

# **APPENDICES**



# APPENDIX A

## Glossary

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

**Accountability** 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

**Achievement levels** expectations for levels of performance. Louisiana’s achievement levels are *Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory*.

**Achievement Level Descriptors** content- and grade-specific descriptions of student performance at each achievement level

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

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

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

**Assessment system** a series of assessments, e.g. GEE, LEAP and *iLEAP*, 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** the initial measures of performance against which future measures will be compared

**Benchmark** a broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress

**Bias** 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.

**Constructed-response item** a test item with directions that requires 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** a description of what a student should know and be able to do through subject matter, knowledge, and proficiencies gained as a result of his or her education

**Criterion-referenced test (CRT)** an assessment that compares a student's performance to a specific learning objective rather than to the performance of other students

**Cut score** the critical point for separating scores into achievement level groups based on an established set of criteria

**Dimensions of writing** the components of the scoring rubric used to evaluate student responses to a writing prompt. For *iLEAP*, the dimensions of composing and style/audience awareness are scored.

**Field test** an assessment 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 are examined statistically to evaluate the items to determine whether they will be used on an actual test.

**Formative assessment** the ongoing evaluation of student performance for the purpose of assessing student learning and planning instruction

**Grade cluster** the grade spans covered in the LEAP and GEE assessments. The grade clusters for Louisiana assessment programs are kindergarten through 4, 5 through 8, and 9 through 12.

**Grade-Level Expectation (GLE)** a statement that defines 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 Accommodation Plan (IAP)** a document developed at the school level that describes the accommodations made for a student who qualifies under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, also referred to as a 504 plan

**Individualized Education Plan (IEP)** a document developed by the school level committee that prescribes the educational program designed to meet the specific needs of a student who meets federal special education guidelines

***iLEAP*** *integrated* LEAP, Louisiana's statewide assessment for grades 3, 5, 6, 7, and 9. It is referred to as integrated because it combines a CRT and an NRT.

**Inter-rater reliability** the degree to which different scorers agree on the score to be assigned to a test response

**Item** an individual question or exercise in an assessment or evaluation instrument

**Key Concepts** descriptions of important content emphasized in the assessment

**LEP** 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 item** a test item that consists 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** the federal Elementary and Secondary Education Act of 2001, known as No Child Left Behind

**Norm-referenced test (NRT)** an assessment in which a student's performance is compared to a larger group. Usually the larger group, or norm group, is a national sample representing a wide and diverse cross-section of students.

**Norms** indicators of typical performance

**Percentile Rank** a point on the norms distribution below which a certain percentage of the scores fall. For example, a student who scores at the 70th percentile has scored higher than 70 percent of the students in the norm group.

**Raw score** a person's observed score on a test, that is, the number correct

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

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

**Sample test items** examples of the kinds of test items that appear on a test such as *iLEAP*

**Scaled score** derived scores to which raw scores are converted by numerical transformation, for example, conversion of raw scores to percentile ranks or scaled scores

**Standard** a broad statement of expectations for student learning

**Standard setting** the process for determining the cut point for each achievement level

**Standardized tests** 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** a criterion-referenced test that consists of items aligned with a pre-established set of content standards, for example, Louisiana’s content standards, benchmarks, and GLEs

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

**Strand** 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.

**Summative assessment** a culminating evaluation of a student’s performance designed to give information on the student’s level of achievement

**Survey battery** a shortened version of the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development

**Test blueprint** a document, usually in the form of a chart, representing the distribution of items for each standard or strand for a content area assessment

**Test security** procedures followed to safeguard high-stakes 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** detailed information about an assessment, for example, test blueprint, test design, item types, test description, test content

**Writing prompt** the topic and explanation provided to students on the English Language Arts test that elicits a response in a given mode: descriptive, narrative, expository, or persuasive

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

## APPENDIX B

### *i*LEAP Frequently Asked Questions (FAQs)

#### **1. What is *i*LEAP?**

*Integrated* LEAP, or *i*LEAP, is Louisiana’s assessment for grades 3, 5, 6, 7, and 9. The term *integrated* is used because *i*LEAP combines a criterion-referenced test (CRT) with a norm-referenced test (NRT). A CRT measures a student’s progress toward meeting a set of criteria such as Louisiana’s content standards, benchmarks, and Grade-Level Expectations (GLEs). An NRT compares a student’s performance to the performance of a national sample of students.

#### **2. Why was *i*LEAP developed?**

The *i*LEAP was developed to fulfill the requirements of the federal No Child Left Behind Act (NCLB).

#### **3. What are the NCLB requirements?**

NCLB requires yearly assessments in reading and mathematics in grades 3 through 8 and at least once during grades 10 through 12. By the 2007–2008 academic year, the NCLB legislation also requires that science be assessed once each in grades 3 through 5, 6 through 9, and 10 through 12. All tests must be reported in terms of achievement level to determine whether students met the state’s proficiency goal.

#### **4. What kind of assessments meet the NCLB requirements?**

States have a choice between CRTs or “assessments that yield national norms . . . [if they] . . . are augmented with additional items to address fully and accurately the depth and breadth of the State’s academic content standards, and express student results in terms of the State’s student academic standards.”

#### **5. How is Louisiana meeting the NCLB assessment requirement?**

Louisiana is implementing *i*LEAP. In January 2003, the State Board of Secondary and Elementary Education approved the use of augmented norm-referenced tests at grades 3, 5, 6, 7, and 9. LEAP and GEE, which meet the NCLB requirements, assess English language arts, mathematics, and science. In addition, LEAP and GEE include social studies tests. To achieve a consistent measure of progress, *i*LEAP also assesses all four content areas.

#### **6. How does *i*LEAP differ from other Louisiana state assessments?**

LEAP and GEE are CRTs based on standards and benchmarks clustered by grade (K through 4, 5 through 8, and 9 through 12). Previously, grades 3, 5, 6, 7, and 9 were assessed entirely with norm-referenced tests (The Iowa Tests). Now these grades will be assessed with *i*LEAP, based on Grade-Level Expectations. The *i*LEAP consists of NRTs augmented with CRT items in English language arts and mathematics and entirely of CRTs in science and social studies.

**7. What tests will be administered in which grades?**

<b>Grade</b>	<b>English Language Arts (ELA)</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
3	Augmented NRT	Augmented NRT	CRT	CRT
5	Augmented NRT	Augmented NRT	CRT	CRT
6	Augmented NRT	Augmented NRT	CRT	CRT
7	Augmented NRT	Augmented NRT	CRT	CRT
9	Augmented NRT	Augmented NRT	Not assessed	Not assessed

**8. What are the criteria used to measure student achievement on iLEAP?**

Louisiana’s Grade-Level Expectations (GLEs) are the criteria. The GLEs state what a student is expected know and do at each grade level.

**9. Will LEAP change to measure only grade 4 and grade 8 GLEs?**

No. LEAP will continue to measure the standards, benchmarks, and GLEs that are included in the grade-level clusters K through 4 and 5 through 8. For example, a grade 4 LEAP item may assess a benchmark that addresses a GLE at a lower grade. While the GLE may not appear in the grade 4 GLEs, it may be assessed at the benchmark level at the end of the grade cluster.

**10. Is iLEAP a timed test?**

The NRT portion of the test is **timed**, according to the standardized requirements for the Iowa Tests. The CRT components are **untimed**, just as LEAP and GEE are untimed. Suggested times are provided to assist test coordinators and test administrators.

**11. Will iLEAP require more testing time than the NRT previously administered in grades 3, 5, 6, 7, and 9?**

The testing time is estimated to be approximately the same.

**12. What is the design of the English Language Arts (ELA) test?**

CRT component: Students respond to a writing prompt, and their compositions are scored on the first two dimensions of the writing rubric (Composing and Style/Audience Awareness). The CRT component also includes a set of multiple-choice items that measures Using Information Resources.

NRT component: Students take a survey battery of The Iowa Tests, which is in multiple-choice format.

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

Yes. The checklist for grades 5, 6, 7, and 9 is the same as that used for LEAP and GEE. The Writer’s Checklist for grade 3 has been modified to be developmentally appropriate.

**14. Will the Using Information Resources material on iLEAP ELA test be similar to that on LEAP and GEE?**

Yes, this part of the test will follow the same format as in LEAP and GEE.

**15. What is the design of the Math test?**

CRT component: Students respond to multiple-choice items as well as two constructed-response items at each grade level.

NRT component: Students respond to multiple-choice items on The Iowa Tests.

**16. Will students be allowed to use calculators on the Math test?**

Calculator usage is allowed on all parts of the Math test except for the Estimation section of the survey battery. The grade 9 *iLEAP*, however, does not have an Estimation section, so calculator usage is allowed on all parts of grade 9 *iLEAP*.

**17. Will Math Reference Sheets be provided?**

Yes. Math Reference Sheets have been designed specifically for each grade.

**18. How will the Math constructed-response (CR) items be scored?**

Item-specific rubrics are used to score each CR item.

Grade 3 math items will be scored on a 0 to 2 point scale.

Grades 5, 6, 7, and 9 math items will be scored on a 0 to 4 point scale.

**19. Why doesn't *iLEAP* have NRT components for the Science and Social Studies tests?**

Because The Iowa Tests did not align well with the Grade-Level Expectations for these content areas, it was determined that CRTs would be a better measure of what students are learning in the classroom in these content areas.

**20. Why is Louisiana testing science at more grades than NCLB requires, and why is Louisiana testing social studies if NCLB doesn't require it?**

Louisiana has been assessing all four content areas at grades 3, 5, 6, 7, and 9 with the Iowa Tests since 1998. The *iLEAP* Science and Social Studies tests, administered at grades 3, 5, 6, and 7 are now entirely criterion referenced, based on the GLEs. Assessing the GLEs at each grade will measure student progress toward the grade-cluster benchmarks that are measured in the *LEAP* grade 4 and grade 8 assessments.

**21. Why are science and social studies not tested in grade 9?**

Students in grade 9 take a variety of courses in science and social studies. For example, one 9th grader may take a course in civics and another may take a course in world geography.

**22. How was *iLEAP* developed?**

CRT items were developed specifically for Louisiana by a testing contractor. Louisiana educators reviewed, revised, and approved the items for the assessment.

**23. What part of *iLEAP* was field tested in Louisiana?**

The CRT items, developed specifically for Louisiana, were administered to a representative sample of the student population across the state.

**24. What is the purpose of a field test?**

A field test measures the quality of each test item. Only items that meet acceptable statistical standards become part of the actual test forms.

**25. Why are field tests scheduled so close to testing week?**

Conditions must be like those of a regular test in order to determine the quality of a test item. Students taking a field test need to be at the same point in the instructional year they are when they take the actual test for the results to be valid.

**26. What kind of scores are provided for *i*LEAP?**

NRT reports, such as percentile ranks, are provided.

The CRTs are reported in terms of achievement levels.

The items on the NRT component that align with GLEs are included in the CRT achievement level reports.

**27. Are the *i*LEAP assessments high-stakes for students regarding pupil progression?**

No. The *i*LEAP scores will become part of the school performance score (SPS), but they are not high-stakes assessments for students in regard to promotion and retention.

**28. What accommodations may be provided to students?**

The guidelines for accommodations are the same as for LEAP and GEE.

## APPENDIX C

### Testing Special Populations Special Education Students and Students with One or More Disabilities According to Section 504

All special education students are to be tested on iLEAP, except those whose IEPs indicate otherwise. All students with one or more disabilities according to Section 504 are to be tested.

A summary of test accommodations that may be used for special education students and for students with disabilities according to Section 504 is given below. All accommodations also must be documented on the IEP or IAP and Verification of Section 504 form for the student to receive them. Full details of allowable accommodations and administration procedures are available in the *iLEAP Test Administration Manual* and in *Bulletin 118*.

- **Braille:** Braille test booklets that include all the items in the regular-print edition of the iLEAP are available. The test administrator must transfer all braille answers to a scorable answer folder.
- **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 folder.
- **Answers Recorded:** If a student is unable to write due to his or her disability, the test administrator must record the student's exact answers on the scorable answer folder.
- **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 or Section 504 Individualized Accommodation Plan (IAP) and Verification of Section 504 form, communication assistance in signing or cuing modality should be provided for **portions** of the test—**with the exception of the English Language Arts Reading Comprehension test. The Vocabulary portion of the English Language Arts test is not considered part of the Reading Comprehension test.**
- **Transferred Answers:** If accommodations provide for a student to record answers in the test booklet or use 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 English Language Arts Reading Comprehension test**. Although the passages, questions, or multiple choices on this part of the test cannot be read aloud, the **directions** may be read aloud. **The Vocabulary portion of the English Language Arts test is not considered part of the Reading Comprehension test.**
- **Other:** Any necessary accommodations may be used, but they must be determined by the IEP team or Section 504 Committee and documented on the student’s IEP or IAP and Verification of Section 504 form 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 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 English Language Arts Reading Comprehension test**. Although the passages, questions, or multiple choices on this session of the test cannot be signed, the **directions** may be signed. Signed administration of tests that measure reading ability makes little sense, since any score so obtained would offer no information about a student’s ability and thus be invalid. **The Vocabulary portion of the English Language Arts test is not considered part of the Reading Comprehension test.**
- Test items should be signed exactly as written but **not** when the sign would reveal the answer to the question. For example, signing the words in the Vocabulary portion of the English Language Arts test may indicate the correct answer. 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

All LEP students are to be tested. LEP students qualify for accommodations **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. Students may use an English/native language word-to-word dictionary **with definitions** on **only** the English Language Arts **Writing test**.
- **Tests Read Aloud**: Students may have **portions** of the tests read to them, **with the exception of the English Language Arts Reading Comprehension test**. Although the passages, questions, or multiple choices on this session of the test cannot be read aloud, the **directions** may be read aloud. **The Vocabulary portion of the English Language Arts test is not considered part of the Reading Comprehension test**.
- **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*.

## **Implementing Testing Accommodations— A Planning Checklist for the General Education Teacher**

1. Do you know which accommodations are documented on the students' IEPs or IAPs?
2. Does the student use the accommodations in classroom instruction and assessment?
3. Have special test materials been ordered (large print, braille, transparencies)?
4. Have students eligible for the accommodation *Tests Read Aloud* been assigned individual or small-group administration to prevent interfering with the testing of other students?
5. Are any other students eligible for small-group or individual test administration?
6. Where will small-group or individual testing take place, and who is the person trained to supervise the student(s) there?
7. If needed, have trained readers, scribes, and sign-language interpreters been assigned to individual students?
8. Is necessary special equipment available, and has it been checked for correct operation (e.g., word processor, computer, tape recorder, calculator)?
9. During testing, are you providing all eligible students with the accommodations documented on their IEPs or IAPs and used in classroom instruction and assessment? After testing, did you transfer student responses to scorable answer folders for students using braille, large print, and assistive devices?
10. Did you record the specific accommodations **actually used in testing** on the answer folder?
11. Have students who took makeup tests received the needed accommodations?

(Verify numbers 1, 3, 4, 5, 6, 7, 8, and 12 with the School Test Coordinator.)

### **Comments and Cautions**

Whenever possible, attend IEP meetings for students you teach. Information from the general education teacher is necessary to help the IEP team determine which instructional and classroom assessment 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 accommodations must be marked on scorable answer folders.

### **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, a test of reading comprehension cannot be read aloud because that destroys the purpose of the test—to measure reading ability. However, part or all of the Science and other content-area tests may be read aloud to students who are to receive the accommodation *Tests Read Aloud*.

Finally, accommodations must not compromise test security or confidentiality. All policies and procedures regarding test security and processing of test materials must be followed. (See your district and the BESE Test Security Policy as well as *Bulletin 118*.)



## APPENDIX D

### Scoring Information and Reference Materials

#### Scoring Process for *iLEAP*

##### *Preliminary Activities to Reader Training*

The *iLEAP* includes both multiple-choice items and constructed-response items. Constructed-response items appear on English Language Arts and Math assessments. The Science and Social Studies assessments have multiple-choice items only. These **constructed-response items** require students to apply their knowledge and to solve problems through written communication. Trained readers score hand-written student responses; multiple-choice items are electronically scanned. The information that follows describes the hand-scoring process used by the Louisiana Department of Education (LDE) and the scoring contractor for *iLEAP*.

For each constructed-response item, with the exception of the Writing test, a scoring rubric (a guide for scoring the response) that is specific to the test item is developed in concert with the item. These **item-specific rubrics** are based on Louisiana's general rubrics. The *iLEAP* items and their rubrics are developed by a test contractor and reviewed by committees of Louisiana educators. For the Writing test, the Louisiana writing rubric is used to score students' compositions. The general rubrics used for scoring the math items and the written compositions are included in the content-specific sections of the *iLEAP Assessment Guides*.

Once test items have been approved via several rounds of committee review, they are field-tested on a representative sample of Louisiana's public school student population. The students' written responses from the field test are used in an activity called **rangefinding**, that is, selecting student responses that represent the range of scores for each constructed-response item. The rangefinding process is briefly described below.

Rangefinding is conducted annually, prior to scoring the field tests and operational tests. The testing contractor and the LDE convene grade- and content-specific committees composed of Louisiana teachers. The committee reviews each item that appears on the assessment and its rubric, as well as an array of student responses that represent the range of possible score points. Each participant reads and independently scores the student responses. The committee then discusses the scores to reach common agreement on the score that each response should receive based on the scoring rubric. Only the responses with high levels of agreement are selected for reader training. As a result of this activity, the scoring contractor collects student responses that represent the range of score points for each test item and a rationale for each score point. These student responses, called **anchor papers**, are used to develop scoring guides that include annotations explaining the rationale for the score. The scoring guides are used by the testing contractor to train the readers who score the *iLEAP*.

### ***Reader Training***

The testing contractor hires readers who score the *iLEAP*. Readers must possess the following: 1) bachelor's degree, 2) strong content-specific backgrounds, 3) demonstrated ability to write, and 4) demonstrated proficiency in the content to be scored.

Once readers have been selected based on the above criteria and personal interviews conducted by the scoring center director, the training process begins. Team Leaders (TLs) are assigned to each content area by grade. The contractor's scoring director trains the TLs for approximately three days in the same procedures that TLs will use to train the readers. Once the TLs are trained, reader training begins with a presentation and discussion of the scoring guide by the scoring director. Next, the readers "practice" by scoring responses in two training sets. The scoring director and/or the TLs lead a thorough discussion of each set. Once discussion of each training set has been completed, the readers must demonstrate their ability to apply the scoring criteria by qualifying, that is, scoring in acceptable agreement with the scores that were established in rangefinding with Louisiana educators. If a reader does not qualify on the first qualifying set, he or she must score a second qualifying set. A reader training report is produced for each qualifying set, indicating each reader's performance by exact, adjacent, and nonadjacent agreement. Louisiana's standard for reader eligibility is 70 percent to 80 percent **exact** agreement, depending on the score-point range of the item. At the end of the qualifying process, any reader who does not qualify does not score for the *iLEAP*.

As the readers are scoring, they are administered "validity papers" on a regular schedule to ensure that they are consistently scoring with accuracy throughout the project. Validity papers are responses that are inserted into readers' scoring packets without their knowledge. Validity reports are generated from these scored responses; if there is an indication that a reader is drifting from the standard, retraining will occur.

### ***Scoring Procedures***

For *iLEAP*, math items are scored on a 0 to 2 point scale at grade 3; at grades 5, 6, 7, and 9, items are scored on a 0 to 4 point scale. All Math test items are scored by two readers. On the Writing portion of the English Language Arts test, students in grades 3, 5, 6, 7, and 9 are scored on dimensions 1 and 2 of the writing rubric. Those dimensions are Composing and Style and Audience Awareness. Written compositions also are scored by two readers.

If two readers have **nonadjacent** scores on a student's response, the paper is sent to a TL or to the scoring director for a third (resolution) reading.

During scoring, the contractor sends quality control reports daily to the LDE. LDE staff either approves or questions these reports immediately to address any potential scoring issues.



## ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST GRADE 3

**As you write your composition, remember these important points.**

### **Composing:**

- Write on the assigned topic.
- Present a clear main idea.
- Give enough details about your main idea.
- Present your ideas in a way that makes sense.

### **Style/Audience Awareness:**

- Write to your audience (the person or group identified by the topic).
- Choose words that say exactly what you mean.
- Use different kinds of sentences that make your main idea interesting to your audience.

### **Sentence Formation:**

- Write in complete sentences.

### **Usage:**

- Make subjects and verbs agree.
- Use same tense verbs (past or present).
- Use the correct forms of words.

### **Mechanics:**

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate margins and indentations.

### **Spelling:**

- Write using correct spelling.



**Remember to print or write neatly.**

**Turn this card over for directions for writing your composition.**

# DIRECTIONS FOR WRITING

**This is a test of your writing ability. Therefore, you should follow the steps below to help you write your composition.**

## **Step 1: Planning and Drafting**

- ⇒ Read the writing topic in your test booklet carefully.
- ⇒ Think about what you will write before you begin.
- ⇒ Use the space provided in your test booklet for planning your composition and writing your rough draft.
- ⇒ Remember that your planning notes and rough draft will not be scored.

## **Step 2: Revising**

- ⇒ Review your composition to make sure you have covered all the points on the Writer's Checklist.
- ⇒ Reread your rough draft.
- ⇒ Rearrange ideas or change words to make your meaning clear and improve your composition.
- ⇒ Rewrite your composition neatly on the correct page(s) in your answer sheet.
- ⇒ Write your final paper in either print or cursive using a No. 2 pencil.

## **Step 3: Proofreading**

- ⇒ Read your final draft again.
- ⇒ Make any needed corrections.
- ⇒ Erase or strike through words if necessary.



### **Points to Remember:**

- ⇒ Only the writing on the **Final Draft** pages in your answer sheet will be scored.
- ⇒ Your paper will be scored on (1) how well you organize and support your ideas, (2) how well you express your ideas, (3) correct sentence formation, (4) usage, (5) capitalization and punctuation, and (6) spelling.



## ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST GRADES 5, 6, 7, AND 9

As you write your composition, remember these important points.

### Composing:

- Write on the assigned topic.
- Present a clear main idea.
- Give enough details to support and elaborate your main idea.
- Present your ideas in a logical order.

### Style/Audience Awareness:

- Write with your audience (the person or group identified by the topic) in mind.
- Use vocabulary (words) that expresses your meaning well.
- Use sentences that make your main idea interesting to your audience.

### Sentence Formation:

- Write in complete sentences and use a variety of sentence patterns.

### Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

### Mechanics:

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting (e.g., indentations, margins).

### Spelling:

- Write using correct spelling.



**Remember to print or write neatly.**

**Turn this card over for directions for writing your composition.**

## DIRECTIONS FOR WRITING

**This is a test of writing ability. Therefore, you should follow the steps below to help you write your composition.**

### **Step 1: Planning and Drafting**

- ⇒ Read the writing topic in your test booklet carefully.
- ⇒ Think about what you will write before you begin.
- ⇒ Use the space provided in your test booklet for planning your composition and writing your rough draft.
- ⇒ Remember that your planning notes and rough draft will not be scored.

### **Step 2: Revising**

- ⇒ Review the Writer's Checklist to make sure you have covered all the points.
- ⇒ Reread what you have written for your rough draft.
- ⇒ Rearrange ideas or change words to make your meaning clear and improve your paper.
- ⇒ Rewrite your composition neatly on the correct page(s) in your answer sheet.
- ⇒ Write your final paper in either print or cursive using a No. 2 pencil.

### **Step 3: Proofreading**

- ⇒ Review the points on the Writer's Checklist after you have finished writing your final draft.
- ⇒ Make any needed corrections.
- ⇒ Erase or strike through words if necessary.



### **Points to Remember:**

- ⇒ Only the writing on the **Final Draft** pages in your answer sheet will be scored.
- ⇒ Your paper will be scored on  
(1) development and support of ideas,  
(2) expression of ideas, (3) correct sentence formation, (4) usage, (5) mechanics, and  
(6) spelling.

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

**U.S. Unit Conversions**

$$1 \text{ foot} = 12 \text{ inches}$$

$$1 \text{ yard} = 3 \text{ feet}$$

$$1 \text{ pint} = 2 \text{ cups}$$

$$1 \text{ quart} = 2 \text{ pints}$$

$$1 \text{ gallon} = 4 \text{ quarts}$$

$$1 \text{ pound} = 16 \text{ ounces}$$

$$1 \text{ ton} = 2,000 \text{ pounds}$$

$$1 \text{ minute} = 60 \text{ seconds}$$

$$1 \text{ hour} = 60 \text{ minutes}$$

$$1 \text{ day} = 24 \text{ hours}$$

**Metric Unit Conversions**

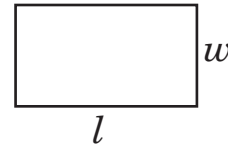
$$1 \text{ meter} = 1,000 \text{ millimeters}$$

$$1 \text{ meter} = 100 \text{ centimeters}$$

$$1 \text{ kilometer} = 1,000 \text{ meters}$$

$$1 \text{ liter} = 1,000 \text{ milliliters}$$

$$1 \text{ kilogram} = 1,000 \text{ grams}$$

**Rectangle**

$$\text{Area} = l \times w$$

$$\text{Perimeter} = l + l + w + w$$



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

**U.S. Unit Conversions**

1 foot = 12 inches  
 1 yard = 3 feet  
 1 mile = 5,280 feet

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 minute = 60 seconds  
 1 hour = 60 minutes  
 1 day = 24 hours

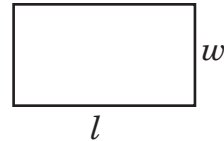
**Metric Unit Conversions**

1 meter = 1,000 millimeters  
 1 meter = 100 centimeters  
 1 kilometer = 1,000 meters

1 liter = 1,000 milliliters

1 kilogram = 1,000 grams

**Rectangle**



Area =  $l \times w$

Perimeter =  $l + l + w + w$



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

### U.S. Unit Conversions

1 foot = 12 inches

1 yard = 3 feet

1 mile = 5,280 feet

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

### Metric Unit Conversions

1 meter = 1,000 millimeters

1 meter = 100 centimeters

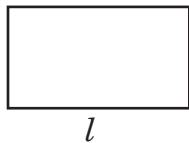
1 kilometer = 1,000 meters

1 liter = 1,000 milliliters

1 kilogram = 1,000 grams

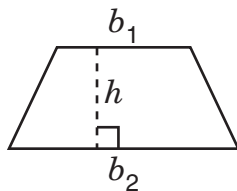
**Distance Formula:**  
distance = rate • time

### Rectangle



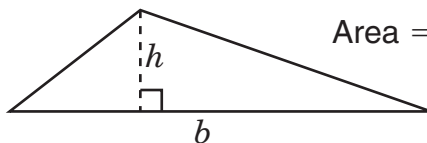
Area =  $l \cdot w$   
Perimeter =  $2 \cdot (l + w)$

### Trapezoid



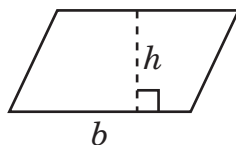
Area =  $\frac{1}{2} \cdot h \cdot (b_1 + b_2)$

### Triangle



Area =  $\frac{1}{2} \cdot b \cdot h$

### Parallelogram



Area =  $b \cdot h$

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

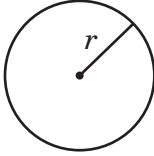
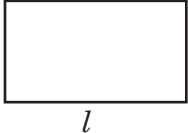
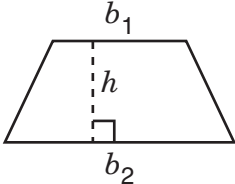
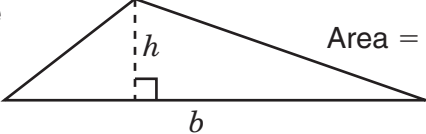
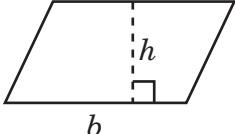
**Median:** The middle number or average of the two middle numbers in a collection of data when the data are arranged in order

**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



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>Parallelogram</b></p>  <p>Area = <math>bh</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 millimeter = 0.001 meter  
 1 centimeter = 0.01 meter  
 1 meter = 100 centimeters  
 1 kilometer = 1,000 meters

1 liter = 1,000 milliliters

1 kilogram = 1,000 grams

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

**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

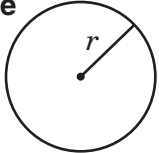
**Mode:** The number or numbers that occur most often in a collection of data

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



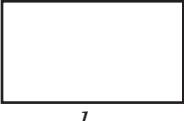
Use the information below to answer questions on the Math test.

**Circle**



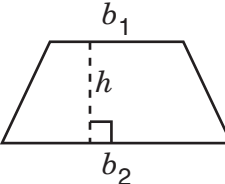
$\pi \approx 3.14$   
 Area =  $\pi r^2$   
 Circumference =  $2\pi r$

**Rectangle**



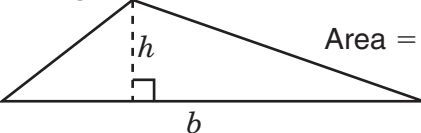
Area =  $lw$   
 Perimeter =  $2(l + w)$

**Trapezoid**



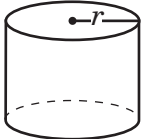
Area =  $\frac{1}{2}h(b_1 + b_2)$

**Triangle**



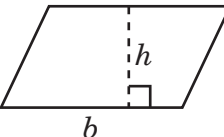
Area =  $\frac{1}{2}bh$

**Cylinder**



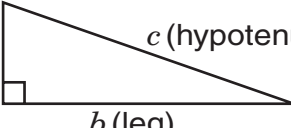
Volume =  $\pi r^2 h$   
 Surface Area =  $2\pi r^2 + 2\pi r h$

**Parallelogram**



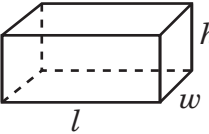
Area =  $bh$

**Pythagorean Theorem:**  $a^2 + b^2 = c^2$



$a$  (leg)       $c$  (hypotenuse)  
 $b$  (leg)

**Rectangular Solid**



Volume =  $lwh$   
 Surface Area =  $2wl + 2lh + 2wh$

**U.S. Unit Conversions**

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 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





