

SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

INTRODUCTION

From 1998 through 2005, Louisiana students at grades 3, 5, 6, 7, and 9 were assessed using The Iowa Tests, which are norm-referenced tests (NRTs). The Iowa Tests provide data for evaluating Louisiana students' performance in comparison to the performance of students across the nation. The *No Child Left Behind Act* (NCLB), enacted in 2002, requires that state assessments be aligned to state content standards and that student results be expressed in terms of the state's performance standards (Louisiana's five achievement levels, ranging from *Unsatisfactory* to *Advanced*). Since The Iowa Tests alone do not fulfill this NCLB requirement, the *Integrated* Louisiana Educational Assessment Program (*iLEAP*) was developed. Beginning in spring 2006, the *iLEAP* tests were administered to public school students in grades 3, 5, 6, 7, and 9.

The *iLEAP* English Language Arts and Math tests consist of norm-referenced test (NRT) components supplemented with items developed to align with the Louisiana Grade-Level Expectations (GLEs). The additional GLE-based items combine with The Iowa Test items that align with GLEs to form the criterion-referenced test (CRT) component of *iLEAP*. The difference between the two components (NRT and CRT) is the manner in which test results are interpreted. The two components yield two types of test scores: scores that represent students' performance according to the Louisiana content standards (CRT scores) and scores that represent students' performance compared to the national norms (NRT scores). The *iLEAP* English Language Arts and Math tests are administered at grades 3, 5, 6, 7, and 9.

The *iLEAP* Science and Social Studies tests, administered at grades 3, 5, 6, and 7, are composed entirely of items aligned with GLEs. All items were specifically developed for the *iLEAP* according to the state content standards, benchmarks, and GLEs. Unlike the *iLEAP* English Language Arts

and Math tests, no items were from The Iowa Tests. In other words, the Science and Social Studies tests contain only the CRT component. At grade 9, science and social studies are not assessed since students may take various courses within these content areas.

Some of Louisiana's NCLB requirements are met through Louisiana's CRTs in English language arts and mathematics at grades 4, 8, and 10 and in science at grades 4, 8, and 11. (In addition, Louisiana requires that students test in social studies at grades 4, 8, and 11.) These tests compose the LEAP and Graduation Exit Examination (GEE) assessments.

There are two main differences between *iLEAP* and the LEAP and GEE assessments. First, *iLEAP* yields both CRT and NRT scores. This combination results in one assessment tool meeting both the NCLB's requirements and Louisiana's state law requiring NRT assessments. Second, Louisiana's high-stakes testing policy does not require that students in the *iLEAP* grades (3, 5, 6, 7, and 9) attain a specific achievement level to be promoted to the next grade level.

CONTENT STANDARDS

Louisiana content standards reflect the essential concepts and skills students are expected to know and perform. The foundation skills, which were also identified as essential competencies needed to meet the demands of the classroom and the world beyond, are the base for all content standards. These foundation skills are as follows:

- communication,
- problem solving,
- resource access and utilization,
- linking and generating knowledge, and
- citizenship.

SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

Content Standards Measured by *i*LEAP

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

SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

TEST DESIGN AND ITEM DEVELOPMENT

The *iLEAP* tests were constructed using test items from two sources, items from The Iowa Tests and new items specifically developed to measure certain content standards and GLEs.

The development of *iLEAP* test forms for English language arts and mathematics began with an alignment study. Alignment specialists matched items from the Survey Battery of the *Iowa Tests of Basic Skills (ITBS)* for grades 3, 5, 6, and 7 and the Core Battery of the *Iowa Tests of Educational Development (ITED)* for grade 9 to the Louisiana content standards, benchmarks, and GLEs. This study identified the relationship between The Iowa Tests and the state standards for student performance required by NCLB.

To develop an assessment framework to meet state performance standards, the alignment specialists further identified gaps in coverage or instances of less than optimal alignment between the GLEs and the NRT items. For GLEs not represented in the *ITBS* and *ITED*, additional items were developed. These additional items were written specifically to align to the Louisiana content standards, benchmarks, and GLEs and *integrated* into a common test booklet along with the *ITBS* or *ITED*.

The *iLEAP* English Language Arts and Math tests therefore consist of a norm-referenced test (NRT) supplemented with items developed to align with GLEs. The additional GLE-based items combine with The Iowa Test items that align with GLEs to form the criterion-referenced test (CRT) component of *iLEAP*. Scores derived from the CRT component indicate how well a student has mastered state content standards.

<i>iLEAP</i> : English Language Arts and Math		
The Iowa Tests (NRT):		Additional GLE-based items
Iowa items not aligned with GLEs	Iowa items aligned with GLEs	

CRT

The *iLEAP* Science and Social Studies tests, administered at grades 3, 5, 6, and 7, are entirely criterion-referenced. All items were specifically developed for the *iLEAP* according to the state content standards, benchmarks, and GLEs. At grade 9, science and social studies are not assessed since students may take various courses in these content areas.

<i>iLEAP</i> : Science and Social Studies
GLE-based items only (CRT)

For each grade, all content-area tests are bound in one test booklet, which integrates NRT and CRT items. For English Language Arts, three item types are used to assess students: multiple-choice items, constructed-response items, and a writing prompt. The Math test contains multiple-choice items and constructed-response items. All items on *iLEAP* Science and Social Studies tests are in multiple-choice format.

SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

TEST ACCOMMODATIONS FOR SPECIAL POPULATIONS

SPECIAL EDUCATION STUDENTS

Until 2003, all special education students except those who participated in the Louisiana Alternate Assessment, Level 1 (LAA 1), formerly LAA, or LAA-B or high school students who participated in the Options (PreGED/Skills) Program were required to participate in and meet the requirements of LEAP or GEE testing at grades 4, 8, 10, and 11 or the Louisiana Norm-Referenced Testing Program (LNRTP) at grades 3, 5, 6, 7, and 9. LAA-B was discontinued in fall 2003. As of the 2004–2005 school year, LNRTP was discontinued and replaced with the *Integrated* Louisiana Educational Assessment Program (*i*LEAP). All grades 3, 5, 6, 7, and 9 students, except those who participated in LAA 1 or in the Options (PreGED/Skills) Program, participated in *i*LEAP testing. In 2005–2006, the LEAP Alternate Assessment, Level 2 (LAA 2), was introduced in grades 4, 8, 10, and 11 for students with persistent academic disabilities. Grades 5, 6, 7, and 9 were added in 2006–2007. Grade 3 students are not eligible for LAA 2; they participate in *i*LEAP or LAA 1.

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

Braille. Braille test booklets are available for students requiring them. Generally, all test items in the standard print edition of the test booklet and answer document are included in the braille test booklet. If an item is omitted from the braille test, students receive credit for it.

Large Print. Large-print test booklets are available for students requiring them. The large-print edition is essentially an enlarged version of the standard print edition of the test.

Answers Recorded. If a student is unable to write due to his or her disability, the test must be administered individually to allow the student to dictate his or her responses to the test administrator.

Assistive Technology. Assistive technology may include but is not limited to a computer, tape recorder, calculator, abacus, grip for a pencil, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, or an electronic reader or spellchecker and/or dictionary.

Extended Time. Every student must be given sufficient time to respond to every test item. Time may also be adjusted for certain students, such as those who have short attention spans or those who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. The time of day the test is administered may be adjusted to a time more beneficial to the student.

Communication Assistance. A test administrator who is fluent in the signing or cuing modality routinely used by the student should be available to repeat or clarify directions and sign portions of the test if warranted by the student's reading level as documented on the IEP. The passages, questions, and answer options on the Reading, Part 2 (grades 3–7), or the Reading Comprehension (grade 9) tests cannot be signed or cued.

Transferred Answers. If a student recorded answers in the test booklet or on a separate sheet of paper or used braille, large-print, or other technological assistive devices documented on the student's IEP, the test administrator must transfer the student's responses onto a scorable answer document exactly as the student wrote them.

Individual/Small Group Administration. Tests may be administered to an individual or a small group of students (maximum, eight) who require more attention than can be provided in a larger classroom.

Tests Read Aloud. Students receiving this accommodation must have been provided it in classroom assessment. These students may have portions of the tests read to them with the exception of Reading, Part 2 (grades 3–7), or the Reading Comprehension (grade 9) tests, which cannot be read aloud.

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

SECTION 1: THE *INTEGRATED* LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

STUDENTS WITH ONE OR MORE DISABILITIES ACCORDING TO SECTION 504

All students with one or more disabilities according to Section 504 are required to be tested. Test accommodations are permitted if they are routinely provided in the students' regular instructional and assessment program and if the other conditions specified in the administrative guidelines for Students with Disabilities according to Section 504 of the Rehabilitation Act of 1973 are met. Accommodations provided to Section 504 students are the same as those provided to special education students.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

As of 2003, all LEP students are required to be tested, but accommodations are permitted, provided they are used in the students' classroom instruction and assessment. Some of the accommodations for LEP students are the same as those for special education students. Explanations of those that are the same can be found above.

- **Extended Time**
- **Individual/Small Group Administration**
- **Provision of English/Native Language Word-to-Word Dictionary (No Definitions).** LEP students may use either a standard or an electronic English/native language word-to-word dictionary (no definitions) on all sections of the tests.
- **Test Administered by English as a Second Language (ESL) Teacher or Individual Providing Language Services.** Familiarity with the speech patterns of the ESL teacher or the individual providing language services may assist the student in understanding the test directions or the portions of the test that are read aloud if the student receives the accommodation *Tests Read Aloud*.
- **Tests Read Aloud**

See *Bulletin 118* (<http://www.doa.louisiana.gov/osr/lac//28v111.pdf>) for complete explanations of all accommodations.

REPORTING OF *i*LEAP SCORES

The two components of *i*LEAP yield two types of test scores: scores that represent performance according to the Louisiana state standards (CRT scores) and scores that represent performance compared to the national norms (NRT scores). The *i*LEAP test results are reported at student, school, district, and state levels.

This report provides information about how to understand test results for the two components:

The **CRT component** of *i*LEAP measures how well a student has mastered the state content standards. Each student's results for the CRT component are reported by achievement levels (*Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory*), scaled scores, and content standard scores. These CRT scores are derived from items and GLEs that are specifically developed to measure Louisiana content standards and items from the NRT component that align to Louisiana content standards and GLEs.

The **NRT component** of *i*LEAP measures student performance in Reading, Language, and Math. The NRT component provides normative scores including standard score, national percentile rank, national stanine, and normal curve equivalent scores.