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PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts (ELA) assessment for English II.

Introduction

All students in grades 3–10 will take the LEAP 2025 ELA assessments, which provide

- questions that have been [reviewed by Louisiana educators](#) to ensure their alignment to the [Louisiana Student Standards](#) and appropriateness for Louisiana students;
- measurement of the full range of student performance, including the performance of high- and low-performing students; and
- information for educators and parents about student readiness in ELA and whether students are “on track” for college and careers.

For additional information about the high school assessment program, see the [High School Assessment Frequently Asked Questions](#).

Goal of English Language Arts

The goal of English Language Arts is for all students—including those who struggle—to read, understand, and express understanding of complex, grade-level texts. To ensure that all students are able to reach the ELA goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers and support students throughout the instructional process by using quality, [Tier 1](#), instructional materials that do the following:

- Provide opportunities for all students to meet the grade-level standards through appropriate scaffolds and supports (e.g., [Diverse Learners Guide](#))
- Provide a coherent set of plans that has students engage with texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas
- Are organized around high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, science, and the arts) and helps students make connections
- Include lessons and sections that build on each other to help develop students’ knowledge and skills

- Integrate reading, writing, and language instruction that focuses on building understanding of texts so that students can express that understanding in a variety of ways
- Include lessons that are organized so the writing process begins with development of understanding to ensure students have something meaningful to write about
- Include a variety of [instructional strategies](#), many of them focused on the importance of discussion in helping students make meaning of a text before they express their understanding in writing
- Offer assessment opportunities that allow teachers to check understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

ASSESSMENT DESIGN

Approach of the LEAP 2025 ELA Assessments

The LEAP 2025 ELA assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom and measures a student’s ability to understand what they read and express that understanding in writing:

- careful, close reading of complex grade-level literary and informational texts
- a full range of texts from across the disciplines, including science, social studies, and the arts
- tasks that integrate key ELA skills by asking students to read texts, answer reading and vocabulary questions about the texts, and then write using evidence from what they have read
- questions worth answering, ordered in a way that builds meaning
- a focus on students citing evidence from texts when answering questions about a specific passage or when writing about a set of related passages
- a focus on words that matter most in texts, that are essential to understanding a particular text, and that include context that allows a student to determine literal and figurative meanings

LEAP 2025 ELA Test Design

There are three sessions on the LEAP 2025 ELA tests, which consist of tasks and reading passages. Students take two tasks, one in **Session 1** and one in **Session 2**; the tasks require students to write an extended response that addresses the text(s). All students will take the Research Simulation Task. The other task will be **either** the Literary Analysis Task **or** the Narrative Writing Task. See the table on page 4 for more information about the two designs.

The tasks are described below.

- **Research Simulation Task:** mirrors the research process by presenting three texts on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts (e.g., how ideas/claims are developed, point of view/purpose, analysis of argument/claims, relationship of ideas, primary and secondary sources).
- **Literary Analysis Task:** provides students an opportunity to show their understanding of literature. It asks students to read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that analyzes key ideas or elements in the texts (e.g., impact of word choice, complex characterization, how an author structures a text).
- **Narrative Writing Task:** asks students to read a literary text, answer a set of selected-response questions about the text, and then create a narrative related to the text (e.g., finish the story, retell the story in another narrative form or from a different point of view). Students should make sure that they create narrative, not expository, responses.

Session 3, Reading Literary/Informational Texts, asks students to read texts and answer questions to show their understanding of each text. The reading selections may include fiction (e.g., short stories, novel and drama excerpts, poems) and non-fiction (e.g., informational texts from across the disciplines of science, history, and the arts). Students will answer only selected-response questions about each text. No writing is included in this session.

NOTE: **Session 3** will include 2 operational passage sets **and** 1 additional passage set that is being field tested. Each passage set includes one text or a pair of related texts and 4 or 6 questions about the text(s). Only a student’s performance on the operational passages will count towards a student’s final score. The field-test questions do **not** count towards a student’s final score on the test; they provide information that will be used to help develop future test forms.

The table on the next page outlines the two possible designs of the LEAP 2025 English II assessment. The first part of the table shows the test design when the Literary Analysis Task is administered, while the second part of the table shows the test design when the Narrative Writing Task is administered.

LEAP 2025 English II Test Design—Literary Analysis Task (LAT) Administered

Test Session	Focus of Session	Number of Passages	Number/Type of Items	Assessable ELA Student Standards (by subcategory)
1	Literary Analysis Task (LAT) and Reading Passage Set with one text	3	6 SR and 1 PCR 4 SR	LAT: RL standards; vocabulary standards RL.4, L.4, and L.5; writing standards W.1–2, 4, 9–10; conventions standards L.1-2, plus language skills from previous grades; Reading Set: RL and RI standards and vocabulary standards RL.4, RI.4, L. 4, and L.5
2	Research Simulation Task (RST)	3	8 SR and 1 PCR	RI standards; vocabulary standards RI.4, L.4 and L.5; writing standards W.1–2, 4, 7–10; conventions standards L.1–2, plus language skills from previous grades
3	Reading Literary/Informational Texts	2-3*	10 SR*	RL and RI standards and vocabulary standards RL.4, RI.4, L.4 and L.5

OR

LEAP 2025 English II Test Design—Narrative Writing Task (NWT) Administered

Test Session	Focus of Session	Number of Passages	Number/Type of Items	Assessable ELA Student Standards (by subcategory)
1	Research Simulation Task (RST)	3	8 SR and 1 PCR	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards; W.1–2, 4, 7–10; conventions standards L.1–2, plus language skills from previous grades
2	Narrative Writing Task (NWT) and Reading Passage Set with one text or a pair of related texts	2-3	4 SR and 1 PCR 6 SR	NWT: RL standards; vocabulary standards RL.4, L.4-5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades; Reading Set: RL and RI standards and vocabulary standards RL.4, RI.4, L. 4, L.5
3	Reading Literary/Informational Texts	2-3*	10 SR*	RL and RI standards and vocabulary standards RL.4, RI.4, L.4 and L.5

*The table reflects the operational test only. An additional passage set will also be included for field test purposes; see [Session 3 description](#) for more information.

SR: Selected-Response Items—includes two-part items ([EBSR](#)), [multiple-select](#) items, and [technology-enhanced](#) items

PCR: Prose Constructed Response—requires an extended written response **RL:** Reading Literature; **L:** Language; **W:** Writing; **RI:** Reading Informational Text

REPORTING CATEGORIES

Student performance on the LEAP 2025 ELA assessments will be reported by category and subcategory as outlined in the following table.

Category	Subcategory	Subcategory Description
Reading	Reading Literary Text	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, and the arts.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	Students use details from provided texts to compose well-developed, organized, clear writing.
	Knowledge and Use of Language Conventions	Students use the rules of Standard English (grammar, mechanics, and usage) to compose writing.

These reporting categories provide parents and educators valuable information about

- overall student performance, including readiness to continue further studies in English language arts;
- student performance broken down by subcategories, which may help identify when students need additional support or more challenging work in reading and writing; and
- how well schools and school systems are helping students achieve higher expectations.

Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana’s five achievement levels:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations, and are well prepared for the next level of studies in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of studies in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

Achievement-Level Descriptors

Achievement Level Descriptors (ALDs) indicate what a typical student at each level should be able to demonstrate based on his or her command of grade-level standards. The [English II ALDs](#) are written for the two assessment categories of Reading and Writing.

TEST ADMINISTRATION

Administration Schedule

The LEAP 2025 English II test is administered during three testing windows. The school or district test coordinator will communicate the testing schedule. The first part of the table below shows the testing windows and when student-level results will be returned; the second part shows the sessions and timing of the English I and II tests. The LEAP 2025 tests are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

Administration	Testing Window	Release of Results
Fall	November 28, 2018 – December 14, 2018	In window
Spring	April 15, 2019 – May 17, 2019	
Summer	June 17, 2019 – June 21, 2019	
LEAP 2025 English I and English II Tests		
Session 1	Literary Analysis Task + 1 passage set with one text OR Research Simulation Task	90 minutes
Session 2	Research Simulation Task OR Narrative Writing Task + 1 passage set with one text or a pair of related texts	90 minutes
Session 3	Reading Literary and Informational Texts	80 minutes

Scheduling Requirements for Computer-Based Testing

Computer-based testing allows school systems some flexibility in scheduling. However, to reduce incidences of testing irregularities, school systems must adhere to the following scheduling and administration practices:

- Testing students in the same grade level across the school at or very close to the same time
- Completing makeup testing for students immediately upon their return
- Limiting student interaction during breaks between test sessions
- Isolating students who have not completed testing for the day (e.g., students with extended time accommodation)
- Preventing interaction between groups of students taking the same tests at different times within a testing day
- Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)
- Taking the sessions within a content area in the correct order (e.g., ELA Session 1 taken before ELA Session 2)

We also recommend

- limiting sessions to no more than three in one day for a student; and

- administering no more than one session that includes an extended-response task or writing prompt (e.g., ELA Session 1, and ELA Session 2) in a day to an individual student.

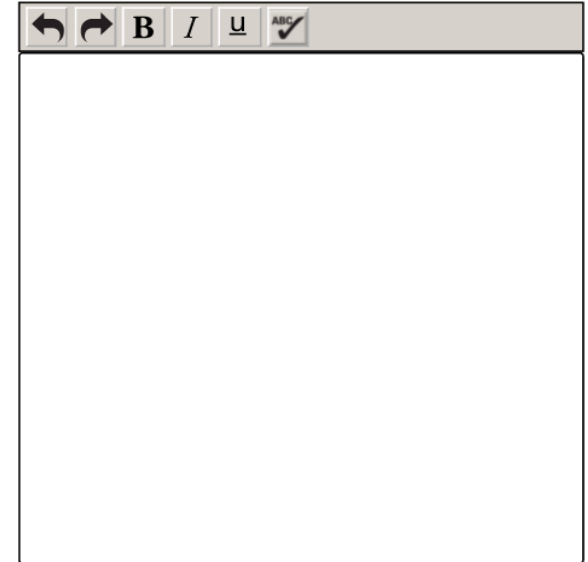
For more information about the scheduling of the CBT and administration policies, refer to the [Computer-Based Test Scheduling Guidance](#) document, found in the LDOE [Assessment](#) library.

Online Tools

Students will enter their answers into the online testing system. The way each answer is entered depends on the item type. For example, for an EBSR item with one correct answer in each part, a student will click on the circle next to the correct answer in Part A and in Part B. When responding to a PCR, students will type their essays into a response box, like the one shown on the right.

The toolbar at the top of the response box allows students to undo or redo an action; add boldface, italics, or underlining to their response; and check the spelling of words in their response. There is a limit to the number of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the LEAP 2025 essay expectations and time limits. The character count is not included on the response box so students focus on the quality of their essays rather than the amount of writing.

The online tests include the following tools, which allow a student to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line. A help tool is also featured to assist students as they use the online system.



- | | | | | | |
|--------------------|--|--------------------|--|-------------|--|
| • Pointer tool | | • Sticky Note tool | | • Help tool | |
| • Highlighter tool | | • Magnifying tool | | | |
| • Cross-Off tool | | • Line Guide | | | |

All students should work through the Online Tools Training (available in INSIGHT or [here](#) using the Chrome browser) to practice using the online tools so they are well prepared to navigate the online testing system.

Permitted Testing Materials

Students will be permitted to have school-issued scratch paper only, which can be used to help students prepare their written responses. Students will **not** be allowed to use dictionaries and thesauruses on any part of the test. Because the ELA tests integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student’s understanding of a text. Definitions that are important to understanding the text but do not have sufficient context will be provided as footnotes for words. The scoring of the written responses takes into account the absence of such resources and the time constraints of each task.

For information about accessibility features and accommodations, please refer to the [LEAP 2025 Accessibility and Accommodations Manual](#).

Item Types

The LEAP 2025 ELA assessments include several types of items.

- 1) **Evidence-Based Selected Response (EBSR)**: This item type consists of two (A and B), and in rare instances, three parts (A, B, and C); one part asks students to show their understanding of a text, and the other part or parts ask students to identify evidence to support that understanding or to extend or apply the understanding. The EBSR items are worth two points, and students can earn partial credit (1 point). However, they must answer correctly the part that asks them to show their understanding of a text and not only the part that asks for evidence, application, or extension. This means that if part A asks students to identify the theme of a text and part B asks for evidence of that theme and part C asks for more evidence or extension of the theme, students must answer part A correctly to receive any credit; they cannot receive partial credit for answering only part B and/or part C correctly.
- 2) **Multiple Select (MS)**: This item type asks students to choose more than one correct answer and may appear as a one-part question or as part of an EBSR item. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point). For more information about how to score the MS items, see the [LEAP 2025 ELA Practice Test Guidance](#).
- 3) **Technology Enhanced (TE)**: This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). The Online Tools Training will allow students to practice answering TE questions to prepare for the test. For more information about how to score the TE items, see the [LEAP 2025 ELA Practice Test Guidance](#). For a summary of the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).
- 4) **Prose Constructed Response (PCR)**: This item type appears at the end of each of the two tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions.

There are two [English II rubrics](#) used to score the PCRs—one to score student responses to the Literary Analysis Task (LAT) and the Research Simulation Task (RST) and one to score student responses to the Narrative Writing Task (NWT). The table that follows summarizes the scoring of the English II Tasks.

Scoring of English II Tasks						
Task	Dimensions	Score Points by Dimension	Weight	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	4, 3, 2, 1, or 0	4	16	19	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Research Simulation	Reading Comprehension and Written Expression*	4, 3, 2, 1, or 0	4	16	19	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Narrative Writing	Written Expression	4, 3, 2, 1, or 0	3	12	15	NWT Rubric
	Conventions	3, 2, 1, or 0	1	3		

*When scoring the combined Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT.

SAMPLE TEST ITEMS

This section includes samples of each item type: an Evidence-Based Selected Response (EBSR), a Technology-Enhanced (TE) item, a Multiple-Select (MS) item, and a Prose Constructed Response (PCR).

Information associated with the sample items (i.e., answer keys/rubric and standards alignment) is located in the [Appendix](#). Some of the sample items, and the passages associated with them, are also included in the LEAP 2025 English I/II OTT, available in INSIGHT or [here](#) using the Chrome browser.

Evidence-Based Selected-Response Item (with two parts)

Read the passage from “Mrs. Dutta Writes a Letter.” Then answer the questions.

from “Mrs. Dutta Writes a Letter”

by Chitra Banerjee Divakaruni

- 1 Mrs. Basu wrote, *Are you happy in America?*
- 2 Mrs. Dutta knows that Mrs. Basu, who has been her closest friend since they both came to Ghoshpara Lane as young brides, cannot be fobbed off with descriptions of Fisherman’s Wharf and the Golden Gate Bridge, or even anecdotes involving grandchildren. And so she has been putting off her reply while in her heart family loyalty battles with insidious feelings of—but she turns from them quickly and will not name them even to herself.
- 3 Now Sagar is knocking on the children’s doors—a curious custom, this, children being allowed to close their doors against their parents—and with relief Mrs. Dutta gathers up her bathroom things. She has plenty of time. It will take a second rapping from their mother before Pradeep and Mrinalini open their doors and stumble out. Still, she is not one to waste the precious morning. She splashes cold water on her face and neck (she does not believe in pampering herself), scrapes the night’s gumminess from her tongue with her metal tongue cleaner, and brushes vigorously, though the minty toothpaste does not leave her mouth feeling as clean as did the bittersweet neem stick she’d been using all her life. She combs the knots out of her hair. Even at her age, it is thicker and silkier than her daughter-in-law’s permed curls. *Such vanity*, she scolds her reflection, *and you a grandmother and a widow besides*. Still, as she deftly fashions her hair into a neat coil, she remembers how her husband would always compare it to night rain.
- 4 She hears a commotion outside.

Part A

Read the sentence from paragraph 9 of “Mrs. Dutta Writes a Letter.”

Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder.

What does this sentence suggest about Mrs. Dutta?

- (a) Mrs. Dutta felt emotional pain whenever she punished her son.
- (b) Mrs. Dutta felt heartbreak over her naughty child’s actions.
- (c) Mrs. Dutta felt that disciplining a child was a form of devotion.
- (d) Mrs. Dutta felt that parents should always be honest with children.

More Text Above

- 5 “Pat! Minnie! What d’you mean you still haven’t washed up? I’m late every morning to work nowadays because of you kids.”
- 6 “But, Mom, *she’s* in there. She’s been there forever . . .” says Mrinalini.
- 7 Pause. Then, “So go to the downstairs bathroom.”
- 8 “But all our stuff is here,” says Pradeep, and Mrinalini adds, “It’s not fair. Why can’t *she* go downstairs?”
- 9 A longer pause. Inside the bathroom Mrs. Dutta hopes Shyamoli will not be too harsh on the girl. But a child who refers to elders in that disrespectful way ought to be punished. How many times had she slapped Sagar for something far less, though he was her only one, the jewel of her eye, come to her after she had been married for seven years and everyone had given up hope already? Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder. Such is a mother’s duty.
- 10 But Shyamoli only says, in a tired voice, “That’s enough! Go put on your clothes, hurry.”
- 11 The grumblings recede. Footsteps clatter down the stairs. Inside the bathroom Mrs. Dutta bends over the sink, gripping the folds of her sari. Hard to think through the pounding in her head to what it is she feels most—anger at the children for their rudeness, or at Shyamoli for letting them go unrebuked. Or is it shame that clogs her throat, stinging, sulfuric, indigestible?

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Part B

Which sentence from the passage supports the answer to Part A?

- (a) “Inside the bathroom Mrs. Dutta hopes Shyamoli will not be too harsh on the girl.” (paragraph 9)
- (b) “But a child who refers to elders in that disrespectful way ought to be punished.” (paragraph 9)
- (c) “How many times had she slapped Sagar for something far less, though he was her only one, the jewel of her eye . . .” (paragraph 9)
- (d) “Hard to think through the pounding in her head to what it is she feels most—anger at the children for their rudeness, or at Shyamoli for letting them go unrebuked.” (paragraph 11)

Evidence-Based Selected-Response Item (with three parts)

Read the poem “The Human Seasons.” Then answer the question.

The Human Seasons

by John Keats

Four Seasons fill the measure of the year;
There are four seasons in the mind of man:
He has his lusty Spring, when fancy clear
Takes in all beauty with an easy span:
5 He has his Summer, when luxuriously
Spring’s honied cud of youthful thought he loves
To ruminatè, and by such dreaming high
Is nearest unto heaven: quiet covè
His soul has in its Autumn, when his wings
10 He furlèth close; contented so to look
On mists in idleness—to let fair things
Pass by unheeded as a threshold brook.
He has his Winter too of pale misfeature,
Or else he would forego his mortal nature.

“The Human Seasons” by John Keats—Public Domain

Part A

Based on the structure of “The Human Seasons,” in what way do the human seasons mentioned in the title differ from the seasons of the year?

- (a) Unlike the seasons of the year, the human seasons build upon one another.
- (b) Unlike the seasons of the year, the progression of human seasons must come to an end.
- (c) Each season of the year has its own inherent mood, unlike the human seasons.
- (d) The order of the seasons of the year is predictable, unlike the human seasons.

Read the poem “The Human Seasons.” Then answer the question.

The Human Seasons

by John Keats

- Four Seasons fill the measure of the year;
There are four seasons in the mind of man:
He has his lusty Spring, when fancy clear
Takes in all beauty with an easy span:
5 He has his Summer, when luxuriously
Spring’s honied cud of youthful thought he loves
To ruminat, and by such dreaming high
Is nearest unto heaven: quiet coves
His soul has in its Autumn, when his wings
10 He furlerh close; contented so to look
On mists in idleness—to let fair things
Pass by unheeded as a threshold brook.
He has his Winter too of pale misfeature,
Or else he would forego his mortal nature.

“The Human Seasons” by John Keats—Public Domain

Part B

Which phrase from the poem **best** supports the answer to Part A?

- (a) “mind of man” (line 2)
- (b) “honied cud” (line 6)
- (c) “threshold brook” (line 12)
- (d) “mortal nature” (line 14)

Part C

Which word **best** describes the speaker’s overall reaction to the answer to Part B?

- (a) amused
- (b) celebratory
- (c) contemplative
- (d) enthusiastic

Technology-Enhanced Item

Read the passage from “Mrs. Dutta Writes a Letter.” Then answer the questions.

from “*Mrs. Dutta Writes a Letter*”

by Chitra Banerjee Divakaruni

- 1 Mrs. Basu wrote, *Are you happy in America?*
- 2 Mrs. Dutta knows that Mrs. Basu, who has been her closest friend since they both came to Ghoshpara Lane as young brides, cannot be fobbed off with descriptions of Fisherman’s Wharf and the Golden Gate Bridge, or even anecdotes involving grandchildren. And so she has been putting off her reply while in her heart family loyalty battles with insidious feelings of—but she turns from them quickly and will not name them even to herself.
- 3 Now Sagar is knocking on the children’s doors—a curious custom, this, children being allowed to close their doors against their parents—and with relief Mrs. Dutta gathers up her bathroom things. She has plenty of time. It will take a second rapping from their mother before Pradeep and Mrinalini open their doors and stumble out. Still, she is not one to waste the precious morning. She splashes cold water on her face and neck (she does not believe in pampering herself), scrapes the night’s gumminess from her tongue with her metal tongue cleaner, and brushes vigorously, though the minty toothpaste does not leave her mouth feeling as clean as did the bittersweet neem stick she’d been using all her life. She combs the knots out of her hair. Even at her age, it is thicker and silkier than her daughter-in-law’s permed curls. *Such vanity*, she scolds her reflection, *and you a grandmother and a widow besides*. Still, as she deftly fashions her hair into a neat coil, she remembers how her husband would always compare it to night rain.
- 4 She hears a commotion outside.

Part A

Based on “Mrs. Dutta Writes a Letter,” how do Mrs. Dutta’s feelings affect her interactions with the other characters?

- (a) She is full of experience and offers wisdom to her family.
- (b) She is unpredictable and causes her family to feel anxious.
- (c) She is withdrawn and doesn’t directly address her family.
- (d) She is lonely and dependent on her family.

grandmother and a widow herself. She delicately fashions her hair into a neat coil, she remembers how her husband would always compare it to night rain.




- 4 She hears a commotion outside.
- 5 “Pat! Minnie! What d’you mean you still haven’t washed up? I’m late every morning to work nowadays because of you kids.”
- 6 “But, Mom, *she’s* in there. She’s been there forever . . .” says Mrinalini.
- 7 Pause. Then, “So go to the downstairs bathroom.”
- 8 “But all our stuff is here,” says Pradeep, and Mrinalini adds, “It’s not fair. Why can’t *she* go downstairs?”
- 9 A longer pause. Inside the bathroom Mrs. Dutta hopes Shyamoli will not be too harsh on the girl. But a child who refers to elders in that disrespectful way ought to be punished. How many times had she slapped Sagar for something far less, though he was her only one, the jewel of her eye, come to her after she had been married for seven years and everyone had given up hope already? Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder. Such is a mother’s duty.
- 10 But Shyamoli only says, in a tired voice, “That’s enough! Go put on your clothes, hurry.”
- 11 The grumblings recede. Footsteps clatter down the stairs. Inside the bathroom Mrs. Dutta bends over the sink, gripping the folds of her sari. Hard to think through the pounding in her head to what it is she feels most—anger at the children for their rudeness, or at Shyamoli for letting them go unrebuked. Or is it shame that clogs her throat, stinging, sulfuric, indigestible?

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Part B

Select **two** pieces of evidence from the passage that support the answer to Part A.

?

“But, Mom, *she’s* in there. She’s been there forever . . .” says Mrinalini. Pause. Then, “So go to the downstairs bathroom.”

“But all our stuff is here,” says Pradeep, and Mrinalini adds, “It’s not fair. Why can’t *she* go downstairs?”

A longer pause. Inside the bathroom Mrs. Dutta hopes Shyamoli will not be too harsh on the girl. But a child who refers to elders in that disrespectful way ought to be punished.

How many times had she slapped Sagar for something far less, though he was her only one, the jewel of her eye, come to her after she had been married for seven years and everyone had given up hope already? Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder. Such is a mother’s duty.

But Shyamoli only says, in a tired voice, “That’s enough! Go put on your clothes, hurry.”

The grumblings recede. Footsteps clatter down the stairs. Inside the bathroom Mrs. Dutta bends over the sink, gripping the folds of her sari.

Hard to think through the pounding in her head to what it is she feels most—anger at the children for their rudeness, or at Shyamoli for letting them go unrebuked.

Multiple-Select Item

Today, you will read the passage from *Far from the Madding Crowd*. As you read, pay close attention to the development of characters and plot as you answer the questions to prepare to write a narrative story.

Read the passage from *Far from the Madding Crowd*. Then answer the questions.

from *Far from the Madding Crowd*

by Thomas Hardy

- 1 It would be ungallant to suggest that the novelty of her engagement in such an occupation had almost as much to do with the magnetism as had the beauty of her face and movements. However, the interest was general, and this Saturday's *début* in the forum, whatever it may have been to Bathsheba as the buying and selling farmer, was unquestionably a triumph to her as the maiden. Indeed, the sensation was so pronounced that her instinct on two or three occasions was to merely walk as a queen among these gods of the fallow, like a little sister of a little Jove, and to neglect closing prices altogether.
- 2 The numerous evidences of her power to attract were only thrown into greater relief by a marked exception. Women seem to have eyes in their ribbons for such matters as these. Bathsheba, without looking within a right angle of him, was conscious of a black sheep among the flock.
- 3 It perplexed her first. If there had been a respectable minority on either side, the case would have been most natural. If nobody had regarded her, she would have taken the matter indifferently—such cases had occurred. If everybody, this man included, she would have taken it as a matter of course—people had done so before. But the smallness of the exception made the mystery.

Part A

Which sentence describes how the author structures the events in this passage?

- (a) The author relates the story through the narrator's interactions with Bathsheba.
- (b) The author provides a flashback at the beginning and then shows the consequences at the end.
- (c) The author establishes an uncertain situation at the beginning and explains it at the end.
- (d) The author develops parallel plots to show how Bathsheba and Farmer Boldwood's lives intersect at the market.

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Part B

Which **two** sentences from the passage provide evidence to support the answer to Part A?

- (a) “Indeed, the sensation was so pronounced that her instinct on two or three occasions was to merely walk as a queen among these gods of the fallow, like a little sister of a little Jove, and to neglect closing prices altogether.” (paragraph 1)
- (b) “The numerous evidences of her power to attract were only thrown into greater relief by a marked exception.” (paragraph 2)
- (c) “Women seem to have eyes in their ribbons for such matters as these.” (paragraph 2)
- (d) “One characteristic pre-eminently marked him—dignity.” (paragraph 4)
- (e) “It may be said that married men of forty are usually ready and generous enough to fling passing glances at any specimen of moderate beauty they may discern by the way.” (paragraph 6)
- (f) “That! That's Farmer Boldwood—of course 'tis—the man you couldn't see the other day when he called.” (paragraph 16)

Prose Constructed-Response Item

Today, you will read the passage from *Far from the Madding Crowd*. As you read, pay close attention to the development of characters and plot as you answer the questions to prepare to write a narrative story.

Read the passage from *Far from the Madding Crowd*. Then answer the questions.

from *Far from the Madding Crowd*

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At the end of the passage from *Far from the Madding Crowd*, Bathsheba seems to want to know more about Farmer Boldwood. Based on what you have learned about Bathsheba, write a third-person narrative that continues this story and tells what happens next between Bathsheba and Farmer Boldwood.

Use details from the passage to help develop your narrative.

← → **B** *I* U ABC ✓

RESOURCES

K-12 ELA Resources Library

- [Louisiana Student Standards in ELA](#): offers comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): guides for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [ELA Guidebooks 2.0](#): a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- [Getting Started Resources](#): includes writing and reading Approach Guides, Learning Tools, and Instructional Strategies
- [Instructional Materials Review Rubrics](#): provides links to rubrics used to evaluate K-12 instructional, assessment, and intervention materials
- [EL Guidebook](#): provides guidance to schools in how to implement high-quality instruction for English Learners

Assessment Guidance Library

- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committees, includes information on applying for participation

Practice Test Library

- LEAP 2025 English II Practice Test and [Answer Key](#) helps prepare students for the spring assessments and provides scoring information for teachers
- [LEAP 2025 ELA Practice Test Guidance](#): provides guidance on how teachers might better use the ELA practice tests to support their instructional goals
- [Practice Test Quick Start Guide](#): provides information regarding administration and scoring of the online practice tests

Assessment Library

- [LEAP 2025 Technology-Enhanced Item Types](#): provides a summary of the different kinds of technology-enhanced items students may encounter in any CBT across courses and grade-levels
- [LEAP 2025 Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [LEAP 360](#): an optional, free high-quality non-summative assessment system that includes diagnostic and interim assessments
- [PARCC's Released Items](#): includes sample student work that teachers can use as models for scoring tasks that are similar to the summative assessment tasks

eDirect

- includes access to tutorials, manuals, and user guides
- EAGLE: part of the LEAP 360 system which allows teachers to integrate high-quality questions into daily lessons through teacher-created tests, premade assessments, and items for small group instruction

INSIGHT™

- Online Tools Training: allows students to become familiar with the tools available in the online testing platform
- LEAP 2025 English II Practice Test: helps prepare students for the spring assessments

Contact Us

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions

Newsroom: offers archive copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

APPENDIX A

Answer Key/Rubric and Alignment Information for Sample Items

Item Type	Answer Keys/Rubric	Alignment
Evidence-Based Selected-Response Item (EBSR) with two parts	Part A: A Part B: C	RL.9-10.4, RL.9-10.1 L.9-10.5
EBSR with three parts	Part A: B Part B: D Part C: C	RL.9-10.5, RL.9-10.1

Item Type	Answer Keys/Rubric	Alignment
Technology-Enhanced Item	<p>Part A: C</p> <p>Part B:</p> <p>“But, Mom, <i>she’s</i> in there. She’s been there forever . . .” says Mrinalini. Pause. Then, “So go to the downstairs bathroom.”</p> <p>“But all our stuff is here,” says Pradeep, and Mrinalini adds, “It’s not fair. Why can’t <i>she</i> go downstairs?”</p> <p>A longer pause. Inside the bathroom Mrs. Dutta hopes Shyamoli will not be too harsh on the girl. But a child who refers to elders in that disrespectful way ought to be punished.</p> <p>How many times had she slapped Sagar for something far less, though he was her only one, the jewel of her eye, come to her after she had been married for seven years and everyone had given up hope already? Whenever she lifted her hand to him it was as though her heart was being put through a masala grinder. Such is a mother’s duty.</p> <p>But Shyamoli only says, in a tired voice, “That’s enough! Go put on your clothes, hurry.”</p> <p>The grumblings recede. Footsteps clatter down the stairs. Inside the bathroom Mrs. Dutta bends over the sink, gripping the folds of her sari.</p> <p>Hard to think through the pounding in her head to what it is she feels most—anger at the children for their rudeness, or at Shyamoli for letting them go unrebuked.</p>	RL.9-10.3 RL.9-10.1

Item Type	Answer Keys/Rubric	Alignment
Multiple-Select Item	Part A: B Part B: B, D, F	RL.9-10.5 RL.9-10.1
Prose Constructed- Response Item	Narrative Writing Task Rubric	W.9-10.3 W.9-10.4 L.9-10.1, L.9-10.2