

## Assessment Guide for LEAP Connect Grades 3-8, 11

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### PURPOSE

This document is designed to assist Louisiana educators in understanding the English language arts (ELA) and mathematics LEAP Connect tests for grades 3 through 8 and 11.

### INTRODUCTION

Louisiana believes that all students, including those with the most significant cognitive disabilities, deserve an education that prepares them to be independent and successful in life after high school. Through quality and clear alignment of standards, instructional resources, and assessments,

students can achieve academically and leave high school with the requisite skills for lifelong success. The goal is that students will continue to achieve increasingly higher academic outcomes and leave high school capable of pursuing postsecondary options.

- The [Louisiana Connectors for Students with Significant Disabilities](#) are fully aligned to the Louisiana Student Standards and are not separate from the expectations for all students. Teachers provide inclusion opportunities whenever possible and help students access grade-level academic content and skills.
- The Connectors represent the “big ideas” of the content and skills found in the [Louisiana Student Standards](#). Teachers of students with significant disabilities focus instruction around those Connectors.

Alignment and modifications in the test and item format allow students with significant cognitive disabilities who are served under the IDEA amendments of 2004 to participate in academic assessments that are sensitive to measuring progress in their learning. R.S. 17:24.4(F)(3) and R.S.17:183.1–17:183.3.

## PARTICIPATION CRITERIA

Participation in the LEAP Connect is an important means of ensuring that each student has the opportunity to acquire the knowledge and skills addressed in the Louisiana Student Standards for ELA and math. The majority of students with disabilities will learn in general education classrooms, participate in the general education curriculum, and take the subject area statewide assessments. However, students with significant cognitive disabilities require an alternative method of assessment. The LEAP Connect was developed for students for whom there is evidence of a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior. For more information, please refer to the [LEAP Connect participation criteria](#).

All identified students with significant cognitive disabilities in grades 3 through 8 and 11\* will take the LEAP Connect in ELA and math.

Assessment	2016-2017	2017-2018	2019 and beyond
LAA 1 Science	Grades 4, 8, 11	Grades 4, 8, 11	TBD
LAA 1 ELA/math (old)	Grades 3-8, 10	Students needing to take ELA/math by 3 <sup>rd</sup> year of high school	N/A
LEAP Connect ELA/math (new)	N/A	Grades 3 through 8	Grades 3 through 8, 11

\* Eligible high school students will only be assessed in ELA and math during the 2017-18 school year if they have to test to meet graduation requirements.

## ABOUT THE STANDARDS AND COMPLEXITY LEVELS

Louisiana Connectors (LCs) have been developed for English language arts and mathematics for grades kindergarten through 12. Louisiana Connectors will also be developed for science grades kindergarten through 12 in the 2017-2018 academic year.

The LEAP Connect aligns to the Louisiana Connectors, which identify the

- most salient grade-level, core ELA and mathematics academic content found in the Louisiana Student Standards (LSS);
- necessary knowledge and skills needed to reach grade-level expectations of the LSS;
- core content, knowledge, and skills needed at each grade to promote success at the next;
- priorities in each content area to guide the instruction for students in this population.

The LEAP Connect consists of **selected-response** and **constructed-response** questions. The questions are written at four levels of complexity (Tiers 1-4). These complexity levels are designed to follow instructional practices.

	Tier 1	Tier 2	Tier 3	Tier 4
ELA	<ul style="list-style-type: none"> <li>• Short text with repeated ideas</li> <li>• Simple vocabulary words</li> <li>• Provides a specific “listen for” statement related to the item</li> </ul>	<ul style="list-style-type: none"> <li>• Text with straightforward ideas</li> <li>• Provides a brief description of the item topic and simple definitions of terms</li> <li>• Provides a “listen for” statement related to the assessed skill</li> </ul>	<ul style="list-style-type: none"> <li>• Text with clear ideas</li> <li>• Provides some detail about the item topic and definitions of terms</li> <li>• Provides statement reminding students what the item is about</li> </ul>	<ul style="list-style-type: none"> <li>• Text with detailed and implied ideas</li> <li>• Provides statement reminding students what the item is about</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Least complex items</li> <li>• Supports use of hands-on, concrete materials</li> </ul>	<ul style="list-style-type: none"> <li>• Successive model that guides one step at a time</li> <li>• Simplified language and/or visual representations</li> <li>• Further reduced number of data points</li> <li>• Further reduced magnitude of numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Model that shows solution to a similar problem</li> <li>• Simplified language and reduced number of data points</li> <li>• Reduced magnitude of numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Most complex items</li> <li>• Statement reminding student what the item is about</li> </ul>

When students begin to learn a new skill or acquire new knowledge, they need more support. This is reflected in the Tier 1 and Tier 2 questions. As students learn and develop mastery of that skill or knowledge, they need less support. This is reflected in the Tier 3 and Tier 4 questions.

## REPORTING

Student performance on the LEAP Connect ELA and mathematics assessments is reported by performance level and overall scale score. [Achievement level descriptors](#) (ALDs) are also included in the report. The ALDs describe the knowledge and skills students generally demonstrate at each performance level.

## ASSESSMENT DESIGN

The LEAP Connect ELA and mathematics assessments provide a way for students with significant cognitive disabilities to participate in the statewide assessment system. Test questions are built as item families where each tier in the family addresses both the content complexity and the degree of scaffolding and support provided with the questions.

Each item family provides four increasingly complex versions (questions) referred to as Tier 4 (most complex), Tier 3 (less complex), Tier 2 (less complex than Tier 3), and Tier 1 (least complex). Each question has been carefully selected to assess a range of ability and performance with varying levels of complexity.

### **LEAP Connect ELA Assessment Design**

The ELA content covered by the LEAP Connect measures reading foundational skills, writing, vocabulary, and comprehension of varied text types that are age- and grade-appropriate.

Grade	LEAP Connect ELA Design			
	Session 1: Reading	Session 2: Reading	Session 3: Writing	Session 4: Writing
	Literary and informational reading passages and associated Selected-Response (SR) Reading questions  Open-Response (OR) Foundational Reading questions (grades 3 and 4 only)  Each worth 1 point.	Literary and informational reading passages and associated Selected-Response (SR) Reading questions  Open-Response (OR) Foundational Reading questions (grades 3 and 4 only)  Each worth 1 point.	Selected-Response (SR) Writing questions  Each worth 1 point.	One Constructed-Response(CR) Writing item  Scored using a 3-dimensional rubric
	Type (Number) of Passages Number and Type of Questions			
<b>3-4</b>	Literary (2) Informational (1) 16-17 SR, 5 OR	Literary (1) Informational (1) 9-11 SR, 5 OR	N/A 8-10 SR	N/A 1 CR
<b>5</b>	Literary (2) Informational (2) 18-20 SR	Literary (1) Informational (1) 11-20 SR	N/A 8 SR	Literary (1) 1 CR

<b>6-8</b>	Informational (2) Literary (1) 16-17 SR	Informational (2) Literary (1) 12-16 SR	N/A 9-10 SR	Informational (1) 1 CR
<b>11</b>	Informational (3) Literary (1) 19 SR	Literary (1) Informational (1) 10-13 SR	N/A 10 SR	Informational (1) 1 CR

**Reading** items assess students’ developing use of vocabulary and reading skills using both literary and informational texts in grade-appropriate contexts.

- literature questions focus on beginning comprehension skills (such as describing characters in a story) as well as more advanced comprehension skills (such as analyzing the development of theme)
- informational questions focus on, for example, identifying the purpose of charts and diagrams as well as integrating information from multiple sources of information

**NOTE:** In grades 5-8 and 11, some content standards require evaluation of content across more than one passage. These skills are measured using “paired passage sets.” All paired passages are written in the informational text type.

**Writing** items assess students’ developing writing skills and focus on different types of writing—narrative, explanatory, and argument—at different grade levels.

At grades 3 and 4, **Reading Foundational** items include the assessment of early decoding skills (e.g., independently identifying a grade-level word). These questions allow for responses that are either verbal or nonverbal.

### Approximate Distribution of Content by Grade Level (ELA)

Category	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
Reading Literary	30%	30%	30%	20%	20%	20%	15%
Reading Informational	25%	25%	30%	40%	40%	40%	45%
Reading Vocabulary	9%	9%	10%	10%	10%	10%	10%
Reading Foundational	6%	6%	--	--	--	--	--
Writing	30%	30%	30%	30%	30%	30%	30%

### LEAP Connect Mathematics Assessment Design

The mathematics content covered by the LEAP Connect in the elementary grades focuses on whole number operations and relations, spatial relations, and measurement. In the middle and high school grades, the focus is on problem solving and reasoning.



Grade	LEAP Connect Mathematics Design	
	Mathematics Session 1	Mathematics Session 2
	Selected-Response (SR) mathematics questions Constructed-Response (CR) mathematics completion items (in grades 3-5, 8, and 11)  All worth 1 point.	Selected-Response (SR) mathematics questions Constructed-Response (CR) mathematics completion items (in grades 3-5, 8, and 11)  All worth 1 point.
	Number and Type of Questions	
	<b>3</b>	19 SR, 2 CR
<b>4</b>	18 SR, 2 CR	16 SR, 3-4 CR
<b>5</b>	19 SR, 1 CR	19 SR, 1 CR
<b>6-7</b>	20 SR	20 SR
<b>8</b>	19 SR, 1 CR	19-20 SR, 1 CR
<b>11</b>	19 SR, 1 CR	19 SR, 1 CR

**Approximate Distribution of Content by Grade Level (mathematics)**

Category	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
Operations and Algebraic Thinking	30%	30%	10%	--	--	--	--
Number and Operations Base Ten	20%	10%	40%	--	--	--	--
Number and Operations Fractions	20%	30%	20%	--	--	--	--
Measurement and Data	20%	20%	20%	--	--	--	--
Geometry	10%	10%	10%	10%	20%	30%	10%
Ratio and Proportions	--	--	--	30%	40%	--	--
Expressions and Equations	--	--	--	20%	10%	20%	--
The Number System	--	--	--	30%	20%	10%	--
Statistics and Probability	--	--	--	10%	10%	20%	20%
Functions	--	--	--	--	--	20%	--
Algebra and Functions	--	--	--	--	--	--	50%
Number and Quantity	--	--	--	--	--	--	20%

## Description of Question Types

**Selected Response (SR)**—are multiple-choice questions where a student selects a response from three options (two options for Tier 1 questions) and the answer is worth 0 or 1 point.

- Multiple-part, selected-response questions are included in ELA **only**. These are multiple-choice items that are clustered together and connected to a single LC. For each item the student selects a response from three options (two options at Tier 1) and the answer is worth 0 or 1 point. The overall cluster is worth more than one point. There are two- and three-part items.

**Open response (OR)**—are each worth 1 point; students are presented with a word and must read it aloud (verbal students) or point to an image of it (nonverbal student.)

**Constructed Response (CR)**—require the student to interact in some way with response information to provide a response. All mathematics CRs are worth 1 point and are scored by the test administrator as the student completes the action described. The ELA Writing CR is scored by professionally trained scorers using a 3-dimensional rubric.

Examples of the CR rubrics can be found in [Appendix](#).

## TEST ADMINISTRATION POLICIES

The LEAP Connect ELA and mathematics assessments are administered as computer-based tests (CBT) in a one-to-one setting. The test administrator will use the online test platform and the Test Administrator Manuals for grade specific item presentation and response collection. All passages, items, and response options are designed to be read to the students by the testing platform or the test administrator.

Tests are untimed and allow for breaks between questions or sessions. The test administrator may pause the test as needed to best accommodate the student.

## Administration Schedule








The LEAP Connect and LAA1 testing window is February 5 - March 16, 2018.

## LEAP Connect Administration

Students will enter their answers into the online testing system.

The ELA Writing CR question is entered into a response box that has a toolbar at the top allowing students to use tools such as undo or redo an action; add boldface, italics, or underlining to their response.

There are other online 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 
- Highlighter tool 
- Cross-Off tool 
- Sticky Note tool 
- Magnifying tool 
- Line Guide 
- Help tool 

**All students should work through the Online Tools Training (available winter 2017) to practice using the online tools, so they are well prepared to navigate the online testing system.**

## Accessibility

- Students are able to respond to both the writing prompt and the multiple-choice questions in a variety of ways based on their mode of communication (e.g. eye gaze, assistive technology, pointing to a picture, etc.)
- Nearly all of the math problems on the LEAP Connect contain visual stimuli to assist students with obtaining an answer.
- The assessment will indicate when calculators are permitted for use. An IEP accommodation may permit calculator use for the entire assessment.
  - While an online calculator is provided, students may use the handheld calculator they typically use during instruction on the mathematics test.

## 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.

Each test comes with reference materials (i.e. manipulatives, visual stimuli) included with the testing materials that will need to be given to the student as scripted in the Test Administrator directions. These materials will be used as stimuli for Constructed Responses or to assist with answering Selected Response items.

## RESOURCES

- Online Tools Training: (available Winter 2017) provides students and teachers opportunities to become familiar with the tools available in the online testing platform;
- [ELA Guidebooks 2.0](#): a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts. Includes modifications for students with disabilities
- [ELA Guidebooks 2.0 Diverse Learner Guide](#): Contains information about using the ELA Guidebooks with diverse learners.
- The [Louisiana Connectors for Students with Significant Disabilities](#), which are aligned with Louisiana Student Standards, presents the Louisiana Connectors and represent the most salient grade-level, core academic content in English language arts and mathematics.
- [Essential Elements Cards](#), which are a primer for differentiating instruction for students with significant disabilities, break down the instructional task into knowledge and skills, suggested instructional strategies, and possible supports and scaffolds for student learning.
- The [Lesson Plan Adaptation](#) document serves as a template for adapting whole class lesson plans to more individualized instruction for students with significant disabilities.
- The [Student Response Modes](#) document supports teachers in identifying the best way for all students to demonstrate their understanding in each lesson.
- [Case Studies](#) provide models for how teachers and specialists may best modify objectives, assessments, activities, and materials for students with significant cognitive disabilities based on LDOE's available resources.

## APPENDIX

### Achievement Level Score Ranges by Content Area and Grade

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>English Language Arts</b>							
<b>Level 4</b>	1251-1290	1258-1290	1256-1290	1253-1290	1255-1290	1250-1290	1255-1290
<b>Level 3</b>	1240-1250	1240-1257	1240-1255	1240-1252	1240-1254	1240-1249	1240-1254
<b>Level 2</b>	1234-1239	1234-1239	1232-1239	1231-1239	1236-1239	1230-1239	1236-1239
<b>Level 1</b>	1200-1233	1200-1233	1200-1231	1200-1230	1200-1235	1200-1229	1200-1235
<b>Mathematics</b>							
<b>Level 4</b>	1254-1290	1251-1290	1255-1290	1249-1290	1254-1290	1249-1290	1249-1290
<b>Level 3</b>	1240-1253	1240-1250	1240-1254	1240-1248	1240-1253	1240-1248	1240-1248
<b>Level 2</b>	1236-1239	1233-1239	1231-1239	1234-1239	1232-1239	1234-1239	1234-1239
<b>Level 1</b>	1200-1235	1200-1232	1200-1230	1200-1233	1200-1231	1200-1233	1200-1233

## Sample Test Items

This section includes samples of test items, but they DO NOT reflect the testing platform.

LEAP Connect Math Grade 3 Sample Item

**Content Assessed:** Fractions

**Standard:** LC.3.NF.A.1

**Complexity Level:** Tier 2

Page 1 of question

This item is about fractions.

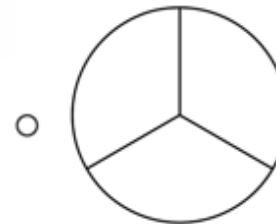
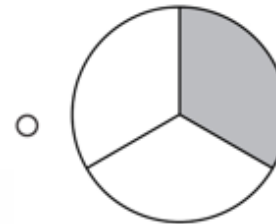
This rectangle is divided into 2 equal parts.



There is 1 part that is shaded.

Page 2 of question

Which circle shows 1 out of 3 parts is shaded?



LEAP Connect Math Grade 6 Sample Item

**Content Assessed:** Ratios and Proportional Relationships

**Standard:** LC.6.RP.A.3

**Complexity Level:** Tier 3

This item is about solving a problem using a ratio.

June learned 6 new vocabulary words for every chapter she read. This is a ratio of 6 to 1.

$$\underline{6} : 1$$

June learned 60 new vocabulary words.

How many chapters did June have to read to learn 60 new vocabulary words?

- 3 chapters
- 6 chapters
- 10 chapters



LEAP Connect Math Grade 5 Constructed Response Sample Item

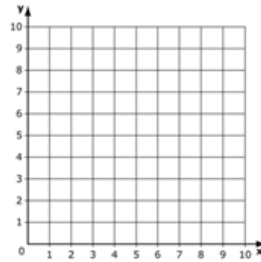
**Content Assessed:** Geometry

**Standard:** LC.5.G.A.1

**Complexity Level:** Tier 3

This item is about plotting points.

This is a coordinate grid and a small object.



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

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

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

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

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

### Ben's Present



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



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



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



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



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



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



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

Remember, the theme is the message of the story.

What is the theme of this story?



having a lot of friends



showing you can take care of a pet



asking your parents for something

**Content Assessed:** Reading Informational Texts

**Standard:** LC.RI.11-12.1

**Complexity Level:** Tier 1

Page 1

The invention of radio and television has had a great impact on our daily lives. Today, radios and televisions are widely used at home and in classrooms. Think how different your life would be without radios or televisions.

Section 1 - Item 1

From reading the text you can conclude that radio changed people's daily lives. Which detail supports that radio changed people's daily lives?



There were two important inventions in the 20th century.

Page 2



Television was more popular than the radio.



Americans used radio for the first time to listen to music.

LEAP Connect ELA Grade 8 Constructed Response

**Content Assessed:** Expository Writing

**Standard:** LC.W.8.4

**Complexity Level:** Tier 2

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



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

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

**Sentence stems:**

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

I need the money because--

One solution to the problem is--

In conclusion, to solve the problem--

The sample items and their passages will also be included in the OTT.

## Answer Key for Sample Items

Math Grade 3	A
Math Grade 5	See Rubric
Math Grade 6	C
ELA Grade 4	B
ELA Grade 11	A
ELA Grade 8	Answers vary

## RUBRICS

### Math Constructed Response Rubric Example

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

## ELA Constructed Response Rubrics

### Narrative Grade 3

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The narrative establishes a situation (i.e., activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• character and situation (activity and setting)</li> <li>• a concluding statement that connects to the situation</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• character and situation (activity or setting)</li> <li>• a concluding statement that may not connect to the situation</li> </ul>	The narrative includes at a minimum some evidence related to a character, situation or conclusion.	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• a sequence of two events related to the situation</li> <li>• both events include a detail about the character’s actions, thoughts, or feelings</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• one event that related to the situation</li> <li>• an event that includes a detail about the character’s actions, thoughts, or feelings</li> </ul>	The narrative includes at a minimum an event related to the situation or a detail about the character.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li>• end punctuation for more than one thought unit</li> <li>• one simple sentence with subject-verb agreement</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• end punctuation for one thought unit</li> <li>• one simple sentence with or without subject-verb agreement</li> </ul>	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.



## Narrative Grade 4

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated/No Evidence
<b>Organization</b> -The narrative establishes a situation and includes a character with relevant descriptive statements. The response provides a conclusion	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• character and situation</li> <li>• a concluding statement that connects to the situation</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• character and situation</li> <li>• a concluding statement that may not connect to the situation</li> </ul>	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or response is off topic.
<b>Idea Development</b> -The narrative includes a description of events using concrete words or sensory details related to the events.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• two events related to the situation</li> <li>• both events include a detail related to character's action or response to a situation</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• one event related to the situation</li> <li>• one event includes a detail related to character's action or response to a situation</li> </ul>	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or it is off topic.
<b>Conventions</b> -Students use standard English conventions (e.g. subject-verb agreement)	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li>• end punctuation to end more than one thought unit</li> <li>• one complete sentence with subject-verb agreement</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>• end punctuation to end one thought unit</li> <li>• one complete sentence with or without subject-verb agreement</li> </ul>	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

## Narrative Grade 5

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The narrative establishes a situation (i.e., activity and setting) for the story and includes characters. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>two characters unchanged through narrative</li> <li>establish a situation (i.e., activity and setting)</li> <li>a concluding statement that connects to the situation</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>two characters</li> <li>a setting or activity</li> <li>a concluding statement that may not connect to the situation</li> </ul>	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The narrative includes dialogue, and events supported with relevant details and descriptive statements.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>two events that connect to the narrative</li> <li>both events include a detail related to character’s action or response to a situation</li> <li>one dialogue statement from one character to the other character relevant to the narrative</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li>one event related to characters’ action/response to a situation</li> <li>one event includes a detail related to character’s action or response to a situation</li> <li>one dialogue statement from one character to the other character which may not be relevant to the narrative</li> </ul>	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li>end punctuation for more than one thought unit</li> <li>one complete sentence with subject/verb agreement</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>end punctuation for one thought unit</li> <li>one complete sentence with or without subject/verb agreement</li> </ul>	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

## Narrative Grade 6

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• an introduction that states the essay is about two opposing conditions</li> <li>• a body that includes:               <ul style="list-style-type: none"> <li>○ one activity for each of the two opposing conditions; and</li> <li>○ one activity common to both conditions</li> </ul> </li> <li>• a conclusion that states two opposing conditions or summarizes the content</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• an introduction that states one activity or topic</li> <li>• a body that relates two conditions with activities</li> <li>• a conclusion that states an activity or the topic</li> </ul>	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The essay develops a topic, includes relevant facts and details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• three activities, each with relevant details (the same detail may be used for all activities if relevant to each)</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• One activity with a relevant detail</li> </ul>	The essay includes at a minimum a detail that describes an activity.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li>• end punctuation for more than one thought unit</li> <li>• one complete sentence with subject/verb agreement</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• end punctuation for one thought unit</li> <li>• one complete sentence with or without subject/verb agreement</li> </ul>	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

## Expository Grade 7

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The essay addresses a specified topic and is organized with an effect related directly to a cause (e.g., cause/effect).	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• introduction that states the topic/cause</li> <li>• a body that relates the effect to the provided cause</li> <li>• a conclusion that states the essay is about a cause and its effect</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• introduction that states the topic/cause</li> <li>• a body that includes an effect that may not relate to the provided cause</li> <li>• a conclusion that states a cause or the effect</li> </ul>	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, cause/effect relationship, or conclusion)	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• a relevant detail to describe the effect</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• one effect with no relevant detail</li> </ul>	The essay includes at a minimum a related idea to the effect.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li>• end punctuation for more than one thought unit</li> <li>• one complete sentence with subject/verb agreement</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>• end punctuation for one thought unit</li> <li>• one complete sentence with or without subject/verb agreement</li> </ul>	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

## Expository Grade 8

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

## Persuasive Grade 11

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: <ul style="list-style-type: none"> <li>an introduction that states the claim and a rational reason</li> <li>a conclusion that states the claim and the rational reason</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>an introduction that states the claim or a reason</li> <li>a conclusion that states the claim or the reason</li> </ul>	The essay includes at a minimum some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion).	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons and evidence	The essay includes at a minimum: <ul style="list-style-type: none"> <li>the body includes two relevant facts or examples</li> <li>words or phrases to connect the reason with one relevant facts or example</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>the body includes only one relevant fact or example</li> <li>word or phrases to connect the reason with one fact or example</li> </ul>	The essay includes at a minimum a word related to the reason.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li>end punctuation for more than one thought unit</li> <li>one complete sentence with subject/verb agreement using student-generated text</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li>end punctuation for one thought unit</li> <li>one complete sentence with or without subject/verb agreement using student-generated text</li> </ul>	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.