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Title 28 EDUCATION

Part CXI. Bulletin 118—Statewide Assessment Standards and Practices

Chapter 1. General Provisions

§101. Purpose

A. Bulletin 118 is intended to provide Louisiana educators and education administrators with a unified and comprehensive guide to testing programs, policies, and procedures in the state.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 and R.S. 17:391.1–391.11.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005).

§103. Overview

A. The Louisiana Legislature in Regular Session during the summer of 1997 amended and reenacted R.S. 17:24.4(F) and (G)(1), relative to the Louisiana Competency-Based Education Program, to require proficiency on certain tests as determined by the state Board of Elementary and Secondary Education (SBESE) for student promotion and to provide guidelines relative to the content of pupil progression plans.

B. The amendment and reenactment of the Louisiana Competency-Based Education Program was the result of an ever-increasing demand by Louisiana taxpayers for a better accounting of educational dollars. Act 621, the Public School Accountability Law statute initiated the following guidelines, which continue in the Louisiana Competency-Based Education Program. The Public School Accountability Law called for:

1. the establishment of a program for shared educational accountability in the public educational system of Louisiana;
2. the attainment of established testing standards for education;
3. the provision of information for an analysis of the effectiveness of instructional programs through test assessment results; and
4. the annual assessment of students based on state content standards.

C. The Louisiana Competency-Based Education Program is based on the premise that the program must provide options to accommodate the many different learning styles of students. Every effort is made to tailor the test design and structure to the needs of individual students, including students with special instructional needs who subsequently need test accommodations.

D. The Louisiana Department of Education (LDE) will provide leadership and assistance to school districts in an effort to attain a public system of education that makes the

opportunity to test successfully available to all students on equal terms.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7 and R.S. 24:4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005).

§105. Testing and Accountability

A. Every school shall participate in a school accountability system based on student achievement as approved by the SBESE.

B. Under No Child Left Behind (NCLB), the Elementary and Secondary Education Act of 2002, a state's definition of Adequate Yearly Progress (AYP) must apply the same high standards of academic achievement to all public elementary and secondary school students in the state and result in continuous and substantial academic improvement for all students, including students with disabilities.

C. All LEAs must administer all assessments according to the testing schedule dates approved by SBESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005), amended LR 33:255 (February 2007).

§107. Assessment Programs

A. Kindergarten Developmental Readiness Screening Program (KDRSP). Each school district is required to administer an approved screening instrument to each child entering kindergarten for the first time, with the results to be used for placement and planning instruction.

B. Louisiana Educational Assessment Program (LEAP). Criterion-referenced tests in English Language Arts, Mathematics, Science, and Social Studies assess student performance relative to specific benchmarks established in the state's content standards and provide data for evaluating student, school, and district performance. The tests assess a student's complex thinking skills as well as knowledge and application of information. These high-stakes tests are tied to promotional policy for grades 4 and 8.

C. Graduation Exit Examination (GEE). Criterion-referenced tests in English Language Arts, Mathematics, Science, and Social Studies assess student performance relative to specific benchmarks established in the state's content standards and provide data for evaluating student, school, and district performance. These high-stakes tests require high school students to meet established achievement levels to be eligible to receive a high school diploma.

D. *Integrated Louisiana Educational Assessment Program (iLEAP)*. The iLEAP will integrate criterion-referenced tests and norm-referenced tests into one program to provide data for evaluating students, schools, and district performance in grades 3, 5, 6, 7, and 9 beginning with the 2005-2006 academic year.

E. *LEAP Alternate Assessment, Level 1 (LAA 1)*. The LAA 1 is a performance-based student assessment that evaluates each eligible special education student's knowledge and skills in targeted areas. It is an "on-demand" assessment, which means the test administrator directs the student to perform a specific task and then scores the student's performance after the task is completed.

F. *LEAP Alternate Assessment; Level 2 (LAA 2)*. The LAA 2 is a criterion-referenced assessment; which is based on modified academic achievement standards that allow students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning. The last administration of LAA 2 assessment in grades 3-8 will occur in the academic year 2013-2014.

G. *English Language Development Assessment (ELDA)*. The ELDA is a research-based program designed to measure proficiency in reading, writing, speaking, and listening to English of LEP students; the program began in the 2004-2005 academic year.

H. *End-of-Course Tests (EOCT)*. The EOCT will be administered to high school students enrolled in and/or receiving credit for an EOCT course online beginning fall 2007. The tests, which are criterion-referenced and standards-based, will be phased in over a period of six years to assess student mastery of six high school courses.

I. *The Iowa Tests*. The Iowa Tests of Basic Skills (ITBS), used in grades 3, 5, 6, and 7, and the Iowa Tests of Educational Development (ITED), used in grade 9, are norm-referenced tests that provide comparative data to evaluate student, school, and district performance. The last administration of The Iowa Tests will occur in the academic year 2004-2005.

J. *Graduation Exit Examination ("old" GEE)*. The "old" GEE measures curricula-based proficiencies in English Language Arts, Mathematics, Written Composition, Science, and Social Studies. The administration of the "old" GEE became a district responsibility beginning with the 2003-2004 academic year.

K. *LEAP Alternate Assessment-B (LAA-B)*. The LAA-B, which was administered from 2000 through 2003, assessed special education students who met specific criteria at their functioning levels in language/reading and/or mathematics, rather than at their enrolled grade levels.

L. *National Assessment of Educational Progress (NAEP)*. Also known as the Nation's Report Card, NAEP is administered nationally to a random stratified sample population of students to gather data about subject-matter achievement, instructional experiences, and school environment.

M. *Field Tests*. Representative student populations from school districts throughout Louisiana are chosen to field test new items to be used in future statewide assessments, including LEAP, GEE, ELDA, and iLEAP. The items are tested, scored, ranked statistically, and identified as effective or ineffective.

N. *Placement Tests*. Students from out-of-district or in-state educational settings, such as approved home study programs or nonpublic schools, who wish to enroll in public schools at grades 5 and 9 must take a placement test if they have not taken and met the requirements for LEAP. Students taking the placement test must score basic or above in English Language Arts or Mathematics and approaching basic or above in the other to enroll in grade 5 and score approaching basic or above in English Language Arts and Mathematics to enroll in grade 9.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005), amended LR 32:233 (February 2006), LR 33:255 (February 2007), LR 36:477 (March 2010), LR 40:2509 (December 2014).

§109. Assessment Populations

A. Classified Populations

1. Definition

Classified Population—a population of students that is identified for educational and accountability purposes.

2. *Regular Education Students*. These are students who have not been identified as eligible for special education and related services.

3. *Special Education Students*. This group includes:

a. *Students with Disabilities*. These are students who have been evaluated in accordance with CFR 300.530-300.536 as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services (*Federal Register*, Vol. 64, No. 48);

b. *Gifted and Talented Students*. These are students who have been identified as possessing demonstrated or potential abilities that give evidence of high-performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (HR 637-Gifted and Talented Students Education Act of 1999);

c. *Section 504 Students*. These are students with one or more disabilities according to the regulations for Section 504 of the Rehabilitation Act of 1973, which defines disability as a physical or mental impairment which substantially limits

one or more major life activities. (PL95-602 Title 1, Sec.122 [a] [4]-[8]);

d. limited English proficient students. These are students who are aged 3 through 21; who were not born in the United States or whose native language is a language other than English; who are Native Americans or Alaska Natives or native residents of the outlying areas and come from an environment where a language other than English has had significant impact on their level of English language proficiency; or who are migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny them:

- i. the ability to meet the state's proficient level of achievement on state assessments;
- ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
- iii. the opportunity to participate in society.

B. Nonclassified Populations

1. Definition

Nonclassified Population—a population of students that is identified for reasons other than educational or accountability purposes.

2. Homebound Program Students. These are students who are unable to attend school as a result of health care treatment or physical illness and who are assigned a teacher to instruct them at home or in a hospital environment.

3. Approved Home Study Program Students. These students are taught in a program with a state-approved curriculum that is implemented under the direction and control of a parent or a tutor. A *tutor* is defined as a court-appointed guardian under Louisiana law.

4. Foreign Exchange Students. These students are citizens of another nation who have come under the auspices of a specific program to study in U.S. public elementary and secondary schools.

5. Correctional Facilities. These are students attending alternative schools under the Office of Youth Development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1527 (July 2005), amended LR 33:255 (February 2007).

§111. Limitations on Public Release of Assessment Data

A. When the total N-count in any reporting category or group on an assessment report is nine or less, do not release the assessment data publicly.

B. When the total N-count in any reporting category or group on an assessment report is ten or greater and all students

are reported at one achievement level, do not release the assessment data publicly.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:255 (February 2007).

Chapter 3. Test Security

§301. Participation

A. All persons involved in assessment programs must abide by the security policies and procedures established by the LDE and the SBESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:81.6 et seq., R.S. 416 et seq., and R.S. 441 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005).

§303. Definitions

Access—access to secure test materials means physically handling the materials, not reading, reviewing, or analyzing test items or student responses, either before, during, or after testing, except where providing approved accommodations.

Secure Materials—test materials that contain test items or student responses and to which access is restricted. Secure test materials include:

1. student test booklets;
2. student answer documents;
3. student log-in information; and
4. any other materials that contain test items or student responses.

Testing Irregularity—any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:81.6 et seq., R.S. 416 et seq., and R.S. 441 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005), amended LR 34:65 (January 2008), LR 40:2510 (December 2014).

§305. Test Security Policy

A. The state Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious. The test security policy follows.

1. Tests administered by or through the SBESE shall include but not be limited to:
 - a. all alternate assessments;
 - b. all criterion-referenced tests (CRTs) and norm-referenced tests (NRTs).
2. For purposes of this policy, school districts shall include:

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- a. local education agencies (LEAs) as well as the Recovery School District (RSD);
- b. special school districts;
- c. approved special schools, such as the Louisiana School for the Visually Impaired and Louisiana School for the Deaf;
- d. laboratory schools;
- e. type 2 and type 5 charter schools;
- f. Louisiana School for Math, Science, and the Arts; and
- g. participating nonpublic/other schools that utilize tests administered through the SBESE or the LDE.

3. It shall be a violation of test security for any person to do any of the following:

- a. administer tests in a manner that is inconsistent with the administrative instructions provided by the LDE that would give examinees an unfair advantage or disadvantage;
- b. give examinees access to test questions prior to testing;
- c. examine any test item at any time (except for students during the test or test administrators while providing the accommodations Tests Read Aloud or Communication Assistance, Transferred Answers, or Answers Recorded for students determined to be eligible for those accommodations);
- d. at any time, copy, reproduce, record, store electronically, discuss or use in a manner inconsistent with test regulations all or part of any secure test item, test booklet, answer document, or supplementary secure materials;
- e. coach examinees in any manner during testing or alter or interfere with examinees' responses in any manner;
- f. provide answers to students in any manner during the test, including provision of cues, clues, hints, and/or actual answers in any form:
 - i. written;
 - ii. printed;
 - iii. verbal; or
 - iv. nonverbal;
- g. administer published parallel, previously administered, or current forms of any statewide assessment (e.g., Louisiana Educational Assessment Program [LEAP]; *Integrated* LEAP [*i*LEAP]; Graduation Exit Examination [GEE]; Graduation Exit Examination ["old" GEE]; LEAP Alternate Assessment, Level 1 [LAA 1]; LEAP Alternate Assessment, Level 2 [LAA 2]; the English Language Development Assessment [ELDA]; end-of-course tests (EOCT) online assessments; forms K, L, M, A, and B and all new forms of the Iowa tests; or EXPLORE and PLAN as a practice test or study guide;
- h. fail to follow security regulations for distribution and return of secure test booklets, answer documents, student

log-in information, supplementary secure materials as well as overages as directed; or fail to account for and secure test materials before, during, or after testing;

- i. conduct testing in environments that differ from the usual classroom environment (excluding computer labs used for online testing) without prior written permission from the LDE, Division of Standards, Assessments, and Accountability except for the purpose of providing accommodations;

- j. fail to report any testing irregularities to the district test coordinator (a testing irregularity is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data), who must report such incidents to the LDE, Division of Assessments and Accountability;

- k. participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the section.

4. Each school district as described in this policy shall develop and adopt a district test security policy and procedures for handling emergencies during online testing that is in compliance with the state's test security policy. A copy of the policy and a Statement of Assurance regarding the LEA's test security policy must be submitted annually to the LDE, Division of Assessments and Accountability. This statement must include the name of the individual designated by the district superintendent or institution to procure test material. The policy shall provide:

- a. for the security of the test materials during testing, including test booklets, answer documents, student log-in information, supplementary secure materials, videotapes, and completed observation sheets;

- b. for the storage of all tests materials, except district and school test coordinator manuals and test administration manuals, in a designated secure locked area before, during, and after testing; all secure materials, including any parallel forms of a test, must be kept in locked storage at both the district and school levels; secure materials must never be left in open areas or unattended;

- c. a description and record of professional development on test security, test administration, and security procedures for individual student test data provided for all individuals with access to test materials or individual student test data (access to test materials by school personnel means any contact with or handling the materials but does not include reviewing tests or analyzing test items, which are prohibited);

- d. a list of personnel authorized to have access to the locked secure storage area;

- e. procedures for investigating any testing irregularities, including violations in test security, such as plagiarism and excessive wrong-to-right erasures identified through erasure analysis;

- f. procedures for the investigation of employees accused of irregularities or improprieties in the administration

of standardized tests, as required by the amended R.S. 17:81.6;

g. procedures for the investigation of any missing test booklets, answer documents, student log-in information, or supplementary secure material;

h. procedures for ensuring the security of individual student test data in electronic and paper formats—including encryption of student demographics in any email correspondence;

i. to the extent practicable, procedures to assign a different test administrator for a class than the teacher of record for the class, except for teachers testing students with accommodations and younger students, grades 3 through 8;

j. starting with the 2014–2015 school year, procedures to code testing materials at no more than two secure central locations and to house the testing materials at the central locations until no more than three working days prior to test administration, to the extent practicable;

k. procedures for monitoring of test sites to ensure that appropriate test security procedures are being followed and to observe test administration procedures.

5. Procedures for investigating missing secure materials, any testing irregularity (including cheating), and any employees accused of improprieties must, at a minimum, include the following.

a. The district test coordinator shall initiate the investigation upon the district's determination of an irregularity or breach of security or upon notification by the LDE. The investigation shall be conducted by the district test coordinator and other central office staff as designated by the district superintendent.

b. The location of the designated secure locked area for storage of materials shall be examined, and the individuals with access to secure materials shall be identified.

c. Interviews regarding testing administration and security procedures shall be conducted with the principal, school test coordinator(s), test administrator(s), and proctor(s) at the identified schools. All individuals who had access to the test materials at any time must be interviewed.

d. Interviews shall be conducted with students in the identified classes regarding testing procedures, layout of the classroom, access to test materials before the test, and access to unauthorized materials during testing.

6. After completion of the investigation, the school district shall provide a report of the investigation and a written plan of action to the state superintendent within 30 calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the LDE are authorized to conduct additional investigations.

7. All test administrators and proctors must sign the *Oath of Security* and return it to the STC to keep on file for three years. The STC and principal must sign an oath of

security and return it to the DTC to be kept on file at the district for three years.

8. Test materials, including all test booklets, answer documents, student log-in information, and supplementary secure materials containing secure test questions, shall be kept secure and accounted for in accordance with the procedures specified in the test administration manuals and other communications provided by the LDE. Secure test materials include test booklets, answer documents, student log-in information, and any supplementary secure materials.

9. Procedures described in the test manuals shall include, but are not limited to, the following.

a. All test booklets, answer documents, student log-in information, and supplementary secure materials must be kept in a designated locked secure storage area prior to and after administration of any test.

i. Test administrators are to be given access to the tests and any supplementary secure materials only on the day the test is to be administered, and these are to be retrieved immediately after testing is completed for the day and stored in the designated locked secure storage area each day of testing.

b. All test booklets, answer documents, student log-in information, and supplementary secure materials must be accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

c. Any discrepancies noted in the serial numbers of test booklets, answer documents, and any supplementary secure materials, or the quantity received from contractors must be reported to the LDE, Division of Assessments and Accountability, by the designated institutional or school district personnel prior to the administration of the test.

d. In the event that test booklets, answer documents, or supplementary secure materials are determined to be missing while in the possession of the institution or school district or in the event of any other testing irregularities or breaches of security, the designated institutional or school district personnel must immediately notify by telephone the LDE, Division of Assessments and Accountability, and follow the detailed procedures for investigating and reporting specified in this policy.

e. Only personnel trained in test security and administration shall be allowed to have access to or administer any statewide assessments.

f. Each district superintendent or institution must annually designate one individual in the district or institution as district test coordinator, who is authorized to procure test materials that are utilized in testing programs administered by or through the SBESE of the LDE. The name of the individual designated must be provided in writing to the LDE, Division of Assessments and Accountability, and included on the Statement of Assurance.

g. Testing shall be conducted in class-sized groups. Bulletin 741 (913A) states that K-3 classroom enrollment

should be no more than 26 students, and in grades 4-12, no more than 33, except in certain activity types of classes in which the teaching approach and the material and equipment are appropriate for large groups. For grades K-8, the maximum class size for Health and Physical Education classes may be no more than 40. Class size for exceptional students is generally smaller Bulletin 741, (915). Permission for testing in environments that differ from the usual classroom environment must be obtained in writing from the LDE, Division of Assessments and Accountability, at least 30 days prior to testing. If testing outside the usual classroom environment is approved by the Division of Assessments and Accountability, the school district must provide at least one proctor for every 30 students.

h. The state superintendent of education may disallow test results that may have been achieved in a manner that is in violation of test security.

10. The LDE shall establish procedures to identify:

- a. improbable achievement of test score gains;
- b. situations in which collaboration between or among individuals may occur during the testing process;
- c. a verification of the number of all tests distributed and the number of tests returned;
- d. excessive wrong-to-right erasures for multiple-choice tests;
- e. any violation to written composition or open-ended responses (including electronic submissions) that involves plagiarism;
- f. any other situation that may result in invalidation of test results:

11. In cases in which test results are not accepted because of a breach of test security or action by the LDE, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

12. Individuals shall adhere to all procedures specified in all manuals that govern mandated testing programs.

13. Anyone known to be involved in the presentation of forged, counterfeit, or altered identification for the purposes of obtaining admission to a test administration site for any test administered by or through the SBESE or the LDE shall have breached test security. Any individual who knowingly causes or allows the presentation of forged, counterfeited, or altered identification for the purpose of obtaining admission to any test administration site must forfeit all test scores but will be allowed to retake the test at the next test administration.

14. School districts must ensure that individual student test data are protected from unauthorized access and disclosure.

a. The LEAP*data* Query system is designed for teachers and contains students' private information, including state test scores and state identification numbers. The system is password protected and requires a user ID and an assigned password for access. The system is not for public use, and any

student information from the system must not be disclosed to anyone other than a state, district, or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA). A state, district, or school official is a person employed by the state, district, or school as an administrator, supervisor, district test coordinator, school test coordinator, principal, teacher, or principal's designated office staff. Such a user must have a legitimate educational purpose to review an educational record in order to fulfill his/her professional responsibility. Curiosity does not qualify as a right to know. State, district and school officials who are granted a password to these systems must abide by FERPA law. Disclosure of passwords to anyone other than those authorized is prohibited. Disclosure of a student's data to their parent or guardian must be in accordance with FERPA. For more information on FERPA, see the U.S. Department of Education web page at <http://www.ed.gov/offices/OM/fpco/ferpa/>.

i. LEAP*data* Query System User Access. Principals should contact their DTC or backup DTC for assistance in training teachers. After training, all school users (e.g., teachers, counselors, test coordinators) must read and sign the confidentiality agreement and return it to the principal. Signed confidentiality agreements are valid until the DTC receives notification that the confidentiality agreement available online has been revised. A new confidentiality agreement should be signed by all users each year after the *new* password letters for schools and districts are automatically generated in August. If a breach in security occurs, principals should immediately contact the DTC or the backup DTC for a replacement password. Principals should always contact their DTC or backup DTC for assistance and training.

b. The LEAP*web* Reporting System and the End-of-Course Tests Online Assessment System are designed for administrators only and contains students' private information, including state test scores and state identification numbers. The system is password protected and requires a user ID and an assigned password for access. The systems are not for public use and any student information from the system must not be disclosed to anyone other than a state, district, or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA). A state, district, or school official is a person employed by the state, district, or school as an administrator, supervisor, district test coordinator, school test coordinator, principal, and the principal's designated office staff. Such a user must have a legitimate educational purpose to review an educational record in order to fulfill his/her professional responsibility. Curiosity does not qualify as a right to know. State, district, and school users who are granted a password to this system must read and abide by Family and Educational Rights Privacy Act (FERPA). Disclosure of passwords to anyone other than those authorized is prohibited. Disclosure of a student's data to their parent or guardian must be in accordance with FERPA. For more information on FERPA, see the U.S. Department of Education web page at <http://www.ed.gov/offices/OM/fpco/ferpa/>.

i. LEAP_{web} Reporting System User Access. At the school level, only principals (not teachers) and their designated school personnel (test coordinators, counselors, or office staff with whom the principal shares his/her PIN) should have access to the system and must sign a confidentiality agreement. Signed confidentiality agreements are valid until the DTC receives notification that the confidentiality agreement available online has been revised. A new confidentiality agreement should be signed by all users each year after the *new* password letters for schools and districts are automatically generated in August. If a breach in security occurs, principals should immediately contact the DTC or the backup DTC for a replacement password. Principals should always contact their DTC or backup DTC for assistance and training.

ii. EOC Tests Online Assessment System User Access. At the school level, only school test coordinators, teachers, and test administrators participating in a given administration should have access to the system and must sign a confidentiality agreement. A new confidentiality agreement shall be signed by all users each year after the *new* password letters for schools and districts are automatically generated in August. If a breach in security involving access to secure test systems occurs, principals should immediately contact the DTC or the backup DTC for a replacement password. Principals should always contact their DTC or backup DTC for assistance and training.

iii. Confidentiality agreements must also be signed by DTCs for the LEAP_{web} Reporting, EOC Tests Online Assessment System, and LEAP_{data} Query Systems and returned to the LDE. New signed agreements should be submitted to LDE when personnel changes are made within the district. Log-in information will not be issued until a signed agreement is on file with the LDE.

c. The Louisiana Department of Education's Enhanced Assessment of Grade Level Expectations (EAGLE) System contains students' private information, including test scores and state identification numbers. This system is password protected and requires a user ID and an assigned password for access. Any student information from the system must not be disclosed to anyone other than a state, district, or school official, or parent/guardian as defined by The Family Educational Rights and Privacy Act of 1974 (FERPA). For more information on FERPA, see the U.S. Department of Education web page at <http://www.ed.gov/offices/OM/fpco/ferpa/>. A state, district, or school official is a person employed by the state, district, or school as an administrator, supervisor, district test coordinator, school test coordinator, principal, teacher, or support staff member. This user has a legitimate educational purpose to review an educational record in order to fulfill his or her professional responsibility. Curiosity does not qualify as a right to know. All users who are granted a password to this system must abide by FERPA law. Disclosure of passwords to anyone other than those authorized is prohibited.

i. EAGLE System User Access. Principals should contact their district designee, DTC, backup DTC, or district curriculum supervisor for assistance in training teachers. All

users (e.g., teachers, counselors, test coordinators) must read and sign the confidentiality agreement and return it to the principal. Signed confidentiality agreements are valid until the DTC receives notification that the confidentiality agreement available online has been revised. A new confidentiality agreement should be signed by all users each year after the new password letters for schools and districts are automatically generated in August. Keep copies signed by all school users on file at the school. If a breach in security occurs, principals should immediately contact the district designee, district test coordinator, or backup district designee for a replacement password. Principals should always contact their district designee, DTC, backup DTC, or district curriculum supervisor for assistance and training.

d. All users who have access to these systems and leave their positions at a district or school site must not use or share the password.

15. District test coordinators are responsible for providing training regarding the security and confidentiality of individual student test data (in paper and electronic formats) and of aggregated data of fewer than 10 students.

16. LDE staff will conduct site visits during testing to observe test administration procedures and to ensure that appropriate test security procedures are being followed. Schools with prior violations of test security or other testing irregularities will be identified for visits. Other schools will be randomly selected.

17. Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81 et seq., policy and regulations adopted by the SBESE, and any and all laws that may be enacted by the Louisiana Legislature.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.7(C)(G).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005), amended LR 32:233 (February 2006), LR 33:255 (February 2007), LR 33:424 (March 2007), LR 33:2033 (October 2007), LR 34:65 (January 2008), LR 34:431 (March 2008), LR 34:1351 (July 2008), LR 35:217 (February 2009), LR 37:858 (March 2011), repromulgated LR 37:1123 (April 2011), amended LR 38:747 (March 2012), LR 39:1018 (April 2013), LR 40:2510 (December 2014).

§307. Change of District Test Coordinator Notification

A. If during the academic year the person appointed as district test coordinator changes, the district superintendent must notify the LDE, Division of Assessments and Accountability. The notification must be in writing and must be submitted within 15 days of the change in appointment.

1. The former district test coordinator must inform the new district test coordinator of passwords for LEAP_{web} and LEAP_{data}, location of placement tests, and location of "Old" GEE testing materials.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1530 (July 2005), amended LR 32:234 (February 2006), LR 33:257 (February 2007), LR 34:1351 (July 2008), LR 35:217 (February 2009).

§309. Erasure Analysis

A. To investigate erasures on student answer documents for the multiple-choice portions of the state criterion-referenced and norm-referenced testing programs, the SBESE and the LDE have developed the following procedures.

1. Scoring contractors scan every answer document for wrong-to-right erasures, and the state average and standard deviation are computed for each subject at each grade level.

2. Students whose wrong-to-right erasures exceed the state average by more than four standard deviations are identified for further investigation. For each student with excessive erasures, the proportion of wrong-to-right erasures to the total number of erasures is considered.

3. Based on the criteria for excessive wrong-to-right erasures, scoring contractors produce the following reports.

a. District/School Erasure Analysis Report. This report identifies districts and schools within the districts whose answer documents have excessive wrong-to-right erasures.

b. Student Erasure Analysis Report. This report identifies individual students whose answer documents have excessive wrong-to-right erasures. The answer documents of students identified as having excessive wrong-to-right answers are available for review at the LDE upon request.

4. Once districts, schools, and individual students have been identified, the state superintendent of education sends letters to district superintendents stating that students in those districts have been identified as having excessive wrong-to-right erasures. Copies of the district/school and student erasure analysis reports are enclosed with the letters. Copies of the correspondence are provided to the Deputy Superintendent of Education, the Assistant Superintendent of the Office of Student and School Performance, the Director of the Division of Assessments and Accountability, and the district test coordinator.

5. The local superintendent must investigate the case of the irregularity and provide a report of the investigation and a written plan of action to the state superintendent of education within 30 calendar days.

6. A summary report of erasure analysis irregularities will be presented to the SBESE after each test administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1530 (July 2005), amended LR 32:234 (February 2006), LR 33:257 (February 2007), LR 35:217 (February 2009), LR 35:443 (March 2009), LR 40:2512 (December 2014).

§311. Addressing Suspected Violations of Test Security and Troubling Content in Written Responses (Constructed Responses, Short Answers, and Essays)

A. The Test Security Policy approved by the SBESE requires that the LDE establish procedures to deal with breaches of test security. District authorities provide the LDE information about voiding student tests because of student violations observed during test administration or violations by school personnel or others that have been reported. In addition, the scoring process produces information regarding written responses that have common elements, which indicate a student brought unauthorized materials to testing and used them to assist in writing; that indicate that teacher interference might have been a significant factor, and in which troubling content was evident. Procedures for dealing with these issues follow.

1. Violation by Student as Observed by Test Administrator

a. The test administrator must notify the school test coordinator about any suspected incident of cheating and provide a written account of the incident. Answer documents in such cases should be processed like all other answer documents.

b. The school test coordinator must then convene a school-level test security committee consisting of a minimum of the principal, the school test coordinator, and the test administrator to determine whether a test should be voided.

c. If it is deemed necessary to void the test, the school test coordinator must notify the district test coordinator of the void request in a letter written on school letterhead, signed by the school principal and the school test coordinator. The original account of the incident written by the test administrator must be enclosed.

d. The district test coordinator must then fax a completed void form to the LDE, Division of Assessments and Accountability, as directed in the *District and School Test Coordinators Manual*. The original Void Verification form, along with a copy of the school test coordinator's request for the void, must also be mailed to the LDE, Division of Assessments and Accountability, as directed in the manual.

2. Reported Violations by School Personnel or Other Persons. All suspected instances of cheating should be reported directly to the school's district test coordinator for further investigation, and a report of the incident must be sent to LDE, Division of Assessments and Accountability. If it is deemed necessary to void tests, the DTC must fax a completed void form to the LDE, Division of Assessments and Accountability. The original Void Verification form along with a written report of the investigation carried out must be mailed to the LDE, Division of Assessments and Accountability.

3. Suspected Violations Discovered by Scoring Contractors

a. In addition to erasure analysis for multiple-choice items, possible incidents of the following violations may be discovered during the scoring process:

i. plagiarism. Responses contain exact or almost exact content, and/or words or phrases, and/or format;

ii. use of unauthorized materials. Students brought unauthorized materials into the testing environment and used them to assist in written responses;

iii. teacher interference. Teacher interference is evident in written responses.

b. If possible incidents of violations are discovered in the scoring process, the scoring contractor notifies the LDE, Division of Assessments and Accountability, of suspect documents with a summary of its findings.

c. Professional assessment and related-content personnel from the Division of Assessments and Accountability review the suspect documents and determine whether the evidence supports voiding the responses.

d. If voiding is recommended, LDE mails the district superintendent a letter of what was observed during the scoring process that caused the alert and identifies the particular document that was voided. Copies of the correspondence are provided to the deputy superintendent of education, the assistant superintendent of the Office of Student and School Performance, the director of the Division of Assessments and Accountability, and the local district test coordinator.

i. Within 30 calendar days of the receipt of such a letter, the district must investigate the incident and provide a written plan of action to the state superintendent of education. If the district and/or parent/guardian(s) wish to discuss the situation further or to examine the student responses, a meeting may be scheduled at the LDE offices between staff members from the Division of Assessments and Accountability district representatives, and parent/guardian(s).

4. Disturbing Content. If student responses with disturbing content are discovered during the scoring process, the scoring contractor will notify the appropriate staff member at the LDE, Division of Assessments and Accountability.

a. Professional assessment personnel review the responses. If it is determined that disturbing content causes a compelling need to break confidentiality, LDE will contact the district superintendent by telephone to summarize findings and inform him or her that materials are being mailed regarding the alert.

b. Issues regarding troubling content are for the district's information to assist the student and do not require further communication with LDE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1531 (July 2005), amended LR 33:257 (February 2007), LR 35:217 (February 2009).

§312. Administrative Error

A. Administrative errors that result in questions regarding the security of the test or the accuracy of the test data are considered testing irregularities. If it is deemed necessary to void the test, the district test coordinator must fax a completed void form to the LDE, Division of Assessments and Accountability, as directed in the *District and School Test Coordinators Manual*. The original void verification form, along with a copy of the account of the incident, must also be mailed to the LDE, Division of Assessments and Accountability, as directed in the manual.

B. If tests are voided by the district due to administrative error, the LEA superintendent, on behalf of individual students, may initiate a request to the state superintendent of education for an opportunity to retest prior to the next scheduled test administration on behalf of individual students.

C. If administrative errors result in a question of the accuracy of the test data, the LEA superintendent or the parent, or legal guardian of an affected student may initiate a request for an opportunity to retest prior to the next scheduled test administration. The LEA superintendent or parent must provide the state superintendent of education with school- and student-level documentation describing the administrative error.

D. If the LDE determines that an administrative error that allows for a retest did occur the tests will be voided. LDE will notify the LEA of the determination and of arrangements for the retest. The LEA must provide a corrective plan of action.

E. To offset costs involved in retesting, the vendor will assess the LEA a fee for each test.

F. The LDE will provide a report to the SBESE of retests due to administrative errors.

G. Administrative errors that result from failure to transfer answers from a test booklet onto an answer document require the following steps:

1. the LEA superintendent will place a request on behalf of individual students, which request must include a description of the administrative error and a corrective plan of action, to the state superintendent of education to have the testing vendor send to the district the student's test booklet and a new answer document;

2. the DTC and STC will transfer only the answers not initially transferred from the test booklet onto the new answer document; and

3. the DTC will return all testing materials to the vendor, who will assess the LEA a fee for the service.

H. LEAs have the right to appeal to SBESE to replace the voided or invalid scores with the results from the administrative error retests for accountability purposes. The appeal must include a description of the testing irregularity; a summary of the LEA's investigation including who conducted the investigation; the findings of the investigation; and a corrective action plan. After review of the submitted

documentation by LDOE, the state superintendent will make a recommendation to SBESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 32:390 (March 2006), amended LR 33:257 (February 2007), LR 34:66 (January 2008), LR 34:1351 (July 2008), LR 35:218 (February 2009), LR 36:967 (May 2010), LR 38:33 (January 2012), amended LR 38:748 (March 2012), LR 38:2358 (September 2012), LR 40:2512 (December 2014).

§313. Viewing Answer Documents

A. A parent, guardian, student, school, or district must place a request to view an answer document through the district test coordinator.

B. The district test coordinator must send a written request to view the answer document to the LDE, Division of Assessments and Accountability. The request must include:

1. the student's name;
2. the student's state identification number;
3. the student's enrolled grade;
4. the type of assessment and the content area of the answer document or documents requested; and
5. the district name and code and school name and code where the student tested.

C. LDE will notify the testing contractor of the request; the testing contractor will send a copy of the requested answer document(s) to LDE.

D. Upon receipt of the requested answer document(s), LDE will contact the district test coordinator who placed the request to schedule an appointment to review the answer document(s).

E. The district test coordinator or his or her designee must accompany the school personnel, parent, guardian, and/or student to the appointment.

F. LDE will black out test items on answer documents prior to viewing. Only the student's responses may be observed.

G. LDE staff will remain in the room during the viewing of the answer document(s). Answer documents may not be copied or removed from the room. Written notes of student responses may not be made.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1532 (July 2005), amended LR 32:234 (February 2006), LR 33:258 (February 2007), LR 33:218 (February 2007), LR 40:2512 (December 2014).

§315. Emergencies during Testing

A. For emergencies (e.g., fire alarms, bomb threats) that require evacuation of the classroom during administration of

statewide assessments, the following procedures should be followed.

1. If the room can be locked, the test administrator should direct the students to place the answer document inside the test booklet and leave both on the desk. Before students are allowed back into the room, the test administrator should return to the room, pick up the test booklets, answer documents, and other secure materials, and then distribute them individually to the students when they have returned to their desks.

2. If the room cannot be locked and if at all possible, the test administrators should direct students to place the answer document on top of the test booklet and hand both along with any other secure materials to the test administrator as students file out of the room. Test administrators should carry the documents with them to their designated location outside the building. If return to the building is delayed, the school test coordinator should pick up and check in the materials from the test administrators.

3. If testing has not started prior to the emergency and the students have not yet opened their test booklets and answer documents, testing should start when students return to the room.

4. If students have opened their testing materials to begin testing and test security has been maintained, testing may continue after students return to the room.

5. If the test booklets have been opened and test security has been compromised, testing should not be continued. The answer documents should be sent to the testing company with the responses that were completed prior to the emergency.

6. As a precautionary measure, graduating seniors might be tested together in a single group or in several smaller groups so test security is easier to maintain if there is an emergency.

7. If test security has been compromised, the district test coordinator must notify the LDE, Division of Assessments and Accountability, as soon as possible.

B. End-of-Course (EOC) Tests Emergency Plan

1. Each district shall develop and adopt an emergency plan that includes the steps to be followed in the event of an emergency that results in disruption of online testing.

2. If online testing is disrupted by emergencies, lost internet connections, lost power, or computer crashes and students are unable to continue testing on the same day, the school test coordinator should document what occurred as a testing irregularity and notify the district test coordinator. If the student will be unable to return to testing by the end of the day after the disruption, the district test coordinator must immediately notify the LDE, Division of Assessments and Accountability.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR

31:1532 (July 2005), amended LR 32:234 (February 2006), LR 33:258 (February 2007), LR 34:66 (January 2008), LR 35:218 (February 2009), LR 37:858 (March 2011), LR 38:33 (January 2012).

§316. Cell Phones and Other Electronic Devices

A. If district and school policy allows for students and personnel to carry cell phones or other similar technological devices with imaging or text-messaging capability, test administrators must make certain that the devices are in the off position while test booklets and answers documents are in the vicinity.

1. Except for devices required for approved accommodations or online assessments, if a student is in possession of and/or uses a cell phone or electronic device in any manner during the administration of a statewide test, the phone or electronic device will be confiscated until assurance can be evidenced that all traces of information, in print, image, or verbal form, have been removed from all local and cloud storage and that no such traces remain on the device.

2. If evidence exists on the cell phone or other electronic device that indicates the device was used during the test administration and/or test material was recorded and/or transmitted, the student's score is voided.

3. Violation of the no cell phone or electronic device Rule may result in discipline by the district in accordance with local policy.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 32:391 (March 2006), amended LR 40:2512 (December 2014).

§317. Virtual Charter Schools

A. Virtual charter schools shall be responsible for testing their own students.

1. Virtual charter schools shall test their students with staff of the virtual school. Virtual charter schools shall administer all state assessments and are subject to the Louisiana School and District Accountability System. Virtual charter schools shall conduct all state assessments at secure, proctored locations within reasonable distance of students' homes, as approved by the charter authorizer.

2. Parents and/or family members of the students of the virtual school shall not test their own children and/or family members. The local school district shall not test any students enrolled in virtual charter schools unless there is a written agreement between the local school district and the virtual charter school. No local school district shall ever be required to test students attending the virtual school.

3. The district will develop and submit to LDOE annually a test security policy approved by its board.

4. The virtual charter school's assessment plan shall be part of its board approved test security policy. The plan must identify:

- a. the state assessments to be administered throughout the year;
- b. the cities/towns where testing will occur;
- c. description of testing locations;
- d. qualifications of testing personnel;
- e. procedures for implementation of the requirement of a photo ID of all students to ensure the students reporting for testing are the actual students assigned to that testing site; and
- f. provisions for students' transportation to the testing locations.

5. LDOE will monitor the assessment plan.

6. If the student population of the virtual school is spread across multiple parishes, the virtual school shall secure testing centers in those parishes (e.g., public library meeting rooms; public meeting facility; private meeting facility; rooms at community colleges, technical colleges, colleges). Testing centers shall be physical locations and must be submitted to LDOE prior to testing. A plan for providing student transportation to the assessment location on an as needed basis.

7. Thirty days prior to testing, the virtual charter school shall provide LDOE a list of students with testing accommodations as specified in the IEP for students with disabilities according to IDEA, IAPs for students with disabilities according to section 504, and accommodation plans for limited English proficient (LEP) students.

8. Within 30 days of testing, the virtual charter schools shall provide LDOE documentation of training in test administration and test security for each test administration. A copy of the following must be included:

- a. the agenda;
- b. all training materials; and
- c. all sign-in-sheets.

9. Within 30 days of testing, the virtual charter school shall provide LDOE documentation of the test administration including the:

- a. testing locations;
- b. schedule;
- c. all sign-in sheets for the students assessed with the name of the assessment administered;
- d. days and times the student was assessed; and
- e. provided accommodations.

10. LDOE staff shall have the authority to:

- a. monitor the implementation of the testing plan;
- b. require changes to the testing plan as deemed necessary.

11. LDOE staff shall:

- a. notify virtual charter schools of any new requirements to their testing plan;
- b. annually evaluate the testing plan to ensure full compliance with policies and procedures.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 38:33 (January 2012).

§319. E-mail Addresses for Nonpublic and Public School Test Coordinators

A. All designated school test coordinators for nonpublic and public schools are required to provide the department with a valid work email address. Personal email addresses (Yahoo! Hotmail, Google, etc.) will not be accepted.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 39:74 (January 2013), amended LR 40:2512 (December 2014).

Chapter 5. Test Coordinator Responsibilities

Subchapter A. District Test Coordinator

§501. District Test Coordinator Role

A.1.A district test coordinator's responsibilities fall into three categories:

- a. making arrangements for testing;
 - b. handling and maintaining the security of test materials; and
 - c. training school test coordinators, district special education directors/supervisors, district Section 504 coordinators, district student information system coordinators, and principals.
2. Specific tasks include:
- a. submitting enrollment data by the yearly deadline;
 - b. appointing a school test coordinator for every school involved in state testing;
 - c. scheduling testing and makeup dates and times of state tests based on state-approved schedules;
 - d. arranging for testing students enrolled in approved home study programs and nonpublic schools;
 - e. coordinating with the district Section 504 coordinator the submission of student Section 504 data to the student information system (SIS);
 - f. conducting district training sessions for all principals, school test coordinators, district Section 504 coordinators, district student information system coordinators, district special education directors/supervisors, and district LEP coordinators;

- g. answering questions about test security, administration, and return of materials;
- h. receiving and verifying the delivery and return of testing materials;
- i. designating an appropriate locked, secure area for storing testing materials;
- j. maintaining the security of test materials immediately upon receipt of testing materials from testing contractors and from schools;
- k. distributing testing materials to school test coordinators;
- l. collecting, assembling, and packaging all testing materials and completing and submitting or filing all forms as instructed in the manuals;
- m. arranging for pickup of testing materials for shipment to the scoring contractor as instructed in the manuals;
- n. reporting immediately to the LDE, Division of Standards, Assessments, and Accountability, any missing test booklets or answer documents and returning them to test contractors if they are found;
- o. investigating any testing irregularities and reporting them to the LDE, Division of Assessments and Accountability;
- p. reporting to the LDE, Division of Assessments and Accountability, instances of students marking in a wrong section of the answer document;
- q. submitting all void and test irregularities forms and documentation as instructed in the manuals;
- r. returning any secure materials used for test accommodations, such as transparencies or computer disks, to the LDE, Division of Assessments and Accountability;
- s. maintaining the district password and all school passwords within the district that are used with LEAPweb Reporting System and the LEAPdata Query System;
- t. training district and school users within a district to effectively use the systems; ensure they are familiar with the Family Educational Rights and Privacy Act (FERPA) law governing confidentiality of student records, and ensure they have signed a security agreement before receiving a password for access to the LEAPdata Query System;
- u. ensuring:
 - i. that all district/school users maintain the security of and access to all student information obtained via the LEAPweb Reporting and LEAPdata Query systems;
 - ii. that all school users are aware that student test data shall not be disclosed to anyone other than another school official and only for a legitimate educational purpose.
- v. confirming that TA numbers have been assigned at each school for each scheduled test administration;

w. distributing passwords annually to each school's STC;

x. distributing student reports and summary reports to school test coordinators and principals in a timely manner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1533 (July 2005), amended LR 33:258 (February 2007), LR 34:1352 (July 2008), LR 34:2552 (December 2008), repromulgated LR 35:57 (January 2009), amended LR 35:218 (February 2009), LR 38:748 (March 2012).

Subchapter B. School Test Coordinator

§511. School Test Coordinator Role

A. A school test coordinator's responsibilities include:

1. supervising testing procedures and materials control at the school level;

2. scheduling testing dates and times with the district test coordinator;

3. making arrangements for a location to test students with certain accommodations or in the case of untimed tests, students who need time beyond that scheduled to complete testing;

4. scheduling and monitoring makeup testing;

5. notifying the district test coordinator immediately of any missing secure materials;

6. verifying the count of all materials received and reporting any discrepancies to the district test coordinator;

7. ensuring the security of testing materials from the time they arrive at the school until the time they are returned to the district test coordinator;

8. noting any discrepancies in the count or numbering of test booklets or answer documents from that recorded on the security check off lists from the testing contractor;

9. notifying the district test coordinator of additional test booklets, answer documents, or manuals needed;

10. reviewing all manuals in their entirety;

11. conducting a training session in test security and administration for test administrators and all other individuals who have access to secure materials before, during, and after test administration;

12. submitting the Verification of Section 504 forms to the school district Section 504 coordinator by the date established in the district;

13. compiling a list of students approved for accommodations, with the accommodations they are to receive, and providing a list of such students in a testing group to individual test administrators;

14. verifying that classrooms have been prepared for testing (test-related content material removed or covered, sufficient space for students, testing sign on door);

15. distributing materials to test administrators on the appropriate testing day and collecting, checking in and putting into the secure storage area all secure testing materials at the end of each day of testing and during any extended breaks;

16. monitoring testing sessions;

17. supervising test administrators who must transfer student answers from large-print, braille, or other accommodation formats to a scorable answer document;

18. collecting and returning any computer disks or other accommodation-format testing materials;

19. reporting any testing irregularities to the district test coordinator; and

20. packaging test materials as instructed in the manuals for return to the district test coordinator.

21. assigning TA numbers before scheduled test administrations;

22. distributing student reports and summary reports to teachers and parents in a timely manner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1533 (July 2005), amended LR 33:258 (February 2007), LR 34:1352 (July 2008), LR 34:2552 (December 2008), repromulgated LR 35:57 (January 2009).

Chapter 7. Assessment Program Overview

§701. Overview of Assessment Programs in Louisiana

A. Norm-Referenced and Criterion-Referenced Testing Programs Since 1986

Name of Assessment Program	Assessment Population	Administered
Kindergarten Screening		
Kindergarten Developmental Readiness Screening Program (KDRSP)	Kindergarten	fall 1987-
Norm-Referenced Tests (NRTs)		
California Achievement Test (CAT/F)	grades 4, 6, and 9	spring 1988-spring 1992 (no longer administered)
California Achievement Test (CAT/5)	grades 4 and 6 grade 8	spring 1993-spring 1997 spring 1997 only (no longer administered)

EDUCATION

Name of Assessment Program	Assessment Population	Administered
Iowa Tests of Basic Skills (ITBS) (form L) and Iowa Tests of Educational Development (ITED) (form M)	grades 4, 6, 8, 9, 10, and 11	spring 1998 (no longer administered)
ITBS ITED (form M)	grades 3, 5, 6, and 7 grade 9	spring 1999-spring 2002 (no longer administered)
ITBS ITED (form B)	grades 3, 5, 6, and 7 grade 9	spring 2003-spring 2005 (no longer administered)
ITBS	grade 2	spring 2012-spring 2013 (no longer administered)
Criterion-Referenced Tests (CRTs)		
National Assessment of Educational Progress (NAEP)	grades 4, 8, and 12	spring 1990-
Louisiana Educational Assessment Program (LEAP)	grades 3, 5, and 7	spring 1989-spring 1998 (no longer administered)
Graduation Exit Examination ("old" GEE)	grades 10 and 11	spring 1989-spring 2003 (state administered) fall 2003- (district administered)
Louisiana Educational Assessment Program (LEAP) (ELA and Mathematics)	grades 4 and 8	spring 1999-
LEAP (Science and Social Studies)	grades 4 and 8	spring 2000-
Graduation Exit Examination (GEE) (ELA and Mathematics)	grade 10	spring 2001-fall 2014 (district administered)
GEE (Science and Social Studies)	grade 11	spring 2002-fall 2014 (district administered)
End-Of-Course Tests (EOCT)	Algebra I	fall 2007-
EOCT	English II	fall 2008-
EOCT	Geometry	fall 2009-
EOCT	Biology	fall 2010-
EOCT	Applied Algebra I form	spring 2011-summer 2013
EOCT	English III	fall 2011-
EOCT	U. S. History	fall 2012-
EXPLORE	grades 8 and 9	spring 2013
PLAN	grade 10	spring 2013
ACT	grade 11	spring 2013
Integrated NRT/CRT		
Integrated Louisiana Educational Assessment Program (iLEAP)	grades 3, 5, 7, and 9	spring 2006-

Name of Assessment Program	Assessment Population	Administered
iLEAP	grade 9	spring 2010 (last administration of grade 9 iLEAP)
Special Population Assessments		
Louisiana Alternate Assessment, Level 1 (LAA 1)	Students with Individualized Education Programs (IEPs) who meet participation criteria in grades 3-11	spring 2000-2007
LAA 1	ELA and Mathematics (grade spans 3-4; 5-6; 7-8; 9-10); Science (grades 4, 8, and 11)	Revised spring 2008-
LAA 1 ELA and Mathematics	grade 9	spring 2010 (last administration of grade 9 LAA 1)
Louisiana Alternate Assessment, Level 2 (LAA 2) ELA and Mathematics (Grades 4 and 8)	grades 4, and 8	spring 2006-spring 2014 (no longer administered)
LAA 2 ELA and Mathematics (Grade 10) Science and Social Studies (Grade 11)	grades 10 and 11	spring 2006- (available for students who have entered a high school cohort in 13-14 or prior)
LAA 2 ELA and Mathematics	grades 5, 6, and 7	spring 2007-spring 2014 (no longer administered)
LAA 2 ELA and Mathematics	grade 9	spring 2010 (last administration of grade 9 LAA 2)
LAA 2 Science and Social Studies	grades 4 and 8	spring 2008-spring 2014 (no longer administered)
Louisiana Alternate Assessment-B (LAA-B) ["out-of-level" test]	Students with Individualized Education Programs (IEPs) who met eligibility criteria in grades 3-11.	spring 1999-spring 2003 (no longer administered)
English Language Development Assessment (ELDA)	Limited English Proficient (LEP) students in grades K-12	spring 2005-
Academic Skills Assessment (ASA) and ASA LAA 2 form	Students pursuing a State-Approved Skills Certificate (SASC) or GED	spring 2012 (one administration only, spring 2012)

B. As a result of these initiatives, the SBESE in May, 1997 approved content standards in English language arts, mathematics, science, social studies, foreign languages, and the arts. The LDE initiated new criterion-referenced tests to align with these standards. In the 1997 Regular Session of the Louisiana Legislature, the state law was changed to require that criterion-referenced tests be given in grades 4 and 8 rather than in grades 3, 5, and 7. In spring 2002, the new state criterion-referenced tests at grades 4, 8, 10, and 11 were completely phased in and previous criterion-referenced tests were phased out.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1534 (July 2005), amended LR 32:235 (February 2006), LR 34:66 (January 2008), LR 34:1352 (July 2008), LR 35:218 (February 2009), LR 36:967 (May 2010), LR 37:858 (March 2011), LR 38:34 (January 2012), LR 39:74 (January 2013), LR 39:1019 (April 2013), LR 40:1319 (July 2014), LR 40:2512 (December 2014).

Chapter 9. Kindergarten Developmental Readiness Screening Program

§901. Statement of Purpose

A. This Chapter provides for the implementation of local kindergarten developmental readiness screening programs as required by Act 146, Regular Session, 1986. Activities conducted under this Chapter shall be coordinated with other forms of screening conducted by the school district.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (1) (b).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

§903. Definitions

Developmental—the process of identifying appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, social-emotional development, auditory discrimination, visual discrimination, and self-help skills.

Readiness Screening—the process of identifying the performance levels, skills, and abilities of young children through gathering of information concerning their physical, intellectual, emotional, and social development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.11, R.S. 17:24.4 (F) (1) (b), and R.S. 17:151.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

§905. Target Population

A. Every child entering public school kindergarten for the first time shall be screened with a nationally recognized developmental readiness instrument. If a student is identified as having a disability according to Bulletin 1508 and has a current multidisciplinary evaluation, he or she shall not be excluded from this screening. If appropriate developmental screening information from the current evaluation cannot be used, appropriate adaptations of the developmental screening instrument shall be made. The results of the screening shall not exclude any child who meets the age requirements from entering public school kindergarten.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:139.11, 20, R.S. 17:151.3, R.S. 17:1941, and USCS §1400 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

§907. Agency Administrative Participation

A. Screening Instruments. Each school district shall elect and administer one nationally recognized readiness screening instrument from among those recommended by the LDE and approved by the SBESE. The results of this screening shall be used in placing children within a regular kindergarten classroom setting and planning their instructional programs to meet identified needs.

B. Administrative Timelines

1. Each school district shall submit to the LDE by the date established by the LDE and annually thereafter the name of the developmental readiness screening instrument selected for system-wide use by the local school board for the purpose of program implementation.

2. Beginning with the 1987-1988 academic year and annually thereafter, screening shall occur within 30 days before or after the opening date of school.

C. Parental Advisement. Beginning with the 1987-1988 academic year and annually thereafter, school districts shall inform the parent or guardian of the results of the individual student's screening.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq., and R.S. 17:139 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

§909. State BESE-Approved Instruments

A. Instruments Approved for Use in 1990. School districts that elected to use these instruments at that time can continue to use them. School districts cannot, however, now elect to use these instruments.

Name of Instrument	Publisher
Chicago EARLY Assessment	Educational Teaching Aids
Miller Assessment for Preschoolers	The Psychological Corporation
Developing Skills Checklist (DSC)	CTB McMillan/McGraw-Hill
Developmental Indicators for the Assessment of Learning-Revised (DIAL-R)	American Guidance Service

B. Instruments Approved for Use in April 2001. School districts may use any of these instruments.

Name of Instrument	Publisher
Developmental Indicator for the Assessment of Learning—Third Edition (DIAL-3)	American Guidance Service
Developing Skills Checklist (DSC)	CTB McMillan/McGraw-Hill
Brigance K & 1 Screen	Curriculum and Associates
Early Screening Inventory—Revised	Rebus
Screening Test for Education Prerequisite Skills (STEPS)	Western Psychological Services

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 and R.S. 17:391.11.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

Chapter 11. Louisiana Educational Assessment Program

Subchapter A. General Provisions

§1101. Introduction

A. The LEAP is a criterion-referenced testing program that is directly aligned with the state content standards, which by law are as rigorous as those of NAEP. The LEAP measures how well students in grades four and eight have mastered the state content standards. Test results are reported in terms of achievement levels.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (1) (c).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 32:235 (February 2006).

Subchapter B. Achievement Levels and Performance Standards

§1113. Achievement Levels

A.1. The Louisiana achievement levels are:

- a. advanced;
- b. mastery;
- c. basic;
- d. approaching basic; and
- e. unsatisfactory.

2. Though the names of the achievement levels differ slightly from those detailed in the NCLB Act, the definitions are similar. The definitions of the Louisiana achievement levels are also consistent with the definitions of basic, proficient, and advanced in English language arts and mathematics for NAEP.

B. Achievement Level Definitions

1. *Advanced*—a student at this level has demonstrated superior performance beyond the mastery level.

2. *Mastery (formerly Proficient)*—a student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

3. *Basic*—a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

4. *Approaching Basic*—a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

5. *Unsatisfactory*—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.24.4(F)(1) and (C).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 42:225 (February 2016).

§1115. Performance Standards

A. Performance standards for LEAP English Language Arts, Mathematics, Science, and Social Studies tests are finalized in scaled-score form. The scaled scores range between 100 and 500 for science and social studies, and between 650 and 850 for English language arts and mathematics.

B. LEAP Achievement Levels and Scaled Score Ranges—Grade 4

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
Advanced	790-850	796-850	405-500	399-500
Mastery	750-789	750-795	360-404	353-398
Basic	725-749	725-749	306-359	301-352
Approaching Basic	700-724	700-724	263-305	272-300
Unsatisfactory	650-699	650-699	100-262	100-271

C. LEAP Achievement Levels and Scaled Score Ranges—Grade 8

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
Advanced	794-850	801-850	400-500	404-500
Mastery	750-793	750-800	345-399	350-403
Basic	725-749	725-749	305-344	297-349
Approaching Basic	700-724	700-724	267-304	263-296
Unsatisfactory	650-699	650-699	100-266	100-262

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 32:235 (February 2006), LR 42:225 (February 2016).

Subchapter C. LEAP Assessment Structure

§1151. Retests and Rescores

A. Double Jeopardy Rule. If a student scores at the required passing achievement level in LEAP English Language Arts or Mathematics during an administration and then retakes the test and scores below the required level on the retest administration, the passing score will be used to determine promotion.

B. Rescores

1. The district test coordinator must file a request with the scoring contractor within 20 working days from the date the district receives the individual student scores. All requests must be made on or before the deadline date identified by the testing contractor and the LDE. Requests received after the deadline will not be honored.

2. Only rescoring of tests from the most recent administration may be requested.

3. All requests for rescoring require a fee, which is established by and paid to the scoring contractor.

4. Students may request a rescore at specified achievement levels scaled score ranges and subject area of LEAP tests if the following criterion are met, the rescore will be expedited.

a. English Language Arts and Mathematics—grades 4 and 8. The test has a scaled score five points below the Basic or Approaching Basic achievement level.

C. Summer Retest. The summer retest is for students enrolled in grades 4 and 8 who need to be tested with LEAP for promotion to grades 5 and 9 the following fall.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1547 (July 2005), amended LR 32:236 (February 2006), LR 36:974 (May 2010).

§1153. Transfer Students

A. The following rules apply for transfer students who are Louisiana residents transferring into Louisiana public schools from out-of-state schools, nonpublic schools, or approved home study programs.

1. Requirements for transfer students in grade 4 or 8 or those who are seeking to enroll in grade 5 or 9 who have never been in membership in a public school in Louisiana or who were in membership in Louisiana public schools and transferred out-of-state or who transferred from Louisiana nonpublic schools or from an approved home study program are as follows.

a. A fourth or eighth grade student who transfers to a Louisiana public school before the spring administration of LEAP must take and pass the spring administration of LEAP English Language Arts and Mathematics (ELA/Math) tests.

b. A fourth or eighth grade student who transfers to a Louisiana public school after the spring administration of the LEAP but before the end of the school year must take and pass the summer administration of the LEAP-(ELA/Math) to be eligible for promotion to grade 5 or 9.

c. A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after the LEAP summer administration and before school starts must take and pass the English Language Arts and Mathematics portions of the placement test.

d. A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after school starts and before February 15 must take and pass the English Language Arts and Mathematics portions of the placement test.

B. The following rules apply for transfer students who were out-of-state residents but have become Louisiana residents.

1. Requirements for transfer students in grade 4 or 8 who have never been in membership in a public school in Louisiana or who were in membership in a Louisiana public school(s) and transferred out-of-state are as follows.

a. A fourth or eighth grade student who transfers to a Louisiana public school before the spring administration of LEAP must take and pass the spring administration of LEAP (ELA/Math).

b. A fourth or eighth grade student who transfers to a Louisiana public school after the spring administration of the LEAP but before the end of the school year must take and pass the summer administration of the LEAP (ELA/Math) to be eligible for promotion to grade 5 or 9.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1547 (July 2005), amended LR 32:236 (February 2006).

§1155. Student Membership Determination

A. Student membership is determined when a student in school is identified with the following minimum required identification elements:

1. state identification number;
2. full legal name;
3. date of birth;
4. sex;
5. race;
6. school district and school code;
7. entry date; and
8. grade placement.

(Adapted from Section 10, page 10.1, Student Information System User's Guide, LDE.)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1547 (July 2005).

Chapter 13. Graduation Exit Examination

Subchapter A. General Provisions

§1301. Introduction

A. The GEE is a criterion-referenced testing program that is directly aligned with the state content standards, which by law are as rigorous as those of NAEP. This test measures how well a student has mastered the state content standards. The GEE initially is administered at grades 10 and 11. Initial testers generally take the English Language Arts test and the Mathematics test at grade 10 and the Science test and Social Studies test at grade 11.

B. The last statewide administration was in the summer of 2014. The testing program then became the responsibility of

the school districts, with the tests to be administered by the district.

C. The GEE tests are to be administered by the district test coordinators each year in October and April, as indicated on the statewide testing schedule, to former high school students who have earned Carnegie units but still need to pass the GEE to earn a high school diploma. Students are required to take only those parts of the GEE in which they did not attain the required performance standards.

D. All students who were enrolled in tenth grade for the first time in 2001-2002 through the 2010-2011 may be administered the test twice a year. There is no age limit for students who request a retest with GEE, nor is there a limit on the number of times the student may retake the test.

E. If the student was issued a GED or HISET and later passes the GEE, the student may surrender the GED or HISET diploma and be issued a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(1)(c).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005), amended LR 32:236 (February 2006), LR 40:2513 (December 2014).

Subchapter B. Achievement Levels and Performance Standards

§1311. Achievement Levels

A.1. The Louisiana achievement levels are:

- a. Advanced;
 - b. Mastery (Exceeding the Standard);
 - c. Basic (Meeting the Standard);
 - d. Approaching Basic (Approaching the Standard);
- and
- e. Unsatisfactory.

2. Though the names of the achievement levels differ slightly from those detailed in the NCLB Act, the definitions are similar. The definitions of the Louisiana achievement levels are also consistent with the definitions of basic, proficient, and advanced in English language arts and mathematics for NAEP.

B. Achievement Level Definitions

1. *Advanced*—a student at this level has demonstrated superior performance beyond the mastery level.

2. *Mastery (formerly Proficient)*—a student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

3. *Basic*—a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

4. *Approaching Basic*—a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

5. *Unsatisfactory*—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (1) and (C).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005).

§1313. Performance Standards

A. Performance standards for GEE English Language Arts, Mathematics, Science, and Social Studies tests are finalized in scaled-score form. The scaled scores range between 100 and 500 for all grades and content areas.

B. GEE Achievement Levels and Scaled Score Ranges

Achievement Level	Grade 10		Grade 11	
	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
Advanced	398-500	377-500	396-500	386-500
Mastery	347-397	346-376	349-395	344-385
Basic	299-346	305-345	301-348	297-343
Approaching Basic	270-298	286-304	267-300	275-296
Unsatisfactory	100-269	100-285	100-266	100-274

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4 (A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005), amended LR 32:237 (February 2006).

Subchapter C. GEE Achievement Level Descriptors

§1323. Introduction

A. Achievement level descriptors for Louisiana assessments were developed by committees composed of Louisiana educators who represented the subjects and grades assessed. They define what a student should know and be able to do at each achievement level for each subject assessed at a given grade level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4 (B).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005).

§1325. Grade 10 Achievement Level Descriptors

A. Grade 10 English Language Arts Achievement Level Descriptors

Advanced

<p>Students scoring at this level generally exhibit the following skills:</p> <p>In the areas of reading and use of resources, students:</p> <ol style="list-style-type: none"> 1. demonstrate thorough understanding of what they read and describe abstract themes and ideas; 2. analyze texts for meaning and form and support their analyses with specific examples; 3. extend ideas in texts by relating their experiences and to the world; and 4. research topics by selecting and evaluating information from various sources. <p>In the area of writing, students</p> <ol style="list-style-type: none"> 1. express analytical, critical, and/or creative thinking in response to a writing task; 2. develop effective responses that demonstrate sharply focused central ideas, cohesive organization, and elaboration with illustrative, supporting details; 3. demonstrate audience awareness through the use of rich vocabulary and a clear personal style or voice; and 4. demonstrate consistent command of spelling, grammar, punctuation, and capitalization.
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Mastery

<p>Students scoring at this level generally exhibit the following skills:</p> <p>In the areas of reading and use of resources, students:</p> <ol style="list-style-type: none"> 1. demonstrate overall understanding of what they read including inferential and literal information; 2. analyze an author's use of literary devices; 3. extend ideas in texts by making inferences, drawing conclusions, and making clear connections to personal experiences and other readings; and 4. research topics by selecting and analyzing information from various sources. <p>In the area of writing, students:</p> <ol style="list-style-type: none"> 1. express critical, analytical, and/or creative thinking in response to a writing task; 2. develop effective responses with focused central ideas, logical organization, and convincing elaboration; 3. demonstrate awareness of the intended audience through use of varied word choice (vocabulary) and sentence structure; and 4. demonstrate reasonable command of spelling, grammar, punctuation, and capitalization

Basic

<p>Students scoring at this level generally exhibit the following skills:</p> <p>In the areas of reading and use of resources, students:</p> <ol style="list-style-type: none"> 1. demonstrate overall understanding of what they read and make some interpretations; 2. identify elements of texts and an author's style; 3. extend ideas in texts by making simple inferences and some, connections to personal experiences; and 4. research topics by selecting and using information in various sources. <p>In the area of writing, students:</p> <ol style="list-style-type: none"> 1. demonstrate some evidence of critical, analytical, and/or creative thinking in response to a writing task; 2. develop responses with central ideas, evidence of conscious organization, and some supporting details; 3. demonstrate audience awareness through a sense of personal style or voice and some variety in vocabulary and sentence structure; and 4. make some errors in spelling, grammar, punctuation, and capitalization that interfere with communication to the reader.

Approaching Basic

<p>Students scoring at this level generally exhibit the following skills:</p> <p>In the areas of reading and use of resources, students</p> <ol style="list-style-type: none"> 1. demonstrate a partial understanding of what they read; 2. identify some elements of an author's style; 3. make simple or broad connections between texts and their personal experiences; and 4. research topics by locating information in commonly used sources. <p>In the area of writing, students</p> <ol style="list-style-type: none"> 1. demonstrate a limited responses to a writing task; 2. develop responses with unfocused central ideas, and minimal elaboration or supporting details; 3. demonstrate limited audience awareness through use of weak personal style or voice, simple or inappropriate vocabulary, and simple sentences; and 4. demonstrate inconsistent or little command of spelling, grammar, capitalization, and punctuation.
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Unsatisfactory

<p>Students scoring at this level generally have not demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>In the areas of reading and use of resources, students at this level have not exhibited the ability to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of what they read; 2. identify simple elements of an author's style; 3. make connections between ideas in texts and personal experiences; or 4. research topics by locating information in commonly used sources. <p>In the area of writing, students at this level have not exhibited the ability to:</p> <ol style="list-style-type: none"> 1. express ideas in response to a writing task; 2. develop a central idea with focus, observable organization, or sufficient elaboration; 3. show audience awareness through the use of appropriate vocabulary and varied sentence structure; or 4. demonstrate acceptable command of spelling, grammar, capitalization, and punctuation.
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B. Grade 10 Mathematics Achievement Level Descriptors

Advanced

<p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. understand the function concept and are able to communicate and apply the numeric, algebraic, and graphical properties of functions; 2. apply their knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics; 3. formulate generalizations and create models through probing examples and counter examples; and 4. communicate their mathematical reasoning through the clear, concise, and correct use of mathematical symbolism and logical thinking.

Mastery

<p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of algebraic, statistical, geometric, and spatial reasoning; 2. simplify algebraic expressions; justify geometric relationships; and judge and defend the reasonableness of answers as applied to real-world situations; 3. analyze and interpret data in various forms; 4. understand and use elements of the linear function concept in symbolic, graphical, and tabular form; and 5. make conjectures, defend ideas, and give supporting examples.

Basic
<p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. use estimation to verify solutions and determine the reasonableness of results as applied to routine real-world problems; 2. use algebraic and geometric reasoning strategies to solve problems; 3. recognize relationships presented in verbal, algebraic, tabular, and graphical forms; 4. demonstrate knowledge of geometric relationships and corresponding measurement skills; 5. apply statistical reasoning in the organization and display of data and in reading tables and graphs; 6. use correct mathematical language and symbols to communicate mathematical relationships and reasoning processes; and 7. use calculators appropriately to solve problems.
Approaching Basic
<p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. use estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems; 2. show limited use of fundamental algebraic, geometric, and statistical reasoning in problem solving; 3. interpret data presented in various forms; 4. show limited skills in communicating mathematically; and 5. demonstrate limited application of conceptual knowledge.
Unsatisfactory
<p>Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling. Students scoring at this level have generally have <i>not</i> exhibited the ability to:</p> <ol style="list-style-type: none"> 1. use estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems; 2. use fundamental algebraic, geometric, and statistical reasoning in problem solving; 3. interpret data presented in various forms; 4. communicate mathematically; and 5. apply conceptual knowledge.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:4 (A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005), amended LR 36:974 (May 2010).

§1327. Grade 11 Achievement Level Descriptors

A. Grade 11 Science Achievement Level Descriptors

Advanced
<p>Students scoring at this level generally exhibit the ability to</p> <ol style="list-style-type: none"> 1. have a qualitative and quantitative grasp of scientific principles, relating them to one another and to other phenomena, and being aware of their development and limitations; 2. formulate scientific questions, compare experimental designs, and devise valid experiments to answer their questions; 3. collect the relevant quantitative and qualitative data using appropriate instrumentation; 4. provide a scientifically valid interpretation of the data they collect; 5. engage in self assessment, discard unnecessary data, and recognize gaps in information; 6. locate needed information in primary or secondary sources; and 7. communicate their ideas by interpolating, extrapolating, and interpreting patterns of change in graphic and symbolic representations. <p>With inquiry as the core, students at the <i>Advanced</i> level demonstrate an understanding that unifying concepts and processes can be applied throughout the science disciplines—physical, life, earth/space, and the</p>

environmental sciences.
Mastery
<p>Students scoring at this level generally exhibit the ability to</p> <ol style="list-style-type: none"> 1. grasp scientific principles on both a qualitative and quantitative basis, 2. understand that scientific knowledge is tentative and subject to change, 3. identify more than one way to solve a given problem and select the method with the most promise, 4. manipulate data through various mathematical models, 5. integrate several abstract facts in order to understand overarching scientific principles, and 6. apply those principles to human activities. <p>With inquiry as the core, students at the <i>Mastery</i> level will identify unifying concepts and processes among the science disciplines—physical, life, earth/space, and the environmental sciences.</p>
Basic
<p>Students scoring at this level generally exhibit the ability to</p> <ol style="list-style-type: none"> 1. formulate valid hypotheses; 2. design a simple experiment; 3. draw appropriate conclusions; 4. develop inferences from experimentation and apply that information to new situations; 5. distinguish scientific principles from pseudoscience; and 6. apply scientific principles to their everyday lives. <p>With inquiry as the core, students at the <i>Basic</i> level begin to identify unifying concepts and processes among the science disciplines—physical, life, earth/space, and the environmental sciences.</p>
Approaching Basic
<p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. know and understand fundamental science facts and concepts concerning the world; and 2. conduct a simple experiment that includes making observations; forming a reasonable hypothesis; identifying variables; collecting, displaying, and interpreting data; and drawing conclusions. <p>These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.</p>
Unsatisfactory
<p>Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling. Students scoring at this level generally have <i>not</i> exhibited the ability to:</p> <ol style="list-style-type: none"> 1. know and understand fundamental science facts and concepts concerning the world; and 2. conduct a simple experiment that includes making observations; forming a reasonable hypothesis; identifying variables; collecting, displaying, and interpreting data; and drawing conclusions. <p>These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.</p>

B. Grade 11 Social Studies Achievement Level Descriptors

Advanced
<p>Students scoring at this level generally exhibit the ability to</p> <p>Geography:</p> <ol style="list-style-type: none"> 1. organize geographical data; 2. analyze the physical structure of the planet; and 3. evaluate the spatial relationship between humans and their environment. <p>Civics:</p> <ol style="list-style-type: none"> 1. compare and contrast structure and purpose of government; 2. interpret and evaluate foundations of the American political system; 3. analyze international relationships; and 4. evaluate the roles of citizens. <p>Economics:</p> <ol style="list-style-type: none"> 1. apply fundamental economic concepts; 2. evaluate decisions made by consumers; and 3. evaluate U.S. fiscal and monetary policies. <p>History:</p>

<ol style="list-style-type: none"> 1. analyze continuity and change; 2. analyze people, places, events, ideas, and documents; 3. evaluate relevant experiences from the past to critique understanding of contemporary issues; and 4. evaluate the role of evidence in making an historical argument.
Mastery
<p>Students scoring at this level generally exhibit the ability to</p> <p>Geography:</p> <ol style="list-style-type: none"> 1. classify geographical data; 2. examine the physical structure of the planet; and 3. compare spatial relationships between humans and their environment. <p>Civics:</p> <ol style="list-style-type: none"> 1. examine the structure and purpose of government; 2. discuss the foundation of the American political system; 3. interpret international relationships; and 4. examine the roles of citizens. <p>Economics:</p> <ol style="list-style-type: none"> 1. analyze fundamental economic concepts; 2. discuss decisions made by consumers, businesses, and government; and 3. analyze U.S. fiscal and monetary policies. <p>History:</p> <ol style="list-style-type: none"> 1. examine the role of continuity and of change in history; 2. examine the significance of people, places, events, ideas, and documents in history; 3. analyze relevant experience from the past to understanding of contemporary issues; and 4. analyze the role of evidence in making an historical argument.
Basic
<p>Students scoring at this level generally exhibit the ability to</p> <p>Geography:</p> <ol style="list-style-type: none"> 1. interpret geographical data; 2. describe the basic physical structure of the planet; and 3. explain the spatial relationships between humans and their environment. <p>Civics:</p> <ol style="list-style-type: none"> 1. explain structure and purposes of government; 2. describe the foundations of the American political system; 3. explain international relationships; and 4. discuss the roles of citizens. <p>Economics:</p> <ol style="list-style-type: none"> 1. discuss fundamental economic concepts; 2. explain decisions made by consumers, businesses, and government; and 3. explain U.S. fiscal policy. <p>History:</p> <ol style="list-style-type: none"> 1. describe continuity and change; 2. describe the significance of people, places, events, ideas, and documents; 3. examine relevant experiences from the past to contemporary issues; and 4. explain the role of evidence in making an historical argument.
Approaching Basic
<p>Students scoring at this level generally exhibit the ability to</p> <p>Geography:</p> <ol style="list-style-type: none"> 1. identify geographical data; 2. recognize the physical structure of the planet; and 3. state the spatial relationships between humans and their environment. <p>Civics:</p> <ol style="list-style-type: none"> 1. identify the structure and purposes of government; 2. recognize the foundations of the American political system; 3. identify international relationships; and 4. identify the roles of citizens. <p>Economics:</p> <ol style="list-style-type: none"> 1. identify fundamental economic concepts; 2. identify decisions made by consumers, businesses, and government; and 3. identify U.S. fiscal and monetary policies. <p>History:</p>

<ol style="list-style-type: none"> 1. recognize continuity and change; 2. recognize the significance of people, places, events, ideas, and documents; 3. identify relevant experiences from the past to describe contemporary issues; and 4. recognize the role of evidence in making an historical argument.
Unsatisfactory
<p>Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally have <i>not</i> exhibited the ability to</p> <p>Geography:</p> <ol style="list-style-type: none"> 1. identify geographical data; 2. recognize the physical structure of the planet; and 3. state the spatial relationships between humans and their environment. <p>Civics:</p> <ol style="list-style-type: none"> 1. identify the structure and purposes of government; 2. recognize the foundations of the American political system; 3. identify international relationships; and 4. identify the roles of citizens. <p>Economics:</p> <ol style="list-style-type: none"> 1. identify fundamental economic concepts; 2. identify decisions made by consumers, businesses, and government; and 3. identify U.S. fiscal and monetary policies. <p>History:</p> <ol style="list-style-type: none"> 1. recognize continuity and change; 2. recognize the significance of people, places, events, ideas, and documents; 3. identify relevant experiences from the past to describe contemporary issues; and 4. recognize the role of evidence in making an historical argument.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 and R.S. 17:391.4 (A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1550 (July 2005), amended LR 36:975 (May 2010).

Subchapter D. GEE Assessment Structure

§1345. Double Jeopardy Rule

A. If a school administers a GEE test that the student has already passed and the student scores unsatisfactory on the retest, the passing score will be used to determine the student's eligibility for a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1554 (July 2005), amended LR 32:237 (February 2006).

§1347. First and Second Cohorts

A. The first cohort comprises students who were first-time tenth graders in 2000-2001. First cohort students are required to score approaching basic or above on the GEE English Language Arts test and the GEE Mathematics test to be eligible for a standard high school diploma.

B. The second cohort comprises students who were first-time tenth graders in 2001-2002 and all first-time tenth graders thereafter. Second cohort students are required to score approaching basic or above on the GEE English Language Arts test and the GEE Mathematics test and to score

approaching basic or above on either the GEE Science or Social Studies test to be eligible for a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1554 (July 2005), amended LR 32:237 (February 2006).

§1348. Last Cohorts

A. First-time freshmen in 2009–2010 comprise the last cohort of GEE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 38:35 (January 2012).

Chapter 15. Norm-Referenced Tests

§1501. Description

A. The Louisiana Statewide Norm-Referenced Testing Program (LSNRTP) was established in 1986 as a component of LEAP. The primary goal of the program is to provide parents, students, educators, and policymakers with normative data that may be used for evaluating student, school, and district performance. Test results are used by teachers and administrators to plan instructional programs that enhance educational opportunities for Louisiana students. The LSNRTP ended in 2005 with the last administration of The Iowa Tests.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:238 (February 2006).

Chapter 17. Integrated LEAP

Subchapter A. General Provisions

§1700. Sunset Provision

A. Beginning academic year 2010-2011, grade 9 iLEAP tests will no longer be administered.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4(F)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:859 (March 2011).

§1701. Introduction

A. The iLEAP is a criterion-referenced testing program that is directly aligned with the state content standards. The LEAP measures how well students in grades three, five, six and seven have mastered the state content standards. Test results are reported in terms of achievement levels.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4(F)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:238 (February 2006), LR

33:265 (February 2007), LR 39:75 (January 2013), LR 42:226 (February 2016).

Subchapter B. Achievement Levels and Performance Standards

§1705. Introduction

A. On each test (English language arts, math, science, and social studies) student performance will be reported in terms of achievement level. The Louisiana achievement levels are:

1. advanced;
2. mastery;
3. basic;
4. approaching basic; and
5. unsatisfactory.

B. Achievement Levels Definitions

1. *Advanced*—a student at this level has demonstrated superior performance beyond the mastery level.

2. *Mastery* (formerly *Proficient*)—a student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

3. *Basic*—a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

4. *Approaching Basic*—a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

5. *Unsatisfactory*—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4(F)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:266 (February 2007), amended LR 42:227 (February 2016).

§1707. Performance Standards

A. iLEAP Achievement Levels and Scaled Score Ranges—Grades 3, 5, 6, and 7

Achievement Level	English Language Arts Scaled Score Ranges			
	Grade 3	Grade 5	Grade 6	Grade 7
Advanced	810-850	799-850	790-850	785-850
Mastery	750-809	750-798	750-789	750-784
Basic	725-749	725-749	725-749	725-749
Approaching Basic	700-724	700-724	700-724	700-724
Unsatisfactory	650-699	650-699	650-699	650-699

Achievement Level	Mathematics Scaled Score Ranges			
	Grade 3	Grade 5	Grade 6	Grade 7
Advanced	790-850	790-850	788-850	786-850
Mastery	750-789	750-789	750-787	750-785
Basic	725-749	725-749	725-749	725-749
Approaching Basic	700-724	700-724	700-724	700-724
Unsatisfactory	650-699	650-699	650-699	650-699

Achievement Level	Science Scaled Score Ranges				
	Grade 3	Grade 5	Grade 6	Grade 7	Grade 9
Advanced	382-500	378-500	380-500	388-500	Not Assessed
Mastery	342-381	341-377	343-379	348-387	
Basic	292-341	292-340	295-342	302-347	
Approaching Basic	249-291	248-291	251-294	259-301	
Unsatisfactory	100-248	100-247	100-250	100-258	

Achievement Level	Social Studies Scaled Score Ranges				
	Grade 3	Grade 5	Grade 6	Grade 7	Grade 9
Advanced	396-500	365-500	364-500	372-500	Not Assessed
Mastery	341-395	339-364	338-363	339-371	
Basic	287-340	289-338	292-337	293-338	
Approaching Basic	255-286	257-288	261-291	262-292	
Unsatisfactory	100-254	100-256	100-260	100-261	

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:266 (February 2007), amended LR 42:227 (February 2016).

Chapter 18. End-of-Course Tests

Subchapter A. Background

§1801. Overview

A. The tests which are both criterion-referenced and standards-based assessments will be available online to high school students beginning fall 2007. The tests will be phased in over a period of five years beginning with Algebra I. In the first years of administration, policies regarding the use of EOCT results shall be determined by the district's local pupil progression plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:214 (February 2009).

Subchapter B. General Provisions

§1803. Introduction

A. EOCT will measure the knowledge and skills a student should have mastered by the end of the course. The results of the EOCT will help ensure that all Louisiana students have access to a rigorous curriculum that meets high academic standards.

B. EOCT will assess student learning in the high school courses:

1. algebra I;
2. geometry;
3. English II;
4. English III;
5. biology; and
6. U.S. history.

C. Any student enrolled in and/or receiving credit for an EOCT course, regardless of grade inclusive of middle school students taking high school courses for high school credit is required to take the EOCT upon completion of that course.

D. EOCT will be offered at the end of the fall and spring semesters.

1. Students completing the course at the end of the fall semester shall participate in the fall test regardless of the grade earned during the fall semester.

2. Students completing the course at the end of the spring semester shall participate in the spring test regardless of the grade earned during the spring semester.

E. EOC retests will not be offered until 2010-2011.

F. Since these tests are being developed for use in Louisiana schools, any school selected for field tests shall participate in the field tests. In spring, 2012, the U. S. history field tests will be administered.

G. Students completing the following courses will take the Algebra I test:

1. Algebra I: course code 160321;
2. Algebra I, Part 2: course code 160338;
3. Integrated Mathematics I: course code 160339;
4. Algebra I—Middle School: course code 160380.
5. Applied Algebra: course code 160331.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:214 (February 2009), LR 36:477 (March 2010), amended LR 38:35 (January 2012), LR 40:2514 (December 2014).

§1804. EOCT Development and Implementation Plan [Formerly §1805]

Course	Test Administration	Year 1 2008– 2009	Year 2 2009– 2010	Year 3 2010– 2011	Year 4 2011– 2012	Year 5 2012– 2013
Algebra I	Field Test					
	Operational Test	√	√	√	√	√
English II	Field Test					
	Operational Test	√	√	√	√	√
Geometry	Field Test	√				
	Operational Test		√	√	√	√
Biology	Field Test		√			
	Operational Test			√	√	√
English III	Field Test			√		
	Operational Test				√	√
U.S. History	Field Test				√	
	Operational Test					√

NOTE: the field test in the table is the stand-alone field test for the initial item development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:215 (February 2009), amended LR 38:35 (January 2012), repromulgated LR 39:76 (January 2013).

Subchapter C. Achievement Levels and Performance Standards

§1811. EOCT Achievement Levels

A.1. The Louisiana EOCT achievement levels are:

- a. excellent;
- b. good;
- c. fair;
- d. needs improvement.

B. Achievement Level Definitions

1. *Excellent*—a student at this achievement level has demonstrated mastery of course content beyond Good.

2. *Good*—a student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.

3. *Fair*—a student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area.

4. *Needs Improvement*—a student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:215 (February 2009).

§1813. Performance Standards

A. Performance standards for EOCT algebra I, English II, geometry, biology, English III, and U.S. history tests are finalized in scaled-score form.

B. EOCT Achievement Levels and Scaled-Score Ranges

1. Algebra I Scaled-Score Ranges

Algebra I	
Achievement Level	Scaled-Score Ranges
Excellent	739-800
Good	700-738
Fair	668-699
Needs Improvement	600-667

2. English II Scaled-Score Ranges

English II	
Achievement Level	Scaled-Score Ranges
Excellent	739-800
Good	700-738
Fair	668-699
Needs Improvement	600-667

3. Geometry Scaled-Score Ranges

Geometry	
Achievement Level	Scaled-Score Ranges
Excellent	731-800

Geometry	
Achievement Level	Scaled-Score Ranges
Good	700-730
Fair	665-699
Needs Improvement	600-664

4. Biology Scaled-Score Ranges

Biology	
Achievement Level	Scaled-Score Ranges
Excellent	740-800
Good	700-739
Fair	661-699
Needs Improvement	600-660

5. English III Scaled-Score Ranges

English III	
Achievement Level	Scaled-Score Ranges
Excellent	741-800
Good	700-740
Fair	661-699
Needs Improvement	600-660

6. U.S. History

U.S. History	
Achievement Level	Scaled-Score Ranges
Excellent	748-800
Good	700-747
Fair	665-699
Needs Improvement	600-664

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 35:215 (February 2009), amended LR 36:478 (March 2010), LR 37:820 (March 2011), repromulgated LR 37:1123 (April 2011), amended LR 38:35 (January 2012), LR 39:76 (January 2013), LR 39:2444 (September 2013).

Subchapter D. EOCT Administrative Rules

§1819. Double Jeopardy Rule

A. If a school administers an EOC test that the student has already passed and the student scores needs improvement on the retest, the passing score will be used to determine the student's eligibility for a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:977 (May 2010).

§1821. First Cohort

A. The first cohort comprises students who were first-time ninth graders in 2010–2011 and all first-time ninth graders thereafter. First cohort students are required to score Fair or above on EOC English II or English III, Algebra I or Geometry, and Biology or U.S. history to be eligible for a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:977 (May 2010), amended LR 38:36 (January 2012).

§1823. Rescores

A. The district test coordinator must file a request with the scoring contractor within 20 working days from the date the school district receives the individual student scores. All requests must be made on or before the deadline date identified by the testing contractor and the LDE. Requests received after the deadline will not be honored.

B. Only rescoring of tests from the most recent administration may be requested.

C. All requests for rescoring require a fee, which is established by and paid to the scoring contractor.

D. Students may request a rescore of their EOC tests at specified achievement levels and scaled score ranges. If the following criteria is met, the rescore will be expedited:

1. The test has a scaled score ten points below the fair achievement level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:977 (May 2010), amended LR 37:820 (March 2011).

§1825. EOC Administration Rules

A. Students enrolled in EOC courses shall take the EOC test for that course at the conclusion of the course.

B. If a district holds graduation prior to the release of test scores, the LEA must have in place a policy for graduation without the test scores.

C. There is no ending age limit for students to retest in EOC, nor is there a limit on the number of times the student may retake the test. Students who no longer reside in the school district where he/she completed Carnegie units may test in the current school district of residence. The DTC shall forward the passing test scores to the high school where the Carnegie units reside.

D. If a student was issued a GED diploma and subsequently meets the requirements for the EOC, the student may surrender the GED diploma and be issued a standard high school diploma.

E. When administrative errors are made in testing, the state superintendent of education may determine how to remedy the error.

F. Students who wish to retest for the Louisiana high school diploma endorsements may retest during the fall retest administration only one time for each EOC test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:977 (May 2010), amended LR 39:77 (January 2013).

§1827. EOC Retest Administration

A. Students who did not score Fair or above on an EOC test may retest in the next EOC administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:978 (May 2010).

§1829. EOC Transfer Rules

A. The following rules apply for transfer students who are Louisiana residents transferring into the Louisiana public school district from out-of-state schools, nonpublic schools, or approved home study programs.

1. A transfer student is not required to take the EOC tests for courses he/she already successfully completed for Carnegie credit.

2. A transfer student shall be required to take the EOC test for courses he/she previously took but did not pass.

3. A transfer student may choose to take an EOC test for a course he/she already successfully completed if he/she scored *Needs Improvement* on an EOC test in another course and the student must pass the EOC test for one of the EOC pairs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:978 (May 2010), amended LR 37:820 (March 2011).

§1831. College and Career Diploma

A. Refer to *Bulletin 741: Louisiana's Handbook for School Administrators*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:821 (March 2011).

Chapter 19. LEAP Alternate Assessment, Level 1

Subchapter A. Background

§1900. Sunset Provision

A. Beginning academic year 2010-2011, grade 9 LAA 1 tests will no longer be administered.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1–17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:821 (March 2011).

§1901. Overview

A. The LEAP Alternate Assessment, Level 1 (LAA 1), is a specially designed assessment program that evaluates students with the most significant cognitive disabilities. LAA 1 represents an assessment of extended standards relative to

the general education components of the Louisiana state assessment program (i.e., LEAP, iLEAP, and GEE). As such, it meets NCLB requirements to assess students with the most significant cognitive disabilities in the state (sometimes called "1 percent" students), with its results contributing to school, district, and state accountability decisions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1–17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:239 (February 2006), LR 33:425 (March 2007), LR 35:208 (February 2009).

Subchapter B. General Provisions

§1903. Introduction

A. The LAA 1 is a performance-based student assessment that evaluates each student’s knowledge and skills in the Louisiana content standards using extended standards (ES).

1. LAA 1 correlates to the ESs that are extensions of the state academic content standards.

2. The ESs capture the essence of the content standards and provide a way for students with significant cognitive disabilities to access the general education curriculum.

B. Three levels of academic complexity related to each ES provide instructional access for students with varying academic abilities.

1. The ESs are organized in four grade spans that represent the core academic content considered appropriate for students taking LAA 1 at each grade span:

- a. grades 3-4;
- b. grades 5-6;
- c. grades 7-8; and
- d. grades 9-11.

C. Definitions

Alternate Assessment—a substitute approach used in gathering information on the performance of students who do not participate in typical state assessments. (from *Alternate Assessment Resource Matrix [CCSSO, SCASS-ASES, 1999]*).

Content Standards—broad statements of what students should know and be able to do.

Benchmarks—define the standards more specifically.

GLEs—state what all students should know and be able to do at the end of a given grade level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1–17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Office of Student and School Performance, LR 33:425 (March 2007), amended LR 35:208 (February 2009).

Subchapter C. Target Population

§1905. Participation Criteria

(Refer to *Bulletin 1530—Louisiana’s IEP Handbook for Students with Disabilities*)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1–17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Office of Student and School Performance, LR 33:425 (March 2007), repromulgated by the Department of Education, Board of Elementary and Secondary Education, Office of Student Performance, LR 35:209 (February 2009).

Subchapter E. Alternate Achievement Levels and Performance Standards

§1911. LAA 1 Alternate Achievement Levels

A.1. The Louisiana LAA 1 alternate achievement levels are:

- a. exceeds standard;
- b. meets standard; and
- c. working toward standard.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1–17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Office of Student and School Performance LR 33:426 (March 2007), amended LR 35:209 (February 2009).

§1913. Performance Standards

A. Performance standards for LAA 1 English Language Arts, Mathematics, and Science tests are finalized in scaled-score form.

B. LAA 1 Alternate Achievement Levels and Scaled-Score Growth Ranges

1. English Language Arts and Mathematics Scaled Score Ranges

Achievement Level	English Language Arts Scaled-Score Ranges			
	Grade Span 3-4	Grade Span 5-6	Grade Span 7-8	Grade Span 9-10
Exceeds Standard	840-900	840-900	848-900	845-900
Meets Standard	810-839	810-839	810-847	810-844
Working Toward Standard	700-809	700-809	700-809	700-809
Achievement Level	Mathematics Scaled-Score Ranges			
	Grade Span 3-4	Grade Span 5-6	Grade Span 7-8	Grade Span 9-10
Exceeds Standard	845-900	843-900	846-900	840-900
Meets Standard	810-844	810-842	810-845	810-839
Working Toward Standard	700-809	700-809	700-809	700-809

2. Science Scaled Score Ranges

Science Scaled-Score Ranges				
Achievement Level	Grade 4		Grade 8	Grade 11
Exceeds Standard	845-900		850-900	838-900
Meets Standard	810-844		810-849	810-837
Working Toward Standard	700-809		700-809	700-809

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1–17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Office of Student and School Performance, LR 33:426 (March 2007), amended LR 35:209 (February 2009).

Chapter 20. LEAP Alternate Assessment, Level 2

Subchapter A. Background

§2000. Sunset Provision

A. Beginning academic year 2010-2011, grade 9 LAA 2 tests will no longer be administered.

B. Beginning with the academic year 2014-2015, the LAA 2 will no longer be administered in grades 4 through 8. Students who have entered a high school cohort prior to the 2014-2015 academic year may participate in the high school LAA 2 assessments for graduation purposes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1-17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:821 (March 2011), amended LR 40:2514 (December 2014).

§2001. Introduction

A. LEAP Alternate Assessment, Level 2 (LAA 2) is a criterion-referenced assessment, which is based on modified academic achievement standards, that allows students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning. All content in LAA 2 was derived from the existing LEAP/GEE assessments, and all items selected were subjected to the complete process of reviews and checks to determine appropriateness and eligibility for potential use in LAA 2. The achievement levels are aligned with the *Approaching Basic* and *Basic* achievement levels of LEAP/GEE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1-17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR

32:239 (February 2006), amended LR 33:269 (February 2007), LR 40:2514 (December 2014).

Subchapter B. Achievement Levels and Performance Standards

§2005. Achievement Levels

A.1. The Louisiana achievement levels are:

- a. basic (meeting the standard);
- b. approaching basic (approaching the standard); and
- c. foundational;
- d. pre-foundational.

B. Achievement Level Definitions

Approaching Basic—a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Basic—a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

Foundational—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.

Pre-Foundational—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(1) and (C).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:270 (February 2007).

§2007. Performance Standards

A. Performance standards for LAA 2 English Language Arts, Mathematics, Science, and Social Studies tests are finalized in scaled-score form.

B. The scaled-score range of the approaching basic achievement level is exactly the same scale score range as with LEAP/GEE.

C. The beginning score for the basic achievement level is also exactly the same as with LEAP/GEE.

D. The top end of the basic achievement level was truncated at a scale score of 340 in all cases because the LAA 2 assessment was not designed to accurately assess students who may be emerging into the mastery achievement level.

EDUCATION

LAA 2 Achievement Levels and Scaled Score Ranges

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 4			
Basic	301–340	315–340	306-340	301-340
Approaching Basic	263–300	282–314	263-305	272-300
Foundational	227–262	248–281	224-262	250-271
Pre-Foundational	100–226	100–247	100-223	100-249

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 5			
Basic	286-340	282-340		
Approaching Basic	247-285	250-281		
Foundational	213-246	215-249		
Pre-Foundational	100-212	100-214		

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 6			
Basic	280-340	281-340		
Approaching Basic	239-279	248-280		
Foundational	177-238	201-247		
Pre-Foundational	100-176	100-200		

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 7			
Basic	286-340	292-340		
Approaching Basic	236-285	255-291		
Foundational	185-235	220-254		
Pre-Foundational	100-184	100-219		

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 8			
Basic	315–340	321–340	305-340	297-340
Approaching Basic	269–314	296–320	267-304	263-296
Foundational	223–268	263–295	222-266	237-262
Pre-Foundational	100–222	100–262	100-221	100-236

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 9			
Basic	291-340	293-340		
Approaching Basic	219-290	263-292		
Foundational	121-218	221-262		
Pre-Foundational	100-120	100-220		

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
	Grade 10		Grade 11	
Basic	299–340	305–340	301–340	297–340
Approaching Basic	270–298	286–304	267–300	275–296
Foundational	221–269	241–285	214–266	241–274
Pre-Foundational	100–220	100–240	100–213	100–240

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4 (A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Office of Student and School Performance, LR 33:270 (February 2007), amended LR 33:2350 (November 2007), LR 34:2553 (December 2008), repromulgated LR 35:57 (January 2009).

Subchapter C. Achievement Level Descriptors

§2009. Introduction

A. Achievement level descriptors for Louisiana assessments were developed by committees composed of Louisiana educators who represented the subjects and grades assessed. The descriptors define what a student should know and be able to do at each achievement level for each subject assessed at a given grade level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(B).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:271 (February 2007).

§2017. Grade 10 Achievement Level Descriptors

A. Grade 10 English Language Arts Achievement Level Descriptors

Basic
<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. demonstrate overall understanding of what they read and make some interpretations; 2. identify elements of text and an author's style; 3. extend ideas in text by making simple inferences and some connections to personal experiences; 4. research a topic by selecting and using information in various sources; 5. demonstrate some evidence of critical, analytical, and/or creative thinking in response to a writing task; 6. develop a response with a central idea, evidence of some observable organization, and elaboration with some supporting details; 7. demonstrate audience awareness through a sense of personal style or voice and some variety in vocabulary and sentence structure; and 8. demonstrate some command of spelling, grammar, punctuation, and capitalization.
Approaching Basic
<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. demonstrate partial understanding of what they read; 2. identify some elements of text and an author's purpose; 3. make simple or broad connections between text and personal experiences; 4. research a topic by locating information in commonly used sources; 5. demonstrate a partial response to a writing task; 6. develop a response with a weak central idea, some evidence of organization, and minimal elaboration or supporting details; 7. demonstrate limited audience awareness through use of weak personal style or voice, simple or inappropriate vocabulary, and simple sentences; and 8. demonstrate limited command of spelling, grammar,

Foundational
<p>punctuation, and capitalization.</p> <p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. demonstrate a minimal understanding of what they read; 2. identify few elements of text and an author's purpose; 3. make minimal connections between text and personal experiences; 4. research a topic by locating minimal information in commonly used sources; 5. demonstrate a minimal response to a writing task; 6. develop a response with a weak or unfocused idea, attempted organization, and little or irrelevant support; 7. demonstrate minimal audience awareness through use of weak personal style or voice, simple or inappropriate vocabulary, and simple sentences; and 8. demonstrate minimal command of spelling, grammar, punctuation, and capitalization.
Pre-Foundational
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level <i>need to develop</i> the ability to:</p> <ol style="list-style-type: none"> 1. understand what they read; 2. make at least minimal connections between text and personal experiences; 3. make minimal connections between text and personal experiences; 4. locate information within commonly used sources; 5. develop a response to a writing task using a general focus, attempted organization, and minimal support; 6. demonstrate at least minimal audience awareness through use of simple vocabulary and simple sentences; and 7. demonstrate at least minimal command of spelling, grammar, punctuation, and capitalization.

B. Grade 10 Mathematics Achievement Level Descriptors

Basic
<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. use estimation to verify solutions and determine the reasonableness of results as applied to routine real-world problems; 2. use algebraic and geometric reasoning strategies to solve problems; 3. recognize relationships presented in verbal, algebraic, tabular, and graphical forms; 4. demonstrate knowledge of geometric relationships and corresponding measurement skills; 5. apply statistical reasoning in the organization and display of data and in reading tables and graphs; 6. generalize from patterns and examples in the areas of algebra, geometry, and statistics; 7. use correct mathematical language and symbols to communicate mathematical relationships and reasoning processes; and 8. use calculators appropriately to solve problems.
Approaching Basic
<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to:</p>

<ol style="list-style-type: none"> 1. use estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems; 2. show limited use of fundamental algebraic, geometric, and statistical reasoning in problem solving; 3. interpret data presented in various forms; 4. show limited skills in communicating mathematically; and 5. demonstrate limited application of conceptually knowledge.
Foundational
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. use some estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems; 2. show minimal knowledge of fundamental algebraic, geometric, and statistical reasoning in problem-solving; 3. interpret data presented in limited forms; 4. show minimal skills in communicating mathematically; and 5. demonstrate minimal or inappropriate application of conceptual knowledge.
Pre-Foundational
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level need to develop the ability to:</p> <ol style="list-style-type: none"> 1. use some estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems; 2. show minimal knowledge of fundamental algebraic, geometric, and statistical reasoning in problem-solving; 3. interpret data presented in limited forms; 4. show minimal skills in communicating mathematically; and 5. demonstrate minimal application of conceptual knowledge.

<ol style="list-style-type: none"> 1. know and understand fundamental science facts and concepts concerning the world; and 2. make observations, form a reasonable hypothesis, identify variables, interpret data, and draw conclusions. <p>These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.</p>
Foundational
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. demonstrate limited knowledge and understanding of fundamental science facts and concepts concerning the world; and 2. make simple observations, attempt to form a hypothesis, identify a limited number and type of variables, minimally interpret data, and draw conclusions that may be inappropriate or inaccurate. <p>These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.</p>
Pre-Foundational
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level need to develop the ability to:</p> <ol style="list-style-type: none"> 1. demonstrate knowledge and understanding of fundamental science facts and concepts concerning the world with minimal accuracy or consistency; and 2. make simple observations, attempt to form a hypothesis, identify a limited number and type of variables, minimally interpret data, and draw conclusions. <p>These skills should be demonstrated through the science disciplines—physical, life, earth/space, and the environmental sciences.</p>

B. Grade 11 Social Studies Achievement Level Descriptors

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:273 (February 2007), amended by the Board of Elementary and Secondary Education, LR 33:2040 (October 2007), LR 36:980 (May 2010).

§2019. Grade 11 Achievement Level Descriptors

A. Grade 11 Science Achievement Level Descriptors

Basic
<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to:</p> <ol style="list-style-type: none"> 1. formulate valid hypotheses; 2. design a simple experiment; 3. draw appropriate conclusions; 4. develop inferences from experimentation and apply that information to new situations; 5. distinguish scientific principles from pseudoscience; and 6. apply scientific principles to their everyday life. <p>With inquiry as the core, students at the Basic level begin to identify unifying concepts and processes among the science disciplines—physical, life, earth/space, and the environmental sciences.</p>
Approaching Basic
<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to:</p>

Basic
<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to do the following:</p> <ol style="list-style-type: none"> 1. Geography: interpret geographical data, describe the basic physical structure of the planet, and explain the spatial relationships between humans and their environment. 2. Civics: explain structure and purposes of government, describe the foundations of the American political system, explain international relationships, and describe the roles of citizen. 3. Economics: describe fundamental economic concepts, explain decisions made by consumers, businesses, and government; and explain U.S. fiscal policy. 4. History: describe continuity and change, describe the significance of people, places, events, ideas, and documents, and examine relevant experiences from the past to describe contemporary issues.
Approaching Basic
<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to do the following:</p> <ol style="list-style-type: none"> 1. Geography: identify geographical data, recognize the physical structure of the planet, and state the spatial relationships between humans and their environment. 2. Civics: identify the structure and purposes of government, recognize the foundations of the American political system, identify international relationships, and identify the roles of citizen.

Subchapter D. LAA 2 Assessment Structure

§2021. Content Standards

Editor's Note: This Section has been moved from §2019.

A. The LAA 2 tests measure knowledge and skills deemed necessary for students to become good scholars and productive citizens. This knowledge and these skills are reflected in the content standards that were approved in August 2005 by the SBESE.

B. The LAA 2 is based on academic content standards. Modifications in the test and item format allow students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning.

C. The LAA 2 assessments consist of fewer items than LEAP and GEE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F)(3) and R.S. 17:183.1-17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:275 (February 2007), amended LR 33:2042 (October 2007).

§2023. English Language Arts Tests Structure

Editor's Note: This Section has been moved from §2021.

A. The English Language Arts tests have four sessions or subtests.

1. **Writing.** The Writing session requires students to produce a composition in response to a prompt. The writing session measures key aspects of English Language Arts Standards 2 and 3.

a. Standard 2. Students write competently for a variety of purposes and audiences.

b. Standard 3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

2. **Reading and Responding.** The Reading and Responding session includes two short reading passages (fiction, nonfiction, no poetry), four multiple-choice and one short-answer item for each passage. Questions in this session measure key aspects of English Language Arts standards 1, 6, and 7.

a. Standard 1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

b. Standard 6. Students read, analyze, and respond to literature as a record of life experiences.

c. Standard 7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

3. **Using Information Resources.** The Using Information Resources session requires students to complete a specified task designed to measure standard 5.

<p>3. Economics: identify fundamental economic concepts, identify decisions made by consumers, businesses, and government; and identify U.S. fiscal and monetary policies.</p> <p>4. History: recognize continuity and change, recognize the significance of people, places, events, ideas, and documents, and identify relevant experiences from the past to describe contemporary issues.</p>
Foundational
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level generally exhibit the ability to do the following:</p> <p>1. Geography: identify limited geographical data, recognize a limited number of physical structures of the planet, and state a limited number of spatial relationships between humans and their environment.</p>
<p>2. Civics: demonstrate limited knowledge about the structure and purposes of government, demonstrate a limited understanding or recognition of the foundations of the American political system, identify a few international relationships, and identify the role of citizens with only some consistency.</p> <p>3. Economics: demonstrate limited knowledge or understanding of fundamental economic concepts, identify a limited number and type of decisions made by consumers, businesses, and government; and show minimal understanding of U.S. fiscal and monetary policies.</p> <p>4. History: demonstrate limited recognition of continuity and change, recognize the significance of a limited number of people, places, events, ideas and documents, and identify a limited number of relevant experiences from the past to describe contemporary issues.</p>
Pre-Foundational
<p>A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level need to develop the ability to do the following:</p> <p>1. Geography: identify geographical data, recognize physical structures of the planet, and state the spatial relationships between humans and their environment.</p> <p>2. Civics: demonstrate knowledge about the structure and purposes of government, demonstrate an understanding or recognition of the foundations of the American political system, identify international relationships, and identify the role of citizens.</p> <p>3. Economics: demonstrate knowledge or understanding of fundamental economic concepts, identify types of decisions made by consumers, businesses, and government, and show understanding of U.S. fiscal and monetary policies.</p> <p>4. History: demonstrate recognition of continuity and change, recognize the significance of people, places, events, ideas, and documents, and identify relevant experiences from the past to describe contemporary issues.</p>

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:274 (February 2007), amended by the Board of Elementary and Secondary Education, LR 33:2041 (October 2007), LR 36:981 (May 2010).

a. Standard 5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge. Test items appear next to the resource needed to locate each answer. This session includes five multiple-choice items and one short answer item.

4. Proofreading. The Proofreading session requires students to identify mistakes in grammar, usage, and mechanics. The session consists of eight multiple-choice items formatted with a sentence as the stem followed by four answer choices. Questions in this session measure key aspects of English Language Arts standard 3.

a. Standard 3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(A)(1)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:275 (February 2007), amended LR 33:2042 (October 2007).

§2025. Mathematics Test Structure

Editor's Note: This Section has been moved from §2023.

A. The Mathematics test consists of three sessions:

1. two multiple-choice sessions; and
2. one constructed-response session.

B. The Mathematics test assesses the following strands:

1. Strand N: Number and Number Relations

a. Standard. In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

2. Strand A: Algebra

a. Standard. In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

3. Strand M: Measurement

a. Standard. In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

4. Strand G: Geometry

a. Standard. In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

5. Strand D: Data Analysis, Probability, and Discrete Math

a. Standard. In problem-solving investigations, students discover trends, formulate conjectures, regarding cause-and-effect relationships, and demonstrate critical-thinking skills in order to make informed decisions.

6. Strand P: Patterns, Relations, and Functions

a. Standard. In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(A)(1)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:275 (February 2007), amended LR 33:2042 (October 2007).

§2027. Science Tests Structure

Editor's Note: This Section has been moved from §2025.

A. The Science tests consist of two sessions.

1. Session 1 uses a multiple-choice test items for grade 11 to assess concepts and skills in all five strands of science.

2. Session 2 consists of two short-answer questions that assess two of the four science content strands: Physical Science, Life Science, Earth and Space Science, and Science and the Environment. These questions allow students to reflect on an idea, demonstrate their understanding of concepts and processes of science, make meaning of a given set of data, or critique the information. The wording of the questions is direct and specific, and the questions focus on the quality of the students' knowledge.

B. The Science tests assess the following science strands.

1. Strand: Science as Inquiry

a. Standard. Students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

2. Strand: Physical Science

a. Standard. Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

3. Strand: Life Science

a. Standard. Students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

4. Strand: Earth and Space Science

a. Standard. Students will develop an understanding of the properties of earth materials, the structure of Earth's system, Earth's history, and Earth's place in the universe.

5. Strand: Science and the Environment

a. Standard. In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24(A)(1)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:276 (February 2007), amended LR 33:2043 (October 2007).

§2029. Social Studies Tests Structure

Editor's Note: This Section has been moved from §2027.

A. The Social Studies tests consist of two sessions.

1. Session 1 consists of 32 multiple-choice test items for grade 11 that assess knowledge, conceptual understanding, and application of skills in all four social studies strands (i.e., Geography, Civics, Economics, and History). Items in Session 1 are intermingled across strands.

2. Session 2 consists of 2 open-ended questions calling for a constructed response and requiring higher-order thinking in a social studies context (e.g., grasping a concept, analyzing information, evaluating a principle, or applying a skill). Students may be required to construct or interpret a chart, graph, map, timeline, or other graphic representation; to supply a short written answer; or to produce a short writing in response to a social studies issue or problem. Each of the constructed-response items represents one of the four social studies strands. Each task in part B is scored on a 0 to 2 point scale.

B. The four social studies strands assessed are:

1. Strand G—Geography: Physical and Cultural Systems

a. Standard. Students develop a spatial understanding of Earth's surface and the processes that shape it, the connection between people and places, and the relationship between man and his environment.

2. Strand C—Civics: Citizenship and Government

a. Standard. Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

3. Strand E—Economics: Interdependence and Decision Making

a. Standard. Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

4. Strand H—History: Time, Continuity, and Change

a. Standard. Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(A)(1)(2)

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR

§2031. Double Jeopardy Rule

A. If a school administers a LAA 2 test that the student has already passed and the student scores below approaching basic on the retest, the passing score will be used to determine the student's eligibility for a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:981 (May 2010).

§2033. Rescores

A. The district test coordinator must file a request with the scoring contractor within 20 working days from the date the school district receives the individual student scores. All requests must be made on or before the deadline date identified by the testing contractor and the LDE. Requests received after the deadline will not be honored.

B. Only rescores of tests from the most recent administration may be requested.

C. All requests for rescoring require a fee, which is established by and paid to the scoring contractor.

D. Students may request a rescore of their LAA 2 tests at specified achievement levels and scaled score ranges. If the following criteria are met, the rescore will be expedited:

1. English Language Arts and Mathematics. The test has a scaled score 10 points below the Approaching Basic achievement level.

2. Science and Social Studies. The test has a scaled score 10 points below the Approaching Basic achievement level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:981 (May 2010).

§2035. LAA 2 High School Assessment Administration Rules

A. The LAA 2 high school assessments shall only be available for students entering a high school cohort prior to the 2014-2015 school year. Students who are transferring into a Louisiana public school district from an out-of-state school, nonpublic school, or approved home study program who meet LAA 2 Participation Criteria may participate in the LAA 2 high school assessments if they entered the ninth grade in 2013-2014 or prior.

B. Students shall take the Algebra I or Geometry EOCT to be eligible for the LAA 2 mathematics exam, the English II or English III EOCT to be eligible for the LAA 2 English Language Arts exam, the Biology EOCT for the LAA 2 Science exam, and the U.S. History EOCT for the LAA 2 Social Studies exam.

C. If a district holds "graduation" prior to the release of spring test scores, the LEA must have in place a policy for graduation without the test scores.

D. There is no ending age limit for students to retest in LAA 2, nor is there a limit on the number of times the student may retake the test. Students who no longer reside in the school district where he/she completed Carnegie units may test in the current school district of residence. The DTC shall

forward the passing test scores to the high school where the Carnegie units reside.

E. If a student was issued a GED diploma and subsequently meets the requirements of the LAA 2, the student may surrender the GED diploma and be issued a standard high school diploma.

F. When administrative errors are made in testing, the state superintendent of education may determine how to remedy the error.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:981 (May 2010), amended LR 40:2514 (December 2014).

§2037. Summer Retest Administration

A. Students who were enrolled in grades 10, 11, or 12 during the spring test administration and did not score approaching basic in the required LAA 2 tests are eligible for the summer retest administration.

B. Students who were enrolled in grades 10, 11, or 12 in public schools during the spring test administration but who were absent during testing are eligible for the summer retest administration.

C. Students who enrolled in and attended grades 10, 11, or 12 after the spring test administration and before the close of the regular academic year are eligible for the summer retest administration.

D. Students who enroll in grades 10, 11, or 12 after the close of the regular academic year but did not attend public schools during the academic year are not eligible for the summer retest administration. They must test during the fall retest administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:982 (May 2010), amended LR 40:2515 (December 2014).

§2041. Student Membership Determination

A. Student membership is determined when a student in school is identified with the following minimum required identification elements:

1. state identification number;
2. full legal name;
3. date of birth;
4. sex;
5. race;
6. district and school code;
7. entry date; and
8. grade placement.

(Adapted from Section 10, page 10.1, Student Information System User's Guide, LDE.)

B. A student must be in membership in a Louisiana public school(s) for 160 days per year or 80 days per semester in order to be eligible to receive grades

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:983 (May 2010).

Chapter 21. National Assessment of Educational Progress

§2101. General Provisions

A. NAEP, also known as the "Nation's Report Card," reports its results from jurisdictions around the country. NAEP uses a random stratified sample to select school districts, schools within those districts, and students within those schools. The testing window for NAEP is January through March.

B. NAEP is authorized to measure and report on academic achievement by carrying out a national assessment, state assessment, and a long-term trend assessment in reading and mathematics.

C. The NAEP test contractor handles all aspects of NAEP testing including distribution and collection of all test materials. The testing process involves about 60 minutes of assessment in one subject (mathematics, science, or reading). Results are reported within six months.

D. Participation in NAEP

1. In 1990, the NAEP assessments became a part of the LEAP, with state statute R.S. 17:24.4, making participation in NAEP mandatory for Louisiana schools. Additionally, the NCLB Act mandates schools' participation. Participation in NAEP is a requirement for states and school districts receiving Title I grants.

2. District superintendents and school principals are notified of their selection for the NAEP testing process in early fall. Parents of students are then notified and asked to grant permission for the students to participate. Individual student participation is not mandatory.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005).

§2103. Inclusions and Accommodations

A. The NAEP assessment includes students with disabilities and limited English proficient students.

B. Schools may exclude students with disabilities according to the following NAEP designed criteria:

1. the student's IEP team determines that the student cannot participate;
2. the student's cognitive functioning is so severely impaired that she or he cannot participate; or

3. the student's IEP requires that the student be tested with an accommodation or adaptation that NAEP does not allow.

C. Accommodations

1. Students who need accommodations receive such aids as:

- a. extra testing time;
- b. individual or small group administration;
- c. large-print booklets;
- d. multiple testing sessions.

2. Accommodations do not include reading passages or questions aloud for the reading assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (A) (1).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005).

Chapter 22. ACT Program

§2201. Background

A. The American College Testing (ACT) Program also known as ACT's College and Career Readiness System provides a longitudinal approach to educational and career planning through student assessment, curriculum support, and school improvement. This research-approach based solution helps schools, districts, and states improve academic measurement, student readiness, and instructional designs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 39:77 (January 2013).

§2203. EXPLORE

A. Designed to help 8th and 9th graders explore a broad range of options for their future, EXPLORE is a curriculum-based educational and career planning program that measures achievement in English, math, reading, and science. As an early indicator of college readiness, EXPLORE gives educators the means to structure high school planning and career exploration for students and parents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 39:77 (January 2013).

§2205. PLAN

A. PLAN helps 10th graders build a solid foundation for future academic and career success. PLAN is a curriculum-based educational and career planning program that measures achievement in English, math, reading, and science. PLAN is designed to help 10th graders build rigorous high school course plans and identify areas of academic need so they can stay on track for college and work success.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 39:77 (January 2013).

§2207. ACT

A. The ACT is designed to assess 11th graders' general learning outcomes. The ACT is a curriculum-based educational and career planning tool that assesses mastery of state and college readiness standards. Accepted by all four-year colleges and universities, it is the college entrance test most preferred nationwide.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 39:77 (January 2013).

§2209. WorkKeys

A. The ACT WorkKeys assessment for 11th grade students in the Jump Start program assesses the academic and career skills that are needed to be successful in the workplace. It assists in identifying educational pathways that can further develop the proficiencies that are critical to job success. WorkKeys matches student skills to job profiles in order to support students in developing successful career pathways.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 40:1320 (July 2014).

Chapter 23. English Language Development Assessment (ELDA)

Subchapter A. Background

§2301. Overview

A. The NCLB of 2002 Title III (20 USCS §6301 et seq.) requires standards-based assessment of the progress of all LEP students enrolled in grades kindergarten through 12 in attaining English proficiency, including a student's level of comprehension, speaking, listening, reading, and writing skills in English. ELDA grade cluster 3-12 was field-tested in spring 2004 and implemented during spring 2005. Grade cluster K-2 was field tested in spring 2005. Full implementation of ELDA in kindergarten through 12 occurred in spring 2006.

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005), amended LR 33:259 (February 2007).

Subchapter B. General Provisions

§2303. Introduction

A. ELDA is composed of tests in four grade clusters (Kindergarten-2, 3-5, 6-8, 9-12) in the four language domains (reading, writing, listening, and speaking). It assesses both the academic and school/social environment language of students. ELDA is vertically linked across grade clusters and has five levels of proficiency descriptors ranging from level

1, which has a realistic definition of English proficiency for beginners, to level 5, which has a rigorous definition of full English proficiency.

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:259 (February 2007).

Subchapter C. Target Population

§2307. Participation Criteria

A. Limited English Proficient students. A student who is aged 3 through 21; who is enrolled in an English-speaking elementary school or secondary school for less than a year; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native or a native resident of the outlying areas and comes from an environment where a language other than English has had significant impact on his level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny them:

1. the ability to meet the state's proficient level of achievement on state assessments;
2. the ability to successfully achieve in classrooms where the language of instruction is English; or
3. the opportunity to participate fully in society.

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:259 (February 2007).

Subchapter D. Proficiency Levels and Proficiency Standards

§2309. Proficiency Levels

A.1. The English Language Development Standards (ELDS) levels are:

- a. Level 1, Beginning Proficiency;
- b. Level 2, Lower Intermediate Proficiency;
- c. Level 3, Upper Intermediate Proficiency;
- d. Level 4, Advanced Proficiency; and
- e. Level 5, Full English Proficiency.

2. The name of the proficiency levels align with ELDS. The definition of each level is also consistent with the definitions of ELDS.

B. Proficiency Level Definitions

1. Listening Proficiency Levels

Level I, Beginning Proficiency—a student at this level is beginning to understand short utterances.

Level II, Lower Intermediate Proficiency—a student at this level understands simple statements, directions, and questions.

Level III, Upper Intermediate Proficiency—a student at this level understands standard speech delivered in most settings.

Level IV, Advanced Proficiency—a student at this level can identify main ideas and relevant details of discussions or presentations on a wide range of topics.

Level V, Full English Proficiency—a student at this level can understand and identify main idea(s) and relevant details of extended discussions or presentations on a wide range of familiar and unfamiliar topics.

2. Speaking Proficiency Levels

Level I, Beginning Proficiency—a student at this level is beginning to use gestures and simple words to communicate.

Level II, Lower Intermediate Proficiency—a student at this level can use appropriate strategies to initiate and respond to simple conversation.

Level III, Upper Intermediate Proficiency—a student at this level can communicate orally with some hesitation.

Level IV, Advanced Proficiency—a student at this level can actively engage in most communicative situations familiar and unfamiliar.

Level V, Full English Proficiency—a student at this level is fluent and accurate in language production.

3. Reading Proficiency Levels

Level I, Beginning Proficiency—a student at this level is beginning to understand simple printed material.

Level II, Lower Intermediate Proficiency—a student at this level can understand the general message of basic reading passages.

Level III, Upper Intermediate Proficiency—a student at this level can understand descriptive materials within familiar contexts and some complex narratives.

Level IV, Advanced Proficiency—a student at this level can understand the context of most text in the academic areas with support.

Level V, Full English Proficiency—a student at this level can use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts.

4. Writing Proficiency Levels

Level I, Beginning Proficiency—a student at this level is beginning to develop communicative writing skills.

Level II, Lower Intermediate Proficiency—a student at this level can compose short informative passages on very familiar topics.

Level III, Upper Intermediate Proficiency—a student at this level can write simple texts and short reports.

Level IV, Advanced Proficiency—a student at this level can write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors.

Level V, Full English Proficiency—a student at this level can write fluently using language structures, technical

vocabulary, and appropriate writing conventions with some circumlocutions (wordy or indirect language).

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:259 (February 2007).

§2311. Proficiency Standards

A. Proficiency standards for ELDA listening, speaking, reading, and writing tests are finalized in scaled-score form. The scaled-score ranges vary per grade cluster.

ELDA Proficiency Level Scaled-Score Ranges

Domain	Proficiency Level 1	Proficiency Level 2	Proficiency Level 3	Proficiency Level 4	Proficiency Level 5
Kindergarten					
Listening	50–99	100–130	131–170	171–191	192–230
Speaking	40–99	100–130	131–166	167–196	197–230
Reading	30–99	100–127	128–164	165–184	185–240
Writing	30–99	100–135	136–156	157–192	193–220
Grade Cluster 1–2					
Listening	50–114	115–145	146–178	179–199	200–230
Speaking	40–112	113–135	136–170	171–199	200–230
Reading	30–107	108–141	142–167	168–199	200–240
Writing	30–94	95–138	139–159	160–199	200–220
Grade Cluster 3–5					
Listening	100–449	450–543	547–644	645–724	725–930
Speaking	117–449	450–546	547–667	668–808	809–937
Reading	100–449	450–579	580–647	648–769	770–931
Writing	127–449	450–576	577–668	669–844	845–950
Grade Cluster 6–8					
Listening	115–553	554–625	626–717	718–805	806–941
Speaking	133–457	458–610	611–718	719–824	825–936
Reading	103–459	460–611	612–690	691–828	829–940
Writing	149–552	553–652	653–721	722–896	897–928
Grade Cluster 9–12					
Listening	118–555	556–631	632–728	729–849	850–950
Speaking	192–569	570–649	650–764	765–849	850–950
Reading	122–544	545–629	630–717	718–849	850–933
Writing	122–508	509–630	631–718	719–849	850–932

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:260 (February 2007), amended LR 34:2556 (December 2008), repromulgated LR 35:61 (January 2009).

Chapter 24. Academic Skills Assessment (ASA)

Subchapter A. Background

§2400. Sunset Provision

A. For the academic year 2011-2012, ASA and ASA LAA2 tests will be administered one-time only and thereafter discontinued as a statewide assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7 and 17:24(F)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 39:77 (January 2013).

Chapter 25. Field Testing

§2501. General Provisions

A. The purpose of field testing is to obtain data on test items that have been developed for a particular assessment. In Louisiana, test items are developed and field tests conducted for the following assessments:

1. Louisiana Educational Assessment Program (LEAP);
2. *Integrated* LEAP (iLEAP);
3. End-of-Course Tests (EOCT).

B. LEAP field tests are conducted annually in designated content areas.

C. Participation

1. Schools selected for any of the Louisiana field tests must participate. This ensures the test data are representative of the state's student population for the grade level being assessed.

2. Selection of schools for the field test is based on several demographic factors. The sampling plan includes the following criteria:

- a. sample from every school district;
- b. to the extent possible, schools shall be selected that are representative of the schools in the state in:
 - i. academic achievement level;
 - ii. percent of minorities;
 - iii. percent of students receiving free/reduced lunch;
 - iv. percent of students classified as special education;
 - v. LEP, and Section 504, and school size;

- c. select no schools with fewer than 10 students;
- d. generally select no schools that are participating in NAEP;
- e. select no private schools;
- f. in general, any given school should only:
 - i. participate in one grade;
 - ii. administer one content area;
 - iii. administer only one test form.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005), amended LR 32:239 (February 2006), LR 34:1353 (July 2008), LR 40:2515 (December 2014).

§2503. Field Test Administration

A. The same test security procedures and test administration rules used for operational (regular) testing apply to field tests. District and school personnel must adhere to the test security policy and to all directions in the field test administration manuals. Schools will be monitored to ensure that administrative and security procedures are followed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005).

Chapter 27. Placement Tests

§2701. Administration and Scoring

A. Placement tests for fourth grade and eighth grade public school students are shipped to district test coordinators in late July and are to be returned to the testing contractor after February 15 each year.

B. Students who participate in the spring and/or summer administration of LEAP test and fail to score at the required achievement level(s) are not eligible to take The Iowa Tests for placement purposes.

C. Charter schools and laboratory schools must secure placement tests from the testing contractor. These schools call the contractor directly and order placement tests for incoming students between July and February.

D. District test coordinators score the placement tests for students taking the tests in the public school districts. The LDE, Division of Assessments and Accountability, scores all placement tests administered by charter schools and laboratory schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005), amended LR 35:220 (February 2009).

§2703. Security

A. Testing masks and all testing materials must be kept in a designated locked and secure area.

B. All secure test materials are to be handled in accordance with the SBESE Test Security Policy.

C. District test coordinators and test administrators are required to sign a security agreement prior to test administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005).

Chapter 29. Graduation Exit Examination ("Old" GEE)

§2901. General Provisions

A. The "Old" GEE measures curricula-based proficiencies in language arts, mathematics, written composition, science, and social studies. The first statewide administration of the GEE was in the spring of 1989, and the last statewide administration was in the summer of 2003. The testing program then became the responsibility of the school districts, with the tests to be administered by the district test coordinators.

B. District test coordinators have received from the LDE a CD containing the tests, answer folders, scoring keys, and conversion tables. Copies of braille and large-print tests may be requested from the LDE, Division of Student Standards and Assessments, Assessment Administration Section.

C. The GEE tests are to be administered by the district test coordinators each year in October and April, as indicated on the official statewide testing schedule, to former high school students who have earned Carnegie units but still need to pass the GEE to earn a high school diploma. Students are required to take only those parts of the GEE in which they did not attain the required performance standards.

D. All students who were enrolled in tenth grade during the spring of 1989 through the spring of 2000 can be administered the test twice a year. There is no age limit for students who request a retest with GEE, nor is there a limit on the number of times the student may retake the test.

E. If the student was issued a GED and later passes the GEE, the student may surrender the GED diploma and be issued a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (4) (a) and R.S. 17.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005), amended LR 40:2515 (December 2014).

§2903. Performance Standards

A. Performance standards for the GEE Language Arts, Mathematics, Written Composition, Science, and Social Studies tests are finalized in scaled-score form.

	Performance Standard	Scaled Score Range
Language Arts	1053	1000–1097
Mathematics	1048	1000–1097
Written	1047	1018–1072
Composition	1042	1000–1093
Science	1041	1000–1093
Social Studies		

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (4) (a) and R.S. 17.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005).

§2905. Transfer Students

A. These rules apply to students who were enrolled as sophomores during the 1988-1989 through 1999-2000 academic years.

1. Requirements for students who have never been in membership in a Louisiana public school and are transferring from out-of-state, from Louisiana nonpublic schools, or from an approved home study program are as follows.

a. A student who entered the ninth grade during the 1987-1988 school year and thereafter, and who transferred to a Louisiana public school at or below the ninth grade shall take and pass all parts of the GEE.

b. A student who entered ninth grade in 1987-1988 and thereafter, and who is classified by the local school district as a tenth grader shall take and pass all parts of the GEE.

c. A student who entered ninth grade in 1987-1988 and thereafter and who is classified by the local school district as an eleventh grader shall take and pass the science and social studies parts of the GEE.

d. A student who entered ninth grade in 1987-1988 and thereafter and who is classified by the local school district as a twelfth grader shall not be required to take any part of the GEE.

2. Requirements for students who were in membership in a Louisiana public school(s), transferred out, and subsequently returned are as follows.

a. A student who was in initial membership in Louisiana public schools as a student in grades kindergarten through 6 and who transferred out and subsequently returned shall adhere to the following policy.

i. A student who returns in the seventh and/or eighth grade for a period in membership of 160 days total shall take and pass all parts of GEE.

ii. A student who returns in the ninth grade shall be required to take and pass all parts of the GEE.

iii. A student who returns and is classified as a tenth grader shall be required to take and pass all parts of the GEE.

iv. A student who returns and is classified as an eleventh grader shall be required to take and pass the science and social studies parts of the GEE.

v. A student who returns and is classified as a twelfth grader shall not be required to take any part of the GEE.

b. A student who was in initial membership in Louisiana public schools in the seventh and/or eighth grades for a period of 160 days total and who then transferred out and subsequently returned at any grade level shall take and pass all parts of the GEE.

c. A student who was in initial membership in Louisiana public schools as a ninth grader and who then transferred out and subsequently returned at any grade level, shall be required to take and pass all parts of the GEE.

d. A student who was in initial membership in Louisiana public schools as a tenth grader and who then transferred out and subsequently returned at any grade level shall take and pass all parts of the GEE.

e. A student who was in initial membership in Louisiana public schools as an eleventh grader and who then transferred out and subsequently returned at the eleventh or twelfth grade level shall take and pass the science and social studies parts of the GEE.

f. A student who was in initial membership in Louisiana public schools as a twelfth grader and who then transferred out and subsequently returned as a twelfth grader shall not be required to take any part of the GEE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.24.4 and R. S. 17.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1559 (July 2005).

§2907. Student Membership Determination

A. Student membership is determined when a student in school is identified with the following minimum required identification elements:

1. state identification number;
2. full legal name;
3. date of birth;
4. sex;
5. race;
6. school district and school code;
7. entry date; and
8. grade placement.

(Adapted from Section 10, page 10.1, Student Information System User's Guide, LDE.)

B. A student must be in membership in a Louisiana public school(s) for 160 days per year or 80 days per semester in order to be eligible to receive grades (1103G, Bulletin 741, LDE).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.24.et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1559 (July 2005).

Chapter 31. Louisiana Alternate Assessment-B

§3101. Special Education Needs

A. To accommodate the needs of Louisiana students in special education, the SBESE mandated that the Louisiana Statewide Norm-Referenced Testing Program (LSNRTP) provide the Louisiana Alternate Assessment-B (LAA-B) testing component, referred to as "out-of-level," beginning in spring 2000. Spring 2003 was the fourth and final year of the LAA-B testing program.

B. The program provided data for evaluating student, school, and district performance. Teachers and administrators could use test results to plan instructional programs.

C. Students enrolled in grades 3 through 8 who met specific criteria for LAA-B took the Complete Battery of the Iowa Tests of Basic Skills at the appropriate level(s). LAA-B students in grade 9 or in the Options (PreGED/Skills) Program took either the Complete Battery of the Iowa Tests of Basic Skills or the Complete Battery of the Iowa Tests of Educational Development at their functioning grade levels in reading, language, and/or mathematics. Some students may have taken both the ITBS and the ITED.

D. The LAA-B is no longer administered in Louisiana.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1559 (July 2005).

Chapter 33. Assessment of Special Populations

§3301. Participation

A. The following classifications of special populations students must be tested in statewide assessments:

1. special education students;
2. students with one or more disabilities according to Section 504; and
3. LEP students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1945

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1560 (July 2005).

§3303. Special Education Students

A. All special education students must participate in statewide assessments. Students are to take the test that corresponds to the grade in which they are enrolled. Special education students who meet specific participation criteria as stated in Bulletin 1530 Louisiana IEP Handbook for Students with Disabilities and whose Individualized Education Plans

(IEPs) indicate they will participate in an alternate assessment may participate in the LEAP Alternate Assessment, Level 1 (LAA 1). The assessment in which the student is to participate and any accommodations the student is to receive for instruction and assessment must be documented annually on the program/services page of the student's IEP. Test accommodations cannot be different from or in addition to the accommodations indicated on the student's IEP and provided in regular classroom instruction and assessment.

1. Individualized Education Plan. According to the 2004 amendments to the Individual with Disabilities Education Act (IDEA), accommodations are provided in regular classroom instruction based on a student's needs and are documented in the student's IEP.

2. New accommodations or changes to an accommodation for a statewide assessment shall, to the extent practicable, be recorded on a student's IEP form 30 days prior to the start of testing.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1945.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1560 (July 2005), amended by the Board of Elementary and Secondary Education, LR 32:239 (February 2006), LR 36:983 (May 2010), LR 38:37 (January 2012), LR 40:2515 (December 2014).

§3305. Students with One or More Disabilities According to Section 504

A. All students with one or more disabilities according to Section 504 are to be tested. Test accommodations are permitted for these students provided they are used in the students' regular classroom instruction and assessment and provided the other conditions specified in the Administrative Guidelines for Students with Disabilities According to Section 504 of the Rehabilitation Act of 1973 are met. An IAP must not be developed solely for the provision of accommodations on statewide assessments.

1. The LDE defines a student with one or more disabilities according to Section 504 as derived from the regulations for Section 504 of the Rehabilitation Act of 1973.

B. Conditions for Eligibility for Test Accommodations as a Section 504 Student

1. The student has a disability that has been identified by a group of knowledgeable individuals whose credentials are appropriate to the disability and the disability is recognized by the Section 504 committee as being consistent with Section 504 of the Rehabilitation Act of 1973.

2. The student must undergo an annual review by the Section 504 Committee and an Individual Accommodation Plan (IAP) must be completed for each newly identified student or for each student whose accommodations have changed since his or her last test administration.

a. The IAP identifies students with disabilities as defined by the Rehabilitation Act of 1973 and the ADA. The form also must be used to document accommodations for qualified Section 504 students. School districts are

responsible for completing the form once a student's eligibility has been determined.

b. Signatures. Duplicate signatures are not acceptable on the IAP. Signature lines with an asterisk must be original signatures. The parent and student signatures are optional, but it is considered best practice to obtain these. The district Section 504 coordinator's signature is required only if the student will require accommodations on statewide assessment.

c. The completed form must be submitted with a copy of the student's IAP to the district Section 504 coordinator by the date designated by the district.

3. The student has had accommodations routinely provided as part of his or her ongoing classroom instruction and assessment, as recommended by the Section 504 Committee and as documented on the student's IAP.

4. New accommodations or changes to an accommodation for a statewide assessment must be on the student IAP form 30 days prior to the start of testing.

5. Documentation for how the student meets the definition of substantially limited in Section 1630.2 of the Americans with Disabilities Act (ADA) of 1990 must be on file at the school.

C. Documentation. Documentation with evaluation results from the School Building Level Committee (SBLC) and/or the Section 504 team must be kept on file and be available to the LEAP Data Validation Committee upon request. Documentation/evaluation samples may include:

1. a summary of the doctor's report or diagnosis;
2. informal assessments and teacher observations;
3. curriculum-based assessments;
4. formal assessments such as:
 - a. WRAT-3;
 - b. Slosson;
 - c. Brigance;
 - d. OWLS;
 - e. TOLD-3;
 - f. KBIT;
 - g. GORT-3;
 - h. KTEA(Brief);
 - i. Test of Reading Comprehension-3;
 - j. DRA;
 - k. TOWL-3 Test of Problem Solving; and
 - l. PIAT.

D. Individualized Healthcare Plans. If a Section 504 student requires medical procedures that will prevent him or her from participating in a statewide assessment, individualized healthcare plans must be attached to the IAP.

E. Forms Management

1. **Submission.** A LEAP Data Validation form must be completed and submitted, along with a copy of the student's IAP, to the district Section 504 coordinator by the district-designated date. The district Section 504 coordinator should establish the deadline for collection of the forms early enough to ensure time for review before submitting them to the LDE. School districts should contact the district Section 504 coordinator regarding the deadline. The LEAP Data Validation forms should be submitted to the LDE annually.

2. **Review.** The IAPs will be reviewed by a committee of LDE employees and Section 504 Statewide Task Force members for any possible testing irregularities, including potential violations of test security; appropriateness; and required information that substantiates the accommodations provided during assessment. Reviews will be scheduled throughout the month of January, to be completed by January 30. district Section 504 coordinators will be notified concerning the place and time of review for their districts.

3. **Extenuating Circumstances.** The extenuating circumstances that will be considered for reviewing an IAP submitted after the deadline and/or after the established review period are:

a. a student is in the process of transferring from state to state or parish to parish;

b. a student has a temporary illness or injury that is substantially limiting and will prevent him or her from having an equal opportunity on and access to statewide assessments.

F. **Gifted or Talented Students with a Qualified Disability.** For students who are classified as gifted or talented students and who have a qualified disability under Section 504, a Section 504 IAP must be attached to the student's IEP.

G. **LEAP Summer Retest and GEE Summer, Fall, and February Seniors Only Retest.** Students who were identified as Section 504 or who had accommodations added to their Section 504 IAP after the spring assessment must have a LEAP Data Validation form completed and submitted to LDE 30 days before the summer or fall retest. A copy of the IAP must be forwarded to the student's summer remediation and summer or fall testing site to ensure the student receives the appropriate accommodations for instruction and assessment.

H. **GEE and "Old" GEE.** Students who have completed their Carnegie units but are no longer enrolled in school should receive the accommodations documented on their last IAP.

I. **Test Accommodations for both Section 504 and Special Education**

1. Definition

Accommodation—a change in the test administration environment, timing, scheduling, presentation format, and/or method of response to the assessment.

2. **Purpose of Accommodations.** Test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he

or she actually possesses. Not all students with disabilities will need test accommodations, but many will need them to provide a valid and accurate measure of their abilities. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. The accommodation should allow the test score to reflect the student's proficiency in the area tested without the interference of his or her disability.

3. General Guidelines

a. Test accommodations should not be different from, or in addition to, the accommodations provided in the classroom during instruction and assessment and as indicated on the student's IEP or Section 504 IAP. According to the 1997 amendments to IDEA, accommodations for administration of general statewide and districtwide assessments must be based on each student's needs, as documented in the student's IEP. If an accommodation, even an accommodation listed on a student's IEP or IAP, is not provided in classroom instruction or assessment, it is inappropriate to provide that accommodation during testing.

b. Selection of appropriate test accommodations should be based on a review of a student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures. This information should determine which accommodations enable the student to demonstrate best what he or she knows and can do.

c. The accommodations must never compromise the purpose of the test. For example, a test that measures reading comprehension cannot be read aloud to a student. To do so would destroy the purpose of the test, which is to measure reading comprehension.

d. Individual or small group administration must be used if the accommodations will interfere with the testing of other students, e.g., tests read aloud.

e. All provided accommodations must be marked on student answer documents as instructed in the appropriate test manual.

f. Accommodations must not compromise test security or confidentiality. Any assistance in test administration must not give away the answers. All conditions that pertain to test security and return of test materials after the test is administered apply to tests that are administered with accommodations. All test manual instructions relating to handling nontraditional secure materials for accommodations must be followed precisely.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24 et seq., R.S. 17:391-400, R.S. 17:1941 et seq., R.S. 17:397, R.S. 17:1946, and R.S. 17:1947.1.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1560 (July 2005), amended LR 32:239 (February 2006), LR 33:262 (February 2007), LR 38:37 (January 2012).

§3306. Approved Accommodations for Special Education and Section 504 Students

A. The following accommodations, if used in classroom instruction and assessment and specified on a student's IEP or IAP may be used for testing.

1. Braille

a. Braille editions of the test are provided for students who are proficient in this mode of access to written material. The regular print edition may be modified in braille. Supplementary test administration instructions and manipulatives are provided as needed. All responses must be transferred to the scorable answer document.

2. Large Print

a. Large-print editions may be used by students who use large print as an accommodation in classroom instruction and assessment. Large-print editions contain all test items that are in the regular edition. Essentially the large-print edition is an enlarged version of the regular-print edition, though the layout may vary slightly so as not to make the document more difficult for a student to use. All responses must be transferred to the scorable answer document.

3. Answers Recorded

a. If a student is unable due to his/her disability to write, provisions the test administrator must record the student's answers on the scorable answer document. Scribes and others supporting a student's test taking must be neutral in responding to the student during test administration. Assistance in test administration must not give away the answers. The student's responses must accurately represent the student's own choices. If a scribe is used for a writing topic, the scribe must write exactly what the student dictates without punctuation or capitalization. The student then must edit what the scribe wrote and provide punctuation and capitalization or any other changes.

4. Assistive Technology

a. Assistive technology can include, but is not limited to a:

- i. computer;
- ii. tape recorder;
- iii. calculator;
- iv. abacus;
- v. grip for a pencil;
- vi. visual magnification device;
- vii. communication device;
- viii. mask or marker to maintain place;
- ix. speech synthesizer; and
- x. electronic reader.

5. Extended Time/Adjusted Time

a. Every student must be given extended or sufficient time to respond to every test item. Time may be adjusted for certain students, such as those who have short attention spans or who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time if a student's behavior interferes with testing. The elapsed time must be documented and the test administrator must closely monitor that test security is maintained. The time of day the test is administered may also be adjusted to a time more beneficial to the student. All sessions, however, must be completed within the specified test administration dates, including makeup sessions.

6. Communication Assistance

a. A test administrator who is fluent in the cuing or signing modality routinely used by a student should be available to repeat or clarify directions and sign portions of the test if warranted by the student's reading level as documented on the IEP or IAP.

b. No passages, questions, or distractors (multiple choices) of any English language arts test that measures reading comprehension may be signed or cued. Such tests include the Reading and Responding session of LEAP, GEE, and LAA 2, Reading, Part 2 of iLEAP grades 3, 5, 6, and 7, Reading Comprehension of iLEAP grade 9 and the "old" GEE, Reading session of ELDA, and any others developed to measure this skill. Directions only to these sessions may be signed or cued. When signing or cueing, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.

7. Transferred Answers

a. Student responses that are recorded in any format other than on the standard answer document must be transferred by the test administrator precisely as instructed in the appropriate test manual. Such formats include braille, large print, oral responses, typewritten responses, computer responses, and any other responses recorded with the assistance of mechanical or technological devices. Student responses not transferred will not be scored. If both a student's and a test administrator's handwriting appear on an answer document, only the student's writing will be scored.

8. Individual/Small Group Administration

a. Tests may be administered to a small group (maximum, eight students) or to an individual requiring more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (e.g., extended time on a timed test, tests read aloud), individual or small group administration must be used.

9. Tests Read Aloud

a. Students may be allowed to have portions of the tests read to them, with the exception of portions designed to measure reading comprehension, which are clearly designated in the *Test Administration Manuals*. No passages, questions, or distractors (multiple choices) of any English language arts assessment that measures reading comprehension may be read aloud. Such tests include the Reading and Responding session of LEAP, GEE, and LAA 2, Reading, Part 2 of *iLEAP* grades 3, 5, 6, and 7, Reading Comprehension of *iLEAP* grade 9 and the "old" GEE, Reading session of ELDA, and any others developed to measure this skill. Directions only to these sessions may be signed or cued. When signing or cueing, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.

10. Other

a. Any necessary accommodations may be used, but they must be decided by the IEP team or Section 504 committee and listed on the student's IEP or IAP. The accommodation must not invalidate the meaning of the test score or the purpose of the test. Examples of other accommodations include highlighting the task or verbs in the directions on the test or assisting the student in tracking the test items.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24 et seq., R.S. 17:391-400, R.S. 17:1941 et seq., R.S. 17:397, R.S. 17:1946, and R.S. 17:1947.1.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:263 (February 2007), LR 33:1010 (June 2007).

§3307. Limited English Proficient Students

A. All LEP students must participate in statewide assessments. LEP students qualify; however, for accommodations provided they are used in the students' regular classroom instruction and assessment. Test accommodations must not be different from or in addition to the accommodations provided in the classroom during instruction and assessment and must not compromise test security or confidentiality.

B. Limited English Proficient Student—an individual:

1. who is aged 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. who was not born in the United States or whose native language is a language other than English;
4. who is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had significant impact on such individual's level of English language proficiency; or
5. who is migratory, whose native language is a language other than English, and who comes from an

environment where a language other than English is dominant; and

6. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

a. the ability to meet the state's proficient level of achievement on state assessments described in Section 1111(b)(3);

b. the ability to successfully achieve in classrooms where the language of instruction is English; or

c. the opportunity to participate in society (PL-10710, Title IX, Sec. 9101[25]).

C. Approved Accommodations for LEP Students

1. The following accommodations are to be provided for LEP students participating in the LEAP, GEE, *iLEAP*, LAA 2, and EOC assessments.

a. **Extended Time/Adjusted Time.** Every student must be given extended or sufficient time to respond to every test item. Time may be adjusted for certain students, such as those who have short attention spans or those who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time if a student's behavior interferes with testing. The elapsed time must be documented and the test administrator must closely monitor that test security is maintained. All sessions, however, must be completed within the specified test administration dates, including makeup sessions.

b. **Individual/Small Group Administration.** Tests may be administered to a small group (maximum, eight students) or to an individual requiring more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (e.g., extended time on a timed test, tests read aloud), individual or small group administration must be used.

c. **Provision of English/Native Language Word-to-Word Dictionary (No Definitions).** LEP students may use either a standard or an electronic English/native language word-to-word dictionary, without definitions, on all sessions of the test. On the written composition sessions of the tests, all LEP students may use an English/native language word-to-word dictionary with definitions; this is not an accommodation.

d. **Tests Read Aloud.** Students may be allowed to have portions of the tests read to them, with the exception of portions designed to measure reading comprehension, which are clearly designated in the *Test Administration Manuals*. No passages, questions, or distractors (multiple choices) of any English language arts assessment that measures reading comprehension may be read aloud. Such tests include the Reading and Responding session of LEAP, GEE, and LAA 2, Reading, Part 2 of *iLEAP* grades 3, 5, 6, and 7, Reading

Comprehension of *i*LEAP grade 9 and the “old” GEE, and any others developed to measure this skill. Directions only to these sessions may be signed or cued. When signing or cueing, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.

e. Test Administered by ESL Teacher or by Individual Providing Language Services. Familiarity with the speech patterns of the ESL teacher or individual providing language services may assist the student in understanding the test directions or the portions read aloud if the student receives the accommodation Tests Read Aloud.

D. Spanish language versions of math state assessments are provided for limited English proficient (LEP) students in grades 3 through 8.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1941 et seq., and R.S. 17:24.4(F)(3).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1562 (July 2005), amended by the Board of Elementary and Secondary Education, LR 32:240 (February 2006), LR 33:264 (February 2007), LR 33:1010 (June 2007), LR 36:983 (May 2010), LR 37:821 (March 2011), LR 41:616 (April 2015).

Chapter 35. Assessment of Students in Special Circumstances

§3501. Approved Home Study Program Students

A. Fourth grade students from state-approved home study programs who are seeking to enroll in grade 5 must meet promotion standards on the grade 4 LEAP English Language Arts or the Mathematics test enroll in grade 5.

B. Eighth grade students from state-approved home study programs who are seeking to enroll in grade 9 must meet promotion standards on the grade 8 LEAP English Language Arts or the Mathematics test enroll in grade 9.

C. Students from state-approved home study programs have the option of taking the grades 4 and 8 LEAP Science and Social Studies tests.

D. Students from state-approved home study programs may take the *i*LEAP tests in grades 3, 5, 6, and 7.

E. Approved home study program students shall take the test which is designated for the enrolled grade.

F. A fee of up to \$35, which covers actual costs of administering, scoring, and reporting the results of statewide assessment, may be charged. For students testing to enter the public school system, this fee shall be refunded upon the student’s enrollment in that public school system the semester immediately following testing. The DTC shall return results to parents when results are returned to the public schools.

G. Students enrolled in state-approved home study programs or non-public/non-scholarship schools are not eligible to participate in LAA 1, LAA 2, ELDA, EOC, or the state administration of EXPLORE, PLAN, WorkKeys or ACT.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.236.1-17.236.2, R.S. 17:6(A)(10)(11)(15), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-17.391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005), amended by the Board of Elementary and Secondary Education, LR 32:240 (February 2006), LR 33:264 (February 2007), LR 36:983 (May 2010), LR 37:821 (March 2011), LR 39:1430 (June 2013), LR 40:1320 (July 2014), LR 40:2515 (December 2014).

§3503. Homebound Students

A. Homebound students shall be administered the appropriate assessment for their enrolled grade. The test administrator must issue the test booklet and answer document each day and return the testing materials to the enrolled school daily. The test administrator must receive training in security and test administration procedures and sign a security oath.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005).

§3505. Foreign Exchange Students

A. Foreign exchange students shall take the appropriate assessment for their enrolled grade during the scheduled assessment period.

B. If foreign exchange students are screened and determined to be limited English proficient, they may qualify for test accommodations provided they are used in the student’s regular classroom instruction and assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005), amended LR 34:2557 (December 2008), repromulgated LR 35:62 (January 2009), LR 38:37 (January 2012).

§3507. Office of Juvenile Justice

A. Students enrolled in grades 3 through 11 who are under the supervision of correctional facilities shall take the appropriate assessment for their enrolled grade.

B. If a student is 18 years of age by March 1, and:

1. is pursuing a high school diploma, he/she shall test; and
2. is not pursuing a high school diploma, he/she does not need to test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005), amended LR 33:2043 (October 2007).

§3509. Expelled Students

A. If a student is expelled from school and is not enrolled in any type of alternative program or receiving any services from the school district, the parent/legal guardian may make

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a timely request that the student be tested and the school district shall make arrangements to test the student.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:264 (February 2007).

§3511. Migrant Students

A. Migrant students shall take the appropriate assessment for their enrolled grade during the scheduled assessment period.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:821 (March 2011).