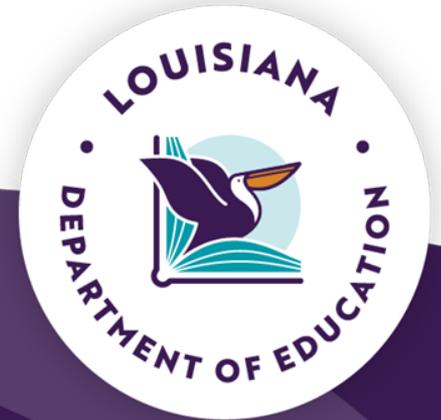




Innovative Assessment Program Professional Learning Series

Session 5: Understanding the Score Reports



December 2023



Professional Learning Series

Understanding the IAP Module	Understanding the IAP Item Types Module	Using IAP Data Module
<ol style="list-style-type: none">1. Introduction to the Innovative Assessment2. Understanding Grade-Level Standards	<ol style="list-style-type: none">3. Selected -Response and Constructed Response4. Synthesis Essay	<ol style="list-style-type: none">5. Understanding the Score Reports6. Using the Score Report Reflections Guide7. Using CSV Files for In Depth Analysis

Please contact Ruth.Caillouet@la.gov
Kathleen.Judy@la.gov





Objectives

Participants will understand the following:

- Classroom Score Report and the data presented within its four sections
- Student Score Report





Agenda Items

1. Context

2. The 2023-24 Classroom Score Report

3. The 2023-24 Student Score Report

4. Wrap Up



Louisiana's ELA Goal

Louisiana's ELA goal is for all students to read, understand, and express their understanding of complex, grade-level texts.



READ

+



UNDERSTAND

+



EXPRESS



Updated Score Reporting for Grades 6-8 in 2023-24

LEAP Louisiana Educational Assessment Program
John Smith
 School: 123 Oak Street
 School System: 123 Public Parish
 Report Date: 11/2023
 Grade 7

During the fall of the school year, **John Smith** in English class, after instruction, your student took the LEAP ELA Guidelines Assessment, which measures the reading and writing skills and knowledge learned in class.

Based on this test, your student has a **good understanding** of the tests studied in class and understands basic ideas about tests related to what was studied in class. However, your student needs help writing about class texts and related texts.

Remember, this test is just one way to see how your student is doing in class. Talking to your student's teacher can help you better understand how your student is doing in class and how you can help. The rest of this report provides more information about how your student did in each of the three parts of the test. By your student will have received on the next unit, **Christina Carter**, **Written in Blue**. To learn more about these units, see the parent guide under the ELA Guidelines 3-8 (2018) Resource at <https://www.leasea.com/parents/parents-guide>.

Knowledge of Unit Texts
 In this section, your student answered questions about the text read in class to show their understanding of key knowledge and skills taught in the unit.

★ ★ ★ **STRONG** Your student **thoroughly understands** the tests studied in class.

Your student is able to:

- Find the main ideas.
- Determine important events.
- Analyze complex text elements (e.g., point of view, theme, author's purpose).
- Choose supporting evidence.

Comparison to Others Taking the Unit Assessment			
WEAK	MODERATE	STRONG	
Class	30%	35%	35%
School	20%	26%	45%
System	40%	27%	33%
LEAP	38%	27%	35%

Application of Unit Knowledge
 In this section, your student read a new text related to the unit content and responded to questions and writing prompts that measures their ability to apply the key knowledge and skills taught in the unit.

★ ★ **MODERATE** Your student is **generally able to make connections between new texts and what was studied in class.**

Your student may be able to:

- Identify main ideas within the new text.
- Determine the meaning of key words and phrases in the new text.

Your student may need help:

- Identifying complex text elements in new texts (e.g., author's claims, development of ideas, and word choice).
- Providing supporting evidence when writing about a new text.

Comparison to Others Taking the Unit Assessment			
WEAK	MODERATE	STRONG	
Class	30%	35%	35%
School	36%	30%	34%
System	41%	21%	38%
LEAP	39%	17%	44%

Synthesis and Expression of Knowledge Across Texts
 In this section of the test, your student wrote an extended response that demonstrates their overall understanding of the key knowledge they gained in the unit by developing their ideas with information they recall from the unit texts and details from the new text produced on the test.

★ **WEAK** Your student needs to work on writing responses that show understanding of the main ideas of the tests studied in class and that make connections across multiple texts.

When writing an essay, your student is able to:

- Write some simple details about what they read in class.

Your student may need help:

- Identifying what is being asked in the writing task.
- Providing accurate information about a new text.
- Using simple grammar and punctuation rules.

Comparison to Others Taking the Unit Assessment			
WEAK	MODERATE	STRONG	
Class	30%	35%	35%
School	29%	32%	39%
System	38%	36%	26%
LEAP	30%	32%	38%

This report has been generated by the assessment program. Lowest and highest averages will be reported as a range of values rather than a specific value. If there are fewer than 10 students in a group, the average score will not be reported (N).

Student Report

LEAP Louisiana Educational Assessment Program
The Civer, Window 1 2023
 Grade: 07
 Report Date: 12/2023
 Class: 00001 Example Class
 School: Example Parish
 School System: Example School Parish
 Students with Scores: 22

This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at: <https://www.louisianaed.gov/assessmentguidance>.

Overall Results
 Each Innovative Assessment Program (IAP) unit assessment asks students to answer questions assigned to three reporting categories: Knowledge, Application, and Synthesis. The figure below summarizes the trends for each category in terms of three performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category

Category	Weak	Moderate	Strong
Knowledge	8	2	12
Application	11	6	5
Synthesis	6	6	8

Knowledge
 Weak: 8
 Moderate: 2
 Strong: 12

Application
 Weak: 11
 Moderate: 6
 Strong: 5

Synthesis
 Weak: 6
 Moderate: 6
 Strong: 8

Performance Rating Key

- Weak**
Aligns to the level of rigor of the Unsatisfactory and Approaching Basic achievement levels on the LEAP 2025 ELA Assessment.
- Moderate**
Aligns to the level of rigor of the Basic achievement level on the LEAP 2025 ELA Assessment.
- Strong**
Aligns to the level of rigor of the Proficient and Advanced achievement levels on the LEAP 2025 ELA Assessment.

This report contains personally identifiable information that must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA). Information in this report cannot be disclosed to persons other than employees of a student's school or school system. These reports are meant to be used in conjunction with ELA Guidebooks instructional supports and classroom activities.

Classroom Score Report

LOUISIANA DEPARTMENT OF EDUCATION

ELA Innovative Assessment Program
Grades 6-8 Score Report Reflections Guide

1. Introduction

Overview. The classroom end-of-unit score reports from the ELA Innovative Assessment Program (IAP) are meant to be used with your own classroom observations and insights to think through what kinds of instructional supports may help your students. This document provides the same set of reflection questions included within the classroom end-of-unit score reports as well as possible next instructional steps. To use this document, consider each set of students within the grouped roster section of the report and further differentiate between students within each group using the reflection questions. Doing so can help you determine what kinds of supports are best.

It is important to note that the IAP does not directly assess key building blocks of reading comprehension, including phonemic awareness, phonics, and fluency. Instead, the IAP assesses students' reading comprehension and written expression in relation to deep knowledge of unit texts. If your students are struggling to show proficiency in terms of phonemic awareness, phonics, and fluency, they will struggle to comprehend the assessment texts. If your students need additional support with foundational skills or elements of text complexity, consult other curriculum-embedded assessment data to determine how to best meet the needs of those students.

Using this Guide. Start with the Knowledge reflection group within the score report (those students who received a Weak rating in Knowledge) and consider how those students performed on recent curriculum-embedded assessments from the current ELA Guidebooks unit. Select one or more text-based writing tasks from the curriculum and gather the students' responses. As you review the student work against the rubric (success criteria) for that task, ask yourself the reflection questions in the Knowledge section of the table that follows. If you answer **NO** to the first question for some students, those students may need the support associated with that question. Write in the names of those students within the Identified Students column of the table. For other students, the answer may be **YES**. Consider the next

This document is meant to give you detailed guidance than the prior [Innovative Assessment Score Report Guidance from 2022-2023](#). However, this prior score report guidance is still valuable and can be used in conjunction, or in place, of this IAP Grades 6-8 Score Report Reflections Guide.

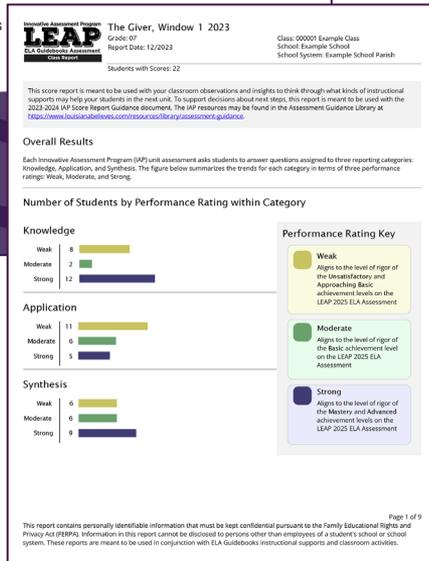
Score Report Reflections Guide

Materials for Today's Session



Innovative Assessment Program Professional Learning Series

Session 5: Understanding The Score Reports



Materials for today's session, including this slide deck and an example score report, are available online at:

<https://ldoe.zendesk.com/hc/en-us/sections/19671802015127-Professional-Learning>



Agenda Items

1. Context

2. The 2023-24 Classroom Score Report

3. The 2023-24 Student Score Report

4. Wrap Up



Students with Scores: 22

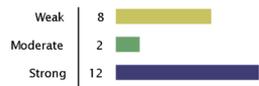
This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

Overall Results

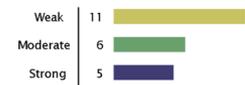
Each Innovative Assessment Program (IAP) unit assessment asks students to answer questions assigned to three reporting categories: Knowledge, Application, and Synthesis. The figure below summarizes the trends for each category in terms of three performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category

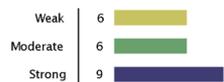
Knowledge



Application



Synthesis



Performance Rating Key

Weak
 Aligns to the level of rigor of the Unsatisfactory and Approaching Basic achievement levels on the LEAP 2025 ELA Assessment

Moderate
 Aligns to the level of rigor of the Basic achievement level on the LEAP 2025 ELA Assessment

Strong
 Aligns to the level of rigor of the Mastery and Advanced achievement levels on the LEAP 2025 ELA Assessment

What's New?

1. Classroom and student reports better connect to the end-of-year reports by using the **LEAP 2025 Performance Ratings** of Strong, Moderate, Weak.
2. The classroom report is now has **multiple sections**, each with a specific purpose.
3. The classroom report also provides recommended **instructional groupings**, with supporting **reflection questions**.

The Classroom Score Report

The new 2023-24 classroom score report is made up of four sections.

Overall Results

Each In-Classroom Assessment Program (ICAP) and assessment also includes a number of questions assigned for reporting purposes. Knowledge, Application, and Synthesis. The report below summarizes the results for each category in terms of the number of questions, correct, incorrect, and missing.

Number of Students by Performance Rating within Category

Category	Weak	Moderate	Strong
Knowledge	5	11	8
Application	2	11	8
Synthesis	5	11	8

Performance Rating Key

- Weak:** Represents a level of performance that is below the expected level of proficiency.
- Moderate:** Represents a level of performance that is at the expected level of proficiency.
- Strong:** Represents a level of performance that is above the expected level of proficiency.

Grouped Roster

The LEAP assessment is designed to assess students' understanding of the content. The report below summarizes the results for each category in terms of the number of questions, correct, incorrect, and missing.

Synthesis Group

This is a group of students who performed at the same level on the Synthesis questions. The report below summarizes the results for each category in terms of the number of questions, correct, incorrect, and missing.

Category	Number of Students	Correct	Incorrect	Missing
Knowledge Group	5	4	1	0
Application Group	5	4	1	0
Synthesis Group	5	4	1	0

Classroom Profiles

The table below summarizes the results for each category in terms of the number of questions, correct, incorrect, and missing.

Category	Knowledge	Application	Synthesis	Group	Correct
Weak	5	5	5	Knowledge	4
Moderate	11	11	11	Application	10
Strong	8	8	8	Synthesis	7

Comparisons

The table below summarizes the results for each category in terms of the number of questions, correct, incorrect, and missing.

Category	Class	School	LEAP
Knowledge	50%	45%	45%
Application	50%	45%	45%
Synthesis	50%	45%	45%

Overall Results

Grouped Roster

Classroom Profiles

Comparisons

The Classroom Score Report

The new 2023-24 classroom score report is made up of four sections.



Overall Results

Each Classroom Assessment Program (CAP) and assessment also leads to a number of students assigned to four reporting categories: Knowledge, Application, and Synthesis. The CAP's values are combined to provide the overall category for each of the performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category

Category	Weak	Moderate	Strong
Knowledge	1	1	1
Application	1	1	1
Synthesis	1	1	1

Performance Rating Key

- Weak:** Represents a level of performance that is below the standard.
- Moderate:** Represents a level of performance that is at the standard.
- Strong:** Represents a level of performance that is above the standard.

Overall Results

Grouped Roster

Knowledge Group

Application Group

Synthesis Group

Grouped Roster

The report contains summary, identifiable information that must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA). Information in this report cannot be shared or posted online without the consent of the student or the student's parent. These reports are created by the user's computer using the CAP's data and are not intended to be shared with other users.

Grouped Roster

Classroom Profiles

The table below summarizes the performance of all students in the classroom across the three reporting categories: Knowledge, Application, and Synthesis. The table includes the student's name, the performance rating, and the number of students in each category.

Student	Knowledge	Application	Synthesis
Student 1	Strong	Strong	Strong
Student 2	Strong	Strong	Strong
Student 3	Strong	Strong	Strong
Student 4	Strong	Strong	Strong
Student 5	Strong	Strong	Strong
Student 6	Strong	Strong	Strong
Student 7	Strong	Strong	Strong
Student 8	Strong	Strong	Strong
Student 9	Strong	Strong	Strong
Student 10	Strong	Strong	Strong

Profile Table

The table below provides the number of students in each reporting category for the classroom.

Category	Weak	Moderate	Strong
Knowledge	0	0	10
Application	0	0	10
Synthesis	0	0	10

Classroom Profiles

Comparisons

The table below compares the performance of the classroom to other classrooms in the district. The table includes the classroom name, the performance rating, and the number of students in each category.

Classroom	Knowledge	Application	Synthesis
Classroom A	Strong	Strong	Strong
Classroom B	Strong	Strong	Strong
Classroom C	Strong	Strong	Strong
Classroom D	Strong	Strong	Strong
Classroom E	Strong	Strong	Strong

Comparisons

Students with Scores: 22

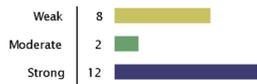
This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

Overall Results

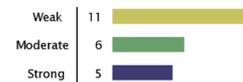
Each Innovative Assessment Program (IAP) unit assessment asks students to answer questions assigned to three reporting categories: Knowledge, Application, and Synthesis. The figure below summarizes the trends for each category in terms of three performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category

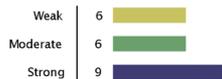
Knowledge



Application



Synthesis



Performance Rating Key

Weak
 Aligns to the level of rigor of the Unsatisfactory and Approaching Basic achievement levels on the LEAP 2025 ELA Assessment

Moderate
 Aligns to the level of rigor of the Basic achievement level on the LEAP 2025 ELA Assessment

Strong
 Aligns to the level of rigor of the Mastery and Advanced achievement levels on the LEAP 2025 ELA Assessment

Overall Results

This report shows the number of students in each reporting category, at each of three performance ratings.

Students with Scores: 22

This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

Overall Results

Each Innovative Assessment Program (IAP) unit assessment asks students to answer questions assigned to three reporting categories: Knowledge, Application, and Synthesis. The figure below summarizes the trends for each category in terms of three performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category



Knowledge: how well your students understand the texts studied in class

Application: how well your students understand a new text or texts related to the ideas studied in class

Synthesis: how well your students write about the texts studied in class and the new text

Students with Scores: 22

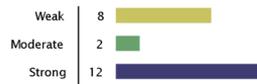
This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

Overall Results

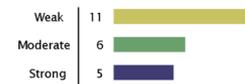
Each Innovative Assessment Program (IAP) unit assessment asks students to answer questions assigned to three reporting categories: Knowledge, Application, and Synthesis. The figure below summarizes the trends for each category in terms of three performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category

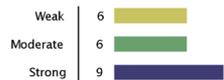
Knowledge



Application



Synthesis



Performance Rating Key

Weak
 Aligns to the level of rigor of the Unsatisfactory and Approaching Basic achievement levels on the LEAP 2025 ELA Assessment

Moderate
 Aligns to the level of rigor of the Basic achievement level on the LEAP 2025 ELA Assessment

Strong
 Aligns to the level of rigor of the Mastery and Advanced achievement levels on the LEAP 2025 ELA Assessment

Each of these categories has three **performance ratings** that correspond to LEAP 2025:



Weak

Aligns to the level of rigor of the **Unsatisfactory/Approaching Basic** achievement levels on LEAP 2025



Moderate

Aligns to the level of rigor of the **Basic** achievement level on LEAP 2025



Strong

Aligns to the level of rigor of the **Mastery/Advanced** achievement levels on LEAP 2025

Students with Scores: 22

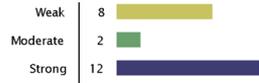
This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

Overall Results

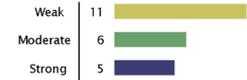
Each Innovative Assessment Program (IAP) unit assessment asks students to answer questions assigned to three reporting categories: Knowledge, Application, and Synthesis. The figure below summarizes the trends for each category in terms of three performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category

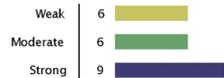
Knowledge



Application



Synthesis



Performance Rating Key

Weak
 Aligns to the level of rigor of the Unsatisfactory and Approaching Basic achievement levels on the LEAP 2025 ELA Assessment

Moderate
 Aligns to the level of rigor of the Basic achievement level on the LEAP 2025 ELA Assessment

Strong
 Aligns to the level of rigor of the Mastery and Advanced achievement levels on the LEAP 2025 ELA Assessment

22 Students with scores in this class

Students with Scores: 22

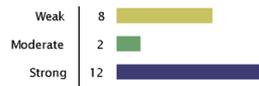
This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

Overall Results

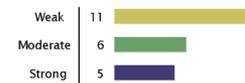
Each Innovative Assessment Program (IAP) unit assessment asks students to answer questions assigned to three reporting categories: Knowledge, Application, and Synthesis. The figure below summarizes the trends for each category in terms of three performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category

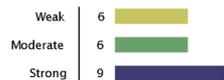
Knowledge



Application



Synthesis



Performance Rating Key

Weak
 Aligns to the level of rigor of the Unsatisfactory and Approaching Basic achievement levels on the LEAP 2025 ELA Assessment

Moderate
 Aligns to the level of rigor of the Basic achievement level on the LEAP 2025 ELA Assessment

Strong
 Aligns to the level of rigor of the Mastery and Advanced achievement levels on the LEAP 2025 ELA Assessment



Overall Results

Pause the video: Describe how the 22 students performed on each section of the assessment.

Students with Scores: 22

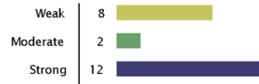
This score report is meant to be used with your classroom observations and insights to think through what kinds of instructional supports may help your students in the next unit. To support decisions about next steps, this report is meant to be used with the 2023-2024 IAP Score Report Guidance document. The IAP resources may be found in the Assessment Guidance Library at <https://www.louisianabelieves.com/resources/library/assessment-guidance>.

Overall Results

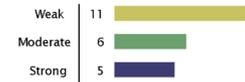
Each Innovative Assessment Program (IAP) unit assessment asks students to answer questions assigned to three reporting categories: Knowledge, Application, and Synthesis. The figure below summarizes the trends for each category in terms of three performance ratings: Weak, Moderate, and Strong.

Number of Students by Performance Rating within Category

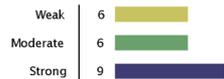
Knowledge



Application



Synthesis



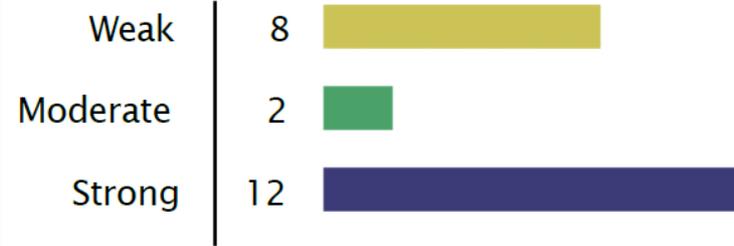
Performance Rating Key

Weak
 Aligns to the level of rigor of the Unsatisfactory and Approaching Basic achievement levels on the LEAP 2025 ELA Assessment

Moderate
 Aligns to the level of rigor of the Basic achievement level on the LEAP 2025 ELA Assessment

Strong
 Aligns to the level of rigor of the Mastery and Advanced achievement levels on the LEAP 2025 ELA Assessment

Knowledge



You might have noticed:

- 8 students scored **Weak** in Knowledge
- 2 students scored **Moderate** in Knowledge, and
- 12 students scored **Strong** in Knowledge

The Classroom Score Report

The new 2023-24 classroom score report is made up of four sections.

The image displays four overlapping sample pages from the LEAP Classroom Score Report for the 2023-24 school year. Each page is titled 'The Over, Window 1 2023-2024' and includes the following sections:

- Overall Results:** Features a 'Number of Students by Performance Rating within Category' bar chart and a 'Performance Rating Key' with categories: Good, Moderate, and Needs Improvement. It also includes 'Knowledge', 'Application', and 'Synthesis' sub-sections with their respective bar charts.
- Grouped Roster:** Lists students grouped by performance level (Good, Moderate, Needs Improvement) for each of the three domains: Knowledge, Application, and Synthesis.
- Classroom Profiles:** A table comparing the classroom's performance across various standards (e.g., 1.NF.A.1, 1.NF.A.2) against the 'Class', 'School System', and 'All' (Average) benchmarks. The table includes columns for 'Standard', 'Class', 'School System', and 'All'.
- Comparisons:** Similar to the Classroom Profiles, this section provides a visual comparison of the classroom's scores against the 'Class', 'School System', and 'All' benchmarks for each standard.

Overall Results

Grouped Roster

Classroom Profiles

Comparisons

The Grouped Roster

- Students are placed into groups.
- Within each group, students needs are likely similar, which can help teachers plan future instruction.

Students with Scores: 22

Grouped Roster

In this part of the report, your classroom roster is split up into four groups—one for knowledge, one for application, and one for synthesis, and a final group for students who did not receive a score. Students are sorted into one of the first three groups based on where they are likely to need the most help. If students receive a rating of Weak or Moderate in all three categories—Knowledge, Application, and Synthesis—they will appear in the Knowledge group because they are most likely to benefit from instruction focused on reading and understanding the unit text. If they receive a rating of Weak or Moderate in Application and Synthesis but a Strong in Knowledge, then they will appear in the Application group. If they receive a Strong rating in both Knowledge and Application, they will appear in the Synthesis Group.

One way to understand these three groups is by thinking about what questions we are asking within each group:

- **Knowledge Group.** Which students may need help in Knowledge?
- **Application Group.** Which students do not need help in Knowledge but need help in Application?
- **Synthesis Group.** Which students do not need help in Knowledge or Application but may need help in Synthesis?

The table below provides the number of students within these groups and the following pages provide their names, performance ratings, and essay scores.

	Knowledge Group	Application Group	Synthesis Group	No Score Group
Number of Students	10	8	4	2

These groups are meant to be considered alongside reflection questions, which are provided in this report for each section. Use the reflection questions to design or select follow-up supports for upcoming curricular units of instruction. This process is outlined in the IAP Score Report Guidance document.



The IAP test is just one measure of how well students are performing academically. This report is meant to be one source of evidence in considering instructional next steps and should be used alongside the provided guidance and your insights into classroom instruction and assessment.

The Grouped Roster

Students with Scores: 22

Grouped Roster

In this part of the report, your classroom roster is split up into four groups—one for knowledge, one for application, and one for synthesis, and a final group for students who did not receive a score. Students are sorted into one of the first three groups based on

Of the 22 Students with scores in the class:

- Knowledge Group. Which students may need help in Knowledge?

	Knowledge Group	Application Group	Synthesis Group	No Score Group
Number of Students	10	8	4	2



The IAP test is just one measure of how well students are performing academically. This report is meant to be one source of evidence in considering instructional next steps and should be used alongside the provided guidance and your insights into classroom instruction and assessment.

Knowledge	Application	Synthesis	Reading Comp. and Written Expression	Knowledge and Use of Conventions	Student Name	LASID
Weak	Weak	Not Tested	10 Students Are Placed Into the Knowledge Group			
Weak	Weak	Weak				
Weak	Weak	Weak				
Weak	Weak	Weak				
Weak	Weak	Moderate				
Weak	Weak	Moderate				
Weak	Weak	Strong				
Weak	Moderate	Moderate				
Moderate	Moderate	Moderate				
Moderate	Strong	Moderate				
Strong	Weak	Weak	8 Students Are Placed Into the Application Group			
Strong	Weak	Weak				
Strong	Weak	Strong				
Strong	Weak	Strong				
Strong	Moderate	Weak				
Strong	Moderate	Strong				
Strong	Moderate	Strong				
Strong	Moderate	Strong				
Strong	Strong	Moderate	4 Students Are Placed Into the Synthesis Group			
Strong	Strong	Strong				
Strong	Strong	Strong				
Strong	Strong	Strong				
--	--	--	2 students in the No Score Group			
--	--	--				

Knowledge	Application	Synthesis	Reading Comp. and Written Expression	Knowledge and Use of Conventions	Student Name	LASID																																																																											
Weak	<p>LEAP The Caret, Window 1 2023 Class ID: 120424 Report Code: 120424 School System: Example School District Students with Scores 22</p> <p>Knowledge Group</p> <p>In this scoring range, students demonstrate their understanding of key knowledge/skills in the unit by answering questions about the main message of the text, understanding the author's main purpose, and identifying the author's point of view.</p> <p>1. Do they typically understand how to approach OA assessment tasks? 2. Do they typically understand and use all available assessment language? 3. Do they typically understand how to select the best evidence?</p> <p>If you answered "not" to any of these questions, consider the 2023-2024 AP Score Report Guidance to consider next steps in the opening unit of instruction. If you answered "yes" to all of the questions, consider the reflection questions in the Application section for these students.</p> <p>Knowledge Table</p> <p>Note: Students with scores below a portion of the test will receive a rating of "Not Tested" for that section.</p> <table border="1"> <thead> <tr> <th>Knowledge</th> <th>Application</th> <th>Synthesis</th> <th>Reading Comprehension and Written Expression</th> <th>Knowledge and Use of Conventions</th> <th>Student Name</th> <th>LASID</th> </tr> </thead> <tbody> <tr><td>Weak</td><td>Weak</td><td>Not Tested</td><td>-</td><td>-</td><td>STUDENT 1</td><td>120424001</td></tr> <tr><td>Weak</td><td>Weak</td><td>Weak</td><td>0</td><td>1</td><td>STUDENT 2</td><td>120424002</td></tr> <tr><td>Weak</td><td>Weak</td><td>Weak</td><td>0</td><td>1</td><td>STUDENT 3</td><td>120424003</td></tr> <tr><td>Weak</td><td>Weak</td><td>Weak</td><td>0</td><td>1</td><td>STUDENT 4</td><td>120424004</td></tr> <tr><td>Weak</td><td>Weak</td><td>Moderate</td><td>2</td><td>2</td><td>STUDENT 5</td><td>120424005</td></tr> <tr><td>Weak</td><td>Weak</td><td>Moderate</td><td>1</td><td>3</td><td>STUDENT 6</td><td>120424006</td></tr> <tr><td>Weak</td><td>Weak</td><td>Strong</td><td>4</td><td>2</td><td>STUDENT 7</td><td>120424007</td></tr> <tr><td>Weak</td><td>Moderate</td><td>Moderate</td><td>2</td><td>1</td><td>STUDENT 8</td><td>120424008</td></tr> <tr><td>Moderate</td><td>Moderate</td><td>Moderate</td><td>2</td><td>3</td><td>STUDENT 9</td><td>120424009</td></tr> <tr><td>Moderate</td><td>Strong</td><td>Moderate</td><td>2</td><td>3</td><td>STUDENT 10</td><td>120424010</td></tr> </tbody> </table> <p>Page 7 of 8</p> <p>This report contains sensitive identifiable information that must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA). Information in this report cannot be disseminated without the appropriate consent of appropriate school officials. These students are exempt from the usual notification and FERPA limitations imposed on reports and test scores releases.</p>	Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID	Weak	Weak	Not Tested	-	-	STUDENT 1	120424001	Weak	Weak	Weak	0	1	STUDENT 2	120424002	Weak	Weak	Weak	0	1	STUDENT 3	120424003	Weak	Weak	Weak	0	1	STUDENT 4	120424004	Weak	Weak	Moderate	2	2	STUDENT 5	120424005	Weak	Weak	Moderate	1	3	STUDENT 6	120424006	Weak	Weak	Strong	4	2	STUDENT 7	120424007	Weak	Moderate	Moderate	2	1	STUDENT 8	120424008	Moderate	Moderate	Moderate	2	3	STUDENT 9	120424009	Moderate	Strong	Moderate	2	3	STUDENT 10	120424010	Not Tested	10 Students Are Placed Into the Knowledge Group	
Knowledge		Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID																																																																										
Weak		Weak	Not Tested	-	-	STUDENT 1	120424001																																																																										
Weak		Weak	Weak	0	1	STUDENT 2	120424002																																																																										
Weak		Weak	Weak	0	1	STUDENT 3	120424003																																																																										
Weak		Weak	Weak	0	1	STUDENT 4	120424004																																																																										
Weak		Weak	Moderate	2	2	STUDENT 5	120424005																																																																										
Weak		Weak	Moderate	1	3	STUDENT 6	120424006																																																																										
Weak		Weak	Strong	4	2	STUDENT 7	120424007																																																																										
Weak		Moderate	Moderate	2	1	STUDENT 8	120424008																																																																										
Moderate	Moderate	Moderate	2	3	STUDENT 9	120424009																																																																											
Moderate	Strong	Moderate	2	3	STUDENT 10	120424010																																																																											
Weak		Weak																																																																															
Weak		Weak																																																																															
Weak		Weak																																																																															
Weak		Moderate																																																																															
Weak		Moderate																																																																															
Weak		Strong																																																																															
Weak		Moderate																																																																															
Moderate		Moderate																																																																															
Moderate		Moderate																																																																															
Strong	<p>LEAP The Caret, Window 1 2023 Class ID: 120424 Report Code: 120424 School System: Example School District Students with Scores 22</p> <p>Application Group</p> <p>In this scoring range, students demonstrate their ability to apply key knowledge and skills through the use of reading, non-oral interaction, responding to questions about, and providing evidence when responding to a prompt. An analysis of the results in the table below suggests the following strengths and areas for improvement.</p> <p>4. Do they typically demonstrate accurate comprehension when tackling a new text independently?</p> <p>If you answered "not" to this question, use the 2023-2024 AP Score Report Guidance to consider next steps in the opening unit of instruction. If you answered "yes" to this question, consider the reflection questions in the Synthesis section for these students.</p> <p>Application Table</p> <p>Note: Students with scores below a portion of the test will receive a rating of "Not Tested" for that section.</p> <table border="1"> <thead> <tr> <th>Knowledge</th> <th>Application</th> <th>Synthesis</th> <th>Reading Comprehension and Written Expression</th> <th>Knowledge and Use of Conventions</th> <th>Student Name</th> <th>LASID</th> </tr> </thead> <tbody> <tr><td>Strong</td><td>Weak</td><td>Weak</td><td>0</td><td>1</td><td>STUDENT 11</td><td>120424011</td></tr> <tr><td>Strong</td><td>Weak</td><td>Weak</td><td>0</td><td>0</td><td>STUDENT 12</td><td>120424012</td></tr> <tr><td>Strong</td><td>Weak</td><td>Strong</td><td>4</td><td>3</td><td>STUDENT 13</td><td>120424013</td></tr> <tr><td>Strong</td><td>Weak</td><td>Strong</td><td>2</td><td>3</td><td>STUDENT 14</td><td>120424014</td></tr> <tr><td>Strong</td><td>Moderate</td><td>Weak</td><td>0</td><td>1</td><td>STUDENT 15</td><td>120424015</td></tr> <tr><td>Strong</td><td>Moderate</td><td>Strong</td><td>4</td><td>2</td><td>STUDENT 16</td><td>120424016</td></tr> <tr><td>Strong</td><td>Moderate</td><td>Strong</td><td>4</td><td>2</td><td>STUDENT 17</td><td>120424017</td></tr> <tr><td>Strong</td><td>Moderate</td><td>Strong</td><td>4</td><td>2</td><td>STUDENT 18</td><td>120424018</td></tr> <tr><td>Strong</td><td>Strong</td><td>Strong</td><td>6</td><td>2</td><td>STUDENT 19</td><td>120424019</td></tr> <tr><td>Strong</td><td>Strong</td><td>Strong</td><td>6</td><td>2</td><td>STUDENT 20</td><td>120424020</td></tr> </tbody> </table>	Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID	Strong	Weak	Weak	0	1	STUDENT 11	120424011	Strong	Weak	Weak	0	0	STUDENT 12	120424012	Strong	Weak	Strong	4	3	STUDENT 13	120424013	Strong	Weak	Strong	2	3	STUDENT 14	120424014	Strong	Moderate	Weak	0	1	STUDENT 15	120424015	Strong	Moderate	Strong	4	2	STUDENT 16	120424016	Strong	Moderate	Strong	4	2	STUDENT 17	120424017	Strong	Moderate	Strong	4	2	STUDENT 18	120424018	Strong	Strong	Strong	6	2	STUDENT 19	120424019	Strong	Strong	Strong	6	2	STUDENT 20	120424020	Weak	8 Students Are Placed Into the Application Group	
Knowledge		Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID																																																																										
Strong		Weak	Weak	0	1	STUDENT 11	120424011																																																																										
Strong		Weak	Weak	0	0	STUDENT 12	120424012																																																																										
Strong		Weak	Strong	4	3	STUDENT 13	120424013																																																																										
Strong		Weak	Strong	2	3	STUDENT 14	120424014																																																																										
Strong		Moderate	Weak	0	1	STUDENT 15	120424015																																																																										
Strong		Moderate	Strong	4	2	STUDENT 16	120424016																																																																										
Strong		Moderate	Strong	4	2	STUDENT 17	120424017																																																																										
Strong		Moderate	Strong	4	2	STUDENT 18	120424018																																																																										
Strong	Strong	Strong	6	2	STUDENT 19	120424019																																																																											
Strong	Strong	Strong	6	2	STUDENT 20	120424020																																																																											
Strong		Weak																																																																															
Strong		Strong																																																																															
Strong		Strong																																																																															
Strong		Strong																																																																															
Strong		Weak																																																																															
Strong		Strong																																																																															
Strong		Strong																																																																															
Strong		Strong																																																																															
Strong		Strong																																																																															
Strong	<p>If you answered "not" to any of these questions, use the 2023-2024 AP Score Report Guidance to consider next steps in the opening unit of instruction.</p> <p>Synthesis Table</p> <p>Note: Students with scores below a portion of the test will receive a rating of "Not Tested" for that section.</p> <table border="1"> <thead> <tr> <th>Knowledge</th> <th>Application</th> <th>Synthesis</th> <th>Reading Comprehension and Written Expression</th> <th>Knowledge and Use of Conventions</th> <th>Student Name</th> <th>LASID</th> </tr> </thead> <tbody> <tr><td>Strong</td><td>Strong</td><td>Moderate</td><td>4</td><td>1</td><td>STUDENT 21</td><td>120424021</td></tr> <tr><td>Strong</td><td>Strong</td><td>Strong</td><td>4</td><td>2</td><td>STUDENT 22</td><td>120424022</td></tr> <tr><td>Strong</td><td>Strong</td><td>Strong</td><td>4</td><td>2</td><td>STUDENT 23</td><td>120424023</td></tr> <tr><td>Strong</td><td>Strong</td><td>Strong</td><td>6</td><td>2</td><td>STUDENT 24</td><td>120424024</td></tr> <tr><td>Strong</td><td>Strong</td><td>Strong</td><td>6</td><td>2</td><td>STUDENT 25</td><td>120424025</td></tr> </tbody> </table>	Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID	Strong	Strong	Moderate	4	1	STUDENT 21	120424021	Strong	Strong	Strong	4	2	STUDENT 22	120424022	Strong	Strong	Strong	4	2	STUDENT 23	120424023	Strong	Strong	Strong	6	2	STUDENT 24	120424024	Strong	Strong	Strong	6	2	STUDENT 25	120424025	Moderate	4 Students Are Placed Into the Synthesis Group																																				
Knowledge		Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID																																																																										
Strong		Strong	Moderate	4	1	STUDENT 21	120424021																																																																										
Strong		Strong	Strong	4	2	STUDENT 22	120424022																																																																										
Strong		Strong	Strong	4	2	STUDENT 23	120424023																																																																										
Strong	Strong	Strong	6	2	STUDENT 24	120424024																																																																											
Strong	Strong	Strong	6	2	STUDENT 25	120424025																																																																											
Strong		Strong																																																																															
Strong		Strong																																																																															
Strong		Strong																																																																															
Strong		Strong																																																																															
--	<p>LEAP The Caret, Window 1 2023 Class ID: 120424 Report Code: 120424 School System: Example School District Students with Scores 22</p> <p>No Score Group</p> <table border="1"> <thead> <tr> <th>Knowledge</th> <th>Application</th> <th>Synthesis</th> <th>Reading Comprehension and Written Expression</th> <th>Knowledge and Use of Conventions</th> <th>Student Name</th> <th>LASID</th> </tr> </thead> <tbody> <tr><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>STUDENT 26</td><td>120424026</td></tr> <tr><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>STUDENT 27</td><td>120424027</td></tr> </tbody> </table>	Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID	-	-	-	-	-	STUDENT 26	120424026	-	-	-	-	-	STUDENT 27	120424027	--	2 students in the No Score Group																																																									
Knowledge		Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID																																																																										
-	-	-	-	-	STUDENT 26	120424026																																																																											
-	-	-	-	-	STUDENT 27	120424027																																																																											
--		--																																																																															

Knowledge

Application

Synthesis

Reading Comp. and Written Expression

Knowledge and Use of Conventions

Student Name

LASID



The Giver, Window 1 2023

Grade: 07
Report Date: 12/2023

Class: 00001 Example Class
School: Example School
School System: Example School Parish

Students with Scores: 22

Knowledge Group

In this reporting category, students demonstrate their understanding of key knowledge taught in the unit by answering questions about the anchor text(s). As you analyze the results in the table below, consider the following questions about your students:

1. Do they typically understand how to approach ELA assessment tasks?
2. Do they typically understand and use academic and domain specific language?
3. Do they typically understand how to select the best evidence?

If you answered "no" to any of these questions, use the 2023-2024 IAP Score Report Guidance to consider next steps in the upcoming unit of instruction. If you answered "yes" to all of the questions, consider the reflection question in the Application section for these students.

Knowledge Table

Note: Students who did not take a section of the test will receive a rating of Not Tested (NT) for that section.

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID
Weak	Weak	Not Tested	-	-	STUDENT 1	1234567891
Weak	Weak	Weak	0	1	STUDENT 2	1234567891
Weak	Weak	Weak	0	1	STUDENT 3	1234567891
Weak	Weak	Weak	0	1	STUDENT 4	1234567891
Weak	Weak	Moderate	2	2	STUDENT 5	1234567891
Weak	Weak	Moderate	2	3	STUDENT 6	1234567891
Weak	Weak	Strong	4	2	STUDENT 7	1234567891
Weak	Moderate	Moderate	2	1	STUDENT 8	1234567891
Moderate	Moderate	Moderate	2	3	STUDENT 9	1234567891
Moderate	Strong	Moderate	2	3	STUDENT 10	1234567891

10 Students Are Placed Into the Knowledge Group

8 Students Are Placed Into the Application Group

4 Students Are Placed Into the Synthesis Group

2 students in the No Score Group

The Grouped Roster - Group Tables



The Giver, Window 1 2023

Grade: 07
Report Date: 12/2023

Class: 00001 Example Class
School: Example School
School System: Example School Parish

Students with Scores: 22

Knowledge Group

In this reporting category, students demonstrate their understanding of key knowledge taught in the unit by answering questions about the anchor text(s). As you analyze the results in the table below, consider the following questions about your students:

1. Do they typically understand how to approach ELA assessment tasks?
2. Do they typically understand and use academic and domain specific language?
3. Do they typically understand how to select the best evidence?

If you answered "no" to any of these questions, use the 2023-2024 IAP Score Report Guidance to consider next steps in the upcoming unit of instruction. If you answered "yes" to all of the questions, consider the reflection question in the Application section for these students.

Knowledge Table

Note: Students who did not take a section of the test will receive a rating of Not Tested (NT) for that section.

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID
Weak	Weak	Not Tested	-	-	STUDENT 1	1234567891
Weak	Weak	Weak	0	1	STUDENT 2	1234567891
Weak	Weak	Weak	0	1	STUDENT 3	1234567891
Weak	Weak	Weak	0	1	STUDENT 4	1234567891
Weak	Weak	Moderate	2	2	STUDENT 5	1234567891
Weak	Weak	Moderate	2	3	STUDENT 6	1234567891
Weak	Weak	Strong	4	2	STUDENT 7	1234567891
Weak	Moderate	Moderate	2	1	STUDENT 8	1234567891
Moderate	Moderate	Moderate	2	3	STUDENT 9	1234567891
Moderate	Strong	Moderate	2	3	STUDENT 10	1234567891

Page 3 of 9

This report contains personally identifiable information that must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA). Information in this report cannot be disclosed to persons other than employees of a student's school or school system. These reports are meant to be used in conjunction with ELA Guidebooks instructional supports and classroom activities.

10 Students Are Placed Into the Knowledge Group

These 10 students may have different ratings, on Application and Synthesis, as well as the rubric scores, but are all Weak or Moderate on Knowledge.

The Grouped Roster - Student Data

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID
Weak	Weak	Moderate	2	2	STUDENT 5	1234567891

Reporting Category Ratings

Reading Comprehension and Written Expression (RCWE) Rubric Score x 2

Knowledge and Use of Language Conventions Rubric Score

The Grouped Roster - Reflection Questions

LEAP Innovative Assessment Program
ELA Guidebooks Assessment
Class Report

The Giver, Window 1 2023
Grade: 07
Report Date: 12/2023

Class: 00001 Example Class
School: Example School
School System: Example School Parish

Students with Scores: 22

Knowledge Group

In this reporting category, students demonstrate their understanding of key knowledge taught in the unit by answering questions about

1. Do they typically understand how to approach ELA assessment tasks?
2. Do they typically understand and use academic and domain specific language?
3. Do they typically understand how to select the best evidence?

unit of instruction. If you answered "yes" to all of the questions, consider the reflection question in the Application section for these students.

Knowledge Table

Note: Students who did not take a section of the test will receive a rating of "N/A".

Knowledge	Application	Synthesis	Reading Comprehension and Writing	Knowledge and Use of	Student Name	LASID
-----------	-------------	-----------	-----------------------------------	----------------------	--------------	-------

These reflection questions are connected to the Score Report Reflections Guide, which is addressed in the next module.

Knowledge Group

In this reporting category, students demonstrate their understanding of key knowledge taught in the unit by answering questions about the anchor text(s). As you analyze the results in the table below, consider the following questions about your students:

1. Do they typically understand how to approach ELA assignments?
2. Do they typically understand and use academic and domain specific language?
3. Do they typically understand how to select the best evidence?

If you answered "no" to any of these questions, use the 2023-2024 IAP Score Report Guidance to consider next steps in the upcoming unit of instruction. If you answered "yes" to all of the questions, consider the reflection question in the Application section for these students.

The Classroom Score Report

The new 2023-24 classroom score report is made up of four sections.

Overall Results

Number of Students by Performance Rating within Category

Category	Group	Good	Fair	Needs Improvement
Knowledge	A	100%	0%	0%
	B	100%	0%	0%
	C	100%	0%	0%
Application	A	100%	0%	0%
	B	100%	0%	0%
	C	100%	0%	0%
Synthesis	A	100%	0%	0%
	B	100%	0%	0%
	C	100%	0%	0%

Overall Results

Grouped Roster

Group	Number of Students	No. Score Range
Knowledge Group	10	4 - 2
Application Group	10	4 - 2
Synthesis Group	10	4 - 2

Grouped Roster

Classroom Profiles

Category	Group	Good	Fair	Needs Improvement
Knowledge	A	100%	0%	0%
	B	100%	0%	0%
	C	100%	0%	0%
Application	A	100%	0%	0%
	B	100%	0%	0%
	C	100%	0%	0%
Synthesis	A	100%	0%	0%
	B	100%	0%	0%
	C	100%	0%	0%

Classroom Profiles

Comparisons

Category	Group	Good	Fair	Needs Improvement
Knowledge	A	100%	0%	0%
	B	100%	0%	0%
	C	100%	0%	0%
Application	A	100%	0%	0%
	B	100%	0%	0%
	C	100%	0%	0%
Synthesis	A	100%	0%	0%
	B	100%	0%	0%
	C	100%	0%	0%

Comparisons

Classroom Profiles

This section is meant to provide a more detailed summary of your classroom, while also connecting to the prior sections of the report.



The Giver, Window 1 2023

Grade: 07

Report Date: 12/2023

Class: 000001 Example Class

School: Example School

School System: Example School Parish

Students with Scores: 22

Classroom Profiles

The table below summarizes the patterns of Strong, Moderate, and Weak across the Knowledge, Application, and Synthesis reporting categories. These patterns combine the information in the previous three tables into a more complex look at student performance.

In considering this table, address weaknesses in multiple reporting categories in order of 1) Knowledge, 2) Application, and 3) Synthesis. In some cases, students may be weak in earlier categories like Knowledge, but strong in other categories like Application or Synthesis. For these students, use the reflection questions to consider what they know and can do, and again draw on insights from your classroom instruction and assessment. You may decide, for example, that the supports from the Knowledge category are appropriate, or that supports from other categories, like Application or Synthesis, work best for these students.

Profile Table

Note: Students who did not take a section of the test will receive a rating of Not Tested (NT) for that section.

Knowledge	Application	Synthesis	Group	Count
Weak	Weak	Not Tested	Knowledge	1
Weak	Weak	Weak	Knowledge	3
Weak	Weak	Moderate	Knowledge	2
Weak	Weak	Strong	Knowledge	1
Weak	Moderate	Moderate	Knowledge	1
Moderate	Moderate	Moderate	Knowledge	1
Moderate	Strong	Moderate	Application	1
Strong	Weak	Weak	Application	2
Strong	Weak	Strong	Application	2
Strong	Moderate	Weak	Application	1
Strong	Moderate	Strong	Synthesis	3
Strong	Strong	Moderate	Synthesis	1
Strong	Strong	Strong	Synthesis	3

Knowledge Table

Note: Students who did not take a section of the test will receive a rating of Not Tested (NT) for that section.

Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID
Weak	Weak	Weak	0	1	STUDENT 2	1234567891
Weak	Weak	Weak	0	1	STUDENT 3	1234567891
Weak	Weak	Weak	0	1	STUDENT 4	1234567891

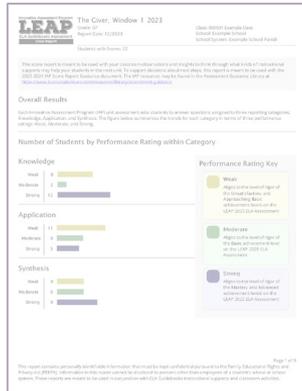


Classroom Profiles

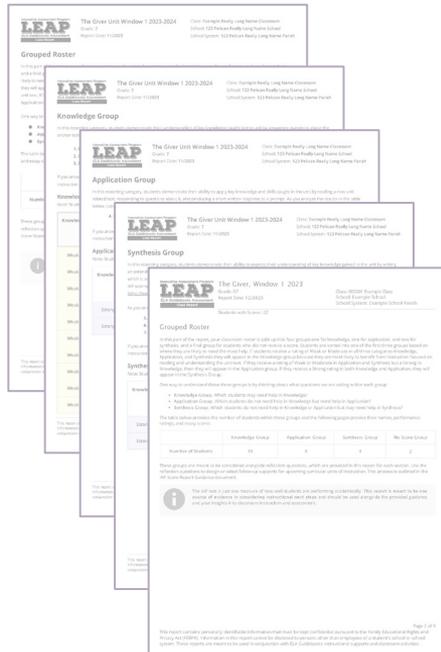
Knowledge	Application	Synthesis	Group	Count
Weak	Weak	Weak	Knowledge	3

The Classroom Score Report

The new 2023-24 classroom score report is made up of four sections.



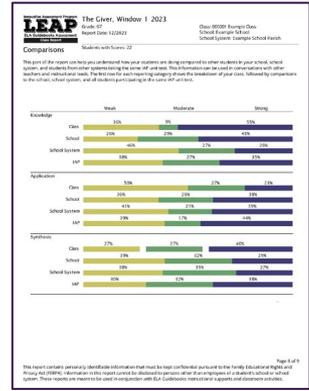
Overall Results



Grouped Roster



Classroom Profiles

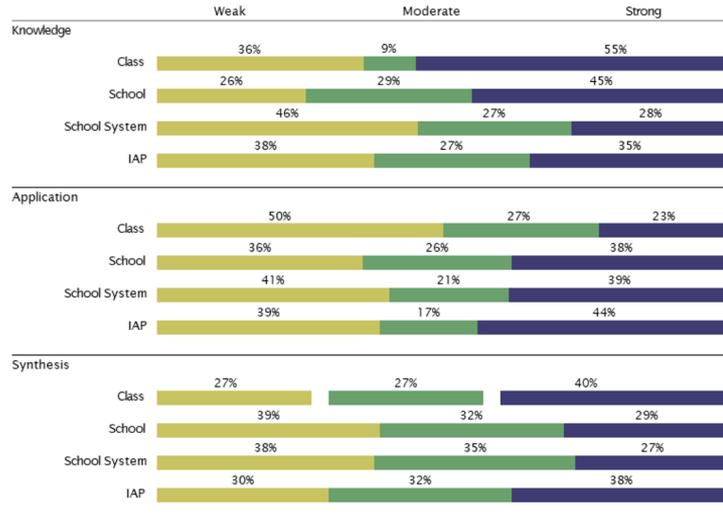


Comparisons

Comparisons

Students with Scores: 22

This part of the report can help you understand how your students are doing compared to other students in your school, school system, and students from other systems taking the same IAP unit test. This information can be used in conversations with other teachers and instructional leads. The first row for each reporting category shows the breakdown of your class, followed by comparisons to the school, school system, and all students participating in the same IAP unit test.



Comparisons

This part of the report compares the percentages of students in each rating for each category for your classroom to other groups of students participating in the IAP.

Pause the video:

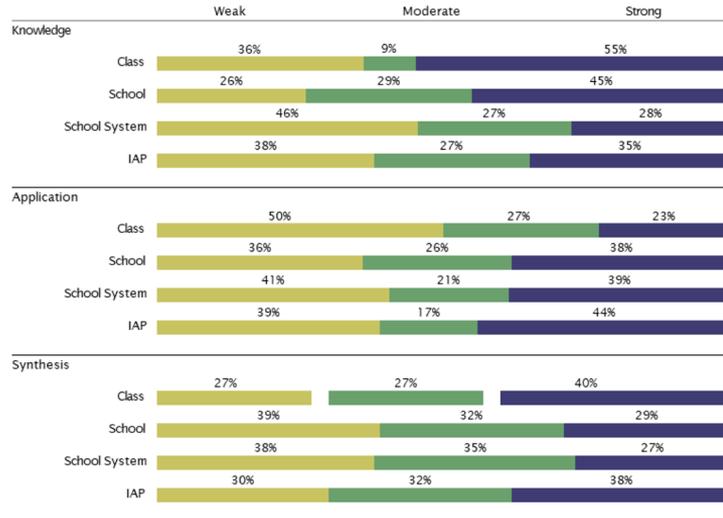
Describe how the class in this report compared to other groups of students in one or more sections.



Comparisons

Students with Scores: 22

This part of the report can help you understand how your students are doing compared to other students in your school, school system, and students from other systems taking the same IAP unit test. This information can be used in conversations with other teachers and instructional leads. The first row for each reporting category shows the breakdown of your class, followed by comparisons to the school, school system, and all students participating in the same IAP unit test.



Comparisons

- You might have noticed things like more students in the class were rated “strong” compared to the school or IAP in the knowledge category.
- What do you notice in the report?



Agenda Items

1. Context

2. The 2023-24 Classroom Score Report

3. The 2023-24 Student Score Report

4. Wrap Up



During the fall of this school year, JOHN studied **The Giver** unit in English class. After instruction, your student took the LEAP ELA Guidebooks Assessment, which measures the reading and writing skills and knowledge learned in class.

Based on this test, your student **has a good understanding of the texts studied in class and understands basic ideas about texts related to what was studied in class. However, your student needs help writing about class texts and related texts.**

However, this test is just one way to see how your student is doing in class. Talking to your student's teacher can help you better understand how your student is doing in class and how you can help. The rest of this report provides more information about how your student did on each of the three parts of the test. By now your student will have moved on to the next unit, **Christmas Carol or Written in Bone**. To learn more about these units, see the parent guide under the ELA Guidebooks 3-8 (2018) Resources at <https://www.louisianabelieves.com/academics/ela-guidebooks>.

Knowledge of Unit Texts

In this section, your student answered questions about the text read in class to show their understanding of key knowledge and skills taught in the unit.

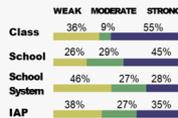
☆☆☆ STRONG

Your student **thoroughly understands** the texts studied in class.

Your student is able to:

- Find the main ideas
- Define important words
- Analyze complex text elements (e.g., point of view, theme, author's purpose)
- Choose supporting evidence

Comparison to Others Taking the The Giver Assessment



Application of Unit Knowledge

In this section, your student read a new text or texts related to the unit content and responded to questions and a writing prompt that measures their ability to apply the key knowledge and skills taught in the unit.

☆☆ MODERATE

Your student **is generally able to make connections between new texts and what was studied in class.**

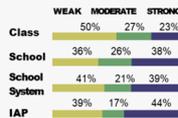
Your student may be able to:

- Identify main ideas within the new text
- Determine the meanings of key words and phrases in the new text

Your student **may need help**:

- Analyzing complex text elements in new texts (e.g., author's claims, development of ideas, and word choice)
- Providing supporting evidence when writing about a new text

Comparison to Others Taking the The Giver Assessment



Synthesis and Expression of Knowledge Across Texts

In this section of the test, your student wrote an extended response that demonstrates their ability to express their overall understanding of the key knowledge they gained in the unit by developing their ideas with information they recall from the unit texts and details from the new text provided on the test.

☆ WEAK

Your student **needs to work on writing responses that show understanding of the main ideas of the texts studied in class and that make connections across multiple texts.**

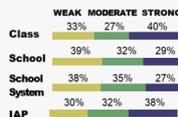
When writing an essay, your student is able to:

- Include some simple details about what they read in class

Your student **may need help**:

- Identifying what is being asked in the writing task
- Providing accurate information about a new text
- Following simple grammar and punctuation rules

Comparison to Others Taking the The Giver Assessment



Student Report

Provides student level information in terms of:

- the three reporting categories,
- the performance ratings,
- with additional information on:
 - what the students are able to do, and what they may need help doing
 - comparisons to other groups

Student Report

Application of Unit Knowledge

In this section, your student read a new text or texts related to the unit content and responded to questions and a writing prompt that measures their ability to apply the key knowledge and skills taught in the unit.

★ ★ MODERATE

Your student **is generally able to make connections between new texts and what was studied in class.**

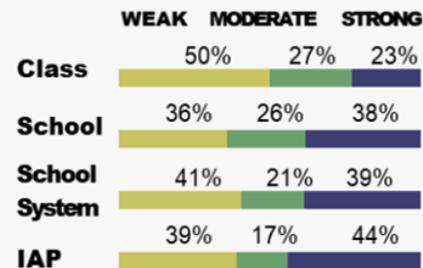
Your student may be able to:

- Identify main ideas within the new text
- Determine the meanings of key words and phrases in the new text

Your student **may need help:**

- Analyzing complex text elements in new texts (e.g., author's claims, development of ideas, and word choice)
- Providing supporting evidence when writing about a new text

Comparison to Others Taking the The Giver Assessment





Agenda Items

1. Context

2. The 2023-24 Classroom Score Report

3. The 2023-24 Student

4. Wrap Up

- The IAP classroom score report provides data in ways that match what you are used to seeing--your classroom roster--but with reflection questions which are also included within the Score Report Reflections Guide (see session 6).
- The student score report is designed to promote conversations that support student learning.



For questions about the IAP, please contact
Ruth Caillouet, the Innovative Assessment Program
Coordinator

Ruth.caillouet@la.gov

Send general assessment questions to

assessment@la.gov

