



Alternate Assessment

Interpretive Guide

SPRING 2004

Reaching for Results



Louisiana Department of Education

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INTRODUCTION

Beginning in 1998, a state program called *Reaching for Results* began focusing on raising achievement for all Louisiana students. This program includes two different approaches: 1) teaching strategies that support students in meeting educational outcomes that will prepare them for life after school, and 2) assessments that evaluate student progress toward the educational outcomes. While all Louisiana students are included in *Reaching for Results*, there will be a very small percentage of students for whom the general statewide assessment is not appropriate. Therefore, an alternate assessment (i.e., a substitute approach used in gathering information on the performance of students who do not participate in typical statewide assessments) was created. The LEAP Alternate Assessment (LAA) has been specially designed to evaluate progress of students with significant cognitive disabilities.

Louisiana students with significant cognitive disabilities are included in this effort for four key reasons.

1. *Reaching for Results* is for ALL students.
2. The IDEA Amendments of 1997 call for inclusion of ALL students in large-scale testing programs.
3. R.S. 17:24 (F)(4) mandates assessment of all students in Louisiana public schools.
4. No Child Left Behind Act mandates assessment and inclusion of all students in the state accountability system.

On June 4, 1997, amendments to the Individuals with Disabilities Education Act (IDEA) were enacted into law. A key focus of the amendments was heightened attention to improving results for children with disabilities. These changes were based on twenty years of experience and research in education of children with disabilities. Research has documented that educating children with disabilities can be more effective when teachers have high expectations for these students and ensure their access to the general education curriculum to the maximum extent possible. The IDEA Amendments of 1997 now require that all students with disabilities participate in district and statewide assessments to ensure that:

- high standards are set for **all** students, and
- school systems are held accountable for the progress and outcomes of all students.

The current special education evaluation process (i.e., Individual Evaluation and Individualized Education Program [IEP] development and review) focuses on individual students. Although evaluating individual progress is important, it is also necessary to evaluate the school's effectiveness in preparing students with disabilities for life as adults in communities and to hold school personnel accountable for the progress of these students (Brauen, O'Reilly, & Moore, 1994).

To address these issues, the IDEA Amendments of 1997 require all states to:

1. Conduct alternate assessments for students who cannot participate in State and district-wide assessment programs (20 U.S.C. 1412[a][17][A][iii]).
2. Report to the public on the performance of students with disabilities participating in regular assessments (20 U.S.C. 1412[a][17][B][iii]).
3. Report to the public on the performance of students with disabilities participating in alternate assessments (with the same frequency and in the same detail as they report on the assessment of nondisabled children) if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children (20 U.S.C. 1412[a][17][B][iii]).

The LEAP Alternate Assessment (LAA) is an innovative way to meet federal law by including all public school students in the Louisiana Educational Assessment Program (LEAP) while focusing on the unique needs of this small group of students. The process began in 1998 when a group of general and special educators and parents created the *General Education Access Guide*, a valuable tool for school personnel who provide special education services and supports within the context of the general education curriculum. The LAA is the result of two years of collaboration among state and local (general and special) educators, testing coordinators, and parents.

The IDEA Amendments of 1997 acknowledge that there will be a very small percentage of students for whom the general statewide assessment is not appropriate. The LEAP Alternate Assessment is designed for students whose IEPs reflect significant modifications of the general education curriculum and have an emphasis on functional and life skills. A student participating in LEAP Alternate Assessment is progressing toward a Certificate of Achievement rather than a state high school diploma.

OVERVIEW OF THE LEAP ALTERNATE ASSESSMENT

The LEAP Alternate Assessment (LAA) is a performance-based student assessment that evaluates each student's knowledge and skills on selected Louisiana Content Standards. It is an "on-demand" assessment, meaning the test administrator (teacher or other of the school staff who knows the student being assessed) organizes activities to provide the student the opportunity to perform specific skills. The test administrator then uses a rubric to score the student's performance.

The LAA is based on sixteen (16) Louisiana Content Standards. At first glance, the content standards may appear far beyond the reach of students with significant cognitive disabilities. In fact, these students will likely not achieve the benchmarks found in the content standards but will demonstrate progress on standards in very different ways. The education of students participating in LAA reflects significant modifications of the district's general education curriculum with an emphasis on functional and life skills. **Target indicators** were developed for LAA to indicate how students with significant disabilities could address the content standards.

There are twenty (20) **target indicators**:

- five from English Language Arts,
- five from Mathematics,
- six from Social Studies, and
- four from Science.

To allow for the wide variety of performance of these students, **skills** for each target indicator were identified according to three levels of difficulty or **participation levels**:

- Introductory,
- Fundamental, and
- Comprehensive.

On the LAA, two target indicators in each content area have two **state-specified skills** for each participation level. Students must be assessed on these specified skills at the appropriate participation level as determined by the test

administrator(s). For the remaining target indicators, the test administrator selects the participation level and determines the skill to be assessed. These skills are referred to as **teacher-specified skills**. Example skills at each participation level are in the *Teachers Guide to Statewide Alternate Assessment*.

A six-point **scoring rubric** provides descriptors for evaluating student performance on each skill.

Target Indicators

Target indicators form the basis of the LAA. A *target indicator* is the behavior being measured as the student performs a set of specific skills during assessment. These indicators represent those Louisiana Content Standards that most directly reflect skills students with significant disabilities need as they progress through childhood and enter adulthood. The target indicators are intentionally broad so they can reflect a spectrum of skills that range from very basic to those more advanced skills that will support adults at work and in their communities.

Participation Levels

Participation levels reflect a level of difficulty at which a student performs skills related to each target indicator. The participation levels are included in the LAA to accommodate the wide range of skills of students found eligible to participate in the LAA. Each student has strengths and weaknesses; therefore, a student can perform at different levels for various target indicators. However, for the **state-specified skills**, the *student's performance must be evaluated at the same participation level for both skills that address that particular target indicator*. The participation levels are defined below:

Introductory: Skills that require basic processing of information to address real-world situations related to the content standards, regardless of the age or grade level of the student

Fundamental: Skills that require simple decision making to address real-world situations related to the content standards, regardless of the age or grade level of the student

Comprehensive: Skills that require higher-order thinking and complex information-processing skills related to the content standards, regardless of the age or grade level of the student

These participation levels are not descriptors of the student. Rather, they reflect the level at which the student performs the skill(s) for a particular target indicator.

SCORING THE LAA

The test administrator uses the LAA scoring rubric (i.e., scoring guide) to determine the score that reflects the student's performance of skills. The rubric is 0–5 for the Introductory Participation Level and 1–5 for the Fundamental and Comprehensive Participation Levels.

LAA Scoring Rubric

NP (Score of Zero) No performance: use at the Introductory Level only (Student does not perform skill, even in response to a prompt.)

- 1 Tolerates engagement or attempts engagement (Student tolerates or attempts skill in response to a prompt.)
- 2 Performs skill in response to a prompt (Developing skill)
- 3 Performs skill independently without a prompt
- 4 Performs skill independently without prompts for different purposes **OR** in multiple settings (Student independently performs skill either for two or more different reasons **OR** in two or more different settings.)
- 5 Performs skill independently without prompts for different purposes **AND** in multiple settings (Student independently performs skill for two or more different purposes **AND** in two or more different settings.)

Cues versus Prompts

A student's score reflects his or her independence in performing a skill. If a student requires a prompt to perform a skill, the highest score the student can achieve is a score of 2. However, if the student uses a naturally occurring cue instead of a prompt to perform a skill, he or she can receive a score of 3, 4, or 5. Cues are distinguished from prompts in that a cue is a signal that occurs in the environment that the student **independently** uses to perform a skill. In contrast, a prompt is a signal **initiated by another person** at the time the skill is performed.

Purposes

A student's score also reflects his or her ability to perform a skill for different purposes or reasons. If the student is performing the skill independently (without prompts) for at least two different purposes, he or she can receive a score of 4 or 5. To receive a 5, the student must also perform the skill in different settings.

Settings

A student's score also reflects his or her ability to perform a skill in multiple settings. Different settings can be located within a school building. For example, the student could perform the skill in the classroom, in the school library, in the school cafeteria, on the school playground, or in the school gym. For those students whose educational program includes settings away from the school campus, settings could include school, community, home, and work. To receive a 5, the student must also perform the skill for different purposes.

Confidentiality

Some schools and districts have few students assessed with LAA. As a result, there is a possibility that the identity and performance of a specific student can be determined from some of these school or district reports. **Caution should be taken in public reporting of any data to ensure the confidentiality of students.**

Reading and Interpreting LAA Reports

Presented in this guide are sample LAA reports and explanations to assist administrators and teachers in their understanding of these reports. The reports are presented in two sections. Phase I and Phase II Reports correspond to the two shipments of score reports to the districts and schools. At the beginning of each of these sections is a list of reports included in this guide.

PHASE I REPORTS

Phase I Reports are generated for schools and districts and are delivered before the end of the school year. Since Phase I reports contain **preliminary data**, there may be minor inconsistencies between data in Phase I and later Phase II reports. These reports include data at student and school levels.

The following Phase I reports are described in this *Interpretive Guide*:

Individual Student Report (ISR)

Student Label

School Roster Report—English Language Arts and Mathematics

School Roster Report—Social Studies and Science

Explanation of Results and Terms—Individual Student Report

The Individual Student Report presents a summary of the student's performance in each subject area tested.

1. Identification Information

In the top section of the report, information identifying student, district, and school is presented. The sample report is for David L. Anderson, a fifth-grade student who was assessed at Bayou Elementary (school code 045) in Pelican Parish (district code 001). The test administrator (Class) was C. Hamilton.

2. Subject Area

In the **Subject Area** column, the four subject areas assessed by LAA—English Language Arts, Mathematics, Social Studies, and Science—are listed.

3. Target Indicator/Skill

The second column lists **target indicators** in each subject area. For the first two target indicators in each subject area, two skills (A and B) are listed. These are **state-specified skills**. The remainder of the target indicators are **teacher-specified skills** and only one skill for each is assessed.

4. Student's Score

In this section, the student's scores are reported within the range of 0–5 points at the Introductory Level and 1–5 at the Fundamental and Comprehensive Levels as described in the LAA scoring rubric. The three participation levels (Introductory, Fundamental, and Comprehensive) are listed and defined. The student's score for each skill assessed in each subject area is indicated in the participation level column using a bar. The bar extends to the student's score under the participation level at which the student was assessed.

On the sample report, David received a score of 4 at the Fundamental Level on state-specified skill A on English Language Arts Target Indicator 1, Communicates Needs. He received a score of 4 at the Fundamental Level on the second state-specified skill B for the same target indicator. On Mathematics, Target Indicator 1, Applies Mathematical Concepts, he received an invalid score (*) for state-specified skill A. An invalid score may be caused by coding two scores, no score, no participation level, or two participation levels on the response document. On Science, Target Indicator 2, Demonstrates an Understanding of Cause and Effect, David received "NA" for skills A and B. The NA (Not Assessed) score was a result of the failure to code both the participation level and scores for state-specified skills (A and B).

Sample Individual Student Report (ISR)

LEAP Alternate Assessment Individual Student Report Spring 2004

STUDENT: DAVID L. ANDERSON
STATE ID: 463192666
BIRTH DATE: 03/14/1994
GRADE: 05

① DISTRICT: 001 PELICAN PARISH
SCHOOL: 045 Bayou Elementary
CLASS: HAMILTON, C.

② Subject Area	③ Target Indicator	skill	④ STUDENT'S SCORE Participation Level															
			Introductory ** Involves basic processing of information					Fundamental Involves simple decision making					Comprehensive Involves higher order thinking					
			0	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
English Language Arts	1. Communicates Needs	A																
		B																
	2. Responds to Symbolic and/or Nonsymbolic Materials	A																
		B																
	3. Indicates Choices and Preferences																	
4. Communicates Personal Information																		
5. Follows a Sequence of Activities																		
Mathematics	1. Applies Mathematical Concepts	A	*															
		B																
	2. Utilizes Time Measures	A																
		B																
	3. Counts Specified Amounts																	
4. Measures Quantities																		
5. Applies Currency Concepts																		
Social Studies	1. Interacts with Others	A																
		B																
	2. Follows Procedures and/or Rules	A																
		B																
	3. Participates in Community Decisions																	
	4. Negotiates Environment Safely																	
5. Accesses Goods and Services																		
6. Participates in Career Development																		
Science	1. Attends to Personal Health	A																
		B																
	2. Demonstrates an Understanding of Cause and Effect	A	NA															
		B	NA															
3. Follows Safety Procedures																		
4. Demonstrates an Appreciation and Understanding of His/Her Environment																		

* = Invalid Score NA = Not Assessed
** = A zero can be scored at the Introductory Participation Level only.

Explanation of Results and Terms—Student Label

The Student Label contains student data and student results on **state-specified skills**. Each student receives a single label. The label is designed to be placed on the student's cumulative folder.

SAMPLE STUDENT LABEL

① LEAP Alternate Assessment — Spring 2004

Student Name: Anderson, David L.

State ID: 463192666 District: 001 Pelican Parish
 Birth Date: 03/14/1994 School: 045 Bayou Elementary
 Gender: M Grade: 05
 Class: Hamilton, C.

②

Participation Level/Scores			
		Indicator 1	Indicator 2
English Language Arts Mathematics Social Studies Science	Skill A	Skill B	Skill A Skill B
	F/4	F/4	I/2 I/2
	*	I/4	I/2 I/3
	I/4	I/4	I/2 I/2
	I/2	I/2	NA NA

* = Invalid Score NA = Not Assessed
 I = Introductory F = Fundamental C = Comprehensive
 Scores are reported for state-specified skills only. The score range is from 0-5 for the Introductory Participation Level and from 1-5 for Fundamental and Comprehensive Participation Levels.

1. Student Identification Information

The student's identification information is provided on the top half, left side of the label. District, school, and class name (Test Administrator) are provided on the top half, right side of the label.

On the sample, David Anderson's identification information is listed on the top half as follows:

State ID: 463192666 District: 001 Pelican Parish
 Birth Date: 03/14/1994 School: 045 Bayou Elementary
 Gender: M Grade: 05
 Class: Hamilton, C.

2. Assessment Data

The lower half, left side of the label lists the four subject areas of the assessment. Assessment data for state-specified skills for target indicators 1 and 2 are listed in the middle and right side of the lower half of the label. For example, David Anderson performed at Fundamental Level for English Language Arts, Target Indicator 1, and received 4 for skill A and 4 for skill B. For Science, Target Indicator 2, David received NA (Not Assessed) for both skills (A and B).

Explanation of Results and Terms

School Roster Report—English Language Arts and Mathematics

The School Roster Report summarizes assessment results for each student who was assessed using the LAA. This report lists students alphabetically as well as each student's grade and ID number. It also lists participation levels and scores for state-specified skills (A and B) and teacher-specified skills for all target indicators for each subject area.

1. Student Name

Students assessed in Bayou Elementary are listed in alphabetical order in the far-left column.

2. Grade

The grade level of the students is reported in the second column.

3. State ID

The third column lists each student's state identification number.

4. English Language Arts Performance Data

In the **English Language Arts** column, each student's performance in English Language Arts is reported by target indicator, participation level, state-specified skills (A and B), teacher-specified skills, and score on the LAA scoring rubric. Invalid scores are indicated by an asterisk (*). An invalid score may be caused by coding two scores, no score, no participation level, or two participation levels on the response document. NA (Not Assessed) scores are the result of not coding the participation level and score for a skill.

As you read across the row, the student's participation level and score are presented for state-specified skills (A and B) for the first two target indicators. This is followed by the student's participation level and score for the remaining target indicators. These scores reflect the student's performance on teacher-specified skills.

On the sample report, David Anderson, the first student listed on the alphabetical list, performed at the Fundamental Level and received a score of 4 for skill A and a score of 4 for skill B for the first target indicator, Communicates Needs. His other English Language Arts scores are: 1/2, 1/2, F/4, 1/4, and I/4.

5. Mathematics Performance Data

In the **Mathematics** column, each student's performance in Mathematics is reported by target indicator, participation level, state-specified skills (A and B), teacher-specified skills, and score on the LAA scoring rubric.

Invalid scores are indicated by an asterisk (*). An invalid score may be caused by coding two scores, no score, no participation level, or two participation levels on the response document. NA (Not Assessed) scores are the result of not coding the participation level and score for a skill.

As you read across the row, the student's participation level and score are presented for state-specified skills (A and B) for the first two target indicators. This is followed by the student's participation level and score for the remaining target indicators. These scores reflect the student's performance on teacher-specified skills.

On the sample report, David Anderson, the first student on the alphabetical list, performed at Introductory Level and received an invalid score for skill A and a score of 4 for skill B for the first target indicator, Applies Mathematical Concepts. His other Mathematics scores are: 1/2, 1/3, C/3, 1/4, and F/4.


Note: Each student must be assessed at the same participation level for state-specified skills (A and B) of the same target indicator. However, each student may be assessed at different participation levels for different target indicators and for each teacher-specified skill.

Sample School Roster Report—English Language Arts and Mathematics

LEAP Alternate Assessment School Roster Report Spring 2004 English Language Arts and Mathematics



DISTRICT: 001 PELICAN PARISH
SCHOOL: 045 BAYOU ELEMENTARY



			④ English Language Arts				⑤ Mathematics											
			Participation Level/Score															
①	Student Name	② Grade	State ID	③		Communicates Needs	Responds to Symbolic and/or Nonsymbolic Materials	Indicates Choices and Preferences	Communicates Personal Information	Follows a Sequence of Activities	Applies Mathematical Concepts		Utilizes Time Measures		Counts Specified Amounts	Measures Quantities	Applies Currency Concepts	
				A	B						A	B	A	B				A
	Anderson, David L.	05	463192666	F/4	F/4	F/4	I/2	F/4	I/4	I/4	I/4	*	I/4	I/2	I/3	C/3	I/4	F/4
	Claeys, Bob	03	999999999	F/4	*	F/4	C/2	C/1	F/4	I/5	I/5	F/4	F/4	C/2	C/2	I/4	F/2	F/3
	Dryfus, Sara	04	999999999	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Esterson, Jim	06	999999999	C/2	C/2	C/3	F/2	C/3	C/3	F/2	F/2	F/2	F/2	I/2	I/1	F/3	F/3	I/3
	Ferguson, Carrie	03	999999999	C/3	C/3	C/3	C/2	F/3	C/3	I/3	I/3	I/4	I/3	F/5	F/3	C/4	F/4	I/5
	Handorf, John	05	999999999	F/3	F/4	I/3	I/2	C/5	I/3	F/4	F/4	C/4	C/3	C/2	C/3	F/4	I/4	F/5
	Nelson, Greg	04	999999999	I/3	I/3	F/2	F/1	C/3	F/3	F/3	F/3	F/2	F/1	I/3	I/3	C/3	I/3	NA
	Polad, Sara	04	999999999	F/3	F/3	C/4	C/1	F/2	F/4	C/3	C/3	F/3	F/3	I/3	I/3	I/5	F/2	F/3
	Price, Vince	03	999999999	C/2	C/2	C/3	C/1	F/3	C/4	C/2	C/1	I/4	F/4	F/1	F/2	F/3	I/4	I/1
	Regis, Carrie	05	999999999	F/4	F/4	I/3	I/2	F/2	I/2	C/1	C/1	I/4	I/3	C/1	C/2	F/3	I/4	C/1
	↓	↓																
	↓	↓																
	↓	↓																
	Zoost, Zachary	03	999999999	F/4	F/3	I/1	I/2	F/2	I/2	C/2	C/2	I/2	I/2	C/1	C/1	F/2	I/3	C/2

I = Introductory F = Fundamental C = Comprehensive * = Invalid NA = Not Assessed
The score range is from 0-5 for the Introductory Participation Level and from 1-5 for the Fundamental and Comprehensive Participation Levels.

Explanation of Results and Terms

School Roster Report—Social Studies and Science

The School Roster Report summarizes assessment results for each student who was assessed using the LAA. This report lists students alphabetically as well as each student's grade and ID number. It also lists participation levels and scores for state-specified skills (A and B) and teacher-specified skills for all target indicators for each subject area.

1. Student Name

Students assessed in Bayou Elementary are listed in alphabetical order in the far-left column.

2. Grade

The grade level of the students is reported in the second column.

3. State ID

The third column lists each student's state identification number.

4. Social Studies Performance Data

In the **Social Studies** column, each student's performance in Social Studies is reported by target indicator, participation level, state-specified skills (A and B), teacher-specified skills, and score on the LAA scoring rubric.

Invalid scores are indicated by an asterisk (*). An invalid score may be caused by coding two scores, no score, no participation level, or two participation levels on the response document. NA (Not Assessed) scores are the result of not coding the participation level and score for a skill.

As you read across the row, the student's participation level and score are presented for state-specified skills (A and B) for the first two target indicators. This is followed by the student's participation level and score for the remaining target indicators. These scores reflect the student's performance on the teacher-specified skills.

On the sample report, David Anderson, the first student on the alphabetical list, performed at the Introductory Level and received a score of 4 for skill A and a score of 4 for skill B for the first target indicator, Interacts with Others. His other Social Studies scores are: 1/2, 1/2, 1/2, 1/2, 1/3, and 1/0.

5. Science Performance Data

In the **Science** column, each student's performance in Science is reported by target indicator, participation level, state-specified skills (A and B), teacher-specified skills, and score on the LAA scoring rubric.

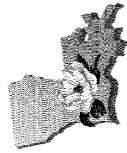
Invalid scores are indicated by an asterisk (*). An invalid score may be caused by coding two scores, no score, no participation level, or two participation levels on the response documents. NA (Not Assessed) scores are the result of not coding the participation level and score for a skill.

As you read across the row, the student's participation level and score are presented for state-specified skills (A and B) for the first two target indicators. This is followed by the student's participation level and score for the remaining target indicators. These scores reflect the student's performance on teacher-specified skills.

On the sample report, David Anderson, the first student on the alphabetical list, performed at Introductory Level and received a score of 2 for skill A and a score of 2 for skill B for the first target indicator, Attends to Personal Health. His other Science scores are: NA, NA, F/2, and 1/4.


Note: Each student must be assessed at the same participation level for state-specified skills (A and B) of the same target indicator. However, each student may be assessed at different participation levels for different target indicators and each teacher-specified skill.

Sample School Roster Report—Social Studies and Science



LEAP Alternate Assessment School Roster Report Spring 2004 Social Studies and Science

DISTRICT: 001 PELICAN PARISH
SCHOOL: 045 BAYOU ELEMENTARY



DISTRICT: 001 PELICAN PARISH

SCHOOL: 045 BAYOU ELEMENTARY

			④ Social Studies				⑤ Science									
			Participation Level				Score									
① Student Name	② Grade	③ State ID	Interacts with Others		Follows Procedures and/or Rules		Participates in Community Decisions	Negotiates Environment Safely	Accesses Goods and Services	Participates in Career Development	Attends to Personal Health		Demonstrates an Understanding of Cause and Effect		Follows Safety Procedures	Demonstrates an Appreciation & Understanding of His/Her Environment
			A	B	A	B					A	B	A	B		
Anderson, David L.	05	463192666	I/4	I/4	I/2	I/2	I/2	I/2	I/3	I/0	I/2	I/2	NA	F/2	F/2	I/4
Clayes, Bob	03	999999999	F/1	F/2	C/2	C/2	F/3	I/2	C/2	F/5	F/3	F/1	I/2	C/1	F/5	F/5
Dryfus, Sara	04	999999999	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Esterson, Jim	06	999999999	I/4	I/2	F/1	F/2	C/1	C/3	F/4	I/2	F/2	F/3	I/0	I/3	C/4	F/2
Ferguson, Carrie	03	999999999	C/3	C/1	C/2	C/2	F/5	F/3	C/3	F/4	F/3	F/5	C/3	C/4	C/4	F/5
Handorf, John	05	999999999	I/5	I/3	F/3	F/2	I/5	C/4	F/4	F/4	F/4	F/2	F/4	F/4	I/4	I/5
Nelson, Greg	04	999999999	F/2	F/3	I/2	I/1	I/3	F/3	I/4	C/2	C/1	C/2	I/5	I/4	F/3	NA
Polad, Sara	04	999999999	F/3	F/3	I/4	I/1	I/4	F/4	C/1	I/3	I/3	I/3	F/3	F/3	F/3	C/2
Price, Vince	03	999999999	C/2	C/4	F/3	F/3	*	C/2	F/1	I/4	F/4	F/1	I/2	I/5	I/3	F/1
Regis, Carrie	05	999999999	C/2	C/3	F/3	F/2	C/2	I/5	F/3	I/4	C/3	C/2	F/5	I/4	I/4	C/1
↓	↓															
↓	↓															
↓	↓															
Zoost, Zachary	03	999999999	F/4	F/3	I/1	I/2	F/2	I/2	C/2	I/2	C/2	C/1	C/1	C/2	I/3	C/2

I = Introductory F = Fundamental C = Comprehensive * = Invalid NA = Not Assessed
The score range is from 0-5 for the Introductory Participation Level and from 1-5 for the Fundamental and Comprehensive Participation Levels.

PHASE II REPORTS

Phase II Reports are generated for schools and districts and are delivered in the last shipment of reports.

Phase II Reports include data at the school, district, and state level.

The following Phase II reports are described in this *Interpretive Guide*:

State/District Report

District/School Report

Summary Report—English Language Arts and Mathematics

Summary Report—Social Studies and Science

Subgroup Report—English Language Arts and Mathematics

Subgroup Report—Social Studies and Science

Special Education Exceptionality Report—English Language Arts and Mathematics

Special Education Exceptionality Report—Social Studies and Science

Explanation of Results and Terms—State/District Report

The State/District Report summarizes assessment results for each district and the state. This report lists, by participation level, the number of students assessed using the LAA and the mean score for each state-specified skill (A and B) in two target indicators for each subject area.

1. Target Indicators

The first column of each subject area lists the first two target indicators.

2. State-Specified Skills

In the second column, there are two state-specified skills (A and B) for each target indicator.

3. Participation Level

The third column of each subject area lists three participation levels (Introductory, Fundamental, Comprehensive) at which students could be assessed. The appropriate participation level was determined by the student's teacher.

4. State Results

The fourth column of each subject area lists the number of students assessed in the *state* and the mean score for each state-specified skill (A and B) by participation level (Introductory, Fundamental, and Comprehensive) and target indicator. Invalid and Not Assessed (NA) scores are not included in the number tested (N) and mean score. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

On the sample report, in English Language Arts, Communicates Needs, skill A at Introductory Level, 1,436 students had a mean score of 2.3. There were 1,906 students who participated at Fundamental Level; these students had a mean score of 3.5. There were 1,881 students who participated at Comprehensive Level; these students had a mean score of 3.9.

5. District Results

The fifth column of each subject area lists the number of students assessed in the *district* and the mean score for each state-specified skill (A and B) by participation level (Introductory, Fundamental, and Comprehensive) and target indicator. Invalid and Not Assessed (NA) scores are not included in the number tested (N) and mean score. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

On the sample report, in English Language Arts, Communicates Needs, skill A at Introductory Level, 15 students had a mean score of 2.3. There were 11 students who participated at Fundamental Level; these students had a mean score of 3.5. There were 7 students who participated at Comprehensive Level; these students had a mean score of 3.4.

Sample State/District Report



DISTRICT: 001 PELICAN PARISH

LEAP Alternate Assessment State/District Report Spring 2004

English Language Arts					Mathematics				
①	②	③	④	⑤					
Target Indicator	Skill	Participation Level	N	Mean Score	Target Indicator	Skill	Participation Level	N	Mean Score
Communicates Needs	A	Introductory Fundamental	1436	2.3	Applies Mathematical Concepts	A	Introductory Fundamental	2246	2.1
	B	Comprehensive	1906	3.5		B	Comprehensive	1480	3.1
Responds to Symbolic and/or Nonsymbolic Materials	A	Introductory Fundamental	1411	2.4	Utilizes Time Measures	A	Introductory Fundamental	2189	2.1
	B	Comprehensive	1896	3.3		B	Comprehensive	1464	2.9
			1891	3.8				1500	3.6
			1665	2.5				2728	2.5
			2291	3.3				1380	2.9
			1239	3.7				1072	3.9
			1633	2.2				2683	2.6
			2284	3.3				1374	3.0
			1254	3.6				1085	3.7
social studies					science				
Target Indicator	Skill	Participation Level	N	Mean Score	Target Indicator	Skill	Participation Level	N	Mean Score
Interacts with Others	A	Introductory Fundamental	1755	2.6	Attends to Personal Health	A	Introductory Fundamental	2578	2.4
	B	Comprehensive	2105	3.4		B	Comprehensive	2031	3.1
Follows Procedures and/or Rules	A	Introductory Fundamental	1715	2.2	Demonstrates an Understanding of Cause and Effect	A	Introductory Fundamental	2528	2.2
	B	Comprehensive	2093	3.3		B	Comprehensive	2018	3.5
			1363	3.9				616	3.8
			1888	2.2				2045	2.4
			1500	3.2				1771	3.2
			1787	3.9				1348	3.9
			1864	1.9				2009	2.4
			1490	3.2				1750	3.2
			1809	3.7				1365	3.7
			19	1.7				18	1.8
			8	3.5				8	3.1
			6	3.8				6	3.5
			20	1.1				19	2.0
			8	2.8				7	3.4
			6	3.3				6	3.2

The score range is from 0-5 for the Introductory Participation Level and from 1-5 for the Fundamental and Comprehensive Participation Levels. It would not be appropriate to compare the mean score, N-count, or percentage for the Introductory Participation Level with the corresponding values for the other two levels.

Explanation of Results and Terms—District/School Report

The District/School Report summarizes assessment results for each district by school. This report lists, by participation level, the number of students assessed using the LAA and the mean score for each state-specified skill (A and B) for two target indicators for each subject area.

1. Target Indicators

The first column of each subject area lists two target indicators.

2. State-Specified Skills

In the second column, there are two state-specified skills (A and B) for each target indicator.

3. Participation Level

The third column of each subject area lists three participation levels (Introductory, Fundamental, Comprehensive) at which students could be assessed. The appropriate participation level was determined by the student's teacher.

4. District Results

The fourth column of each subject area lists the number of students assessed in the *district* and the mean score for each state-specified skill (A and B) by participation level (Introductory, Fundamental, and Comprehensive) and target indicator. Invalid and Not Assessed (NA) scores are not included in the number tested (N) and mean score. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

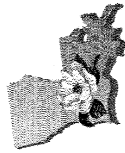
On the sample report, in Mathematics, Applies Mathematical Concepts, skill A, at Introductory Level, 20 students had a mean score of 1.5. There were 5 students who participated at Fundamental Level; these students had a mean score of 3.6. There were 8 students who participated at Comprehensive Level and had a mean score of 3.9.

5. School Results

The fifth column of each subject area lists the number of students assessed in the *school* and the mean score for each state-specified skill (A and B) by participation level (Introductory, Fundamental, and Comprehensive) and target indicator. Invalid and Not Assessed (NA) scores are not included in the Number Tested and mean score. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

On the sample report, in Mathematics, Applies Mathematical Concepts, skill A, at Introductory Level, 1 student had a mean score of 1.0. There was 1 student who participated at Fundamental Level; this student had a mean score of 4.0. There were 3 students who participated at Comprehensive Level; these students had a mean score of 3.7.

Sample District/School Report



DISTRICT: 001 PELICAN PARISH
SCHOOL: 045 BAYOU ELEMENTARY

LEAP Alternate Assessment District/School Report Spring 2004

English Language Arts						Mathematics				
Target Indicator	Skill	Participation Level	N	District Mean Score	School Mean Score	1	2	3	4	5
Communicates Needs	A	Introductory Fundamental Comprehensive	15	2.3	0		A	Introductory Fundamental Comprehensive	20	1.5
	B	Introductory Fundamental Comprehensive	11	3.5	3	Applies Mathematical Concepts	B	Introductory Fundamental Comprehensive	5	3.6
Responds to Symbolic and/or Nonsymbolic Materials	A	Introductory Fundamental Comprehensive	7	3.4	2				8	3.9
	B	Introductory Fundamental Comprehensive	16	1.9	1				21	1.3
			11	3.2	3				5	2.4
			7	3.1	2				8	3.6
	A	Introductory Fundamental Comprehensive	17	2.2	1	Utilizes Time Measures	A	Introductory Fundamental Comprehensive	22	1.8
	B	Introductory Fundamental Comprehensive	15	2.9	4		B	Introductory Fundamental Comprehensive	9	2.4
			1	5.0	0				2	4.5
			18	1.9	2				23	1.7
			15	3.1	4				9	2.9
			1	5.0	0				2	4.5
social studies						science				
Target Indicator	Skill	Participation Level	N	District Mean Score	School Mean Score	Target Indicator	Skill	Participation Level	District Mean Score	School Mean Score
Interacts with Others	A	Introductory Fundamental Comprehensive	19	2.9	1	Attends to Personal Health	A	Introductory Fundamental Comprehensive	24	2.3
	B	Introductory Fundamental Comprehensive	9	3.7	2		B	Introductory Fundamental Comprehensive	6	3.7
			5	3.4	2				3	2.7
Follows Procedures and/or Rules	A	Introductory Fundamental Comprehensive	20	2.0	2	Demonstrates an Understanding of Cause and Effect	A	Introductory Fundamental Comprehensive	25	2.0
	B	Introductory Fundamental Comprehensive	9	3.6	2		B	Introductory Fundamental Comprehensive	6	3.7
			5	4.2	2				3	3.0
			19	1.7	1				18	1.8
			8	3.5	3				8	3.1
			6	3.8	1				6	3.5
			20	1.1	2				19	2.0
			8	2.8	3				7	3.4
			6	3.3	1				6	3.2

The score range is from 0-5 for the Introductory Participation Level and from 1-5 for the Fundamental and Comprehensive Participation Levels. It would not be appropriate to compare the mean score, N-count, or percentage for the Introductory Participation Level with the corresponding values for the other two levels.

Explanation of Results and Terms—Summary Report

English Language Arts and Mathematics

The Summary Report lists the number and percent of students assessed at each participation level (Introductory, Fundamental, Comprehensive) on each target indicator and state-specified skills (A and B) by 0–5, the score point range.

Note: The score point range 0–5 is for the Introductory Participation Level and 1–5 is for the Fundamental and Comprehensive Participation Levels.

1. Content Area Information

The first column lists target indicators and state-specified skills (A and B) for English Language Arts and Mathematics and the number of students in the district with at least one valid score in each subject area.

On the sample report for Pelican Parish, 34 students were tested in English Language Arts, and 34 students were tested in Mathematics.

2. Participation Level

In this section, the participation levels (Introductory, Fundamental, Comprehensive) are listed for each target indicator.

3. Score Range

The numbers 0–5 represent each score point on the LAA scoring rubric. The numbers below the column headings show the score range by number (N) and percent (%) of students at each score point. The number (N) indicates the number of students in the district with a valid score at each participation level and score point for all English Language Arts and Mathematical skills. The percent (%) is the percentage of the total number of students with valid scores for the skill that received the score point in that participation level. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

On the sample report for Pelican Parish, for skill A for the first English Language Arts target indicator, Communicates Needs, at the Introductory Level, no students were assessed who scored 0; 4 students (12%) scored 1; 6 students (18%) scored 2; 2 students (6%) scored 3; 3 students (9%) scored 4; and 0 students scored 5.



LEAP Alternate Assessment Summary Report Spring 2004

DISTRICT: 001 PELICAN PARISH

①		②	③										Score Ranges (number and percent in each)									
Content Area			Number Skill Tested	Participation Level	0**		1		2		3		4		5							
Target Indicator					N	%	N	%	N	%	N	%	N	%	N	%						
English Language Arts			34																			
1. Communicates Needs	A	Introductory Fundamental Comprehensive	0	0	4	12	6	18	2	6	3	9	0	0								
			0	0	0	0	1	3	3	9	7	21	0	0								
			0	0	0	0	2	6	2	6	1	3	2	6								
	B	Introductory Fundamental Comprehensive	2	6	4	12	6	18	2	6	1	3	1	3								
			0	0	0	0	2	6	5	15	4	12	0	0								
			0	0	0	0	3	9	2	6	0	0	2	6								
2. Responds to Symbolic and/or Nonsymbolic Materials	A	Introductory Fundamental Comprehensive	2	6	3	9	5	15	5	15	1	3	1	3								
			0	0	1	3	4	12	6	18	3	9	1	3								
			0	0	0	0	0	0	0	0	0	0	1	3								
	B	Introductory Fundamental Comprehensive	3	9	3	9	6	18	4	12	2	6	0	0								
			0	0	0	0	5	15	5	15	4	12	1	3								
			0	0	0	0	0	0	0	0	0	0	1	3								
3. Indicates Choices and Preferences		Introductory Fundamental Comprehensive	0	0	4	13	6	19	6	19	1	3	0	0								
			0	0	0	0	3	9	5	16	3	9	2	6								
			0	0	0	0	0	0	0	0	0	0	2	6								
4. Communicates Personal Information		Introductory Fundamental Comprehensive	1	3	3	10	6	20	4	13	3	10	1	3								
			0	0	0	0	5	17	1	3	2	7	1	3								
			0	0	0	0	1	3	1	3	0	0	1	3								
5. Follows a Sequence of Activities		Introductory Fundamental Comprehensive	2	7	5	17	7	24	0	0	0	0	0	0								
			0	0	0	0	4	14	4	14	4	14	0	0								
			0	0	0	0	1	3	0	0	1	3	1	3								
Mathematics			34																			
1. Applies Mathematical Concepts	A	Introductory Fundamental Comprehensive	4	12	6	18	6	18	4	12	0	0	0	0								
			0	0	0	0	1	3	0	0	4	12	0	0								
			0	0	0	0	0	0	3	9	3	9	2	6								
	B	Introductory Fundamental Comprehensive	8	24	3	9	6	18	3	9	1	3	0	0								
			0	0	2	6	0	0	2	6	1	3	0	0								
			0	0	0	0	2	6	2	6	1	3	3	9								
2. Utilizes Time Measures	A	Introductory Fundamental Comprehensive	1	3	10	30	7	21	1	3	2	6	1	3								
			0	0	2	6	4	12	1	3	1	3	1	3								
			0	0	0	0	0	0	0	0	1	3	1	3								
	B	Introductory Fundamental Comprehensive	2	6	11	32	5	15	2	6	2	6	1	3								
			0	0	0	0	5	15	1	3	2	6	1	3								
			0	0	0	0	0	0	0	0	1	3	1	3								
3. Counts Specified Amounts		Introductory Fundamental Comprehensive	3	10	6	19	6	19	3	10	0	0	1	3								
			0	0	0	0	2	6	4	13	2	6	0	0								
			0	0	0	0	1	3	3	10	0	0	0	0								
4. Measures Quantities		Introductory Fundamental Comprehensive	4	13	3	10	4	13	6	20	2	7	0	0								
			0	0	0	0	1	3	4	13	2	7	1	3								
			0	0	1	3	0	0	1	3	0	0	1	3								
5. Applies Currency Concepts		Introductory Fundamental Comprehensive	6	20	3	10	4	13	2	7	0	0	0	0								
			0	0	3	10	5	17	1	3	4	13	1	3								
			0	0	0	0	0	0	0	0	0	0	1	3								

** A zero can be scored at the Introductory Participation Level only. The score range is from 0-5 for the Introductory Participation Level and from 1-5 for the Fundamental and Comprehensive Participation Levels. It would not be appropriate to compare the mean score, N-count, or percentage for the Introductory Participation Level with corresponding values for the other two levels. Due to rounding, the sum of the percentages of students across participation levels and scores for a skill may not equal 100.

Explanation of Results and Terms—Summary Report

Social Studies and Science

The Summary Report lists the number and percent of students assessed at each participation level (Introductory, Fundamental, Comprehensive) on each target indicator and state-specified skills (A and B) by 0–5, the score point range.

Note: The score point range 0–5 is for the Introductory Participation Level and 1–5 is for the Fundamental and Comprehensive Participation Levels.

1. Content Area Information

The first column lists target indicators and state-specified skills (A and B) for Social Studies and Science and the number of students in the district with at least one valid score in each subject area.

On the sample report for Pelican Parish, 34 students were tested in Social Studies, and 34 students were tested in Science.

2. Participation Level

In this section, the participation levels (Introductory, Fundamental, Comprehensive) are listed for each target indicator.

3. Score Range

The numbers 0–5 represent each score point on the LAA scoring rubric. The numbers below the column headings show the score range by number (N) and percent (%) of students at each score point. The number (N) indicates the number of students in the district with a valid score at each participation level and score point for all Social Studies and Science skills. The percent (%) is the percentage of the total number of students with valid scores for the skill that received the score point in that participation level. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

On the sample report for Pelican Parish, for skill A for the first Social Studies target indicator, Interacts with Others, at the Introductory Level, 1 student (3%) was assessed and scored 0; 3 students (9%) scored 1; 2 students (6%) scored 2; 6 students (18%) scored 3; 4 students (12%) scored 4; and 3 students (9%) scored 5.



LEAP Alternate Assessment Summary Report Spring 2004

DISTRICT: 001 PELICAN PARISH

Content Area ①		Number Skill Tested	Participation Level ②	Score Ranges (number and percent in each) ③											
Target Indicator				0**		1		2		3		4		5	
Social Studies		34		N	%	N	%	N	%	N	%	N	%	N	%
1. Interacts with Others	A		Introductory	1	3	3	9	2	6	6	18	4	12	3	9
			Fundamental	0	0	0	0	1	3	2	6	5	15	1	3
			Comprehensive	0	0	0	0	2	6	1	3	0	0	2	6
	B		Introductory	4	12	4	12	6	18	3	9	1	3	2	6
			Fundamental	0	0	0	0	1	3	2	6	6	18	0	0
			Comprehensive	0	0	0	0	0	0	1	3	2	6	2	6
2. Follows Procedures and/or Rules	A		Introductory	3	9	6	18	6	18	3	9	0	0	1	3
			Fundamental	0	0	0	0	1	3	3	9	3	9	1	3
			Comprehensive	0	0	0	0	0	0	3	9	1	3	2	6
	B		Introductory	7	21	7	21	4	12	1	3	1	3	0	0
			Fundamental	0	0	0	0	4	12	2	6	2	6	0	0
			Comprehensive	0	0	1	3	0	0	3	9	0	0	2	6
3. Participates in Community Decisions			Introductory	3	9	5	16	5	16	3	9	0	0	0	0
			Fundamental	0	0	0	0	1	3	2	6	9	28	3	9
			Comprehensive	0	0	0	0	0	0	1	3	0	0	0	0
4. Negotiates Environment Safely			Introductory	3	10	6	20	6	20	1	3	1	3	1	3
			Fundamental	0	0	0	0	5	17	1	3	3	10	0	0
			Comprehensive	0	0	0	0	2	7	0	0	0	0	1	3
5. Accesses Goods and Services			Introductory	1	3	5	17	8	28	1	3	1	3	0	0
			Fundamental	0	0	1	3	2	7	4	14	1	3	1	3
			Comprehensive	0	0	0	0	1	3	1	3	0	0	2	7
6. Participates in Career Development			Introductory	5	17	3	10	5	17	4	14	3	10	0	0
			Fundamental	0	0	0	0	3	10	2	7	1	3	0	0
			Comprehensive	0	0	0	0	0	0	1	3	0	0	2	7
Science		34													
1. Attends to Personal Health	A		Introductory	2	6	5	15	8	24	4	12	3	9	2	6
			Fundamental	0	0	0	0	2	6	0	0	2	6	2	6
			Comprehensive	0	0	0	0	2	6	0	0	1	3	0	0
	B		Introductory	4	12	5	15	9	26	3	9	3	9	1	3
			Fundamental	0	0	0	0	2	6	0	0	2	6	2	6
			Comprehensive	0	0	0	0	1	3	1	3	1	3	0	0
2. Demonstrates an Understanding of Cause and Effect	A		Introductory	3	9	4	13	6	19	4	13	1	3	0	0
			Fundamental	0	0	0	0	1	3	5	16	2	6	0	0
			Comprehensive	0	0	0	0	2	6	1	3	1	3	2	6
	B		Introductory	2	6	5	16	3	9	9	28	0	0	0	0
			Fundamental	0	0	0	0	1	3	3	9	2	6	1	3
			Comprehensive	0	0	0	0	2	6	1	3	3	9	0	0
3. Follows Safety Procedures			Introductory	1	4	4	14	4	14	4	14	0	0	1	4
			Fundamental	0	0	2	7	2	7	4	14	2	7	0	0
			Comprehensive	0	0	0	0	2	7	1	4	0	0	1	4
4. Demonstrates an Appreciation and Understanding of His/Her Environment			Introductory	1	3	6	19	3	10	7	23	2	6	0	0
			Fundamental	0	0	0	0	1	3	3	10	3	10	0	0
			Comprehensive	0	0	0	0	0	0	2	6	1	3	2	6

** A zero can be scored at the Introductory Participation Level only. The score range is from 0-5 for the Introductory Participation Level and from 1-5 for the Fundamental and Comprehensive Participation Levels. It would not be appropriate to compare the mean score, N-count, or percentage for the Introductory Participation Level with corresponding values for the other two levels. Due to rounding, the sum of the percentages of students across participation levels and scores for a skill may not equal 100.

Explanation of Results and Terms—Subgroup Report

English Language Arts and Mathematics

The Subgroup Report lists the number of students in the district who participated in the LAA by gender, ethnicity, and limited English proficiency. This report also lists the mean score by gender, ethnicity, and limited English proficiency for state-specified skills for two target indicators in English Language Arts and Mathematics.

1. Content Area/Target Indicator/Skill

The first column lists the subject area with two target indicators. Each target indicator includes state-specified skills (A and B).

2. Number Tested

The number tested figure under a subgroup represents all students who had at least one valid score for an English Language Arts or Mathematics skill.

3. Participation Level

In this section, the participation levels are listed for state-specified skills (A and B). LAA results are reported according to three participation levels: Introductory, Fundamental, and Comprehensive.

4. Gender

The numbers below the column heading show the number of students with at least one valid score in English Language Arts or Mathematics in the district by gender. An invalid gender code is one that was left blank or had more than one bubble filled in when the response document was coded.

On the sample report for Pelican Parish, 20 males and 14 females were assessed using the LAA. There were no invalid gender codes. For the first English Language Arts target indicator, the male students' mean score at the Introductory Level was 2.4 for skill A and 2.3 for skill B. The mean score at the Introductory Level for female students was 2.1 for skill A and 1.6 for skill B.

5. Ethnicity

The numbers below the column heading show the number of students with at least one valid score in English Language Arts or Mathematics in the district by ethnicity. An invalid ethnicity code is one that was left blank or had more than one bubble filled in when the response document was coded.

On the sample report for Pelican Parish, 14 Black, 15 White, 2 Hispanic, 2 Asian or Pacific Islander, and 1 Alaskan Native or American Indian students were assessed using the LAA. There were no invalid ethnicity coded responses. For the first English Language Arts target indicator at Introductory Level, Black students' mean score was 2.7; White students' mean score was 1.5; Hispanic students' mean score was 2.5; and Asian or Pacific Islander students' mean score was 4.0. No Alaskan Native nor American Indian students were tested at Introductory Level, so the mean score is blank.

6. Limited English Proficient

The numbers below the column heading show the number of LAA students who were limited English proficient.

On the sample report for Pelican Parish, 2 students were limited English proficient and 32 students were not limited English proficient. For the first English Language Arts target indicator, those students identified as limited English proficient had a mean score at the Introductory Level of 3.0 for skill A and 2.5 for skill B. The mean score at the Introductory Level for those students who were not identified as limited English proficient was 2.2 for skill A and 1.9 for skill B.

7. Mean Score

The mean score of each subgroup for each state-specified target indicator is reported in this section. Students with an invalid score or not assessed for a skill are not included in the calculation of that mean score for that skill. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

Sample Subgroup Report—English Language Arts and Mathematics



LEAP Alternate Assessment Subgroup Report Spring 2004 English Language Arts and Mathematics

DISTRICT: 001 PELICAN PARISH

DISTRICT: 001 PELICAN PARISH																				
Content Area Target Indicator			Gender		Ethnicity						Limited English Proficient									
			Male	Female	Invalid	Black	White	Hispanic	Asian or Pacific Islander	Alaskan Native or American Indian	Invalid	Yes	No							
①			⑤										⑥							
②			⑦ Mean Score																	
③																				
English Language Arts	1. Communicates Needs	A	Number Tested		Participation Level															
			20	14	0	14	15	2	2	1	0	2	32							
			2.4	3.5	3.2	2.1	3.6	5.0	2.7	3.5	2.0	1.5	2.5	4.0	3.0	3.0	2.2	3.5	3.4	
	B		Introductory		Fundamental															
			2.3	3.5	2.8	1.6	2.8	5.0	2.4	3.2	2.0	1.5	2.0	3.0	3.0	2.5	1.9	3.2	3.1	
			2.0	3.1	5.0	2.3	2.6	1.8	2.5	2.7	3.4	5.0	1.0	2.0	3.0	4.0	2.0	2.2	2.9	5.0
Mathematics	1. Applies Mathematical Concepts	A	Introductory		Fundamental															
			1.4	3.6	4.3	1.6	4.0	3.7	1.4	4.0	4.3	0.5	3.0	2.0	3.0	2.0	1.4	3.6	3.9	
			1.5	2.4	4.0	1.2	1.0	3.0	1.4	3.5	4.3	1.5	2.0	3.0	3.0	2.5	1.2	2.4	3.6	
	B		Introductory		Fundamental															
			1.8	3.0	5.0	2.1	3.2	3.5	1.1	1.0	3.0	1.4	3.5	4.3	1.0	2.0	1.5	1.9	3.1	5.0
			1.8	2.5	4.5	1.8	2.7	4.0	1.8	1.7	4.0	2.0	3.3	5.0	1.0	2.0	1.5	2.4	4.5	2.0

The score range is from 0-5 for the Introductory Participation Level and from 1-5 for the Fundamental and Comprehensive Participation Levels. It would not be appropriate to compare the mean score, N-count, or percentage for the Introductory Participation Level with the corresponding values for the other two levels.

Explanation of Results and Terms—Subgroup Report

Social Studies and Science

The Subgroup Report lists the number of students in the state who participated in the LAA by gender, ethnicity, and limited English proficiency. This report also lists the mean score by gender, ethnicity, and limited English proficiency in state-specified skills for two target indicators in Social Studies and Science.

1. Content Area/Target Indicator/Skill

The first column lists the subject area with two target indicators. Each target indicator includes state-specified skills (A and B).

2. Number Tested

The number tested figure under a subgroup represents all students who had at least one valid score for any Social Studies or Science skill.

3. Participation Level

In this section, the participation levels are listed for state-specified skills (A and B). LAA results are reported according to three participation levels: Introductory, Fundamental, and Comprehensive.

4. Gender

The numbers below the column heading show the number of students with at least one valid score in Social Studies or Science in the state by gender. An invalid gender code is one that was left blank or had more than one bubble filled in when the response document was coded.

On the sample report for Pelican Parish, 20 males and 14 females were assessed using the LAA. There were no invalid gender code responses. For the first Social Studies target indicator, male students' mean score at the Introductory Level was 3.3 for skill A and 2.2 for skill B. The mean score at the Introductory Level for female students was 2.6 for skill A and 1.7 for skill B.

5. Ethnicity

The numbers below the column heading show the number of students with at least one valid score in Social Studies or Science in the state by ethnicity. An invalid ethnicity code is one that was left blank or had more than one bubble filled in when the response document was coded.

On the sample report for Pelican Parish, 14 Black, 15 White, 2 Hispanic, 2 Asian or Pacific Islander, and 1 Alaskan Native or American Indian students were assessed using the LAA. There were no invalid ethnicity coded responses. For the first Social Studies target indicator at Introductory Level, Black students' mean score was 3.9; White students' mean score was 2.8; Hispanic students' mean score was 1.5; and Asian or Pacific Islander students' mean score was 1.0. No Alaskan Native nor American Indian students were tested at Introductory Level, so the mean score is blank.

6. Limited English Proficient

The numbers below the column heading show the number of LAA students who were limited English proficient.

On the sample report for Pelican Parish, 2 students were Limited English Proficient and 32 students were not Limited English Proficient. For the first Social Studies target indicator, those students identified as Limited English Proficient had a mean score at the Introductory Level of 2.0 for skill A and 2.0 for skill B. The mean score at the Introductory Level for those students who were not identified as Limited English Proficient was 3.1 for skill A and 1.9 for skill B.

7. Mean Score

The mean score of each subgroup for each state-specified target indicator is reported in this section. Students with an invalid score or not assessed for a skill are not included in the calculation of the mean score for that skill. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

Sample Subgroup Report—Social Studies and Science



LEAP Alternate Assessment Subgroup Report Spring 2004 Social Studies and Science

DISTRICT: 001 PELICAN PARISH

DISTRICT: 001 PELICAN PARISH													
Content Area Target Indicator Skill	②		④ Gender			⑤ Ethnicity					Limited English Proficient		
	Number Tested	Participation Level	Male	Female	Invalid	Black	White	Hispanic	Asian or Pacific Islander	Alaskan Native or American Indian	Invalid	Yes ⑥	No
⑦ Mean Score													
③													
Social Studies 1. Interacts with Others	A	Introductory Fundamentals Comprehensive	3.3 3.8 3.0	2.6 3.5 5.0		3.9 3.8 2.0	2.8 4.0 4.3	1.5	1.0 2.0			2.0	3.1 3.7 3.4
	B	Introductory Fundamentals Comprehensive	2.2 3.8 4.0	1.7 3.3 5.0		2.4 3.6 3.0	1.8 3.3 4.7	1.5	1.0 4.0			2.0	1.9 3.6 4.2
	A	Introductory Fundamentals Comprehensive	1.4 3.3 3.8	1.9 4.0 4.0		2.4 3.5 3.0	1.3 3.7 4.7	1.0	0.0 3.0			0.0 3.0 1.0	1.8 3.5 4.0
Science 1. Attends to Personal Health	B	Introductory Fundamentals Comprehensive	1.2 2.3 3.5	1.0 4.0 3.0		1.4 3.0 3.0	0.8 2.3 4.3	1.0	1.0 3.0			1.0 1.0	1.1 2.8 3.8
	A	Introductory Fundamentals Comprehensive	2.2 4.0 2.7	2.5 3.3		2.5 3.0	2.0 4.0 3.0	1.5	3.0			3.5	2.2 3.7 2.7
	B	Introductory Fundamentals Comprehensive	1.9 4.7 3.0	2.1 2.7		2.2 3.0	1.7 4.0 3.5	1.0	3.0			2.5	1.9 3.7 3.0
2. Demonstrates an Understanding of Cause and Effect	A	Introductory Fundamentals Comprehensive	1.6 3.1 4.0	2.0 3.0 3.0		2.0 3.0 3.5	1.6 3.3 3.0	1.5	2.0 3.0			2.5	1.7 3.1 3.5
	B	Introductory Fundamentals Comprehensive	2.1 3.5 3.0	1.9 3.0 3.3		2.3 3.3 3.0	1.9 3.5 3.7	0.5	3.0			2.0	2.0 3.4 3.2

The score range is from 0–5 for the Introductory Participation Level and from 1–5 for the Fundamental and Comprehensive Participation Levels. It would not be appropriate to compare the mean score, N-count, or percentage for the Introductory Participation Level with the corresponding values for the other two levels.

Explanation of Results and Terms—Special Education Exceptionality Report

English Language Arts and Mathematics

The Special Education Exceptionality Report summarizes the number of students and the mean score in six special education exceptionalities for each state-specified skill in two target indicators by participation levels (Introductory, Fundamental, and Comprehensive) for English Language Arts and Mathematics. It also provides a count, by exceptionality, of the students who were assessed using the LAA.

1. Content Area/Target Indicator/Skill

The first column lists two target indicators and state-specified skills (A and B) for content areas English Language Arts and Mathematics.

2. Number Tested

The number tested is the number of students in each special education exceptionality for the district who have at least one valid score on English Language Arts or Mathematics.

3. Participation Level

In this section, participation levels are listed for state-specified skills (A and B). LAA results are reported according to three participation levels: Introductory, Fundamental, and Comprehensive.

4. Special Education Exceptionalities

Six special education exceptionalities are reported. This information is either preslugged or is hand-gridded by the test administrator on the response document. The numbers below the column heading show the total number of students assessed in each classification for the district.

5. N-Count

The number of students assessed in each of the six special education exceptionalities for state-specified skills (A and B) for target indicators at each participation level (Introductory, Fundamental, and Comprehensive) in English Language Arts and Mathematics is noted in this section. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

The sample report shows that in Pelican Parish, 2 students classified as students with autism were assessed using the LAA. For the first target indicator in English Language Arts, there was 1 student assessed at the Introductory Level, no students assessed at the Fundamental Level, and 1 student assessed at the Comprehensive Level.

6. Mean Score

The mean score in each of the six special education exceptionalities for state-specified skills (A and B) for each participation level (Introductory, Fundamental, and Comprehensive) is reported for each subject area.

Invalid scores and Not Assessed are not included in the calculation of the mean score. If all students with a special education exceptionality in the district receive Invalid (*) or Not Assessed (NA) scores for a target indicator or skill or no students with the exceptionality were assessed at the participation level, the mean score will be blank. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

The sample report shows that in Pelican Parish, 2 students classified as students with autism were assessed using the LAA. For the first target indicator in English Language Arts, the mean score was 4.0 at the Introductory Level, blank at the Fundamental Level, and 4.0 at the Comprehensive Level.

Sample Special Education Exceptionality Report

English Language Arts and Mathematics



LEAP Alternate Assessment Special Education Exceptionality Report Spring 2004 English Language Arts and Mathematics

DISTRICT: 001 PELICAN PARISH

DISTRICT: 001 PELICAN PARISH			④ Special Education Exceptionality																		
			⑤		⑥		Autism			Moderate Mental Disability		Severe Mental Disability		Profound Mental Disability		Multiple Disabilities		Traumatic Brain Injury			
Content Area Target Indicator	① Skill	Number Tested Participation Level ③	②		12		2		3		3		3		1						
			N	Mean Score	N	Mean Score	N	Mean Score	N	Mean Score	N	Mean Score	N	Mean Score	N	Mean Score					
English Language Arts	1. Communicates Needs	A	1	4.0	5	1.8	1	1.0	2	3.5	3	1.7	1	4.0	3	1.7	1	4.0			
			0	4.0	2	2.5	1	4.0	0	0	0	0	0	0	0	0	0				
	B	1	2.0	5	2.4	1	1.0	3	1.7	3	1.7	1	3.0	3	1.7	1	3.0				
		0	2.0	5	3.6	1	4.0	0	0	0	0	0	0	0	0	0	0				
2. Responds to Symbolic and/or Nonsymbolic Materials	A	1	2.0	6	3.3	1	0.0	2	0.5	3	2.0	3	2.0	0	4.0	3	2.0	0	4.0		
		1	3.0	6	2.7	1	2.0	0	0	0	0	0	0	0	0	0	1	4.0			
	B	1	2.0	6	3.0	1	0.0	3	2.0	3	1.7	3	1.7	0	3.0	3	1.7	0	3.0		
		1	3.0	6	3.3	1	2.0	0	0	0	0	0	0	0	0	0	1	4.0			
Mathematics	1. Applies Mathematical Concepts	A	1	3.0	6	1.3	1	1.0	2	0.0	3	1.0	1	3.0	3	1.0	1	3.0			
			1	4.0	3	3.3	1	4.0	0	0	0	0	0	0	0	0	0	0			
	B	1	2.0	6	2.2	1	2.0	3	0.0	3	0.3	3	0.3	1	4.0	3	0.3	1	4.0		
		1	4.0	3	2.3	1	1.0	0	0	0	0	0	0	0	0	0	0	0	0		
2. Utilizes Time Measures	A	1	2.0	8	2.3	1	1.0	2	0.5	3	1.0	3	1.0	1	2.0	3	1.0	1	2.0		
		1	2.0	3	2.7	1	1.0	0	0	0	0	0	0	0	0	0	0	0			
	B	1	3.0	8	2.1	1	1.0	3	0.3	3	1.0	3	1.0	1	2.0	3	1.0	1	2.0		
		1	2.0	3	2.3	1	4.0	0	0	0	0	0	0	0	0	0	0	0	0		

The score range is from 0-5 for the Introductory Participation Level and from 1-5 for the Fundamental and Comprehensive Participation Levels. It would not be appropriate to compare the mean score, N-count, or percentage for the Introductory Participation Level with the corresponding values for the other two levels.

Explanation of Results and Terms—Special Education Exceptionality Report

Social Studies and Science

The Special Education Exceptionality Report summarizes the number of students and the mean score in six special education exceptionalities for each state-specified skill in two target indicators by participation level (Introductory, Fundamental, and Comprehensive) for Social Studies and Science. It also provides a count, by exceptionality, of students who were assessed using the LAA.

1. Content Area/Target Indicator/Skill

The first column lists two target indicators and state-specified skills (A and B) for content areas Social Studies and Science.

2. Number Tested

The number tested is the number of students in each special education exceptionality for the district who have at least one valid score on Social Studies or Science.

3. Participation Level

In this section, participation levels are listed for state-specified skills (A and B). LAA results are reported according to three participation levels: Introductory, Fundamental, and Comprehensive.

4. Special Education Exceptionalities

Six special education exceptionalities are reported. The information is either preplugged or is hand-gridded by the test administrator on the response document. The number below the column headings shows the total number of students assessed in each classification for the district.

5. N-Count

The number of students assessed in each of the six special education exceptionalities for state-specified skills (A and B) for target indicators at each participation level (Introductory, Fundamental, and Comprehensive) in Social Studies and Science is noted in this section. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

The sample report shows that in Pelican Parish, 2 students classified as students with autism were assessed using the LAA. For the first target indicator in Social Studies, there was 1 student assessed at the Introductory Level, no students assessed at the Fundamental Level, and 1 student assessed at the Comprehensive Level.

6. Mean Score

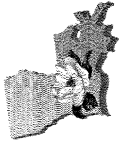
The mean score in each of the six special education exceptionalities for state-specified skills (A and B) for each participation level (Introductory, Fundamental, and Comprehensive) is reported for each subject area.

Invalid scores and Not Assessed are not included in the calculation of the mean score. If all students with a special education exceptionality in the district receive Invalid (*) or Not Assessed (NA) scores for a target indicator or skill or no students with the exceptionality were assessed at the participation level, the mean score will be blank. A student must have a valid score to be included in the N-count and in the calculation of the mean score; therefore N-counts for skills A and B may not be the same.

The sample report shows that in Pelican Parish, 2 students classified as students with autism were assessed using the LAA. For the first target indicator in Social Studies, the mean score was 1.0 at the Introductory Level, blank at the Fundamental Level, and 3.0 at the Comprehensive Level.

Sample Special Education Exceptionality Report

Social Studies and Science



LEAP Alternate Assessment
Special Education Exceptionality Report
Spring 2004
social studies and science

DISTRICT: 001 PELICAN PARISH

DISTRICT: 001 PELICAN PARISH		④ Special Education Exceptionality											
		Autism		Moderate Mental Disability		Severe Mental Disability		Profound Mental Disability		Multiple Disabilities		Traumatic Brain Injury	
		⑤		⑥		12		2		3		3	
Content Area	①	N	Mean Score	N	Mean Score	N	Mean Score	N	Mean Score	N	Mean Score	N	Mean Score
Target Indicator	Skill	③											
Social Studies													
1. Interacts with Others	A	1	1.0	6	3.5	1	3.0	2	2.0	3	2.0	1	5.0
		0	3.0	5	3.8	1	4.0	0	0	0	0	0	0
	B	1	1.0	6	1.7	1	3.0	3	2.0	3	1.7	1	3.0
		0	4.0	5	3.8	1	4.0	0	0	0	0	0	0
2. Follows Procedures and/or Rules	A	1	0.0	5	2.0	1	1.0	2	2.0	3	1.0	1	3.0
		0	2.0	4	3.5	1	3.0	0	0	0	0	0	0
	B	1	1.0	5	0.8	1	1.0	3	1.7	3	0.3	1	2.0
		0	2.0	4	3.0	1	2.0	0	0	0	0	0	0
Science													
1. Attends to Personal Health	A	1	4.0	10	2.9	2	2.0	2	0.0	3	1.0	1	2.0
		0	4.0	1	2.0	0	0	0	0	0	0	0	0
	B	1	3.0	10	2.6	2	2.5	3	0.0	3	0.7	1	2.0
		0	4.0	1	4.0	0	0	0	0	0	0	0	0
2. Demonstrates an Understanding of Cause and Effect	A	1	2.0	6	1.8	1	0.0	2	1.5	2	1.0	1	2.0
		0	5.0	5	3.2	1	2.0	0	0	0	0	0	0
	B	1	3.0	6	2.2	1	0.0	3	1.3	2	1.0	1	3.0
		0	4.0	4	3.3	1	3.0	0	0	0	0	0	0

The score range is from 0-5 for the Introductory Participation Level and from 1-5 for the Fundamental and Comprehensive Participation Levels. It would not be appropriate to compare the mean score, N-count, or percentage for the Introductory Participation Level with the corresponding values for the other two Levels.



Interpretive Guide

SPRING 2004

Louisiana Department of Education
Office of Student and School Performance
Division of Student Standards and Assessments