a minimum: <ul style="list-style-type: none"> <li>an introduction that states both parts of the problem</li> <li>a body that relates how the solution can be applied to the problem</li> <li>a conclusion that states the problem and the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>an introduction that states the problem</li> <li>one solution that may not relate to the problem</li> <li>a conclusion that states the problem or the solution</li> </ul>	The essay includes at a minimum some evidence related to the specific topic..	There is no evidence of organization or response is off topic.
<b>Idea Development</b> -The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> <li>a relevant detail to describe the problem</li> <li>a relevant detail to describe the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>a relevant detail to describe the problem or the solution</li> </ul>	The essay includes at a minimum a detail of word that describes the problem or solution..	There is no evidence of idea development or it is off topic.
<b>Conventions</b> -Students use standard English conventions (e.g. subject-verb agreement)	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li>end punctuation for more than one thought</li> <li>one complete sentence with s/v agreement</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>end punctuation for one thought unit</li> <li>one complete sentence with or without subject/verb agreement</li> </ul>	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

# LEAP Connect Math Test Design

Test Session	Focus of Session	Number/Type of Items
Session 1	Follows the Grade Level Connectors	17-20 SR and 0-3 CR*
Session 2	Follows the Grade Level Connectors	17-20 SR and 0-3 CR*

**SR:** Selected-Response Items **CR:** Constructed Response  
\*No constructed response in grades 6-7

# Task Complexity of Math Items

	Tier 1	Tier 2	Tier 3	Tier 4
Math	<ul style="list-style-type: none"><li>• Least complex items</li><li>• Supports use of hands-on, concrete materials</li></ul>	<ul style="list-style-type: none"><li>• Successive model that guides one step at a time</li><li>• Simplified language and/or visual representations</li><li>• Further reduced number of data points</li><li>• Further reduced magnitude of numbers</li></ul>	<ul style="list-style-type: none"><li>• Model that shows solution to a similar problem</li><li>• Simplified language and reduced number of data points</li><li>• Reduced magnitude of numbers</li></ul>	<ul style="list-style-type: none"><li>• Most complex items</li><li>• Statement reminding student what the item is about</li></ul>

# LAA 1 Sample Question: Math

## Math Grades 3-4

Look at the apples.

Count the apples. How many apples are there?

One, three, four, six



1

3

4

6

Student would then say or point to the number. Teacher darkens the appropriate circle in the student's response document according to the following rubric:

Score	Description
1	Student response is correct. The student identifies the number four <b>or</b> four apples
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.

# LEAP Connect Sample Question: Math

## Math Grade 3

Content: Fractions  
Standard: LC.NF.A.1e  
Complexity: Tier 2

Page 1 of question

This item is about fractions.

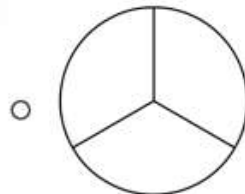
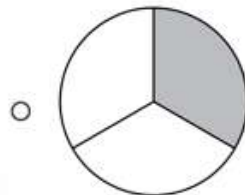
This rectangle is divided into 2 equal parts.



There is 1 part that is shaded.

Page 2 of question

Which circle shows 1 out of 3 parts is shaded?



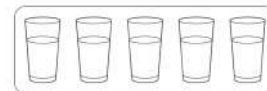
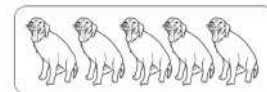


# LAA 1 Sample Question: Math

## Math Grade 5-6

Look at the chart. The chart will show the milk that Eric drank this week. The title is “Milk Eric Drank.”

Milk Eric Drank



Eric drank five glasses of milk. Which picture goes in the chart?

Student makes a selection by pointing at the correct answer. Teacher darkens the appropriate circle according to rubric in student’s document.

Score	Description
1	Student response is correct. The student identifies the 5 glasses of milk
0	Student response is incorrect, irrelevant to the skill or concept being measured, or not attempted.

# LEAP Connect Sample Question: Math

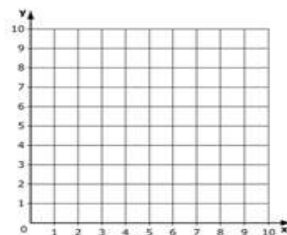
## Math Grade 5-Constructed Response

1. Students will be given an object to use as a marker.
2. They will use it to point to where the ordered pair can be found on the graph.

Score	Description
1	Student correctly completes task described.
0	Student does not complete task or completes it incorrectly.

This item is about plotting points.

This is a coordinate grid and a small object.



This is an ordered pair  $(2, 6)$ .

To plot the ordered pair  $(2, 6)$  on the coordinate grid, start at the origin. Then, move 2 units along the x-axis. From there move up 6 units.

This is another ordered pair.  $(5, 8)$ ,

Use the arrow to plot the ordered pair  $(5, 8)$  on the coordinate graph.

Content: Geometry  
Connector: LC.5.G.A.1c  
Complexity: Tier 3

# Administration

# Test Administration

- LEAP Connect is administered through the INSIGHT testing platform.
- Test administrators will be provided accompanying materials (Math Reference Materials, Writing Stimuli, Reading Reference Materials).
- The **Directions for Test Administration** (DTA) provide the Test Administrator (TA) of the LEAP Connect with specific instructions for administration of the particular test. Each DTA provides the script with exact wording to be used by the TA and when to use materials (reading reference materials, writing stimuli, math reference materials) as students move through the test.
- Prior to testing, this must be reviewed in a controlled setting with the school test coordinator.
- After the review, the school test coordinator must collect the Directions for Test Administration and securely store until testing begins.
- After testing, these secure materials must be returned to DRC.

# Test Administration

## Student Response Check

- The Student Response Check is available for students to take prior to testing. This is a 3-question task which a student is asked to demonstrate their preferred mode(s) of communication. The purpose of the SRC is to ensure that a TA can clearly identify which answer a student indicates in response to a selected-response test item. If the student's response is not observable by the TA, the TA cannot enter the student's response in DRC INSIGHT.
- The SRC is accessed through the LEAP Connect Online Tools Training, under the link "Student Response Check".

## End of Test Survey

- At the end of each student's test in INSIGHT, there is a survey for TAs to complete and submit. This will provide useful feedback on the experience of each TA administering LEAP Connect.

# Resources for Successful Implementation

# LEAP Connect Assessment Guide

## Assessment Guidance Library

Contains:

- Purpose of test
- Participation Criteria
- Standard Alignment Information
- Differences in Complexity Levels
- How scores will be reported
- Design
- Test Administrator Policies
- Sample Test Items
- Rubrics

# Assessment Guide and Instructional Resources

[LEAP Connect Assessment Guide](#)—access the LEAP Connect Assessment Guide

[LEAP Connect Achievement Level Descriptors](#)—a guide to the Achievement Levels with a list of the skills and knowledge students at each level are generally able to demonstrate

[LEAP Connect Online Tools Training](#)-must use Google Chrome to access-students and teachers practice the tools used in the test platform.

[Strategies for Success: A Guidebook for Supporting Students with Disabilities](#)-a handbook for LEAs to use for implementing SPED programs.

[LA Connectors for Students with Significant Disabilities](#)—list of SWSD connectors for K-12 ELA and math

[LA Connectors Essential Elements Cards](#)—cards that assist educators with individualizing instruction for SWSD both in inclusive and self-contained environments

[Lesson Plan Adaption-ELA](#)—template for lesson plans with supports and accommodations for SWSD for ELA at any grade level

[Lesson Plan Adaption-Math](#)—templates for lesson plans with supports and accommodations for SWSD for math at any grade level



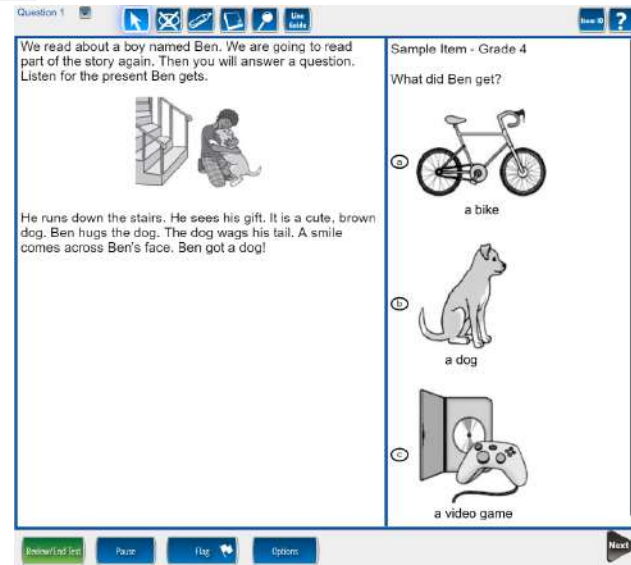
# Online Tools Training



Can be accessed through  
Google Chrome:

[LEAP Connect OTT](#)

or through the DRC  
INSIGHT Icon:



# Support and Communication

# Assessment Support

## **Assessment@**

All stakeholders are encouraged to email assessment and accountability questions and/or concerns to [assessment@la.gov](mailto:assessment@la.gov).

# Next Steps

# Next Steps

Key Dates	Action
Now	Review <a href="#">LEAP Connect Assessment Guide</a> Distribute the <a href="#">Parent Guide to LEAP Connect</a> Practice <a href="#">LEAP Connect OTT</a>
Early-January	Access Test Administrator Manuals
January	Re-deliver assessment training
February 5-March 16	Testing Window