GRADE 3

iLEAP

August 2012

Assessment Guide

- **ENGLISH LANGUAGE ARTS**
- **MATH**
- **SCIENCE**
- **SOCIAL STUDIES**

LDOE | Louisiana Department of EDUCATION

Louisiana Believes.

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This *Assessment Guide* may be distributed in its entirety to all teachers. However, schools may choose to provide the specific content chapters to teachers who are responsible for a particular content area.

All teachers should be provided with the following sections of the *Assessment Guide:*

- Preface
- Appendices A, B, C, and D, which include a glossary, frequently asked questions, information about testing special populations, a Writer's Checklist, and a Mathematics Reference Sheet.

Preface

Louisiana Believes embraces the principle that all children can achieve at high levels, as evidenced in Louisiana's recent adoption of the Common Core State Standards (CCSS). *Louisiana Believes* also promotes the idea that Louisiana's educators should be empowered to make decisions to support the success of their students. In keeping with these values, the Department has created transitional assessment guides to help prepare teachers and students as they transition to the new CCSS over the next two years. These guides reflect the State's commitment to consistent and rigorous assessments and provide educators and families with clear information about expectations for student performance.

What is the purpose of the *Assessment Guide*?

The *iLEAP Assessment Guide* provides an overview of Louisiana assessments administered through the *integrated* Louisiana Educational Assessment Program (*i*LEAP). In addition to providing teachers with a description of the overall design of the *i*LEAP tests, this guide presents sample test items and suggested informational resources.

Teachers should use this guide to:

- become familiar with the *i*LEAP test format,
- include similar item formats in classroom instruction and assessments,
- align instruction and assessment with the Louisiana Comprehensive Curriculum and Grade-Level Expectations (GLEs), and
- provide appropriate test accommodations.

Questions regarding this *Assessment Guide* should be addressed to the Division of Assessments and Accountability, Louisiana Department of Education (LDOE) at 225-342-3393 or toll free at 1-877-453-2721.

Why has the *Assessment Guide* been revised?

In 2010, the Board of Elementary and Secondary Education (BESE) approved the Common Core State Standards (CCSS) (http://www.doe.state.la.us/topics/common_core.html), which will

eventually replace the current English language arts (ELA) and mathematics standards/GLEs. After adopting the CCSS, Louisiana became a governing member of a 24-state consortium—the Partnership for Assessment of Readiness for College and Careers (PARCC)—working to develop next-generation assessments that measure the full range of the CCSS. In preparation for the PARCC assessments, which are to be administered starting in the 2014–2015 school year, the Department has created transitional assessments in ELA and mathematics. This revised guide provides information about the changes to *i*LEAP during the transition to the CCSS.

It is important to note that the *i*LEAP Science and Social Studies tests have <u>not</u> changed. The content standards and benchmarks that form the basis for these tests have <u>not</u> changed. Rather, the format and the organization of the guides have been revised to reflect the ELA and mathematics transition to the CCSS, and the text has been edited for conciseness.

How will students and teachers transition to the CCSS and PARCC?

The state has developed a plan to ease the transition to the more rigorous new standards and assessments. This plan, outlined below, includes two years of implementation of transitional curriculum and assessments. Full implementation of the CCSS and PARCC assessments will occur in the 2014–2015 school year. Table 1 provides an overview of the assessment plan for grades 3–8.

Table 1: Assessment Implementation Plan
Grades 3–8

2012–2013	2013–2014	2014–2015
Transitional	Transitional	PARCC

2012–2013 and 2013–2014: Transition Years – The transitional *i*LEAP assessments will be administered during the spring of 2013 and the spring of 2014. These assessments are not designed to be more difficult than the current *i*LEAP assessments, but teachers will need to shift their instruction for their students to be fully prepared.

The mathematics transitional assessments include items that measure content common to the current GLEs and the CCSS (http://www.louisianaschools.net/topics/gle.html). The norm-referenced test (NRT) component—the survey battery of The Iowa Tests—of the *i*LEAP math test will be omitted and replaced by items that more closely match the CCSS focus areas.

In the *i*LEAP ELA assessments, the NRT component will remain, but the current writing prompts will be replaced with a new type of prompt that focuses on a key instructional shift—writing grounded in textual evidence. Instead of responding to a "stand alone" writing prompt, students will read one or two passages and use the information from the text(s) to support the response.

2014–2015: Full Implementation – The new PARCC assessments for the *i*LEAP grades will be administered starting in the spring of 2015. The CCSS will replace the GLEs in ELA and mathematics.

What is the purpose of the *i*LEAP?

Through the *i*LEAP, students are able to demonstrate what they know about a content area, as well as their mastery of the GLEs, to help educators determine how students are progressing in relation to the content standards from year to year.

The *i*LEAP tests were introduced in 2006 in response to the No Child Left Behind Act (NCLB), the federal act that requires states to administer tests in reading and mathematics: yearly in grades 3 through 8 and once in grades 10 through 12, as well as in science: once in grades 3 through 5, once in grades 6 through 9, and once in grades 10 through 12. Some of the NCLB requirements are met through Louisiana's criterion-referenced tests (CRTs) in ELA, mathematics, and science at grades 4 and 8 and by End-of-Course (EOC) high school assessments.

NCLB requires that state assessments be aligned to state content standards. In addition, NCLB requires that states express student results in terms of the state's performance standards—Louisiana's achievement levels. The *i*LEAP assessments, which are given at grades 3, 5, 6, and 7, have been developed to align to the Louisiana content standards, benchmarks, and GLEs. The *i*LEAP is referred to as an *integrated* LEAP because Louisiana initially chose to combine a norm-referenced test and a criterion-referenced test for ELA and math. The NRT was augmented with a CRT component that measures state standards **not** measured on The Iowa Tests. As already noted on page vi, the mathematics assessment no longer includes the NRT component.

The *i*LEAP also includes Science and Social Studies tests, which are entirely criterion-referenced and aligned with state content standards and GLEs. The Louisiana Department of Education elected to use CRTs for science and social studies to have the best measure of what students are learning in classrooms in these content areas.

Table 2 shows the tests that make up the *i*LEAP at grades 3, 5, 6, and 7 starting in 2013.

Table 2: Tests and Grade Levels for *i*LEAP

Grade	English Language Arts (ELA)	Math	Science	Social Studies
3	Augmented NRT	CRT	CRT	CRT
5	Augmented NRT	CRT	CRT	CRT
6	Augmented NRT	CRT	CRT	CRT
7	Augmented NRT	CRT	CRT	CRT

What does the *Assessment Guide* include?

The *Assessment Guide* provides information for teachers regarding the purpose and structure of the *i*LEAP. Separate guides are available for each of the *i*LEAP grade levels: 3, 5, 6, and 7. The guides include information about:

- test design (format and blueprints),
- test content,
- sample test items, and
- scoring.

General *i*LEAP Test Design

The *i*LEAP includes multiple-choice and constructed-response items, depending on the content being assessed. Table 3 presents the overall design (test components) of the *i*LEAP for each of the content areas assessed. It presents the approximate number of items for each test and the item types, indicated by multiple-choice (MC) and constructed-response (CR).

Table 3: Overall Design of the *i*LEAP

	English Language Arts	Math	Science	Social Studies
Test Components and Item Types	NRT: Survey Battery (MC) CRT: Writing Prompt (CR) Using Information Resources (MC)	CRT: MC and CR	CRT: MC	CRT: MC
Number of Items	NRT: varies by grade from approx. 70 to 93 MC CRT: 8 MC and 1 CR (the writing prompt)	Varies by grade from approx. 50 to 60 MC and 2 CR	Varies by grade from approx. 40 to 48 MC	Varies by grade from approx. 30 to 40 MC

The **NRT** components for the English language arts tests shall be administered as **timed** assessments using national standardized procedures. The **CRT** components for all four content areas are **untimed**; however, suggested testing times are provided.

Characteristics of Items

Multiple-choice items assess knowledge, conceptual understanding, and application of skills in each of the four content areas. Most multiple-choice items consist of an interrogatory stem followed by four response options (A, B, C, D) and are scored correct or incorrect. The NRT

multiple-choice items in Reading, Part 1, of the ELA tests at grades 5, 6, and 7 have five response options (A, B, C, D, E); these are also scored correct or incorrect.

Constructed-response items occur only in the Math and ELA tests. These items require students to compose an answer, and generally require higher-order thinking.

On the ELA test, there is only one constructed-response item. It requires a student to read one or two passages and then write a composition in response to a prompt that includes information from the text in the response. The composition is scored on an 8-point model based on Louisiana's new writing rubric for the dimensions of Content and Style (dimensions 1 and 2).

On the Math test, the constructed-response items may require students to demonstrate their grasp of a concept, their analysis of information, their evaluation of a principle, or their application of a skill. Students may also be asked to construct or interpret a chart or graph, map, timeline, or other graphic. The grade 3 items are scored on a 0–2 point scale; mathematics items in the other grades are scored on a 0–4 point scale.

Administration Schedule

The *i*LEAP tests are administered in April, during the same week the Phase 2 LEAP tests are administered. The English Language Arts test is administered over a two-day period, while the Math, Science, and Social Studies tests each are administered in one day. An overview of the content areas and testing times for *i*LEAP are shown in the following tables. Note that the NRT is timed; suggested times are provided for the CRTs to assist in planning.

Table 4: NRT Components of the *i*LEAP

Norm-Referenced Test	Testing Time
ELA: Reading, Part 1	5 minutes
ELA: Reading, Part 2	25 minutes
ELA: Language	30 minutes

Table 5: CRT Components of the *i*LEAP

Criterion-Referenced Tests	Suggested Testing Time
ELA: Writing	60 minutes (grade 3) 75 minutes (grades 5, 6, 7)
ELA: Using Information Resources	40 minutes (grades 3, 5, 6, 7)
Math: Part 1	60 minutes (grades 3, 5, 6, 7)
Math: Part 2	40 minutes (grades 3, 5) 60 minutes (grades 6, 7)
Math: Part 3	20 minutes (grade 3) 30 minutes (grades 5, 6, 7)
Science	60 minutes (grades 3, 5, 6, 7)
Social Studies	45 minutes (grade 3) 60 minutes (grades 5, 6, 7)

Achievement Level Descriptors

Student performance on the CRT components of *i*LEAP is reported in terms of achievement level: *Advanced, Mastery, Basic, Approaching Basic,* or *Unsatisfactory.* In addition, norm-referenced scores are reported for English language arts.

To determine the expectations for students performing at each achievement level, grade-level committees of educators, mostly teachers, convened to review draft Achievement Level Descriptors (ALDs) that were developed for *i*LEAP. The existing LEAP ALDs guided the development of those for *i*LEAP. The committees used a group-consensus procedure to review the draft descriptors and GLEs and to make recommendations for wording that would most appropriately describe expectations for each achievement level and grade. The recommendations of this group resulted in the draft ALDs that served as a basis for test item development. Upon completion of standard setting for *i*LEAP in 2006, a final version of *i*LEAP ALDs (http://www.doe.state.la.us/topics/ileap_achievement_levels.html) was approved by BESE. Louisiana's general policy definitions for the five achievement levels are provided below.

Advanced: *A student at this level has demonstrated superior performance beyond the level of mastery.*

Mastery: *A student at this level has demonstrated competency over challenging subject matter and is well prepared 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.*

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

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

Test Accommodations

Accommodations are available to qualifying students who are classified as IDEA Special Education, Section 504, and Limited English Proficient (LEP). Test accommodations should not be different from or in addition to the accommodations provided in the classroom during instruction and as indicated on the student's Individualized Education Program (IEP), Section 504 Individual Accommodation Plan (IAP), or LEP accommodation plan. Testing and instructional accommodations must be based on each student's needs as documented in the student's IEP, IAP, or LEP accommodation plan.

For students with disabilities, 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. An *accommodation* is a change in the setting of the test administration, the timing, scheduling, presentation format, and/or method of response to the assessment. 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 a student's proficiency in the area tested, without the interference of his or her disability.

Students classified as Limited English Proficient (LEP) may receive LEP accommodations if they are used regularly in the student's classroom instruction and assessment. LEP accommodations are provided for these students to aid them in accessing the content without subverting or invalidating the purpose of the tests.

Since accommodations used during state assessments must be an ongoing part of classroom instruction and assessment, it is crucial that general educators be knowledgeable about accommodations, use them routinely in the classroom, and be prepared to implement the use of approved accommodations during state assessments. For a list of approved test accommodations that may be used for students with disabilities or LEP students and suggestions for implementing accommodations during assessment, see Appendix C.

What additional *i*LEAP resources are available?

The Louisiana Department of Education has developed several resources to assist educators as they prepare students for *i*LEAP. The following materials are available on the LDOE website, www.louisianaschools.net:

- Grade-Level Expectations (GLEs) (http://www.doe.state.la.us/topics/gle.html)
- Transitional Comprehensive Curriculum (http://www.doe.state.la.us/topics/comprehensive_curriculum.html)
- Transitional Practice Tests for grades 3–8 (http://www.doe.state.la.us/topics/trans_assessments.html)
- Enhanced Assessment of the Grade-Level Expectations (EAGLE) (https://www.louisianaeagle.org/pma/orca2/eagle.htm)
- Released Writing Prompts for grades 3, 5, 6, and 7 (http://www.doe.state.la.us/topics/trans_assessments.html)
- Released Item Documents for grades 4, 8, 10, and 11 (http://www.louisianaschools.net/topics/released_test_items.html) (http://www.louisianaschools.net/topics/released_test_items_10_11.html)
- Practice Assessment/Strengthen Skills (PASS) (http://www.louisianapass.org/)

Chapter 1: *i*LEAP English Language Arts, Grade 3

This section describes the overall design of the *i*LEAP English Language Arts (ELA) test to be administered to students in grade 3. Test specifications, scoring rubrics, and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The ELA test consists of four parts, or subtests, which are administered over two days. Two parts, or subtests, are administered on the first day of testing and two on the second day.

Day One

Part 1: Writing
Part 2: Using Information Resources

Day Two

Part 3: Reading
Part 4: Language

The ELA test includes:

- Norm-referenced test (NRT) items from the survey battery (short form) of the Iowa Tests of Basic Skills® (*ITBS*). Most of the items measure Louisiana Grade-Level Expectations (GLEs). The survey battery is used to provide national norms, which compare our students' results with the results of other students in the nation who took the test.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

The NRT Component

The *ITBS* survey battery is the NRT component of the *i*LEAP ELA assessment. This part of the assessment measures standards 1, 2, 3, and 7. Standard 6 (Students read, analyze, and respond to literature as a record of life experiences) is not tested at grade 3.

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

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

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

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

The survey battery is designed to 1) obtain information that can support instructional decisions made by teachers in the classroom, 2) provide information to students and their parents for monitoring student growth from grade to grade, and 3) examine the yearly progress of grade groups as they pass through the school's curriculum. All questions are in multiple-choice format and have four or five answer options each. The survey battery is a **timed** test. Table 1.1 presents the testing times and the number of questions for each subtest.

Table 1.1: Grade 3 Survey Battery Test Lengths and Times

Test	Time (min.)	No. of Questions
Reading		
Vocabulary	5	10
Reading Comprehension	25	17
Language		
Spelling, Capitalization, Punctuation, Usage and Expression	30	43
Total	**60**	**70**

The descriptions that follow briefly summarize the content and skills measured by each test of the survey battery.

Reading

Vocabulary
Each vocabulary item presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. Approximately equal numbers of nouns, verbs, and modifiers are tested.

Reading Comprehension
The reading comprehension section includes passages that vary in length and are drawn from fiction and nonfiction. The reading difficulty level of each piece is appropriate to the grade level. Passages with higher reading difficulty levels are generally shorter. Approximately two-thirds of the items require students to draw inferences or to generalize about what they have read.

Language

Spelling
Each spelling question presents four words, one of which may be misspelled, and a fifth option, *No mistakes*, if no error is present. This format permits the testing of four spelling words for each test question. Errors in the tested words are based on common substitutions, reversals, omissions, or unnecessary additions.

Capitalization

For these items, students identify the line of text containing a capitalization error or they choose a fourth option, *No mistakes*, if no error is present. Standard capitalization of names and titles, dates and holidays, places, organizations and groups, and other words is tested.

Punctuation

For these items, students identify the line of writing in which a punctuation error occurs, or they choose a fourth option, *No mistakes*, if no error is present. Standard practice in the use of end punctuation, commas, apostrophes, quotation marks, and colons is tested.

Usage and Expression

Most usage and expression questions contain one or two sentences arranged in three lines; others are part of a longer passage. Students must identify the line containing the error, or they may select *No mistakes* if they believe no error is present. Errors in the use of verbs, personal pronouns, modifiers, or in word choice are included. For expression items, students must choose the best or most appropriate way of expressing an idea in a sentence or paragraph. Choices involve issues of conciseness, clarity, appropriateness of expression, and the organization of sentence and paragraph elements.

NOTE: Some of the items in this section measure GLEs in standard 2 and are reported with the writing score. What this means is that the total number of points possible in standard 2 listed on the report includes the score students receive on their written composition (up to 8 possible points) PLUS the number correct on the standard 2 items found in the Language test (3 to 4 items depending on the form).

The CRT Component

The CRT component of the ELA assessment was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's content standards, benchmarks, and GLEs. This component measures aspects of standards 2 and 5.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 5

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

The Writing Session and the Scoring of the Written Composition

To better prepare our students for the Common Core State Standards, the writing prompts on the transitional assessments will focus on a key instructional shift—writing grounded in textual evidence. Instead of responding to a "stand alone" writing prompt, students will be expected to read one or two passages and then write a composition that includes evidence from the text(s) in the response. At grade 3, the writing prompt may direct students to write a story, explain something, or give their opinion.

The Writing test is **untimed**, but students should be given a minimum of 60 minutes to read the passage(s), plan and write their compositions, and check their work. Students are given a Writer's Checklist and are provided with dictionaries and thesauruses.

Because of the heavy emphasis of standard 3 (conventions of writing) in the survey battery, student compositions will be scored only for the dimensions of Content and Style. Each dimension is worth up to 4 points for a possible total of 8 points. Student compositions are scored using two rubrics: one for Content and one for Style. There are two Content rubrics; one is used to score student compositions that respond to prompts with one passage; the other is for prompts with two passages. The Content and Style rubrics can be found on pages 5 though 7.

The Content Rubric considers how well students present their central idea; the development of that idea, including the appropriate and accurate use of information from the passage(s); and the organization of their ideas. The Style Rubric considers word choice; sentence fluency, which includes sentence structure and sentence variety; and voice, the individual personality of the writing.

CONTENT (One Passage): Central Idea, Development, and Organization

Key Questions: *Does the writer stay focused and respond to all parts of the task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer's ideas and make the composition easier to understand?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	• focused central idea • shows a complete understanding of the task	• clear central idea • shows a general understanding of the task	• vague central idea • shows a partial understanding of the task	• unclear or absent central idea • shows a lack of understanding of the task
USE OF THE PASSAGE AND DEVELOPMENT	**A composition without information from the passage cannot receive a score higher than a 2 in Content.**			
	• includes well-chosen information from the passage to support central idea • Passage information and ideas are developed thoroughly. • Details are specific, relevant, and accurate.	• includes sufficient and appropriate information from the passage to support central idea • Passage information and ideas are developed adequately (may be uneven). • Details are, for the most part, relevant and accurate.	• includes insufficient or no information from the passage • Ideas are not developed adequately (list-like). • Some information may be irrelevant or inaccurate.	• includes minimal or no information from the passage and/or the information shows a misunderstanding of the passage • minimal/no development • Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	• Evidence of planning and logical order allows reader to easily move through the composition. • clear beginning and ending • effective linking words and phrases • sense of wholeness	• Logical order allows reader to move through the composition without confusion. • has a beginning and ending • some linking words and phrases	• attempt at organization • weak beginning, ending • may lack linking words and phrases	• random order • no beginning or ending • difficult for the reader to move through the response

CONTENT (Two Passages): Central Idea, Development, and Organization

Key Questions: *Does the writer stay focused and respond to all parts of the task? Does the writer's use of the text show an understanding of the passages and the writing task? Does the organizational structure strengthen the writer's ideas and make the composition easier to understand?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	• focused central idea • shows a complete understanding of the task	• clear central idea • shows a general understanding of the task	• vague central idea • shows a partial understanding of the task	• unclear or absent central idea • shows a lack of understanding of the task
USE OF THE PASSAGE(S) AND DEVELOPMENT	**A composition without information from both passages cannot receive a score higher than a 3 in Content.**			
	• includes well-chosen information from the passages to support central idea • Passage information and ideas are developed thoroughly. • Details are specific, relevant, and accurate.	• includes sufficient and appropriate information from at least one of the passages to support central idea • Passage information and ideas are developed adequately (may be uneven). • Details are, for the most part, relevant and accurate.	• includes insufficient or no information from the passage(s) • Passage information and ideas are not developed adequately (list-like). • Some information may be irrelevant or inaccurate.	• includes minimal or no information from the passage(s) and/or the information shows a misunderstanding of the passage(s) • minimal/no development • Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	• Evidence of planning and logical order allows reader to easily move through the composition. • clear beginning and ending • effective linking words and phrases • sense of wholeness	• Logical order allows reader to move through the composition without confusion. • has a beginning and ending • some linking words and phrases	• attempt at organization • weak beginning, ending • may lack linking words and phrases	• random order • no beginning or ending • difficult for the reader to move through the response

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: *Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
WORD CHOICE	• precise • effective • vivid words and phrases appropriate to the task	• clear but less specific • includes some interesting words and phrases appropriate to the task	• generic • limited • repetitive • overused	• functional • simple (below grade level) • may be inappropriate to the task
SENTENCE FLUENCY	• fluid, very easy to follow, because of variety in length, structure, and beginnings	• generally varied in length and structure • Most sentences have varied beginnings.	• little or no variety in length and structure • Awkward sentences may affect the fluidity of the reading. • same beginnings	• simple sentences • no variety • Construction makes the response difficult to read.
VOICE (individual personality of the writing)	• compelling and engaging	• clear, but may not be particularly compelling	• weak and/or inconsistent voice	• no voice • Response is too brief to provide an adequate example of style; minimal attempt.

Using Information Resources

In this part of the assessment, students are provided four to six reference sources, which they use to answer eight multiple-choice questions. All reference sources are related to a specific topic. They are realistic, grade-appropriate materials that a third-grader might find in a library and use in preparing a project or report. Test questions reflect realistic uses of the sources. This subtest is **untimed**, but students should be given about forty minutes to review the materials and answer the questions.

The reference sources may include:

- articles from encyclopedias, magazines, newspapers, and textbooks;
- parts of books such as tables of contents, copyright pages, glossaries, and indexes;
- visual aids such as maps, graphs, tables, charts, illustrations, schedules, and diagrams; and
- electronic sources such as screen shots of online card catalogs, Web site pages, and search engine result screens.

English Language Arts Test Specifications

Table 1.2 provides the test specifications for the grade 3 *i*LEAP ELA assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 1.2: Grade 3 English Language Arts Test Specifications

Standard	Percentage of Total Points
Standard 1	21
Standard 6	0
Standard 7	10
Standard 2	14
Standard 3	45
Standard 5	9
Total	**≈100**

Seventy-eight 1-point multiple-choice items plus the 8-point Writing prompt equals an 86-point test.

Description of the English Language Arts Test and GLEs Assessed

Louisiana's English language arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. GLEs further define the knowledge and skills students are expected to master by the end of each grade or high school course.

Most of the grade 3 standards, benchmarks, and GLEs are eligible for assessment on the grade 3 *i*LEAP. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *i*LEAP. GLE numbers 12 and 13 are not assessable in a multiple-choice format. GLE numbers 36, 48, and 50 focus on use of technology or resources unavailable during the test; therefore, they cannot be assessed in a multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level.

Most of the items on the NRT form for a given grade align with the GLEs for that grade. For example, most items on the grade 3 NRT survey battery align with the grade 3 GLEs. However, some items may align with GLEs at a lower grade or at a higher grade. In addition, there may be a few items on an NRT form that do not align with the GLEs at any grade because the NRT is developed for nationwide use. This information is important to keep in mind when preparing students for the *i*LEAP assessments because teachers should make sure they cover the GLEs at grade 3 but also review related GLEs in earlier grades since they may be assessed on the NRT portion of the *i*LEAP test.

For reporting purposes, a student receives two scores: an NRT score, such as percentile rank, and a CRT score/achievement level. The NRT score includes all items on the NRT form. The CRT score/achievement level includes the CRT items and only those items on the NRT survey battery or on the NRT core battery that align with GLEs at or below the grade level assessed.

Table 1.3 provides a list of GLEs to be taught and tested during the transition. The table identifies the GLEs and the corresponding CCSS alignment.

Table 1.3: GLE Content To Be Taught and Tested in 2012–13 and 2013–14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
1	Decode words using knowledge of base words, root words, and common prefixes and suffixes	RF.3.3
2	Decode similar words (e.g., *supper* vs. *super*) using knowledge of basic syllabication rules	RF.3.3
3	Identify and explain words with multiple meanings using contextual clues	L.3.4
4	Demonstrate knowledge of the meanings of common prefixes and suffixes	L.3.4 RF.3.3
5	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations	L.3.4
6	Determine meanings of unfamiliar words using a variety of strategies, including: • knowledge of common antonyms, synonyms, homonyms, and homographs • use of context clues • identification of base words and root words	RL.3.4 L.3.4 L.3.5
7	Identify story elements, including: • theme • conflict • character traits, feelings, and motivation	RL.2.3 RL.3.2 RL.3.3

10	Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses	RL.3.2
12	Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression	RF.3.4
13	Read texts, chapter books, and informational materials silently at independent reading level	RL.3.10 RI.3.10
14	Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses	RL.3.9
17	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts	RI.K.3 RI.1.9 RI.2.9 RL.3.1 RL.3.6 RL.3.9 RI.3.1 RI.3.2 RI.3.7 RI.3.9
20	Explain the author's viewpoint using information from the text	RI.3.6
22	Write compositions of two or more paragraphs that are organized with the following: • a central idea • a logical, sequential order • supporting details that develop ideas • transitional words within and between paragraphs	W.3.4 W.3.2
23	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose	L.3.3
24	Develop compositions of two or more paragraphs using writing processes such as the following: • selecting a topic • prewriting using strategies such as brainstorming, locating information, and generating graphic organizers • drafting • conferencing with teachers • revising and proofreading • creating a final draft for publication	W.3.5
25	Develop organized one- and two-paragraph compositions using description and narration	W.3.3
26	Use a variety of literary devices, including idioms and personification, in written responses and compositions	W.3.3
27	Write for various purposes, including: • informal letters using appropriate letter format • book reports and informational compositions that include main ideas and significant details from the text	W.3.2 W.3.4
29	Use standard English punctuation, including: • commas to separate phrases in a series • commas to separate parts of addresses	L.3.2
30	Capitalize the first word in direct quotations and proper adjectives (e.g., *American flag*, *Mexican food*)	L.3.2

31	Write using standard English structure and usage, including: • avoiding run-on sentences • using verbs in the future tense • making subjects and verbs agree in sentences with simple and compound subjects and predicates	L.3.1
32	Apply knowledge of parts of speech in writing, including: • using standard future verb tenses • using a variety of conjunctions, such as *although, since, until,* and *while,* in constructing sentences • using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions • identifying and using irregular plural nouns correctly • using first-, second-, and third-person pronouns correctly • selecting and using adverbs that modify according to time, place, manner, and degree • identifying and using irregular verb tenses	L.3.1
33	Spell grade-appropriate words, including: • multisyllabic words made up of both base words and roots and common prefixes and suffixes • compound words • common homophones	L.3.2
34	Follow common spelling generalizations, including *qu-*, consonant doubling, and changing *-y* to *-i*	L.3.2
36	Use a variety of resources, including online and print dictionaries and spell checkers to check spelling	L.3.2
45	Locate information using organizational features of a variety of resources, including: • electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features • printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings • the Dewey decimal system • electronic and online catalogs	RI.3.5
46	Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs	W.3.8
48	Use key words to take notes from written sources	W.3.8
49	Complete simple outlines with main topics and subtopics that reflect the information gathered	W.3.8
50	Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects	W.3.6 W.3.7

Sample Test Items: Grade 3 ELA

The sample passages and items that follow are similar in content and format to those that appear on the grade 3 *i*LEAP test. The Writing prompt and the Using Information Resources questions are sample items representative of the criterion-referenced parts of the *i*LEAP test. These items align with state content standards and GLEs.

Writing Prompt
The writing prompts on the transitional assessments require students to read one or two passages and then write a composition that includes information from the text(s) in the response.

Sample Writing Prompt

Directions: Read the story about Jerome. As you read the story, think about the best way to face a fear. Then use the story to help you write a well-organized composition of two or more paragraphs.

Choir Tryouts

The third-grade choir was going to be so much fun this year. Three field trips were planned! Plus, the choir would be singing at a high school football game. Children in the group could count on lots of new experiences at practices and during the performances. Jerome could hardly wait to take part in all the choir's activities. He had a problem, though. For tryouts, he would have to sing a song by himself. Jerome loved to sing, but he had never sung by himself in front of someone. He thought about the tryouts for days. His teacher, Ms. Evans, saw the worried look on Jerome's face.

"Jerome, what is bothering you?" Ms. Evans asked.

"The singing tryouts are tomorrow. I am scared to sing by myself," Jerome answered.

"Why are you worried about singing by yourself?" Ms. Evans asked.

Jerome frowned. "I've never done it before. I am afraid I will be so nervous that my voice will squeak. Or maybe I won't be able to make any sound! What if I forget the words?"

Ms. Evans said, "When I am worried about doing something new, I think about how happy I will be when I am done. I think about the good things that will happen when I have finished the task. This helps me forget about whatever is bothering me and helps me feel less afraid."

Jerome thought about what Ms. Evans had said.

The next day, Jerome waited for his turn to try out. He thought about the field trips and the practices and the shows. He kept thinking of these things as he sang his solo. When the tryout was over, his teacher exclaimed, “Great job, Jerome!”

Jerome smiled and continued to think about all the fun times ahead.

Writing Topic

Write a composition for your teacher that explains why Jerome was afraid and how he faced his fear. Then tell about a similar time when you or someone you know had to face a fear and what happened. Use details from the story to help you describe your ideas.

As you write, follow the suggestions below.

- Your composition should have two or more paragraphs.
- Be sure your composition has a beginning, a middle, and an ending.
- Use details from the story and include enough information so your teacher will understand your response.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student’s ability to write an expository composition. Other prompts at this grade level may ask students to write a story or explain their opinion.

Using Information Resources
This section of the test presents students with reference sources related to a single research topic. Students use the sources to answer a set of multiple-choice items similar to questions 1 through 4. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

Sample Using Information Resources Materials and Items

Introduction: In this test, you are asked to look at some reference materials and then use the materials to answer the questions on pages xx and xx.

Research Topic: Types of Houses

Suppose you want to find out more about types of houses for a report you are writing. Three different sources of information about houses are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. From the Book *Every House Is a Home*
   a. Copyright Page (page __)
   b. Table of Contents (page __)

2. From the Magazine *Arctic Life*
   "House of Snow" (page __)

3. From *Encyclopedia of Building*
   a. Types of Houses Chart (page __)
   b. "Stilt Houses" (page __)

Note: Model bibliographic entries for different types of documents are on page __.

Directions: Skim pages __ through __ to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages __ and __. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. From the Book *Every House Is a Home*
   a. Copyright Page

Every House Is a Home

By Bonnie Daniels

Published by
Graystone Publishing
714 Central Ave.
Chicago, IL 60601

ISBN: 11-4444-22-7666

Printed in the United States of America

February 2012

1. From the Book *Every House Is a Home*

b. Table of Contents

Table of Contents

Introduction 1–4

Chapter 1: Houses Made of Earth

Adobe houses 5–7

Sod houses 8–11

Underground homes 11–12

Chapter 2: Houses Made of Wood

Stilt houses 13–14

Tree houses 15–16

Log cabins 17–19

Chapter 3: Houses Made of Stone

Roman villas 20–23

Slab houses 24–26

English cottages 27–29

Chapter 4: Modern Houses

Brick houses 30–32

Steel and glass houses 33–36

Recycled houses 37–40

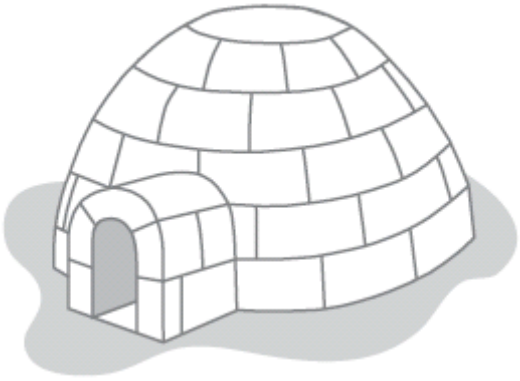
Index 41–45

2. From the Magazine *Arctic Life*
"House of Snow"

Arctic Life *November 2004*

HOUSE OF SNOW

By Jeffrey Morgan



People who live in the Arctic still use snow to make their houses, which are called *igloos*. They have been making igloos for hundreds of years.

How is an igloo made?

An igloo is made from huge blocks of snow, which are about eighteen inches thick. The blocks are placed in the shape of a circle. Then blocks of snow are placed along the bottom line of the circle. All the rows of snow are done in the same way and placed in the shape of a dome. Snow is placed on the walls of the igloo to fill in the gaps. After the last block of snow is placed in the center, a hole is cut from the inside in one of the walls. Small holes are cut in the walls to provide air. A tunnel of snow, leading to the entrance of the igloo, is built. Inside the igloo, a bed of snow is made, and it is covered with animal skins. Skins also are placed across the entrance of the igloo and over its walls.

How does it stay warm inside an igloo?

It stays warm in an igloo because of the nature of snow. Snow is a good insulator, which means it can keep the cold wind out and the heat in. It also can trap and hold the body heat of the people who live in the igloo. The skins covering the walls of the igloo and the air trapped between the skins and the walls also help keep the inside warm.

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3. From *Encyclopedia of Building*

a. Types of Houses Chart

People live in many types of houses. Some people live in unusual homes, depending on the areas they live in. Homes can be built from many types of materials. The materials used to build certain types of homes depend on where the homes are built.

The chart below contains information about some different types of houses.

Types of Houses

Type	Building Materials	Location	Most Frequent Uses	Length of Time House Will Last
Adobe House	Mud, straw, some wood beams	Southwestern United States and Mexico	In dry, hot places or deserts	More than one hundred years
Igloo	Snow, ice, sealskin	The Arctic	As temporary housing during winter months	A few months
Pole House	Wood, leaves, palms	Coastal areas	On sites that are near to or on water	Twenty to thirty years
Houseboat	Wood, fiberglass	Oceans, lakes, or rivers	When living on the water and moving from place to place	Ten to twenty years
Teepee or Tent House	Tree limbs, animal hides	Midwestern plains	As temporary housing that can be moved easily	Three to seven years
Stucco House (modern)	Cement, sand, water	All over the world	In places that are not too wet	Depends on upkeep and repair

3. From *Encyclopedia of Building*

b. "Stilt Houses"

Stilt Houses

In many countries around the world, people who live in places near an ocean or a large body of water live in stilt houses. A stilt house is a house built on sturdy tall posts about ten to twelve feet high. Building a house this high above the water has many advantages. One big advantage is that the house stays above the water level at high tide. Crawling creatures cannot get inside. Also, houses built on stilts are tall enough to be cooled by breezes.

When planning a stilt house, builders must be careful to use the correct type of wood for the stilts. They must find wood that will not be easily damaged by standing in water for many years. Otherwise, the stilts that the house is built on will need to be replaced about every five years.

The first step in building a stilt house is putting up the posts or stilts. The sea has to be at a low level to allow workers to do this job. Because stilt houses are quite large, many workers are needed to help put up stilts. Putting up one stilt takes twenty workers. Before a stilt is put up, the end that goes down into the ground is sharpened so it will go in easily. Workers mark the place where they want the stilt to go. Then workers divide themselves into two groups. They tie a strong long rope around the stilt. One group holds onto one side while the other group holds the other side.

Next, a group of workers stands ready on either side while another group guides the stilt into position. Once the stilt is standing, the workers holding onto the ropes start pulling in and out until the pointed end of the post is pushed down about three feet deep into the bottom of the ocean floor. The workers continue putting down stilts until enough have been placed to build a house. A solid floor is then built on top of the stilts. Each house has one large room, where the whole family lives and sleeps. Some stilt houses have a separate kitchen in the front.

Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*. They show some acceptable ways to write bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

"Dwarfed Trees." Encyclopedia Americana. 1958.
(Title of article) (Name of encyclopedia) (Year)

A Magazine Article

Chen, David. "Floating Down the River." Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

1 **In which chapter of the book *Every House Is a Home* would you find information about slab houses?**

A Houses Made of Earth
B Houses Made of Wood
C Houses Made of Stone
D Modern Houses

Correct response: C

This item measures GLE 45: Locate information using organizational features of a variety of resources, including printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings.

2 **Which resource gives the <u>most</u> information about houses built on water**?

A "Stilt Houses" from *Encyclopedia of Building*
B "House of Snow" from the magazine *Arctic Life*
C The table of contents from the book *Every House Is a Home*
D The Types of Houses chart from *Encyclopedia of Building*

Correct response: A

This item measures GLE 46: Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs.

3 Look at the outline of information based on "Stilt Houses" from *Encyclopedia of Building*.

I. Description of a Stilt House
   A. Has solid wood floor built on posts
   B. Sits on stilts ten to twelve feet high
   C. _____
II. Preparing to Build a Stilt House
   A. Must use wood that suits area
   B. _____
III. Building a Stilt House
   A. Must sharpen end of post that goes in ground
   B. Need twenty workers to put up one stilt
   C. _____

Which information goes in the blank at I.C?

A Need sea to be at low level
B Has separate kitchen in front
C Must tie strong, long rope around stilt
D Is tall enough to be cooled by breezes

Correct response: D

This item measures GLE 49: Complete simple outlines with main topics and subtopics that reflect the information gathered.

4 **Which type of house listed in the Types of Houses chart from *Encyclopedia of Building* can last for more than one hundred years?**

A Igloo
B Houseboat
C Adobe house
D Stucco house

Correct answer: C

This item measures GLE 45: Locate information using organizational features of a variety of resources, including printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings.

Sample NRT Items
Questions 5 through 27 are sample items representative of those used on the norm-referenced parts of the *i*LEAP test. The survey battery of the Iowa Tests of Basic Skills (*ITBS*) is designed to measure a wide range of student achievement. Most items address Louisiana GLEs at grade 3, while some items address Louisiana GLEs at other grade levels. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

Vocabulary
Each vocabulary item presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. *The vocabulary items measure GLE 6: Determine meanings of unfamiliar words using a variety of strategies.*

Sample Vocabulary Items

5 <u>Stumbled</u> on the steps

A tripped
B skipped
C fumbled
D scrambled

Correct Response: A

6 A very <u>odd</u> rock

A smooth
B hard
C sharp
D strange

Correct Response: D

Reading
On the reading comprehension section, students read three or four passages and respond to several multiple-choice items.

Sample Reading Comprehension Items

Directions: Questions 7 through 11 are based on the following passage.

> One Friday morning our class visited a bakery. Jeff Green's father is a baker, and he invited Jeff's class to come. The bakery was very clean, and oh, how good it smelled! We watched two men take pies, cakes, and many kinds of rolls from the big ovens. Three women put frosting on the cakes that had cooled. We learned a new word for "frosting." Bakers call it "icing." Jeff's father was putting white icing on a tall cake and decorating it with sugar flowers and leaves. He put a little bride and groom on top. When we left the bakery, Mr. Green gave us some cookies.

7 What is the best title for this story?

A "How Cakes Are Made"
B "Jeff Green's Father"
C "Our Visit to the Bakery"
D "We Learn about Cake Icing"

Correct Response: C

This item measures GLE 17: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying main ideas of texts.

8 What kind of cake was Mr. Green decorating?

A Wedding cake
B Birthday cake
C Sugar cake
D Spice cake

Correct Response: A

This item measures GLE 17: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions about information in texts.

9 What were the three women doing?

A Cooling the cakes
B Putting icing on the cakes
C Making frosting for the cakes
D Getting cookies ready for the children

Correct Response: B

This item measures GLE 17: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions about information in texts.

10 What kind of cookies did the children get?

A Sugar cookies
B Frosted cookies
C Leaf-shaped cookies
D The story does not say.

Correct Response: D

This item measures GLE 10: Demonstrate understanding by summarizing stories and information, including selected details from the text.

11 How does the narrator feel about the trip to the bakery?

A Bored, since there wasn't much to do there
B Nervous, because the narrator had never been to a bakery before
C Tired, because there was too much to do
D Excited, because there was so much to see and learn

Correct Response: D

This item measures GLE 20: Explain the author's viewpoint using information from the text.

Directions: Questions 12 through 16 are based on the following paragraph.

> The Statue of Liberty is a giant copper lady holding a big torch high over her head. She stands on a little island in New York Harbor. She was given to the American people by the people of France. They hoped the statue would be a symbol of America's independent nature and belief in equality for all. She was so big that she had to be brought to the United States in many pieces. After she got here, she was carefully put together.
>
> Since 1886, she has been welcoming ships coming into New York Harbor. Americans watch for her when they come home from trips across the Atlantic Ocean. She stands for the thing they hold most dear.

12 Where is the Statue of Liberty?

A In Independence Hall
B On an island near France
C On an island in New York Harbor
D On an island in the Atlantic Ocean

Correct Response: C

This item measures GLE 10: Demonstrate understanding by summarizing stories and information, including selected details from the text.

13 The Statue of Liberty is

A a lady holding a light in her hand.
B a mother with a baby in her arms.
C a woman soldier on horseback.
D a bell with a crack in it.

Correct Response: A

This item measures GLE 17: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences.

14 Why did the French people give the statue to America?

A They had no room for it.
B It was part of a treaty after the war.
C They wanted to show their support for America's democratic spirit.
D They wanted America to appreciate France's artistic style.

Correct Response: B

This item measures GLE 10: Demonstrate understanding by summarizing stories and information, including selected details from the text.

15 Why did the statue come to the United States in pieces?

A The French people wanted it to be a surprise.
B The parts were made in different countries.
C It was broken on the way.
D It was too large to bring in one piece.

Correct Response: D

This item measures GLE 17: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences.

16 Why is the Statue of Liberty important to those who visit it??

A Because it was made in France
B Because it stands for freedom
C Because it guards New York Harbor
D Because it guides ships at sea

Correct Response: B

This item measures GLE 17: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including drawing conclusions about information in texts.

Language
The Language test contains multiple-choice items with mistakes in spelling, capitalization, punctuation, and usage and expression.

Sample Spelling Items

Directions: Questions 17 and 18 ask students to look for mistakes in spelling. Students should choose the word that is not spelled correctly. When there is no mistake, the student should choose the last answer (No mistakes).

17
A club
B felt
C furst
D color
E (No mistakes)

Correct Response: C

This item measures GLE 33: Spell grade-appropriate words.

18
A ladys
B held
C snowed
D meat
E (No mistakes)

Correct Response: A

This item measures GLE 34: Follow common spelling generalizations, including qu-, consonant doubling, and changing -y to -i.

Sample Capitalization and Punctuation Items

Directions: Questions 19 and 20 ask students to look for mistakes in capitalization. Questions 21 and 22 ask students to look for mistakes in punctuation. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

19
A I have a turtle for a
B pet, but ben would
C rather have a hamster.
D (No mistakes)

Correct Response: B

This item measures grade 2 GLE 29: Capitalize grade-appropriate proper nouns.

20
A The teacher said, “this is a story
B about a little boy who
C got lost in the woods.”
D (No mistakes)

Correct Response: A

This item measures GLE 30: Capitalize the first word in direct quotations.

21
A The moon was big and
B yellow It looked like a
C golden coin in the sky.
D (No mistakes)

Correct Response: B

This item measures grade 1 GLE 33: Use standard English punctuation, including periods at the end of sentences.

22 **A** My favorite desserts are
B chocolate pudding, ice cream,
C and apple pie. What are your favorites?
D (No mistakes)

Correct Response: D

This item measures GLE 29: Use standard English punctuation, including commas to separate phrases in a series.

Sample Usage and Expression Items

Directions: Questions 23 and 24 ask students to look for mistakes in standard English usage. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

23
A Anna kicked the
B ball towards the
C goal but it never went in.
D (No mistakes)

Correct Response: C

This item measures GLE 31: Write using standard English structure and usage, including avoiding run-on sentences.

24
A We blowed up
B balloons and hung
C them from the ceiling.
D (No mistakes)

Correct Response: A

This item measures GLE 32: Apply knowledge of parts of speech in writing, including identifying and using irregular verb tenses.

Directions: Questions 25 through 27 ask students to read a passage and look for mistakes in usage and expression. **Note that question 25 and question 27 measure writing skills under standard 2. On the actual test, items that measure skills in standard 2 are reported with the score students receive on the writing prompt session of the test**.

Use the passage below to answer questions 25 through 27.

[1]My mom paid two dollars for a bucket of fish. [2]We stood by the pool. [3]I could see dolphins swimming underwater. [4]I took a fish by its tail. [5]Held it above the water. [6]I used to love to go fishing with my grandfather. [7]Then just as my arm was getting tired, a dolphin poked out of the water. [8]I reached to pet it, but it had already grabbed my fish. [9]That was neat!

25 Choose the best first sentence to add to this story.

A I like to go out to eat with my mom.
B Did you ever wonder what dolphins eat?
C The best part of our day at the zoo was feeding the dolphins.
D People have always enjoyed watching dolphins as they swim in the ocean.

Correct Response: C

This item measures GLE 22: Write compositions of two or more paragraphs that are organized with a logical, sequential order.

26 What is the best way to write sentences 4 and 5?

A Took a fish tail held it above the water.
B Held its tail above the water a fish I took.
C I held the fish I took by its tail above the water.
D I took a fish by its tail and held it above the water.

Correct Response: D

This item measures grade 2 GLE 31: Distinguish between a sentence and a sentence fragment.

27 Which sentence should be left out of this story?

A Sentence 1
B Sentence 4
C Sentence 6
D Sentence 7

Correct Response: C

This item measures GLE 24: Develop compositions of two or more paragraphs using writing processes such as revising and proofreading.

Chapter 2: *i*LEAP Math, Grade 3

This section describes the overall design of the *i*LEAP Math test to be administered to students in grade 3. Test specifications, sample test questions, and scoring rubrics are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The Math test consists of three parts, or subtests, which are administered in a single day:

- Part 1: a 30-item multiple-choice session that **does not** allow the use of calculators
- Part 2: a 20-item multiple-choice session that **allows** the use of calculators
- Part 3: a 2-item constructed-response session that **allows** the use of calculators

The suggested testing times for the Grade 3 *i*LEAP Math test listed in Table 2.1 are estimates only. The Math test is **untimed.**

Table 2.1: Suggested Testing Times

Part	Description	Number of Items	Testing Time
1	Multiple Choice, no calculator	30	60 minutes
2	Multiple Choice, calculator	20	40 minutes
3	Constructed Response, calculator	2	20 minutes
TOTAL		52	120 minutes

Information about additional time needed to read test directions to students and accomplish other activities related to test administration is included in the *iLEAP Test Administration Manual.*

The Math test is composed of criterion-referenced test (CRT) items only. These items measure Louisiana GLEs that more closely match the Common Core State Standards (CCSS) focus areas.

Item Types and Scoring Information

The test has fifty (50) multiple-choice items and two constructed-response items.

The multiple-choice items consist of an interrogatory stem and four answer options. These items assess a student's knowledge and conceptual understanding, and responses are scored 1 if correct and 0 if incorrect.

The constructed-response items, which involve a number of separate steps and application of multiple skills, are designed to assess one or more of the GLEs. The response format is open-ended and may include numerical answers, short written answers, and other types of constructed response (e.g., construct and draw rectangles [including squares] with given dimensions). Students may be required to explain in writing how they arrived at their

answers. These items are scored, according to an item-specific rubric, on a scale of 0 to 2 points.

General Scoring Rubric for Grade 3 *i*LEAP Math Constructed-Response Items

2	• The student's response provides a complete and correct answer.
1	• The student's response is partially correct. • The student's response demonstrates limited awareness or contains errors.
0	• The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Description of the Math Test and GLEs Assessed

The Math test was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's GLEs. Separate committees reviewed the items for potential bias and sensitive material.

The Math test is **untimed.** Suggested times are estimates for scheduling sessions and assisting students in managing their time.

Students are given a Mathematics Reference Sheet to consult as a reference. Calculators may be used on two parts of the test.

As Louisiana students and teachers transition to the CCSS (http://www.doe.state.la.us/topics/common_core.html) and PARCC assessments (http://www.doe.state.la.us/topics/common_core_assessments.html), the Math test will include only items measuring GLEs aligned to the CCSS. Table 2.2 provides a list of GLEs eligible for assessment during the transition. The table identifies the GLEs and the corresponding CCSS alignment. Some grade 3 GLEs align to CCSS at other grade levels but will continue to be taught and tested in grade 3 to decrease the possibility that the transition will create curricular gaps.

Table 2.2: GLE Content To Be Taught and Tested in 2012–13 and 2013–14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
2	Read, write, compare, and order whole numbers through 9999 using symbols (i.e., <, =, >) and models	Retained[1]
3	Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths	3.NF.1 3.G.2
4	Use the concepts of associative and commutative properties of multiplication to simplify computations	3.OA.5
5	Recognize and model multiplication as a rectangular array or as repeated addition	3.OA.3 3.MD.7
6	Recognize and model division as separating quantities into equal subsets (fair shares) or as repeated subtraction	3.OA.3
7	Recognize and apply multiplication and division as inverse operations	3.OA.6

[1] This GLE was moved to another grade but will be taught and tested in this grade to decrease the possibility that the transition will create curricular gaps.

GLE #	Grade-Level Expectation Text	Aligned CCSS #
8	Recognize, select, connect, and use operations, operational words, and symbols (i.e., +, -, x, ÷) to solve real-life situations	3.OA.1 3.OA.2 3.OA.3
9	Know basic multiplication and division facts [0s, 1s, 2s, 5s, 9s, and turn-arounds (commutative facts), including multiplying by 10s]	3.NBT.3 3.OA.7
10	Calculate the value of a combination of bills and coins and make change up to $5.00	Retained[1]
11	Add and subtract numbers of 3 digits or less	3.NBT.2
12	Round to the nearest 1000 and identify situations in which such rounding is appropriate	3.NBT.1
13	Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve addition and subtraction problems	3.OA.8
15	Use objects, pictures, numbers, symbols, and words to represent multiplication and division problem situations	3.OA.3
16	Use number sentences to represent real-life problems involving multiplication and division	3.OA.3
18	Use letters as variables in mathematical statements that represent real-life problems (e.g., 2 x n = 8)	3.OA.3 3.OA.8
19	Measure length to the nearest yard, meter, and half-inch	3.MD.4
21	Measure weight using grams and ounces	3.MD.2
22	Find the perimeter of a geometric shape given the length of its sides	3.MD.8
23	Find the area in square units of a given rectangle (including squares) drawn on a grid or by covering the region with square tiles	3.MD.5 3.MD.6 3.MD.7
24	Find elapsed time involving hours and minutes, without regrouping, and tell time to the nearest minute	3.MD.1
25	Select and use the appropriate standard units of measure, abbreviations, and tools to measure length and perimeter (i.e., in., cm, ft., yd., m), area (square inch, square centimeter), capacity (i.e., cup, pint, quart, gallon, liter), and weight/mass (i.e., oz., lb., g, kg, ton)	3.MD.2
29	Classify and describe 2- and 3-dimensional objects according to given attributes (triangle vs. quadrilateral, parallelogram vs. prism)	3.G.1
33	Construct and draw rectangles (including squares) with given dimensions (e.g., grid paper, square tiles)	3.MD.8
42	Match a data set to a graph, table, or chart and vice versa	3.MD.3 3.MD.4
43	Represent and solve problems using data from a variety of sources (e.g., tables, graphs, maps, advertisements)	3.MD.2 3.MD.3
46	Identify and model even and odd numbers with objects, pictures, and words	3.OA.9

[1] This GLE was moved to another grade but will be taught and tested in this grade to decrease the possibility that the transition will create curricular gaps.

GLE #	Grade-Level Expectation Text	Aligned CCSS #
47	Find patterns to complete tables, state the rule governing the shift between successive terms, and continue the pattern (including growing patterns)	3.OA.9

Reporting Categories

To be more reflective of the focus areas of the CCSS at each grade, the GLEs available for assessment have been grouped into the Reporting Categories shown in Table 2.3. During the transition, the Reporting Categories replace the mathematics strands (e.g., Number and Number Relations, Algebra, etc.) for assessment purposes.

Table 2.3: Grade 3 Math Reporting Categories

Reporting Category	GLEs Covered
Multiplication and Division	4, 5, 6, 7, 9, 15, 16, 18
Number	2, 3, 8, 10, 11, 12, 13, 46, 47
Measurement, Data, and Geometry	19, 21, 22, 23, 24, 25, 29, 33, 42, 43

Math Test Specifications

Table 2.4 provides test specifications for the multiple-choice parts of the grade 3 *i*LEAP Math assessment. The values in the table are approximations due to slight variations in the content across test forms at grade 3.

Table 2.4: Grade 3 Math Test Specifications

Reporting Category	Percentage of Multiple-Choice Points
Multiplication and Division	36
Number	44
Measurement, Data, and Geometry	20
Total	**100**

Fifty 1-point MC items plus two 2-point constructed-response items equals a 54-point test.

Calculator Recommendations and Restrictions

It is recommended that a calculator be made available to **each** student for instructional and assessment purposes. As with all instructional materials, each individual district and school should determine which calculator best supports its mathematics curriculum and instructional program.

Calculators recommended for instruction and assessment:

- K–4 students: four-function calculator
- 5–8 students: scientific calculator
- 9–12 students: scientific calculator with graphing capabilities

Calculators <u>not</u> permitted on statewide assessment:

- handheld or laptop computers
- pocket organizers
- calculators with Computer Algebra Systems (CAS) or other symbolic manipulation capabilities
- calculators with paper tape
- calculators that talk or make noise
- calculators with QWERTY (typewriter-style) keypads
- electronic writing pads or pen input devices

Sample Test Items: Grade 3 Math

Sample Mathematics Constructed-Response Items and Scoring Rubrics

Questions 1 and 2 show sample constructed-response items. Each item involves a number of separate steps and the application of multiple skills. The constructed-response items are designed to assess one or more of the GLEs. The items are scored using an item-specific rubric on a scale of 0 to 2 points.

1 Rita is baking cookies for a bake sale.

A **She bakes 4 pans of peanut-butter cookies with 12 cookies on each pan. To find the total number of cookies, Rita writes the number sentence below.**

12 + 12 + 12 + 12 = 48

Write a different number sentence, using multiplication, to show another way Rita could find the total number of cookies.

B **Rita also baked 18 chocolate-chip cookies. She needs to put the cookies on plates. She uses the number sentence below to show how she will divide the cookies.**

18 ÷ 6 = 3

Draw a picture to show how Rita will divide the cookies.

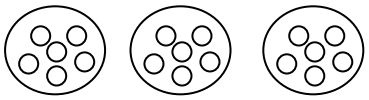
Match to GLE: This item measures GLE 5: Recognize and model multiplication as a rectangular array or as repeated addition and GLE 6: Recognize and model division as separating quantities into equal subsets (fair shares) or as repeated subtraction.

Scoring Rubric	
2	The student earns 2 points.
1	The student earns 1 point.
0	The student's response is incorrect or irrelevant to the skill or concept being measured or is blank.

Sample Answer:

Part A
4 x 12 = 48

Part B

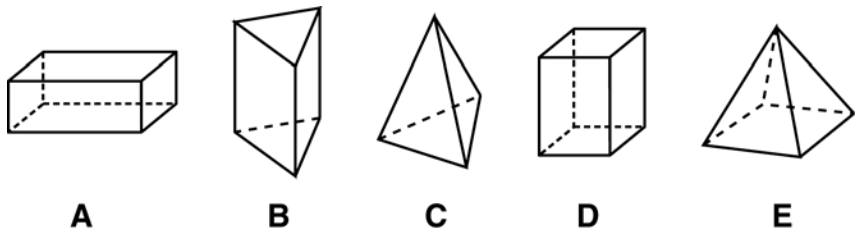


Points Assigned:

Part A 1 point
1 point for writing 4 x 12 = 48 **or** 12 x 4 =48

Part B 1 point
1 point for drawing a model showing 3 groups of 6 **or** 6 groups of 3

2 Amy will sort these shapes into two groups. The shapes in each group will share similar math features.



Show one way Amy could sort the shapes by placing the letter from each shape in one of these boxes. Label each box with a title that explains how you sorted the shapes.

Match to GLE: This item measures GLE 29: Classify and describe 2- and 3-dimensional objects according to given attributes (triangle vs. quadrilateral, parallelogram vs. prism).

Scoring Rubric	
2	The student earns 2 points.
1	The student earns 1 point.
0	The student earns 0 points. **OR** The student's response is incorrect or irrelevant to the skill or concept being measured or is blank.
Sample Answer:	
Box 1: B, C, E; Box 2: A and D. Titles: Shapes with Triangles and Shapes with Rectangles	
Points Assigned:	
2 points for sorting all five shapes into two sets with similar mathematical attributes and titling each box consistent with the way the student sorted the shapes **OR** 1 point for sorting all five of the shapes into two sets with similar mathematical attributes and labeling the boxes with titles inconsistent with the way the student sorted the shapes **OR** 1 point for sorting all five shapes with similar mathematical attributes but not titling the boxes **OR** 1 point for sorting fewer than five shapes into two sets with similar mathematical attributes and titling each box consistent with the way the student sorted the shapes	

Sample Multiple-Choice Items

Questions 3 through 24 are sample multiple-choice items, arranged by GLE. The items test students' ability to solve math problems. Most items are provided in context and require students to use information from stories, graphs, or tables to solve a problem. Items may assess some of the skills of a GLE, while other items may measure all of the skills of the GLE.

3 Which number sentence is true?

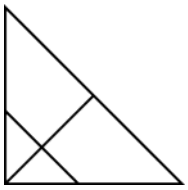
A $7 < 6$
B $7 > 4$
C $3 > 7$
D $6 < 3$

Correct Response: B

Match to GLE: This item measures GLE 2: Read, write, compare, and order whole numbers through 9999 using symbols (i.e., <, =, >) and models.

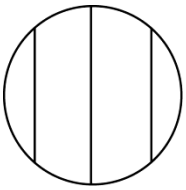
4 Which figure is divided into fourths?

A

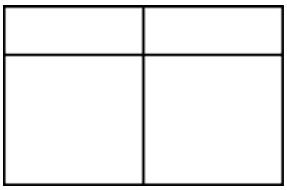


B

C



D



Correct Response: B

Match to GLE: This item measures GLE 3: Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths.

5 Gina is sending boxes of books. She puts 20 books in each box. Gina sends 15 boxes of books to 5 different stores. She uses the expression below to find the total number of books she is sending.

$$20 \times (15 \times 5)$$

Which other expression could Gina use?

A 20×20

B $20 \times (15 + 5)$

C $(20 + 5) \times 15$

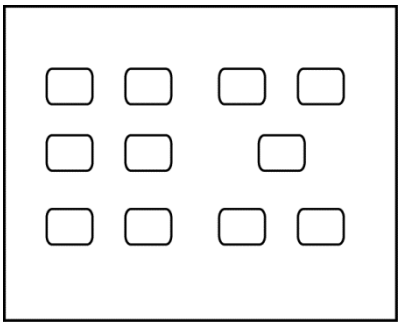
D $(20 \times 5) \times 15$

Correct Response: D

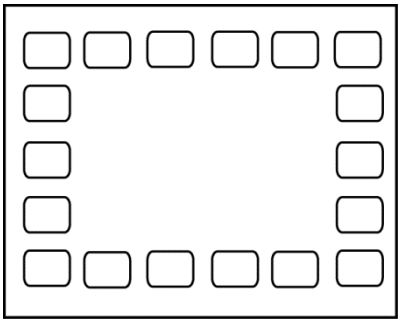
Match to GLE: This item measures GLE 4: Use the concepts of associative and commutative properties of multiplication to simplify computations.

6 The desks in Bill's classroom are in 6 rows. Each row has 5 desks in it. **Which model shows the total number of desks in Bill's classroom?**

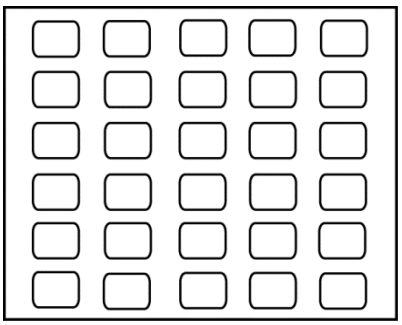
A



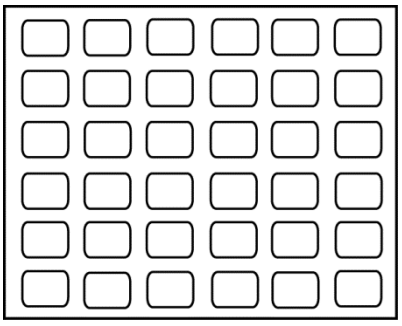
B



C



D



Correct Response: C

Match to GLE: This item measures GLE 5: Recognize and model multiplication as a rectangular array or as repeated addition.

7 Pete has 32 books. He puts an equal number of books on each of the 4 shelves of his bookcase. **Which expression shows how Pete can find the number of books on each shelf?**

A $4 \div 32$

B 32×4

C $32 - 4 - 4 - 4 - 4 - 4 - 4$

D $32 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4$

Correct Response: D

Match to GLE: This item measures GLE 6: Recognize and model division as separating quantities into equal subsets (fair shares) or as repeated subtraction.

8 **Which number fact does not belong to the same family or group of facts as the other three?**

A $3 \times 9 = 27$

B $27 \div 9 = 3$

C $9 \times 3 = 27$

D $9 \div 3 = 3$

Correct Response: D

Match to GLE: This item measures GLE 7: Recognize and apply multiplication and division as inverse operations.

9 Eli and Sam were trading baseball cards. Eli had 12 cards and Sam had 17. **Which shows how many cards the boys had all together?**

A $12 + 17$

B $17 - 12$

C 17×12

D $17 \div 12$

Correct Response: A

Match to GLE: This item measures GLE 8: Recognize, select, connect, and use operations, operational words, and symbols (i.e., +, –, ×, ÷) to solve real-life situations.

10 Jill has 7 vases of flowers. There are 9 flowers in each vase. **What is the total number of flowers Jill has?**

A 16

B 54

C 63

D 79

Correct Response: C

Match to GLE: This item measures GLE 9: Know basic multiplication and division facts [0s, 1s, 2s, 5s, 9s, and turn-arounds (commutative facts), including multiplying by 10s].

Directions: Use the pictures of the coins below to answer question 11.

11 Art bought a cookie costing 60¢ and paid for it with a dollar bill. The clerk gave Art the change shown above. **Which statement is true?**

A The change was the correct amount.

B The change was 5¢ too little.

C The change was 5¢ too much.

D The change was 10¢ too much.

Correct Response: C

Match to GLE: This item measures GLE 10: Calculate the value of a combination of bills and coins and make change up to $5.00.

12 There were 92,554 people at an LSU football game. **Which number shows the number of people rounded to the nearest 1,000?**

A 90,000

B 90,600

C 92,000

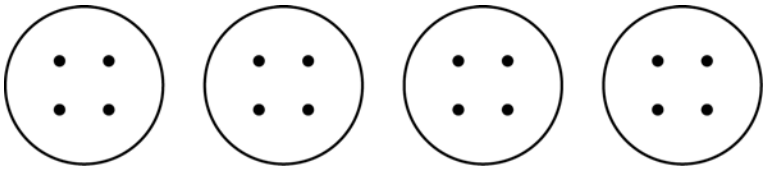
D 93,000

Correct Response: D

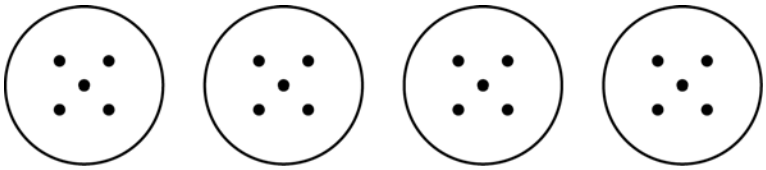
Match to GLE: This item measures GLE 12: Round to the nearest 1000 and identify situations in which such rounding is appropriate.

13 Clare wants to divide her collection of 20 rocks equally into 4 groups. **Which model correctly shows the number of rocks Clare should put in each group?**

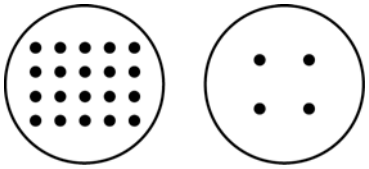
A



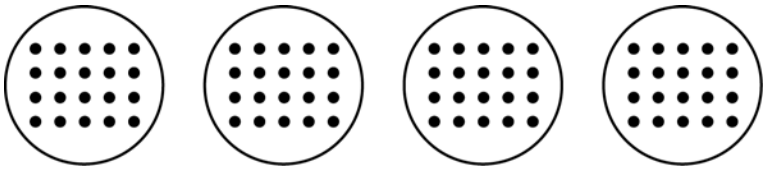
B



C



D



Correct response: B

Match to GLE: This item measures GLE 15: Use objects, pictures, numbers, symbols, and words to represent multiplication and division problem situations.

14 A zookeeper feeds a polar bear 21 fish each day for 7 days. **Which number sentence should the zookeeper use to find the total number of fish he will feed the polar bear during the 7 days?**

A $21 + 7 = \square$

B $21 - 7 = \square$

C $21 \div 7 = \square$

D $21 \times 7 = \square$

Correct response: D

Match to GLE: This item measures GLE 16: Use number sentences to represent real-life problems involving multiplication and division.

15 Sam and his mother have baked 24 cookies. They need a total of 120 cookies**. If *c* stands for the number of cookies they still need to bake, which number sentence should Sam and his mother use to find the number of cookies they still need to bake?**

A $120 - 24 = c$

B $c \times 24 = 120$

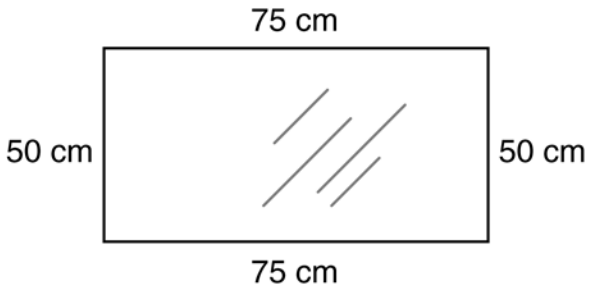
C $120 + 24 = c$

D $c \times 120 = 24$

Correct response: A

Match to GLE: This item measures GLE 18: Use letters as variables in mathematical statements that represent real-life problems (e.g., $2 \times n = 8$).

16 Mrs. Andrews wants to glue rope around the perimeter of this framed mirror to make it western style.



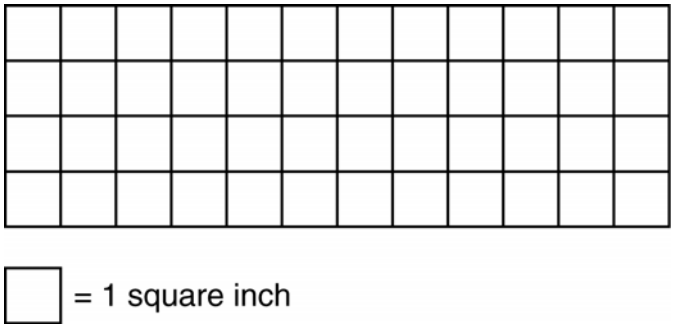
How much rope does she need?

A 100 cm
B 125 cm
C 200 cm
D 250 cm

Correct response: D

Match to GLE: This item measures GLE 22: Find the perimeter of a geometric shape given the length of its sides.

17 Devon wants to cover an entire shelf, shown below, with paper.



= 1 square inch

What is the <u>least</u> amount of paper that will cover the entire shelf?

A 16 square inches
B 32 square inches
C 48 square inches
D 52 square inches

Correct answer: C

Match to GLE: This item measures GLE 23: Find the area in square units of a given rectangle (including squares) drawn on a grid or by covering the region with square tiles.

18 A bus leaves Janell's town at 3:35 P.M. It arrives in New Orleans 50 minutes later. **Which clock shows the time the bus arrives in New Orleans?**

A

B

C

D

Correct response: B

Match to GLE: This item measures GLE 24: Find elapsed time involving hours and minutes, without regrouping, and tell time to the nearest minute.

19 Mr. Harris will measure the heights of several desks in his classroom. **Which tool should Mr. Harris use to measure the heights of the desks?**

A meterstick
B scale
C thermometer
D measuring cup

Correct response: A

Match to GLE: This item measures GLE 25: Select and use the appropriate standard units of measure, abbreviations, and tools to measure length and perimeter (i.e., in., cm, ft., yd., m), area (square inch, square centimeter), capacity (i.e., cup, pint, quart, gallon, liter), and weight/mass (i.e., oz., lb., g, kg, ton).

20 A shape has exactly 4 sides and 4 angles. **Which term describes the shape?**

A prism
B triangle
C cylinder
D quadrilateral

Correct response: D

Match to GLE: This item measures GLE 29: Classify and describe 2- and 3-dimensional objects according to given attributes (triangle vs. quadrilateral, parallelogram vs. prism).

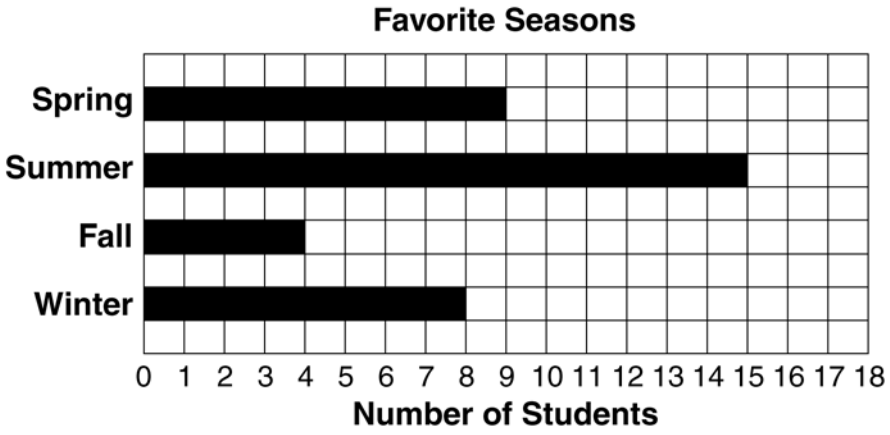
21 Each third grader made a tally mark by his or her favorite season of the year on this chart.

What is your favorite season?

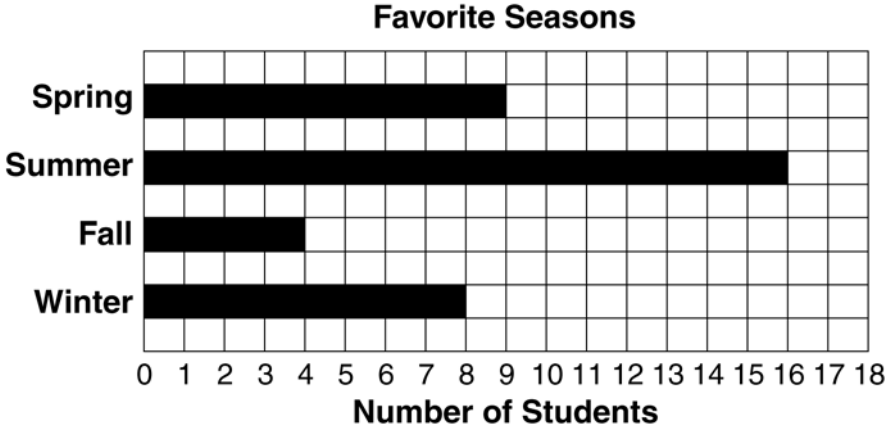
Spring	𝍸 IIII
Summer	𝍸 𝍸 𝍸 I
Fall	IIII
Winter	𝍸 III

Which graph matches the data on this chart?

A



B



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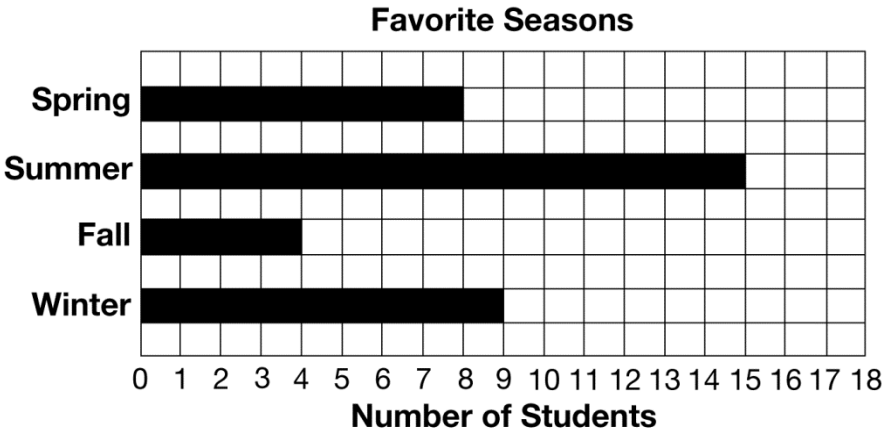
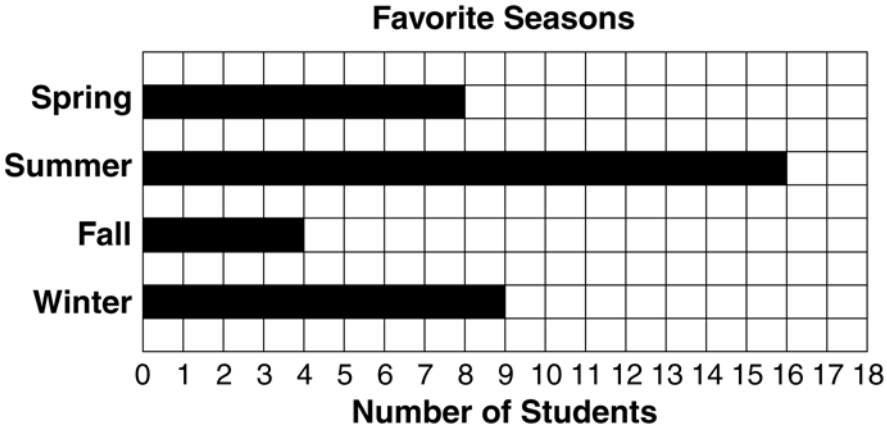


D



Correct response: B

Match to GLE: This item measures GLE 42: Match a data set to a graph, table, or chart and vice versa.

Directions: Use the table below to answer question 22.

Supplies for a Doll Cart

Supply	Cost
Nails	$1.00
Paint	$1.50
Glue	50¢
Bolts	50¢
Wheels	$2.00
Wood	$3.00
Handle	$1.50

22 Ben made his sister a doll cart for her birthday. He spent ten dollars for all the supplies he used to make it. **Which supply costs as much as the glue and bolts?**

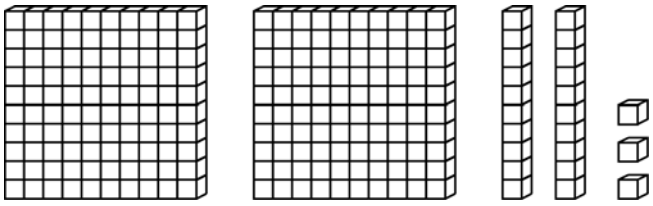
A paint
B nails
C handle
D wheels

Correct Response: B

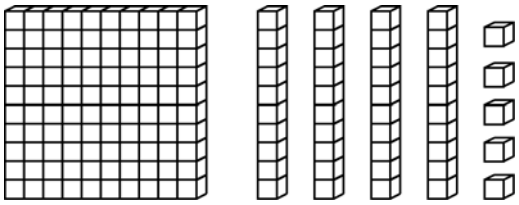
Match to GLE: This item measures GLE 43: Represent and solve problems using data from a variety of sources (e.g., tables, graphs, maps, advertisements).

23 Mary built these four number models using base ten blocks. **Which model shows an even number?**

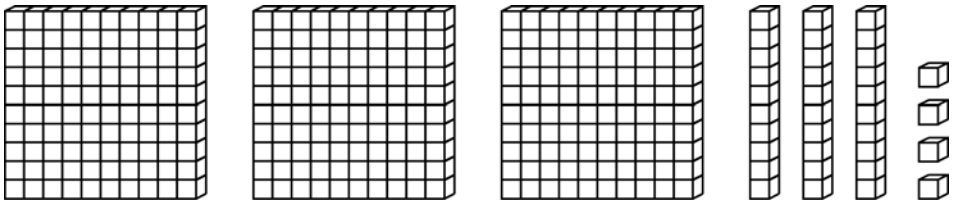
A



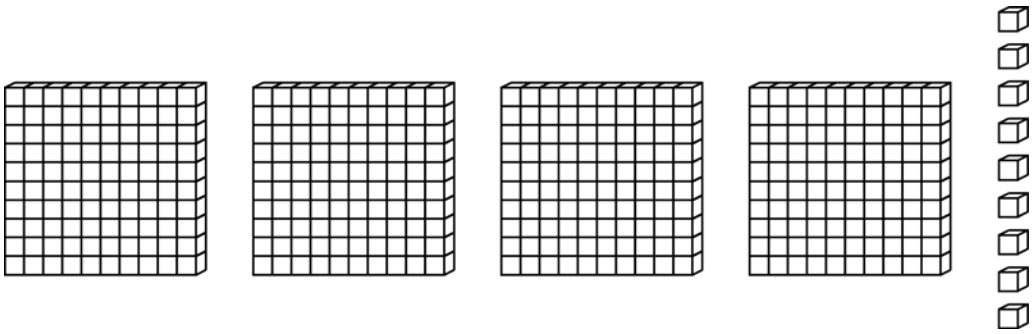
B



C



D



Correct response: C

Match to GLE: This item measures GLE 46: Identify and model even and odd numbers with objects, pictures, and words.

24 LaBrian records his karate practice time on this table.

Week	Minutes of Practice
week 1	10
week 2	20
week 3	15
week 4	30
week 5	25
week 6	50
week 7	45
week 8	**?**

How many minutes will LaBrian practice during week 8 if he continues his pattern?

A 40 minutes
B 55 minutes
C 65 minutes
D 90 minutes

Correct response: D

Match to GLE: This item measures GLE 47: Find patterns to complete tables, state the rule governing the shift between successive terms, and continue the pattern (including growing patterns).

Chapter 3: *i*LEAP Science, Grade 3

This section describes the overall design of the *i*LEAP Science test to be administered to students in grade 3. Test specifications and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The Science test consists of one part and is administered in a single day.

The Science test is a criterion-referenced test (CRT) that includes items based entirely on Louisiana's science content standards. These items are aligned with Louisiana's Grade-Level Expectations (GLEs) and were developed specifically for Louisiana.

Item Types

The test has forty (40) multiple-choice items.

The multiple-choice items consist of an interrogatory stem and four answer options. These items assess a student's knowledge and conceptual understanding, and responses will be scored 1 if correct and 0 if incorrect.

To maximize the meaningfulness of multiple-choice test items, questions are typically cast in a practical problem-solving context, referring to a single stimulus (e.g., chart) or to a description of a single scenario. The reading difficulty level of test questions is minimized to the extent possible (except for necessary scientific terms) so that students' reading ability does not interfere with their ability to demonstrate their science knowledge and skills.

Description of the Science Test

The Science test was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's standards, benchmarks, and GLEs. Separate committees reviewed the items for potential bias and sensitive material.

The Science test is **untimed.** About one hour (60 minutes) is the suggested time to allow students to answer the questions.

The grade 3 Science test assesses student learning in the five science strands delineated in the Louisiana Science Framework and the Comprehensive Curriculum: Science as Inquiry, Physical Science, Life Science, Earth and Space Science, and Science and the Environment.

Description of Stimulus Material

The stimulus material may include:

- Data tables or graphs presenting data to be read or interpreted;
- Charts, illustrations, or graphic organizers;
- Descriptions and details of science investigations; and/or
- Maps showing geographical features.

Scoring Information

The *i*LEAP Science test contains multiple-choice items only. These items have four response options (A, B, C, D) and are scored right or wrong. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Science Test Specifications

Table 3.1 provides the test specifications for the grade 3 *i*LEAP Science assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 3.1: Grade 3 Science Test Specifications

Strand/Category	% of Total Points
Science as Inquiry	20
A. The Abilities Necessary to Do Scientific Inquiry	
B. Understanding Scientific Inquiry	
Physical Science	20
A. Properties of Objects and Materials	
B. Position and Motion of Objects	
C. Forms of Energy	
Life Science	20
A. Characteristics of Organisms	
B. Life Cycles of Organisms	
C. Organisms and their Environments	
Earth and Space Science	20
A. Properties of Earth Materials	
B. Objects in the Sky	
Science and the Environment	20
Total	**100**

Strands, Benchmarks, and GLEs Assessed

Louisiana's Science Framework encompasses five strands: Science as Inquiry, Physical Science, Life Science, Earth and Space Science, and Science and the Environment. At grade 3, all five strands are taught.

The Louisiana science strands are each associated with a single standard, which present broad goals for what all students in Louisiana should know and be able to do in science:

Science as Inquiry (SI) Strand

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

Physical Science (PS) Strand

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

Life Science (LS) Strand

Standard: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Earth and Space Science (ESS) Strand

Standard: The students will develop an understanding of the properties of earth materials, the structure of Earth's systems, Earth's history, and Earth's place in the universe.

Science and the Environment (SE) Strand

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.

The focus for grade 3 Louisiana students is general science concepts as delineated by the GLEs. The content explored at this grade level includes measuring and describing matter and materials, forces and motion, energy, plants and animals, rocks, soils, and change, the solar system, the environment, and weather patterns. For this reason, the grade 3 *i*LEAP Science test assesses all five strands.

Science as Inquiry is a **process** strand; the others are **content** strands. The organization into strands does not imply that science should be taught in isolated units. In fact, teachers are encouraged to integrate study units. Inquiry should be integrated across all the science content strands.

GLEs further define the knowledge and skills students are expected to master by the end of each grade or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills students need.

Most of the grade 3 GLEs are eligible for assessment on the grade 3 *i*LEAP. Some, however, do not lend themselves to testing on a statewide assessment in multiple-choice format. For example, some GLEs require students to use a particular technology, measure temperature, or construct graphs. Other GLEs, in accordance with the Comprehensive Curriculum, may not

be taught prior to the spring test administration and therefore will not be assessed. Science as Inquiry GLE 9 is not assessed. Physical Science GLEs 20 and 23 are not assessed. Life Science GLE 44 is not assessed. It is important, however, that the skills represented by these GLEs are taught at this grade level to prepare students for classroom assessment purposes as well as for the grade 4 LEAP test.

Explanation of Codes

GLEs are numbered consecutively in each grade level and grouped by strand and thematic category. For example:

Strand: Physical Science
Categories: A. Properties of Objects and Materials
B. Position and Motion of Objects
C. Forms of Energy

Benchmarks are coded by strand, grade cluster (E, M, H), and benchmark number. The first term in the code refers to the strand. The second term refers to the grade cluster, and the third term refers to the category and benchmark number. Categories are indicated by letters.

Table 3.2 provides three examples of benchmark codes.

Table 3.2: Examples of Science Codes

Code	Translation
SI-E-A5	SI strand, Elementary level, category A, benchmark 5
PS-M-B4	PS strand, Middle School level, category B, benchmark 4
SE-H-A6	SE strand, High School level, category A, benchmark 6

For most grade clusters, strands are divided into categories, or major topical areas. However, the SE strand has no substrands for prekindergarten through 4 and 5 through 8.

Science GLEs are numbered consecutively in Science as Inquiry and consecutively within the content strands.

Science As Inquiry—GLEs 1–17

Physical Science—GLEs 18–33

Life Science—GLEs 34–44

Earth and Space Science—GLEs 45–56

Science and the Environment—GLEs 57–62

Key Concepts for the Grade 3 Assessment

The key concepts are provided to guide teachers in their classroom instruction as it relates to the assessment. These concepts describe important content emphasis regarding the knowledge and skills eligible for assessment of each strand.

Science as Inquiry

1. Questions, Observations, and Predictions
    - Identify which questions can or cannot be answered based on a given scenario
    - Identify which questions can be answered by doing a scientific investigation
    - Identify components of an investigation that help answer testable questions (e.g., select the correct set-up)
    - Predict outcomes based on a given scenario
    - Identify which sense is used to describe observations
    - Make predictions and reach conclusions using one or more sets of data
    - Identify questions that cannot be answered during an investigation or answered using different types of experimentation
    - Identify scientific discoveries that have positively and negatively affected society

2. Procedures and Tools
    - Use more than one source (e.g. Venn diagram and data table) to answer a question
    - Identify the correct way to measure temperature, mass, and volume
    - Select the appropriate tool and units of measurement to answer questions
    - Use a variety of formats (e.g. charts, data tables, and graphs) to describe procedures or experimental results
    - Identify correct safety procedures
    - Identify what needs to be known before beginning an investigation
    - Identify which tools are used to look at objects of different magnification
    - Identify correct procedures in an investigation so that the same investigation can be replicated

Physical Science

1. Physical Properties
    - Using experimentation, compare and classify objects by physical property (e.g., electricity, density, shape, and magnetism
    - Measure mass (weight), length, width, volume, and temperature using metric system or U.S. system tools
    - Identify the original material from which objects are made (e.g. paper, pencil)
    - Explain how matter changes shape and identify examples (e.g. freezing, boiling, melting, evaporation)

2. Energy, Electricity, and Forces

- Identify the correct shadow as indicated by the direction of the light source
- Identify the correct motion or position of an object based on previous movement patterns
- Compare the pitch of sound using the words *high/low*
- Compare the volume of sound using the words *loud/soft*
- Identify the correct reflection/absorption of light as it is transmitted through colored objects
- Describe how common forms of energy are used in everyday life
- Using given experimental data, identify the best insulating material
- Recognize how electricity flows through an open and a closed system
- Determine the amount and direction an object will move when a force acts upon it
- Identify which force causes an object to move
- Identify which type of energy moves or lifts objects
- Identify simple machines and the tasks they make possible

Life Science

1. Plants and Animals

- Compare the common body structures of a variety of animals (e.g. fish, mammals, reptiles, amphibians, birds, and insects)
- Identify the functions of each plant part and describe how each function helps the plant survive
- Group plants and animals based on common characteristics

2. Humans

- Identify the organs in the digestive system and describe the functions of each
- Describe the function of bones within the human body
- Describe what the human body needs to grow and be healthy (e.g. for survival, for bone growth)
- Determine how healthy eating habits help maintain a healthy body
- Identify a well-balanced meal that includes all food groups

Earth and Space Science

1. Earth

- Recognize that rocks are made up of minerals
- Identify that erosion, weathering, and rusting are earth processes that are happening all around
- Compare the characteristics of igneous, metamorphic, and sedimentary rocks
- Identify and compare the components of soil (e.g. humus, rock particles)
- Identify characteristics of given fossils and describe the how fossils provide information about the past

2. Atmosphere
   - Identify the components and processes of the water cycle (e.g. evaporation, condensation, precipitation, and runoff)
   - Identify climate patterns based on given weather conditions
   - Explain the difference between weather and climate

3. Solar System
   - Identify, in order, the planets of the solar system
   - Describe why the Sun appears to move across the sky
   - Explain the difference between rotation and revolution of Earth (e.g. day and night, season of the year)
   - Compare the length of shadows and direction of shadows at different times of the day or year

Science and the Environment

1. Ecosystems
   - Describe how living and nonliving components of various ecosystems interact
   - Describe how humans have positive and negative effects on organisms and their environment
   - Describe how endangered animals have recovered and identify Louisiana examples

2. Resources
   - Classify manufactured objects from the natural resources from which they are made (e.g. plastic from petroleum, paper from trees, aluminum from metal ore)
   - Identify renewable and nonrenewable resources and describe the difference between them

Grade 3 Science Standards, Benchmarks, and GLEs

The following chart presents **all** grade 3 science strands and standards, benchmarks, and GLEs.

GRADE 3 SCIENCE STANDARDS, BENCHMARKS, AND GLES	
Science as Inquiry: The students will <u>do</u> science by engaging in partial and full inquiries that are within their developmental capabilities.	
A. The Abilities Necessary to Do Scientific Inquiry	
Benchmarks	**Grade-Level Expectations**
SI-E-A1: asking appropriate questions about organisms and events in the environment	1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1) 2. Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations (SI-E-A1)
SI-E-A2: planning and/or designing and conducting a scientific investigation	3. Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2) 4. Predict and anticipate possible outcomes (SI-E-A2) 5. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2)
SI-E-A3: communicating that observations are made with one's senses	6. Use the five senses to describe observations (SI-E-A3)
SI-E-A4: employing equipment and tools to gather data and extend the sensory observations	7. Measure and record length, temperature, mass, volume, and area in both metric system and U.S. system units (SI-E-A4) 8. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4)
SI-E-A5: using data, including numbers and graphs, to explain observations and experiments	9. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4) 10. Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction (SI-E-A5)

SI-E-A6: communicating observations and experiments in oral and written formats	11. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6)
SI-E-A7: utilizing safety procedures during experiments	12. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)
B. Understanding Scientific Inquiry	
SI-E-B1: categorizing questions into what is known, what is not known, and what questions need to be explained	13. Identify questions that need to be explained through further inquiry (SI-E-B1) 14. Distinguish between what is known and what is unknown in scientific investigations (SI-E-B1)
SI-E-B2: using appropriate experiments depending on the questions to be explored	Not addressed at grade 3
SI-E-B3: choosing appropriate equipment and tools to conduct an experiment	15. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3)
SI-E-B4: developing explanations by using observations and experiments	See GLE no. 9
SI-E-B5: presenting the results of experiments	16. Describe procedures and communicate data in a manner that allows others to understand and repeat an investigation or experiment (SI-E-B5)
SI-E-B6: reviewing and asking questions about the results of investigations	17. Explain and give examples of how scientific discoveries have affected society (SI-E-B6)
Physical Science: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.	
A. Properties of Objects and Materials	
Benchmarks	**Grade-Level Expectations**
PS-E-A1: observing, describing, and classifying objects by properties (size, weight, shape, color, texture, and temperature)	18. Compare and classify objects on properties determined through experimentation (e.g., ability to conduct electricity, tendency to float or sink in water) (PS-E-A1)
PS-E-A2: measuring properties of objects using appropriate materials, tools, and technology	19. Select the appropriate metric system and U.S. system tools for measuring length, width, temperature, volume, and mass (PS-E-A2) 20. Measure temperature by using Fahrenheit and Celsius thermometers and compare results (PS-E-A2)
PS-E-A3: observing and describing the objects by the properties of the materials from which they are made (paper, wood, metal)	21. Compare common objects and identify the original material from which they are made (e.g., paper, pencil, comb) (PS-E-A3)

PS-E-A4: describing the properties of the different states of matter and identifying the conditions that cause matter to change states	22. Investigate and explain conditions under which matter changes physical states: heating, freezing, evaporating, condensing, boiling (PS-E-A4)
PS-E-A5: creating mixtures and separating them based on differences in properties (salt, sand)	Not addressed at grade 3
B. Position and Motion of Objects	
PS-E-B1: observing and describing the position of an object relative to another object or the background	Not addressed at grade 3
PS-E-B2: exploring and recognizing that the position and motion of objects can be changed by pushing or pulling (force) over time	23. Demonstrate how force is a *push* or a *pull* by using students' bodies, toy cars, or balls (PS-E-B2) 24. Explain how the amount and direction of force exerted on an object (e.g., push, pull, friction, gravity) determine how much the object will move (PS-E-B2)
PS-E-B3: describing an object's motion by tracing and measuring its position over time	25. Observe and analyze motion and position of objects over time (e.g., shadows, apparent path of the Sun across the sky) (PS-E-B3)
PS-E-B4: investigating and describing how the motion of an object is related to the strength of the force (pushing or pulling) and the mass of the object	26. Explain the effect of varying amounts of force on the motion of an object (PS-E-B4)
C. Forms of Energy	
PS-E-C1: experimenting and communicating how vibrations of objects produce sound and how changing the rate of vibration varies the pitch	27. Use the words *high/low* to compare the pitch of sound and the words *loud/soft* to compare the volume (amplitude) of sound (PS-E-C1)
PS-E-C2: investigating and describing how light travels and what happens when light strikes an object (reflection, refraction, and absorption)	28. Describe the reflection/absorption properties of various colored objects (PS-E-C2)
PS-E-C3: investigating and describing different ways heat can be produced and moved from one object to another by conduction	29. Determine which materials insulate best by using experimental data (PS-E-C3)
PS-E-C4: investigating and describing how electricity travels in a circuit	30. Demonstrate and explain the movement of electricity in closed and open circuits (PS-E-C4)
PS-E-C5: investigating and communicating that magnetism and gravity can exert forces on objects without touching the objects	31. Compare and describe the common forms of energy and explain how they are used in everyday life (e.g., light, electricity, heat, mechanical) (PS-E-C6) 32. Give examples of how energy can be used to move or lift objects (PS-E-C6) 33. Identify simple machines and the tasks they make possible (PS-E-C6)
PS-E-C6: exploring and describing simple energy transformations	Not addressed at grade 3
PS-E-C7: exploring and describing the uses of energy at school, home, and play	

Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.	
A. Characteristics of Organisms	
Benchmarks	**Grade-Level Expectations**
LS-E-A1: identifying the needs of plants and animals based on age-appropriate recorded observations	34. Describe what the human body needs to grow and be healthy (LS-E-A1)
LS-E-A2: distinguishing between living and nonliving things	Not addressed at grade 3
LS-E-A3: locating and comparing major plant and animal structures and their functions	35. Compare structures (parts of the body) in a variety of animals (e.g., fish, mammals, reptiles, amphibians, birds, insects) (LS-E-A3) 36. Compare structures (e.g., roots, leaves, stems, flowers, seeds) and their functions in a variety of plants (LS-E-A3) 37. Describe how plant structures enable the plant to meet its basic needs (LS-E-A3)
LS-E-A4: recognizing that there is great diversity among organisms	38. Classify groups of organisms based on common characteristics (LS-E-A4) 39. Compare organisms from different groups (e.g., birds with mammals, terrestrial plants with aquatic plants) (LS-E-A4)
LS-E-A5: locating major human body organs and describing their functions	40. Explain how the organs of the digestive system function (LS-E-A5) 41. Describe how the components of the skeletal system function (LS-E-A5)
LS-E-A6: recognizing the food groups necessary to maintain a healthy body	42. Describe the relationship between eating habits and maintaining a healthy body (LS-E-A6) 43. Identify a meal that includes representatives from each group of the food pyramid (LS-E-A6)
B. Life Cycles of Organisms	
LS-E-B1: observing and describing the life cycles of some plants and animals	Not addressed at grade 3
LS-E-B2: observing, comparing, and grouping plants and animals according to likenesses and/or differences	
LS-E-B3: observing and recording how the offspring of plants and animals are similar to their parents	
LS-E-B4: observing, recording, and graphing student growth over time using a variety of quantitative measures (height, weight, linear measure of feet and hands, etc.)	44. Graph, analyze, and interpret personal and class data (LS-E-B4)
C. Organisms and Their Environments	
There are no Grade-Level Expectations for benchmarks in grade 3 for this substrand.	

Earth and Space Science: The students will develop an understanding of the properties of earth materials, the structure of the Earth system, the Earth's history, and the Earth's place in the universe.	
A. Properties of Earth Materials	
Benchmarks	**Grade-Level Expectations**
ESS-E-A1: understanding that earth materials are rocks, minerals, and soils	45. Recognize and describe that rock is composed of different combinations of minerals (ESS-E-A1) (ESS-E-A5) 46. Describe earth processes that have affected selected physical features in students' neighborhoods (e.g., rusting, weathering, erosion) (ESS-E-A1) Also see GLE no. 51
ESS-E-A2: understanding that approximately three-fourths of the Earth's surface is covered with water and how this condition affects weather patterns and climates	47. Describe the difference between weather and climate (ESS-E-A2)
ESS-E-A3: investigating, observing, and describing how water changes from one form to another and interacts with the atmosphere	48. Identify examples of the processes of a water cycle (e.g., evaporation, condensation, precipitation, collection of runoff) (ESS-E-A3)
ESS-E-A4: investigating, observing, measuring, and describing changes in daily weather patterns and phenomena	49. Describe climate patterns from recorded weather conditions over a period of time (ESS-E-A4)
ESS-E-A5: observing and communicating that rocks are composed of various substances	50. Compare and group common rocks according to their characteristics (i.e., igneous, metamorphic, sedimentary) (ESS-E-A5) Also see GLE no. 45
ESS-E-A6: observing and describing variations in soil	51. Identify and compare the components found in soil (ESS-E-A6) (ESS-E-A1)
ESS-E-A7: investigating fossils and describing how they provide evidence about plants and animals that lived long ago and the environment in which they lived	52. Identify characteristics of selected fossils and explain how fossil records are used to learn about the past (ESS-E-A7)
B. Objects in the Sky	
ESS-E-B1: observing and describing the characteristics of objects in the sky	53. Identify, in order, the planets of the solar system (ESS-E-B1)
ESS-E-B2: demonstrating how the relationship of the Earth, Moon, and Sun causes eclipses and moon phases	54. Describe the patterns of apparent change in the position of the Sun (ESS-E-B2)
ESS-E-B3: observing and recording the changing appearances and positions of the Moon in the sky at night and determining the monthly pattern of lunar change	Not addressed at grade 3
ESS-E-B4: modeling changes that occur because of the rotation of the Earth (alternation of night and day) and the revolution of the Earth around the Sun	55. Explain the results of the rotation and revolution of Earth (e.g., day and night, year) (ESS-E-B4) 56. Compare shadow direction and length at different times of day and year (ESS-E-B4)

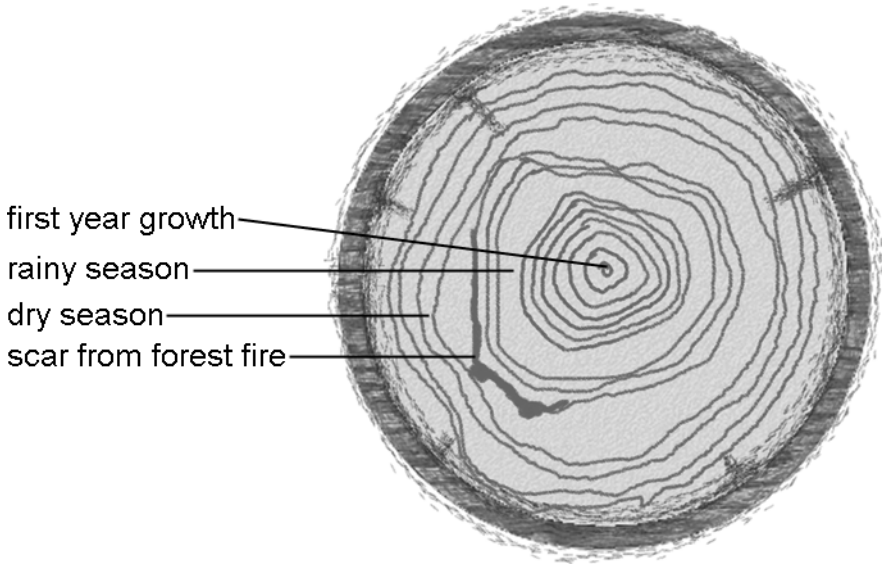
ESS-E-B5: understanding that the Sun, a star, is a source of heat and light energy and identifying its effects upon the Earth	Not addressed at grade 3
ESS-E-B6: understanding that knowledge of the Earth as well as of the universe is gained through space exploration	
Science and the Environment: In learning 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.	
Benchmarks	**Grade-Level Expectations**
SE-E-A1: understanding that an *ecosystem* is made of living and nonliving components	57. Describe the interrelationships of *living (biotic)* and *nonliving (abiotic)* components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1)
SE-E-A2: understanding the components of a food chain	Not addressed at grade 3
SE-E-A3: identifying ways in which humans have altered their environment, both in positive and negative ways, either for themselves or for other living things	58. Describe how humans have had negative and positive effects on organisms and their environments (SE-E-A3) (SE-E-A5)
SE-E-A4: understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship	59. Classify manufactured products according to the natural resources from which they are made (e.g., copper wire from copper ore, plastic from petroleum) (SE-E-A4) 60. Explain how renewable and nonrenewable resources can be replenished or depleted (SE-E-A4)
SE-E-A5: understanding that most plant and animal species are threatened or endangered today due to habitat loss or change	61. Explain how selected animals once classified as endangered have recovered (SE-E-A5) 62. Identify animals in Louisiana that have recovered and that are no longer considered endangered (SE-E-A5) Also see GLE no. 58

Sample Test Items: Grade 3 Science

Science as Inquiry
The Abilities Necessary to Do Scientific Inquiry
GLE 2—*Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations (SI-E-A1)*

Use the picture below to answer question 1.

TREE RINGS



1 A scientist is studying the rings of a fallen tree. What question can be answered by studying the tree rings?

A How old is the tree?
B How tall is the tree?
C Who planted the tree?
D Where was the tree planted?

Correct Response: A

Match to GLE: This item asks students to pose a scientific question that can be answered from an observation. Other grade 3 iLEAP items that measure this GLE may address other questions students can pose based on observations, scientific knowledge, and investigations.

Science as Inquiry
The Abilities Necessary to Do Scientific Inquiry
GLE 6—*Use the five senses to describe observations (SI-E-A3)*

2 Li walked into a room. She said, "I can tell that someone has perfume." What sense did Li **most likely** use to know that there was perfume?

A taste
B sight
C smell
D hearing

Correct Response: C

Match to GLE: This item asks students to associate an object with the sense it most affects. Other grade 3 iLEAP items that measure this GLE may relate to senses other than smell.

Science as Inquiry
The Abilities Necessary to Do Scientific Inquiry
GLE 10—*Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction (SI-E-A5)*

Use the data chart below to answer question 3.

SUN DATA FOR NEW ORLEANS

.

Day	Time the Sun Rises
July 1	5:03 A.M.
August 1	5:20 A.M.
September 1	5:38 A.M.
October 1	?
November 1	6:15 A.M.

3 The chart shows the time that the sun rises on different days in New Orleans. What would **most likely** be the time that the sun rises on October 1 in New Orleans?

A 5:10 A.M.
B 5:35 A.M.
C 5:55 A.M.
D 6:20 A.M.

Correct Response: C

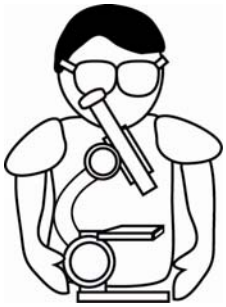
Match to GLE: This item asks students to make a prediction from data in a table. Other grade 3 iLEAP items that measure this GLE may ask students to make a prediction or draw a conclusion using other sources of information.

Science as Inquiry
The Abilities Necessary to Do Scientific Inquiry
GLE 12—*Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)*

4 Which student needs to wear protective goggles the **most**?

A

C



B

D

Correct Response: B

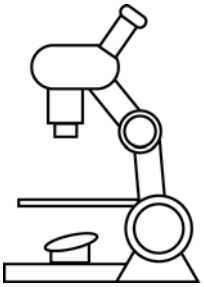
Match to GLE: This item asks students to identify pouring chemicals as an activity that may require safety goggles. Other grade 3 iLEAP items that measure this GLE may address other procedures and equipment important to safety.

Science as Inquiry
Understanding Scientific Inquiry

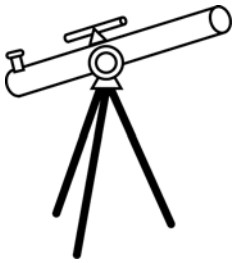
GLE 15—*Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3)*

5 Kerri is studying cells that are much too small to see with her eyes alone. Which tool would be **most** helpful to Kerri?

A



C



B

D

Correct Response: A

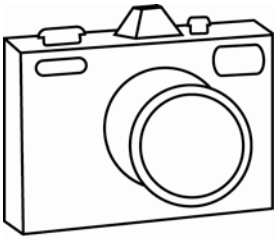
Match to GLE: This item asks students to identify a microscope as the object that would magnify a very small object most effectively. Other grade 3 iLEAP items that measure this GLE may relate to other tools that magnify objects.

Science as Inquiry
Understanding Scientific Inquiry

GLE 17—*Explain and give examples of how scientific discoveries have affected society (SI-E-B6)*

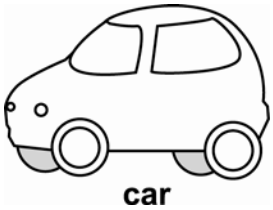
6 Which invention has been the most helpful in allowing people to communicate quickly with each other?

A



C

B



D

Correct Response: C

Match to GLE: This item asks students to relate a telephone to communication among humans. Other grade 3 iLEAP items that measure this GLE may address other scientific discoveries and their impact on society.

Physical Science
Properties of Objects and Materials

GLE 18—*Compare and classify objects on properties determined through experimentation (e.g., ability to conduct electricity, tendency to float or sink in water) (PS-E-A1)*

Use the data table below to answer question 7.

MATERIAL PROPERTIES

Material	Does it conduct electricity?	Does it float in water?
A	Yes	No
B	No	Yes
C	No	No
D	Yes	Yes

7 Kira is testing several materials to see whether they conduct electricity and float in water. Which material conducts electricity **and** floats in water?

A material A
B material B
C material C
D material D

Correct Response: D

Match to GLE: This item requires students to identify an object with specific properties based on information in a table. Other grade 3 iLEAP items that measure this GLE may relate to the classification of objects in other ways.

Physical Science
Properties of Objects and Materials

GLE 22—*Investigate and explain conditions under which matter changes physical states: heating, freezing, evaporating, condensing, boiling (PS-E-A4)*

8 A scientist is studying a liquid. If she lowers the temperature of the liquid, which of the following will **most likely** occur?

A The liquid will boil.
B The liquid will melt.
C The liquid will freeze.
D The liquid will evaporate.

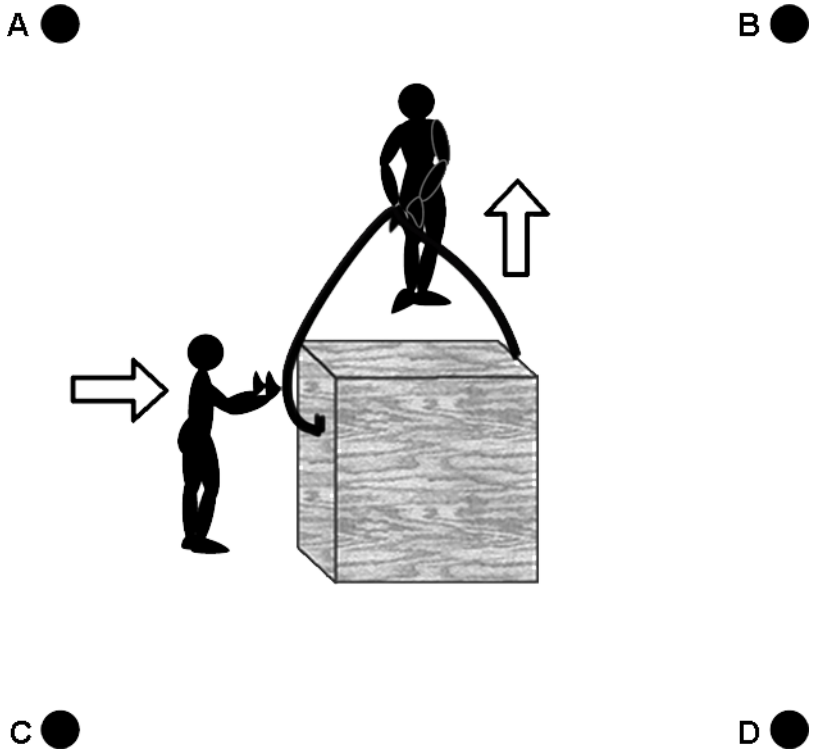
Correct Response: C

Match to GLE: This item relates to the state change from liquid to solid. Other grade 3 iLEAP items that measure this GLE may relate to other changes of state.

Physical Science
Position and Motion of Objects

GLE 24—*Explain how the amount and direction of force exerted on an object (e.g., push, pull, friction, gravity) determine how much the object will move (PS-E-B2)*

Use the diagram below to answer question 9.



9 The diagram shows two people moving an object. Bob is pushing the object, and Carol is pulling it. Use the arrows to help you figure out which dot the object will move toward.

A dot A
B dot B
C dot C
D dot D

Correct Response: B

Match to GLE: This item requires students to identify the effect of pushing and pulling an object. Other grade 3 iLEAP items that measure this GLE may address other forces.

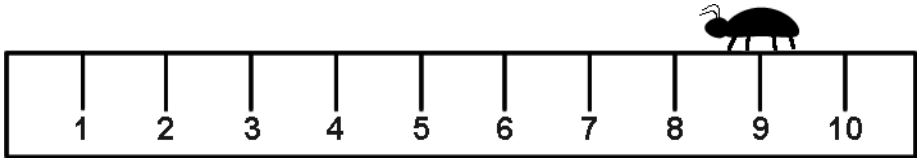
Physical Science
Position and Motion of Objects

GLE 25—*Observe and analyze motion and position of objects over time (e.g., shadows, apparent path of the Sun across the sky) (PS-E-B3)*

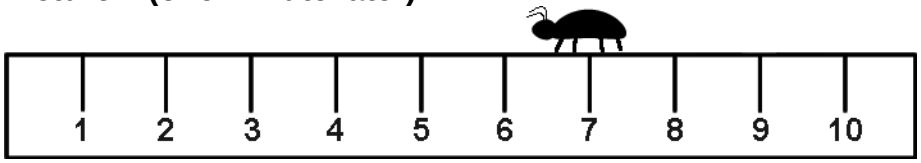
Use the pictures below to answer question 10.

Insect Motion

Picture 1



Picture 2 (one minute later)

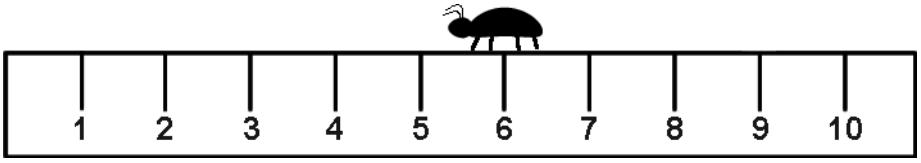


10 Tina was measuring the speed of a moving insect.

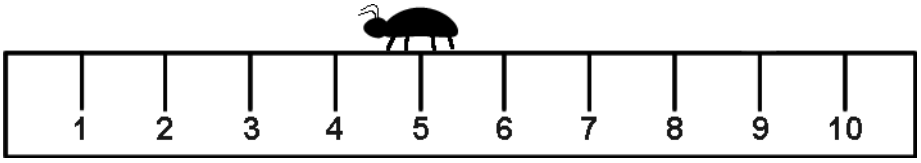
- Picture 1 shows where the insect was when Tina started observing it.
- Picture 2 shows where the insect was after 1 minute.

If the insect keeps moving at the same speed, which picture shows where it will **most likely** be after 1 more minute?

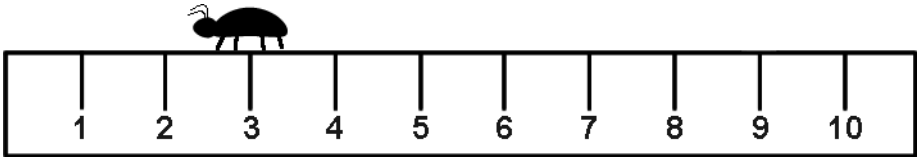
A



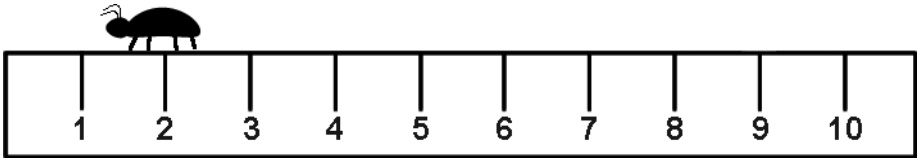
B



C



D



Correct Response: B

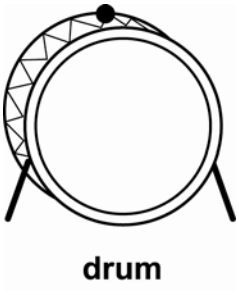
Match to GLE: This item asks students to predict the position of an insect moving at uniform speed. Other grade 3 iLEAP items that measure this GLE may address other objects that move over time.

Physical Science
Forms of Energy

GLE 25—*Use the words* high/low *to compare the pitch of sound and the words* loud/soft *to compare the volume (amplitude) of sound (PS-E-C1)*

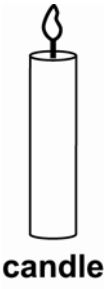
11 Which of these makes the loudest sound?

A

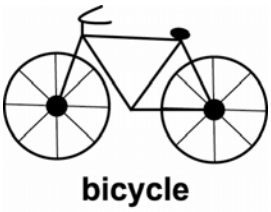


B

C



D



Correct Response: A

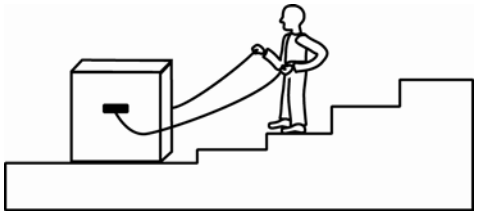
Match to GLE: This item asks students to identify an object that produces a loud sound. Other grade 3 iLEAP items that measure this GLE may relate to pitch.

Physical Science
Forms of Energy

GLE 33—*Identify simple machines and the tasks they make possible (PS-E-C6)*

12 When would a ramp be most useful?

A



B

C

D

Correct Response: A

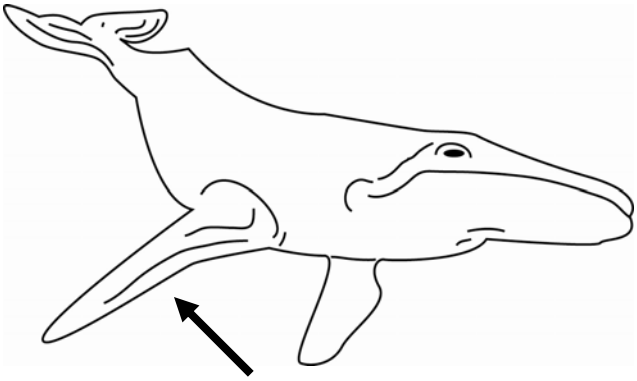
Match to GLE: This item asks students to identify a use of a ramp. Other grade 3 iLEAP items that measure this GLE may relate to pulleys, levers, or other simple machines.

Life Science
Characteristics of Organisms
GLE 35—*Compare structures (parts of the body) in a variety of animals (e.g., fish, mammals, reptiles, amphibians, birds, insects) (LS-E-A3)*

Use the picture below to answer question 13.

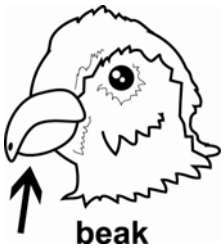
.

Whale

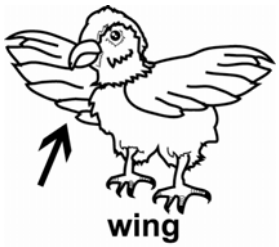


13 Look where the arrow is pointing on the whale. What part of a bird is **most** similar to this part of the whale?

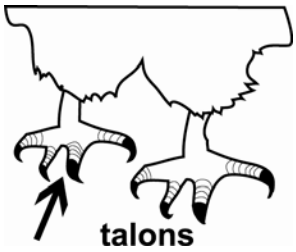
A



C



B



D

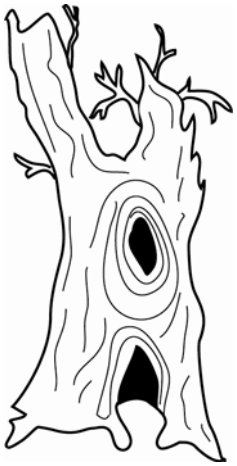
Correct Response: C

Match to GLE: This item asks students to recognize the relationship between a whale's fin and a bird's wing. Other grade 3 iLEAP items that measure this GLE may address other animals and their body parts.

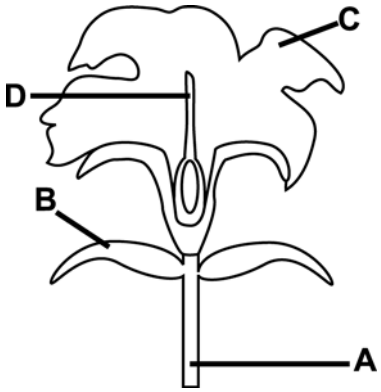
Life Science
Characteristics of Organisms
GLE 36—*Compare structures (e.g., roots, leaves, stems, flowers, seeds) and their functions in a variety of plants (LS-E-A3)*

Use the pictures below to answer question 14.

Tree Trunk



Flower



14 What part of the flower is most similar in use to the tree trunk?

A part A
B part B
C part C
D part D

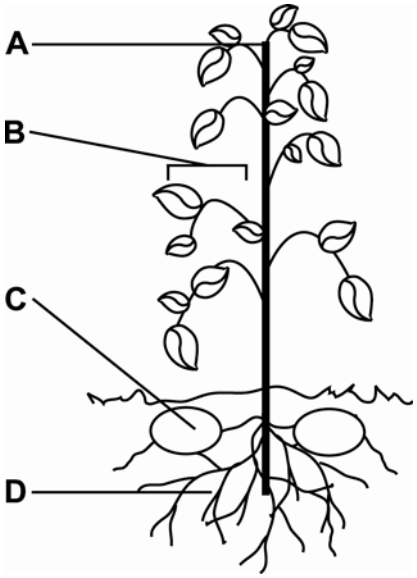
Correct Response: A

Match to GLE: This item asks students to relate the stem of a flower with the trunk of a tree. Other grade 3 iLEAP items that measure this GLE may relate to other structures of plants and their functions.

Life Science
Characteristics of Organisms
GLE 37—*Describe how plant structures enable the plant to meet its basic needs (LS-E-A3)*

Use the picture below to answer question 15.

POTATO PLANT



15 Which part of the potato plant absorbs the **most** water?

A part A
B part B
C part C
D part D

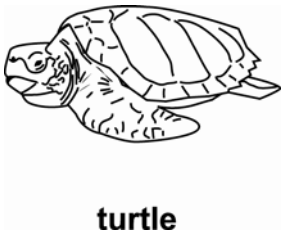
Correct Response: D

Match to GLE: This item asks students to identify the part of a potato plant that absorbs the most water. Other grade 3 iLEAP items that measure this GLE may relate to other structures of plants and their purposes.

Life Science
Characteristics of Organisms
GLE 38—*Classify groups of organisms based on common characteristics (LS-E-A4)*

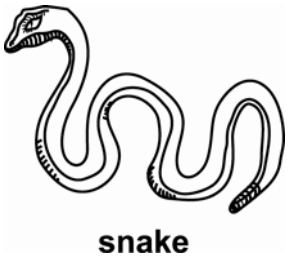
Use the three pictures of related animals below to answer question 16.

Related Animals

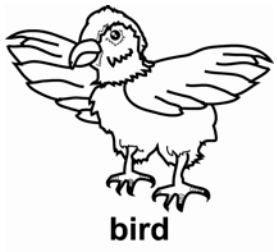


16 Which animal is **most** closely related to the animals in the pictures above?

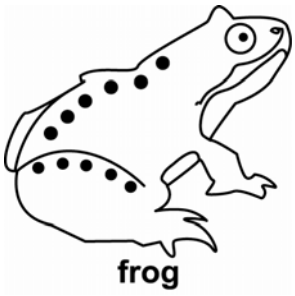
A



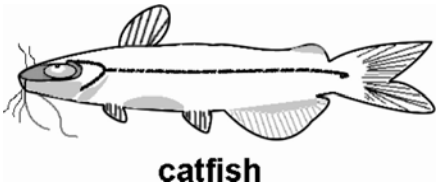
C



B



D



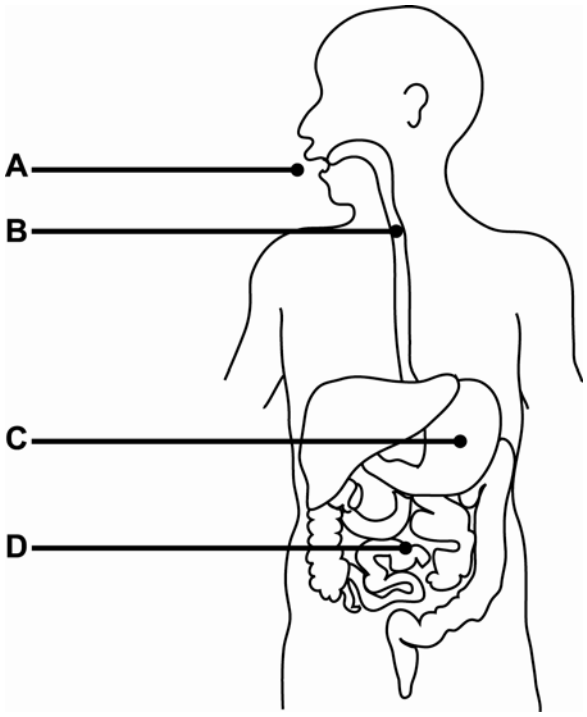
Correct Response: A

Match to GLE: This item asks students to identify an animal that is similar to other animals. Other grade 3 iLEAP items that measure this GLE may relate to plants or other organisms.

Life Science
Characteristics of Organisms
GLE 40—*Explain how the organs of the digestive system function (LS-E-A5)*

Use the diagram below to answer question 17.

DIGESTIVE SYSTEM



17 Which part of the digestive system gets nutrients from food?

A part A
B part B
C part C
D part D

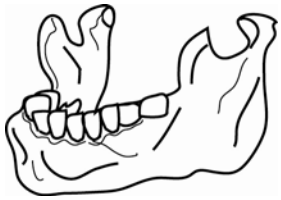
Correct Response: D

Match to GLE: This item requires students to identify the role of the small intestine. Other grade 3 iLEAP items that measure this GLE may address the role of other parts of the digestive system.

Life Science
Characteristics of Organisms
GLE 41—*Describe how the components of the skeletal system function (LS-E-A5)*

18 Which body part belongs to the skeletal system?

A

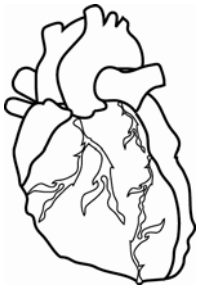


jawbone

C

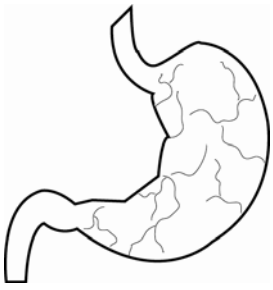
brain

B



heart

D



stomach

Correct Response: A

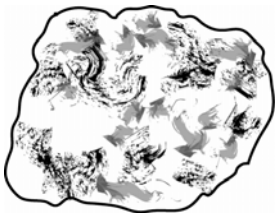
Match to GLE: This item requires students to identify a part of the skeletal system. Other grade 3 iLEAP items that measure this GLE may address the function of various components of the skeletal system.

Earth and Space Science
Properties of Earth Materials

GLE 45—*Recognize and describe that rock is composed of different combinations of minerals (ESS-E-A1) (ESS-E-A5)*

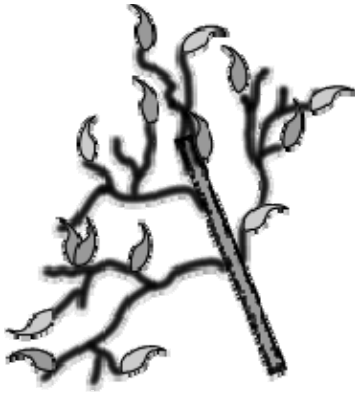
19 Which object is composed mostly of minerals?

A



rock

B

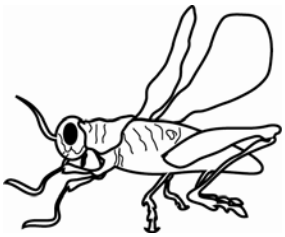


tree branch

C

plastic fork

D



grasshopper

Correct Response: A

Match to GLE: This item requires students to identify an object made from minerals. Other grade 3 iLEAP items that measure this GLE may ask students to describe the composition of a rock.

Earth and Space Science
Properties of Earth Materials
GLE 47—*Describe the difference between weather and climate (ESS-E-A2)*

20 Susan lives in a city where the days are usually very warm. However, yesterday was very cold. Which statement is true about the city yesterday?

A The city had cold weather and climate.
B The city had warm weather and climate.
C The city had warm weather but a cold climate.
D The city had cold weather but a warm climate.

Correct Response: D

Match to GLE: This item requires students to distinguish between weather and climate. Other grade 3 iLEAP items that measure this GLE may address weather and climate in other ways.

Earth and Space Science
Properties of Earth Materials
GLE 48—*Identify examples of the processes of a water cycle (e.g., evaporation, condensation, precipitation, collection of runoff) (ESS-E-A3)*

21 Which statement is an example of precipitation?

A Water from a river enters the ocean.
B Water from a cloud falls to the ground.
C Water in a puddle soaks into the ground.
D Water in a cup is heated and enters the air.

Correct Response: B

Match to GLE: This item asks students to identify an example of precipitation. Other grade 3 iLEAP items that measure this GLE may address evaporation, condensation, or other components of the water cycle.

Earth and Space Science
Properties of Earth Materials
GLE 50—*Compare and group common rocks according to their characteristics (i.e., igneous, metamorphic, sedimentary) (ESS-E-A5)*

22 Ricky finds a rock that has tiny seashells in it. Which statement is **most likely** true about the rock?

A The rock was formed in outer space.
B The rock was formed in an ocean, lake, or river.
C The rock was formed by a volcano that erupted.
D The rock was formed by materials that were under heat and pressure.

Correct Response: B

Match to GLE: This item relates to properties of sedimentary rocks. Other grade 3 iLEAP items that measure this GLE may address igneous or metamorphic rocks.

Earth and Space Science
Objects in the Sky
GLE 55—*Explain the results of the rotation and revolution of Earth (e.g., day and night, year) (ESS-E-B4)*

23 How long does it take Earth to spin around on its axis one time?

A a day
B a week
C a month
D a year

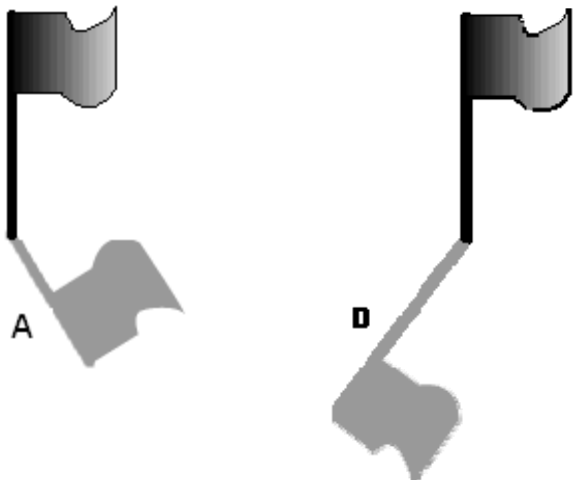
Correct Response: A

Match to GLE: This item relates to the rotation of Earth. Other grade 3 iLEAP items that measure this GLE may address the revolution of Earth around the Sun.

Earth and Space Science
Objects in the Sky
GLE 56—*Compare shadow direction and length at different times of day and year (ESS-E-B4)*

Use the pictures below to answer question 24.

Flagpole Shadows



24 The pictures show a flagpole and its shadow at two different times during the day. Which statement is **most likely** true?

A A occurred earlier in the day than B.
B A occurred later in the day than B.
C A occurred closer to noon than B.
D A occurred closer to midnight than B.

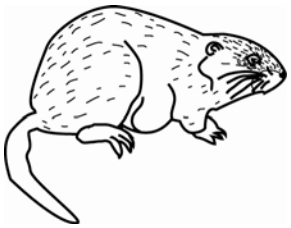
Correct Response: C

Match to GLE: This item requires students to know that shadows are shorter around mid-day than at other times. Other grade 3 iLEAP items that measure this GLE may address shadow direction or length at different times of year.

Earth and Space Science
Science and the Environment
GLE 57—*Describe the interrelationships of living (biotic) and nonliving (abiotic) components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1)*

25 Which of these living things depends **most** on good soil to grow?

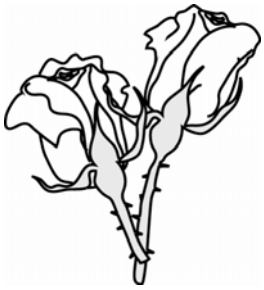
A



C

B

D



Correct Response: D

Match to GLE: This item relates to the dependence by flowers upon healthy soil. Other grade 3 iLEAP items that measure this GLE may address other dependencies that living things have on their ecosystems.

Earth and Space Science
Science and the Environment
GLE 58—*Describe how humans have had negative and positive effects on organisms and their environments (SE-E-A3)*

26 Which human activity **most** affects the environment?

A rowing a boat
B driving in a car
C hiking on a trail
D talking on the phone

Correct Response: B

Match to GLE: This item asks students to identify an activity that affects the environment more than other activities. Other grade 3 iLEAP items that measure this GLE may address positive and negative ways that humans can affect the environment.

Earth and Space Science
Science and the Environment
GLE 59—*Classify manufactured products according to the natural resources from which they are made (e.g., copper wire from copper ore, plastic from petroleum) (SE-E-A4)*

27 Which object is made from material that comes from oil?

A

plastic spoon

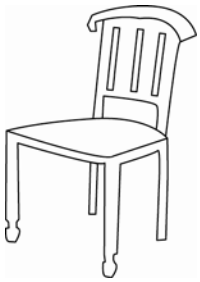
C

glass vase

B

copper pot

D



wooden chair

Correct Response: A

Match to GLE: This item asks students to identify an object that is made from an oil-based material. Other grade 3 iLEAP items that measure this GLE may address other materials and the natural resources from which they are made.

Earth and Space Science
Science and the Environment
GLE 60—*Explain how renewable and nonrenewable resources can be replenished or depleted (SE-E-A4)*

28 Which energy source cannot be used up by humans?

A oil
B coal
C natural gas
D solar power

Correct Response: D

Match to GLE: This item asks students to identify the Sun as a resource humans cannot exhaust. Other grade 3 iLEAP items that measure this GLE may address renewable and nonrenewable resources in other ways.

Earth and Space Science
Science and the Environment
GLE 61—*Explain how selected animals once classified as endangered have recovered (SE-E-A5)*

29 How can humans **best** help an endangered species avoid extinction?

A They can feed the animals.
B They can put the animals in a zoo.
C They can protect the animal's habitat.
D They can take the animal to new habitats.

Correct Response: C

Match to GLE: This item relates to a way in which an endangered species can recover. Other grade 3 iLEAP items that measure this GLE may address the recovery of formerly endangered species in other ways.

Earth and Space Science
Science and the Environment
GLE 62—*Identify animals in Louisiana that have recovered and that are no longer considered endangered (SE-E-A5)*

30 American alligators used to be an endangered species, but they are not endangered anymore. Which of the following is the **best** reason why there are more American alligators in Louisiana today than there were 50 years ago?

A American alligators have learned to live in new places.
B American alligators are bigger now than they were 50 years ago.
C American alligators are now protected from hunting by humans.
D American alligators have much more habitat than they did 50 years ago.

Correct Response: C

Match to GLE: This item asks students to relate the recovery of an animal population with a change in human activity. Other grade 3 iLEAP items that measure this GLE may address the recovery of formerly endangered species in other ways

Chapter 4*: i*LEAP Social Studies, Grade 3

This section describes the overall design of the *i*LEAP Social Studies test to be administered to students in grade 3. Test specifications and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The Social Studies test consists of one part and is administered in a single day.

The Social Studies test is a criterion-referenced test (CRT) that includes items based entirely on Louisiana's social studies content standards. These items are aligned with Louisiana's Grade-Level Expectations (GLEs) and were developed specifically for Louisiana.

Item Types

The test has thirty-two (32) multiple-choice items.

The multiple-choice items consist of an interrogatory stem and four answer options. These items assess knowledge, conceptual understanding, and application of skills presented in the GLEs. Items will be intermingled across strands, not arranged into separate sections by strand.

To maximize the meaningfulness of multiple-choice items, questions are typically cast in a practical problem-solving context, referring to a single stimulus (e.g., a map) or to a description of a single scenario. The reading difficulty level of test questions is minimized to the extent possible (except for necessary terms) so that students' reading ability does not interfere with their ability to demonstrate their social studies knowledge and skills.

Description of the Social Studies Test

The Social Studies test was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's standards. Separate committees reviewed the items for potential bias and sensitive material.

The Social Studies Test is **untimed.** About forty-five (45) minutes is the suggested time to allow students to answer the questions.

The grade 3 test assesses all four social studies strands delineated in the Louisiana Comprehensive Curriculum (LCC) and the Louisiana Social Studies Framework: Geography, Civics, Economics, and History.

Geography

The GLEs for grade 3 expect students to describe the characteristics and uses of various types of maps and to locate the major geographic features of Louisiana on a map. Students learn how to distinguish different types of graphs; how to interpret graphs, charts, and diagrams; how to locate places on a map using a compass rose and directions; the characteristics of various regions in Louisiana and the physical

processes affecting them; the distinction between urban, suburban, and rural communities; and the patterns of human settlement in the state. In addition, the study of geography includes the interdependent relationship between the land and the economy of Louisiana.

Civics

The GLEs for grade 3 focus on the structures and main purposes of both the state and the federal government. Students learn about the services state government provides and its most important responsibilities, the distinction between laws and rules, how state and national officials are elected, and key local and state government positions. Students also learn which characteristics make good citizens and leaders.

Economics

The GLEs for grade 3 highlight fundamental economic concepts such as trade, supply and demand, opportunity costs, and interdependence. Students study the concepts of scarcity and abundance; decision making by costs and benefits comparison; the cost of making a choice; the interdependence of producers and consumers; the natural, human, and capital resources necessary to produce goods and services; and the types of institutions that make up the economy. Local trade, Louisiana-produced goods, and state-provided services also are a major focus.

History

The GLEs for grade 3 emphasize family and community and the rich history and diverse culture of Louisiana. Students learn about Louisiana's first settlers and how they influenced the development of the state, the effect of major migrations of people on the culture and heritage of Louisiana, and how technology has affected family and community life over time. Students also learn to identify major state and national landmarks and symbols and describe their significance.

Description of Stimulus Material

The test will incorporate **at least one of each** of the following types of stimulus material:

- A map or illustration of a globe showing political divisions (e.g., states, countries), geographical features (e.g., topography, bodies of water), or variations in climate, vegetation, population density, etc.
- A table or graph presenting numerical data to be read or interpreted (e.g., a pictograph or a pie or bar graph showing the breakdown of natural resources in a region or a line graph showing rates of change over time)
- A timeline, chart, illustration, or graphic organizer (e.g., a web showing the relationship between major goods and services produced in Louisiana, a drawing illustrating state symbols or landmarks, or a chart giving information about early settlers in Louisiana)
- An excerpt or article from a newspaper or magazine, or a similar piece written expressly for the test

- An excerpt from such primary sources as historical documents (e.g., the Mayflower Compact, the U.S. Constitution), and quotes and speeches, writings, journals, and autobiographies of major historical figures
- An excerpt from such secondary sources as reference books, literature, encyclopedias, artifacts, and nonfiction books about cultural, geographical, historical, political, or economic themes

Scoring Information

The *i*LEAP Social Studies test contains multiple-choice items only. These items have four response options (A, B, C, D) and are scored right or wrong. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Social Studies Test Specifications

Table 4.1 provides the test specifications for the grade 3 *i*LEAP Social Studies assessment.

Table 4.1: Grade 3 Social Studies Test Specifications

Strand/Category	% of Total Points
Geography	31
A. The World in Spatial Terms	
B. Places and Regions	
C. Physical and Human Systems	
D. Environment and Society	
Civics	15
A. Structure and Purpose of Government	
B. Foundations of the American Political System	
C. Roles of the Citizen	
Economics	31
A. Fundamental Economic Concepts	
B. Individuals, Households, Businesses, and Govt.	
History	23
A. Historical Thinking Skills	
B. Families and Community	
C. Louisiana and United States History	
D. World History	
Total	**100**

Strands, Benchmarks, and GLEs Assessed

Louisiana's social studies content standards encompass four strands: Geography, Civics, Economics, and History. At grade 3, students learn History, Geography, Economics, and Civics concepts primarily through the study of Louisiana. Each benchmark within a standard delineates what students should know and be able to do at the end of a grade cluster.

Strand G: Geography—Physical and Cultural Systems

Standard: Students use the state of Louisiana to develop skills such as using various maps for information, using directions for location, identifying major geographic features of Louisiana, and identifying human characteristics of places in Louisiana.

Strand C: Civics—Citizenship and Government

Standard: Students define laws and rules and their place in a democratic society and develop an understanding of links between state and federal governments.

Strand E: Economics—Interdependence and Decision Making

Standard: Students look at dependence between producers and consumers, the basic principles of supply and demand, and Louisiana's role in fulfilling these concepts.

Strand H: History—Time, Continuity, and Change

Standard: Students compare and contrast family and community life today with the past and identify early settlers in Louisiana and describe the influence of various groups on the history and culture of the state.

The GLEs for social studies further define the knowledge and skills students are expected to master by the end of each grade level or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills that students need. For example, the prekindergarten GLE "demonstrate an awareness of time," begins the development of the concept "use information in a map, table, or graph to describe the past." In subsequent grades, GLEs build on this historical thinking skills concept.

Most of the grade 3 GLEs are eligible for assessment on the *i*LEAP Social Studies test. Some, however, do not lend themselves to testing on a statewide assessment. For the Geography strand, GLE numbers 6, 7, 8, 10, 11, 16, and 18 are not directly measured by questions in the grade 3 *i*LEAP. Additionally, in the Civics and Economics strands, GLEs 22, 28, 30, and 38 cannot be assessed in a multiple-choice format or require students to use outside resources unavailable during the test. Finally, in the History Strand, GLE numbers 46, 47, 49, and 58 cannot be assessed in multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level to prepare students for classroom assessment purposes as well as for the grade 4 LEAP test.

Explanation of Codes:

GLEs are numbered consecutively in each grade level and grouped by strand and thematic category. For example:

Strand: Geography
Categories: A. The World in Spatial Terms
B. Places and Regions
C. Physical and Human Systems
D. Environment and Society

Benchmarks are organized into three or four thematic categories within each strand: Geography, Civics, Economics, and History. These categories (e.g., Places and Regions, or Historical Thinking Skills) provide further content definition by highlighting the underlying themes within the domain of each strand.

Benchmarks are coded by strand, standard, category, and grade cluster (E, M, H). The first term in the code always refers to the strand. The second term gives the standard number and category. The third term indicates the grade cluster and benchmark number. The fourth part indicates the GLE number.

Table 4.2 provides two examples of benchmark codes.

Table 4.2: Examples of Social Studies Codes

Code	Translation
G-1B-E1-16	Geography, Standard 1, Category B, Elementary Benchmark 1, GLE 16
H-1A-H3-9	History, Standard 1, Category A, High School Benchmark 3, GLE 9

Key Concepts for the Grade 3 Assessment

The key concepts are provided to guide teachers in their classroom instruction as it relates to the assessment. These concepts describe important content emphasis regarding the knowledge and skills eligible for assessment of each strand.

Geography

The World in Spatial Terms

- Characteristics and various uses of maps (physical, political, topographical, population, product)—*e.g., map key/legend, map symbols, distance scale, elevation, political boundaries*
- Identification of the difference between bar graphs, pictographs, and circle graphs
- Interpretation of a graph, chart, or diagram—*e.g., line graph, pie graph, bar graph*
- Use of compass rose and cardinal directions (north, south, east, west) to locate places on a map of the community and of Louisiana
- Major geographic features of Louisiana—*e.g., Lake Pontchartrain, Mississippi River, Gulf of Mexico, Red River, Driskill Mountain, Kisatchie Hills, Port of New Orleans*

Places and Regions

- Physical characteristics of various regions of Louisiana—*e.g., climate, precipitation, elevation, vegetation (bayous, marshes, swamps)*

Physical and Human Systems

- Physical processes affecting Louisiana—*e.g., coastal erosion, river changes, flooding*
- Comparison of urban, suburban, and rural communities in Louisiana
- Reasons for migration and patterns of settlement in different time periods in Louisiana—*e.g., find work, seek new opportunities, escape religious or political oppression, drought or famine, relocation to urban areas; first settlers of Louisiana (American Indians)*
- Relationship between geographic and economic activities in Louisiana—*e.g., natural resources that generate revenue, such as oil and natural gas; geographic location of economic activities such as raising cattle, harvesting seafood, and farming rice*

Environment and Society

- Ways in which people in Louisiana modify the physical environment to meet basic needs—*e.g., clearing land for urban development, constructing levees, building bridges, drilling for oil and gas*
- Ways humans have adapted to the physical environment in Louisiana—*e.g., pirogues, building raised houses*
- Identification and description of natural resources in Louisiana—*e.g., sugar cane, trees, oil, cotton, rice, soybeans*

Civics

Structure and Purpose of Government

- Major responsibilities of state government—*e.g., make laws, provide safety and protection, build roads and bridges, use taxes to pay for services such as public schools and hospitals, enact speed limits, help farmers, establish courts and local governments*
- Key state government officials, their powers, and limits on their powers—*e.g., governor, lieutenant governor, attorney general, members of the Louisiana House of Representatives and Louisiana Senate, secretary of state, state treasurer*
- Election of government officials at the state and national levels—*e.g., voting by citizens, terms of office for key officials, voting eligibility requirements such as age and registration*
- Definition of a law and the difference between a rule and a law

Foundations of the American Political System

- Responsibilities of individuals in making a community and state a better place to live

Roles of the Citizen

- Qualities that make people good leaders and citizens—*e.g., honesty, courage, trustworthiness, patriotism, and social responsibility such as seeking equal rights for all citizens*

Economics

Fundamental Economic Concepts

- Definitions of scarcity and abundance and examples of both for individuals and society—*e.g., supply and demand for scarce items*
- Weighing benefits and costs when making choices
- Reasons why people save money—*e.g., to earn interest, to plan for expensive purchases such as a car or a house, in case of emergencies*
- Idea of opportunity cost—*e.g., what is given up when making an economic choice*
- Ways people are producers or consumers and why they depend on each other—*e.g., production of a good versus a service, who in the community acts as a consumer*
- Examples of natural, human, and capital resources used to produce goods
- Concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services
- Methods for shipping Louisiana-produced goods elsewhere for sale
- Types of economic institutions that make up the economy—*e.g., households, businesses, banks, government*
- Effect of trade in the local community and how it benefits both consumers and producers

Individuals, Households, Businesses, and Governments

- Principles of supply and demand and the effect of competition on the price of goods
- Effect of price increases and decreases on both the consumer and producer
- Services provided by state government—*e.g., roads and highways, public schools, courts, police, hospitals; why government collects taxes*
- Major goods and services produced in Louisiana—*e.g., agricultural products, oil and natural gas, mineral resources, tourism*

History

Historical Thinking Skills

- Identify primary and secondary sources—*e.g., diaries and journals, historical documents, speeches, autobiographies; almanacs, encyclopedias, biographies*

Families and Communities

- Changes in family and community life, given a certain time in history, comparing it to the present—*e.g., methods of communication, education and transportation, size of families and cities*

Louisiana and United States History

- Early settlers and their reasons for inhabiting Louisiana—*e.g., Native Americans, Poverty Point Indians, Creoles, Acadians, French, Spanish*
- People and their influence in the early development of Louisiana—*e.g., de Soto, La Salle, Iberville and Bienville, Thomas Jefferson and Napoleon (the Louisiana Purchase), William C. C. Claiborne, Henry Shreve, Andrew Jackson (Battle of New Orleans), P. B. S. Pinchback*

- Important events in and ideas significant to Louisiana's development—*e.g., cultural influence of various ethnic groups (Creoles and Cajuns, American Indians, African Americans, French, Spanish), reforms of Huey P. Long, Louisiana Purchase, statehood, Battle of New Orleans, the development of New Orleans and its role as a major port*
- Identification and significance of state and national landmarks and symbols—*e.g., state flag, state capitol, brown pelican, state tree, U.S. flag, bald eagle, Statue of Liberty, U.S. Capitol, White House, Liberty Bell, national anthem*
- Causes and effects of major historical migrations to Louisiana—*e.g., Acadians, Africans, Irish, Germans, French*
- Elements that have contributed to Louisiana's cultural heritage
    - Festivals—*e.g., Mardi Gras, New Orleans Jazz and Heritage Festival, Breaux Bridge Crawfish Festival, Peach Festival, Red River Revel, Strawberry Festival*
    - Foods—*e.g., jambalaya, gumbo, pralines, étouffée, mufalettas, beignets*
    - Music—*e.g., gospel, zydeco, Cajun, country (Jimmie Davis), jazz (Marsalis family, Louis Armstrong, Harry Connick Jr.)*

World History

- Ways technology has changed present-day family and community life in Louisiana—*e.g., highways, computers, automobiles, televisions, telephones, radio*

Grade 3 *i*LEAP Additional Resources

Louisiana Music Trail—Information about jazz, blues, rock and roll, Cajun, gospel, and country music with Louisiana roots
http://www.crt.state.la.us/crt/tourism/music/musictr.htm

Governor's Page for Kids—Coloring book pictures of Louisiana state symbols, state history, and photographs of the governor
http://gov.louisiana.gov/kids.asp

Louisiana Agriculture and Forestry—Fun facts about Louisiana's major agricultural products
http://www.ldaf.state.la.us/AgFunFacts.pdf

Louisiana Brochure for Students—Cultural, geographic, and historical information about Louisiana, including state parks, festivals, flags, universities, regions, songs, government, and Mardi Gras
http://www.crt.state.la.us/crt/tourism/studentbrochure/sbcover.htm
May also be ordered from the Louisiana Office of Culture, Recreation, and Tourism at 225-342-8115

Louisiana Emblems—Pictures and descriptions of Louisiana's state flower, state dog, state flag, state tree, and state seal
http://www.crt.state.la.us/crt/profiles/emblems.htm

Interesting Facts about Louisiana—Pictures and facts about the state motto, capitol, nickname, major metropolitan areas, population, and climate
http://www.sos.louisiana.gov/around/facts/facts-index.htm

History of Louisiana—Pictures and descriptions of major events in the history of Louisiana, including a timeline
http://www.crt.state.la.us/crt/profiles/lafacts.htm

Louisiana's Economy—Explanation and pictures of the important industries that make up the state economy, including oil and gas production, agriculture, and tourism
http://www.crt.state.la.us/crt/profiles/economy.htm

People of Louisiana—Louisiana's rich diversity of peoples, from the original American Indian inhabitants to present-day immigrants
http://www.crt.state.la.us/crt/profiles/people.htm

Louisiana Facts Online Coloring Book—Coloring book pages with descriptions of the Catahoula hound, alligator, black bear, strawberries, magnolia, crawfish, cypress tree, brown pelican, and others
http://www.sos.louisiana.gov/around/color/cbook-index.htm

Louisiana Parish Map—Blank outline map that may be printed and labeled
http://www.doa.louisiana.gov/images/parishoutline.gif

White House for Kids—Includes virtual tours of the White House, quizzes, photos, and videos of the president and First Lady of the United States
http://www.whitehousekids.gov

Ben's Guide to U.S. Government for Kids—Topics include: historical documents, U.S. symbols, branches of government, how laws are made, the election process, citizenship, and games and activities
http://bensguide.gpo.gov/3-5/index.html

Grade 3 Social Studies Standards, Benchmarks, and GLEs

The following chart presents **all** grade 3 Social Studies standards, benchmarks, and GLEs.

GRADE 3 SOCIAL STUDIES STANDARDS, BENCHMARKS, AND GLES	
Geography—Physical and Cultural Systems: Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.	
A. The World in Spatial Terms	
Benchmarks	**Grade-Level Expectations**
G-1A-E1: identifying and describing the characteristics and uses of geographic representations such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images	1. Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1) 2. Differentiate between a bar, pictograph, and circle graph (G-1A-E1)
G-1A-E2: locating and interpreting geographic features and places on maps and globes	3. Interpret a graph, chart, and diagram (G-1A-E2) 4. Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2) 5. Locate major geographic features of Louisiana on a map (G-1A-E2)
G-1A-E3: constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems	6. Construct a chart, line graph, or diagram to display geographical information (G-1A-E3) 7. Sketch a simple map of Louisiana from memory (mental map) (G-1A-E3) 8. Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] B-8) (G-1A-E3)
B. Places and Regions	
G-1B-E1: describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate	9. Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)
G-1B-E2: identifying and describing the human characteristics of places, including population distributions and culture	10. Identify and describe the human characteristics of places in Louisiana (G-1B-E2)
G-1B-E3: describing how the physical and human characteristics of places change over time	11. Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)
G-1B-E4: defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language	12. Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)

C. Physical and Human Systems	
G-1C-E1: describing how physical processes help to shape features and patterns on Earth's surface	13. Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes) (G-1C-E1)
G-1C-E2: describing and comparing the types of settlement and patterns of land use in local communities, the United States, and world regions	14. Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2)
G-1C-E3: describing and explaining the characteristics, distribution, and migration of human populations	15. Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)
G-1C-E4: identifying and comparing the cultural characteristics of different regions and people	16. Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)
G-1C-E5: locating and explaining the spatial distribution of economic activities	17. Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)
G-1C-E6: identifying and describing types of territorial units, such as parishes or counties, states, and countries	18. Locate the town, parish, state, and country in which the student lives on a political map (G-1C-E6)
D. Environment and Society	
G-1D-E1: identifying and explaining ways in which people depend upon and modify the physical environment	19. Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)
G-1D-E2: describing how humans adapt to variations in the physical environment	20. Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)
G-1D-E3: describing the locations, causes, and effects of natural disasters on the environment and society	
G-1D-E4: describing the use, distribution, and importance of natural resources	21. Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)
Civics—Citizenship and Government: 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.	
A. Structure and Purposes of Government	
Benchmarks	**Grade-Level Expectations**
C-1A-E1: describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation	22. Identify state laws and the persons responsible for making and enforcing them (C-1A-E1)
C-1A-E2: explaining the necessity and basic purposes of government	23. Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)
C-1A-E3: comparing limited governments to unlimited governments	

C-1A-E4: identifying and describing some of the major responsibilities of local, state, and national governments	24. Describe major responsibilities of state government (C-1A-E4)
C-1A-E5: identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers	25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)
C-1A-E6: explaining how officials in government acquire the authority to exercise political power	26. Explain how government officials at the state and national levels are elected (C-1A-E6)
C-1A-E7: explaining the purposes and importance of rules and laws	27. Define *laws* and explain the difference between *laws* and *rules* (C-1A-E7)
B. Foundations of the American Political System	
C-1B-E1: identifying basic principles of American constitutional democracy and explaining how the constitutions of the United States and Louisiana reflect these principles	
C-1B-E2: discussing the importance of citizens' sharing and supporting the principles of American constitutional democracy	28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)
C. International Relationships	
There are no Grade-Level Expectations for benchmarks in grade 3 for this category.	
D. Roles of the Citizen	
C-1D-E1: explaining the meaning of citizenship and the means by which individuals become citizens of the United States	
C- 1D-E2: describing the rights and responsibilities of citizenship in a democratic society	
C-1D-E3: identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy	29. Identify the qualities of people who were leaders and *good citizens* as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)
C-1D-E4: describing the many ways that citizens can participate in and contribute to their communities and to American society	
C-1D-E5: discussing issues related to citizenship and public service	30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an antilitter campaign) (C-1D-E5)

Economics—Interdependence and Decision Making: 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.	
A. Fundamental Economic Concepts	
Benchmarks	**Grade-Level Expectations**
E-1A-E1: recognizing that limited resources require people to make decisions	31. Define scarcity and abundance and give examples of both for individuals and society (E-1A-E1)
E-1A-E2: identifying what is gained and lost when individuals or groups make decisions	32. Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)
E-1A-E3: demonstrating how economic wants affect decisions about using goods and services	33. Explain reasons why people save money (E-1A-E3)
E-1A-E4: discussing and determining the process for making economic decisions	34. Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)
E-1A-E5: explaining the relationships among producers and consumers	35. Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5)
E-1A-E6: describing how natural resources, human resources, and capital (human-made) resources have been used and are combined in the production of goods and services	36. Identify examples of natural, human, and capital resources used to produce goods and services (E-1A-E6)
E-1A-E7: describing how specialization affects productivity and contributes to the need for interdependence among producers and consumers	37. Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)
E-1A-E8: determining how the development of skills and knowledge relates to career opportunity and economic well-being	38. Describe the requirements of various jobs and the characteristics of a job well-performed (E-1A-E8)
E-1A-E9: identifying different methods for the distribution of goods and services, including the concept of markets	39. Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)
E-1A-E10: identifying some of the economic institutions, such as households and banks, that make up the economy	40. Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)
E-1A-E11: explaining and demonstrating why people participate in voluntary exchanges and how money helps in the process	41. Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)
B. Individuals, Households, Businesses, and Governments	
E-1B-E1: describing how prices are determined by the interactions of buyers and sellers	42. Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)
E-1B-E2: explaining how the changes in prices affect incentives to produce, consume, and save	43. Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2)

E-1B-E3: identifying and explaining economic concepts, such as profit as an incentive for people to take economic risk	
E-1B-E4: explaining why some goods and services are provided by the government through taxing, charging user fees, and borrowing	44. Identify services provided by the state government (E-1B-E4)
E-1B-E5: identifying the major goods and services produced in the local community and state	45. Identify major goods and services produced in Louisiana (E-1B-E5)
History—Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.	
A. Historical Thinking Skills	
Benchmarks	**Grade-Level Expectations**
H-1A-E1: demonstrating an understanding of the concepts of time and chronology	46. Complete a timeline based on given information (H-1A-E1)
H-1A-E2: recognizing that people in different times and places view the world differently	
H-1A-E3: identifying and using primary and secondary historical sources to learn about the past	47. Use information in a map, table, or graph to describe the past (H-1A-E3) 48. Identify primary and secondary sources (H-1A-E3) 49. Identify ways different cultures record their histories (e.g., oral, visual, written) (H-1A-E3)
B. Families and Communities	
H-1B-E1: describing and comparing family life in the present and the past	50. Describe family life at a given time in history and compare it with present-day family life (H-1B-E1)
H-1B-E2: relating the history of the local community and comparing it to other communities of long ago	51. Describe changes in community life, comparing a given time in history to the present (H-1B-E2)
C. Louisiana and United States History	
H-1C-E1: describing the people, events, and ideas that were significant to the growth and development of our state and nation	52. Identify and describe early settlers in Louisiana (H-1C-E1) 53. Identify peoples and their influence in the early development of Louisiana (H-1C-E1) 54. Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1)
H-1C-E2: identifying the development of democratic principles and discussing how these principles have been exemplified by historic figures, events, and symbols	55. Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2)
H-1C-E3: describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history	56. Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)

H-1C-E4: recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage	57. Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)
D. World History	
H-1D-E1: identifying the characteristics and historical development of selected societies throughout the world	58. Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1)
H-1D-E2: describing the social and economic impact of major scientific and technological advancements	59. Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)
H-1D-E3: discussing the impact of significant contributions made by historic figures from different regions of the world	

Sample Test Items: Grade 3 Social Studies

Geography
The World in Spatial Terms
GLE 1—*Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1)*

Use this map to answer question 1.

1 What does this map show?

A the parishes of Louisiana
B the population of Louisiana
C the major cities of Louisiana
D the natural resources of Louisiana

Correct Response: C

Match to GLE: This item asks students to recognize the purpose of a political map. Other grade 3 iLEAP items may relate to other types of maps.

Geography
The World in Spatial Terms
GLE 4—*Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2)*

Use this map to answer question 2.

Louisiana

2 Mr. Foster will drive from Lafayette to New Orleans. In what direction will he travel?

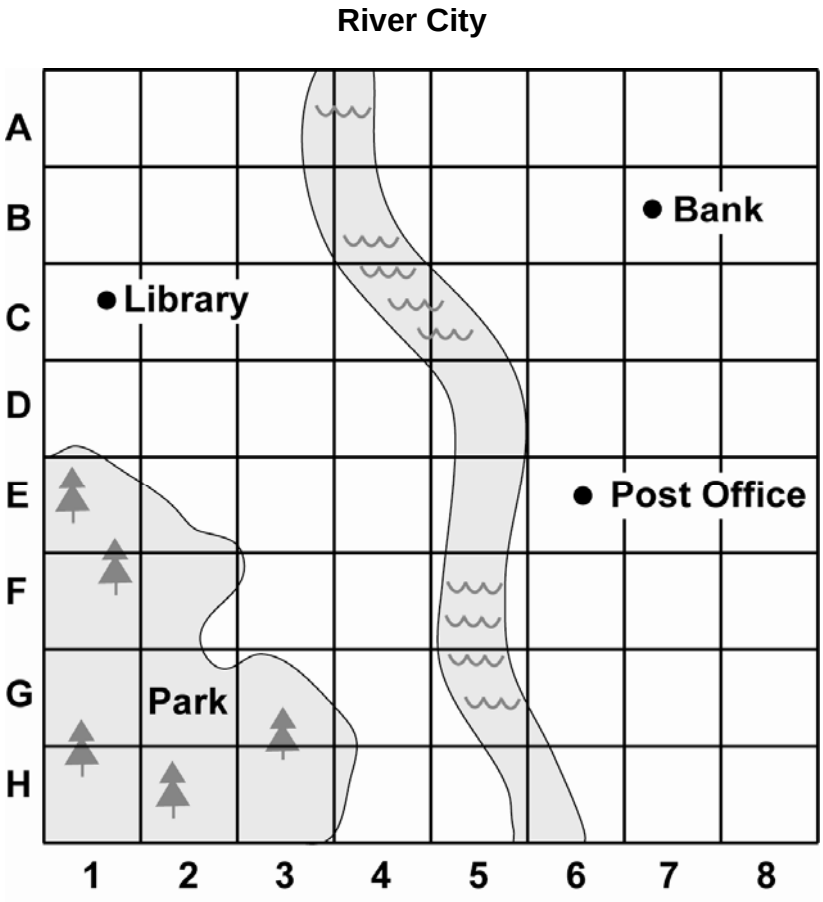
A north
B south
C east
D west

Correct Response: C

Match to GLE: This item asks students to determine the direction from one city to another. Other grade 3 iLEAP items may involve a compass rose, cardinal directions, and maps in other ways.

Geography
The World in Spatial Terms
GLE 8—*Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] B-8) (G-1A-E3)*

Use this map of River City to answer question 3.



3 In which section of the map is the post office located?

A section E-6
B section H-8
C section G-4
D section E-3

Correct Response: A

Match to GLE: This item requires students to associate a location on a map with grid coordinates. Other grade 3 iLEAP items may require students to identify a location that has given coordinates.

Geography
Places and Regions
GLE 12—*Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)*

Use the chart below to answer question 4.

Travel Information for the City of Baton Rouge	
Number of People:	700,000
Temperature:	80° F
Language:	English
Money:	Dollar

4 Karim's family drove to a town 15 miles away from Baton Rouge. What should Karim expect to be **most** different in that town?

A the number of people
B the temperature
C the language
D the type of money

Correct Response: A

Match to GLE: This item asks students to describe how two places in Louisiana are likely to differ, based on information in a chart. Other grade 3 iLEAP items may involve maps or pictures.

Geography
Physical and Human Systems
GLE 17—*Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)*

5 Why did New Orleans become an important center of trade?

A It is built on flat land.
B It is in an area where soybeans grow well.
C It is located where a large river meets the sea.
D It is in an area with plenty of trees for lumber.

Correct Response: C

Match to GLE: This item asks students to connect geographic location with trade. Other grade 3 iLEAP items may relate to other economic activities influenced by geography.

Geography
Environment and Society
GLE 19—*Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)*

6 Which activity is used to search for oil in Louisiana?

A clearing trails through the forests
B filtering seawater through nets
C drilling holes in the surface of the earth
D changing the course of rivers and streams

Correct Response: C

Match to GLE: This item relates to one way humans modify the physical environment to satisfy energy needs. Other grade 3 iLEAP items may relate to other changes humans make to the environment and the reasons for these changes.

Geography
Environment and Society
GLE 20—*Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)*

7 Why do people who live along the coast of Louisiana **most likely** build their houses high above the ground?

A to get a better view
B to protect them from floods
C to make room for more parking
D to leave more space for a garden

Correct Response: B

Match to GLE: This item relates to an adaptation humans have made to their physical environment. Other grade 3 iLEAP items may relate to other adaptations.

Geography
Environment and Society
GLE 20—*Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)*

8 Which man-made structures help protect New Orleans from floods?

A fences
B levees
C streets
D gutters

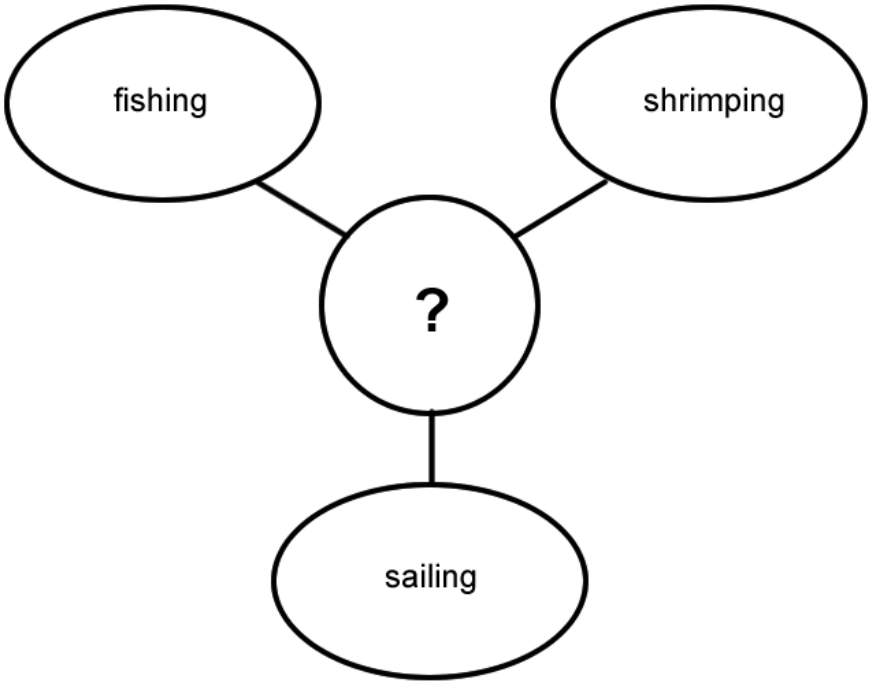
Correct Response: B

Match to GLE: This item asks students to identify how humans have made physical modification in their environment to be able to use land in flood-prone areas. Other grade 3 iLEAP items may relate to other adaptations caused by other circumstances.

Geography
Environment and Society
GLE 21—*Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)*

Use this idea web to answer question 9.

A Natural Resource and Its Uses



9 Which natural resource of Louisiana belongs in the center of the idea web?

A oil
B forest
C sugar
D ocean

Correct Response: D

Match to GLE: This item asks students to connect the ocean to its economic importance. Other grade 3 iLEAP items may relate to other natural resources and their importance to Louisiana.

Civics
Structure and Purposes of Government
GLE 25—*Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)*

10 In Louisiana, which state official is in charge of making sure state laws are obeyed?

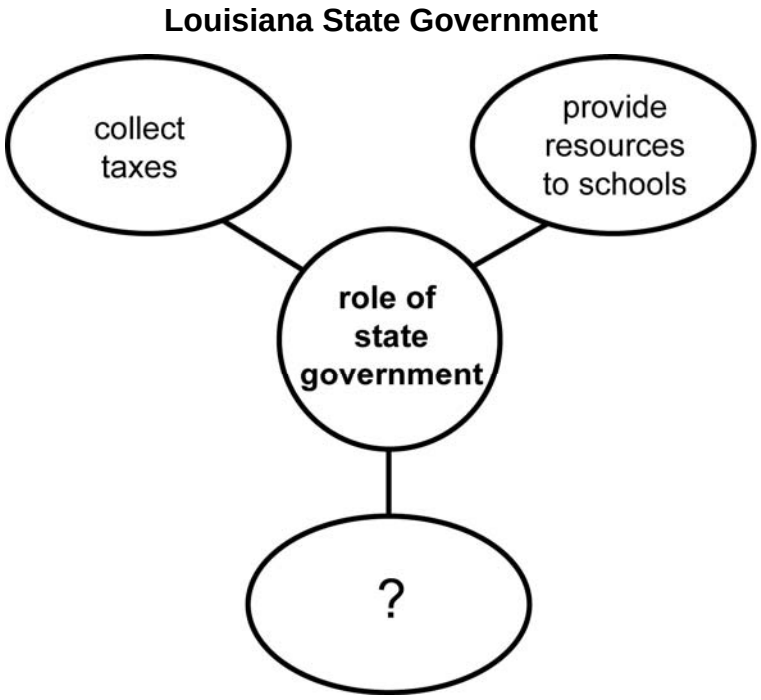
A state treasurer
B attorney general
C secretary of state
D lieutenant governor

Correct Response: B

Match to GLE: This item asks students to identify the role of the attorney general. Other grade 3 iLEAP items may relate to other key positions in state government.

Civics
Structure and Purposes of Government
GLE 23—*Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)*

Use this idea web to answer question 11.



11 Which of these **best** completes the idea web?

A deliver the mail
B elect mayors of cities
C sell gasoline to citizens
D provide drivers licenses

Correct Response: D

Match to GLE: This item asks students to identify a function of state government. Other grade 3 iLEAP items may relate to other functions of state government.

Civics
Structure and Purposes of Government
GLE 27—*Define laws and explain the difference between laws and rules (C-1A-E7)*

12 Which of these statements is an example of a **law**?

A Do not eat spaghetti with your hands.
B Be careful when using scissors.
C Do not cross the street when the light is red.
D Share your toys with other people.

Correct Response: C

Match to GLE: This item requires students to distinguish between a law and a rule. Other grade 3 iLEAP items may relate to laws or rules in other ways.

Economics
Fundamental Economic Concepts
GLE 32—*Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)*

13 Marcus is at the grocery store trying to decide which bag of cookies to buy. Which factor would be **least** useful in helping him decide?

A the color of each bag
B the price of each bag
C the number of cookies in each bag
D the flavor of the cookies in each bag

Correct Response: A

Match to GLE: This item relates to the factors considered when making an economic decision. Other grade 3 iLEAP items may relate to the benefits or costs associated with various economic choices.

Economics
Fundamental Economic Concepts
GLE 34—*Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)*

14 To get better grades in spelling, you probably have to

A spend less time playing.
B spend less time studying.
C spend more time listening to music.
D spend more time watching television.

Correct Response: A

Match to GLE: This item asks students to recognize an opportunity cost. Other grade 3 iLEAP items may ask students to explain the idea of an opportunity cost or identify other examples of economic choices.

Economics
Fundamental Economic Concepts
GLE 35—*Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5)*

Use this chart to answer question 15.

What We Use

Product	Producer	Consumer
gasoline	**?**	drivers
wood siding	lumber mill	builders
computer games	software company	students

15 This chart shows some Louisiana products and who produces and who consumes them. Which producer completes the chart?

A gas pump
B oil company
C car salesman
D automobile factory

Correct Response: B

Match to GLE: This item asks students to identify the producer of an important economic good. Other grade 3 iLEAP items may relate to other relationships among producers and consumers.

Economics
Fundamental Economic Concepts
GLE 36—*Identify examples of natural, human, and capital resources used to produce goods and services (E-1A-E6***)**

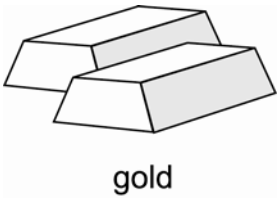
16 Which natural resource is **most** important in building a house?

A

C

B

D



Correct Response: C

Match to GLE: This item requires students to connect natural resources with their uses. Other grade 3 iLEAP items may relate to human or capital resources.

Economics
Fundamental Economic Concepts
GLE 37—*Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)*

17 Jane's brother is taking advanced college classes about the ways students learn. He is most likely planning to become a

A miner.
B doctor.
C teacher.
D musician.

Correct Response: C

Match to GLE: This item requires students to recognize an aspect of specialization. Other grade 3 iLEAP items may relate to interdependence or other aspects of specialization.

Economics
Fundamental Economic Concepts
GLE 39—*Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)*

18 Each year, Louisiana produces more goods than the people in Louisiana can use. How does this help the people of Louisiana?

A Many products are wasted or thrown away.
B There will be years that nobody has to work.
C Extra goods are sold to other states or countries.
D People in Louisiana buy only products that are made in Louisiana.

Correct Response: C

Match to GLE: This item relates to the selling of goods produced within Louisiana to other states or countries. Other grade 3 iLEAP items may require students to identify specific goods and how they are shipped elsewhere for sale.

Economics
Fundamental Economic Concepts
GLE 40—*Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)*

19 Which of these people has the greatest effect on the economy in Louisiana?

A a student
B a waitress
C a bus driver
D a hotel owner

Correct Response: D

Match to GLE: This item relates to the importance of businesses to the economy. Other grade 3 iLEAP items may relate to other key economic institutions.

Economics
Individuals, Households, Businesses, and Governments
GLE 42—*Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)*

20 Ms. Johnson's class is having a bake sale, and very few people are buying the cupcakes. Which is the **best** way for the class to sell more cupcakes?

A Raise the price.
B Lower the price.
C Make more cupcakes.
D Eat the extra cupcakes.

Correct Response: B

Match to GLE: This item requires students to understand the relationship between price and demand. Other grade 3 iLEAP items may relate to supply or other aspects of competition.

Economics
Individuals, Households, Businesses, and Governments
GLE 43—*Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2)*

21 Joe sells pizza for $2 per slice. What will **most likely** happen if Joe lowers the price to $1.50?

A The pizza will taste better.
B The pizza will taste worse.
C More people will buy pizza.
D Fewer people will buy pizza.

Correct Response: C

Match to GLE: This item requires students to understand how a decrease in price leads to greater demand for a good. Other grade 3 iLEAP items may relate to the effects of an increase in price on consumers and producers.

Economics
Individuals, Households, Businesses, and Governments
GLE 44—*Identify services provided by the state government (E-1B-E4)*

22 One role of state government is to make sure the citizens of Louisiana

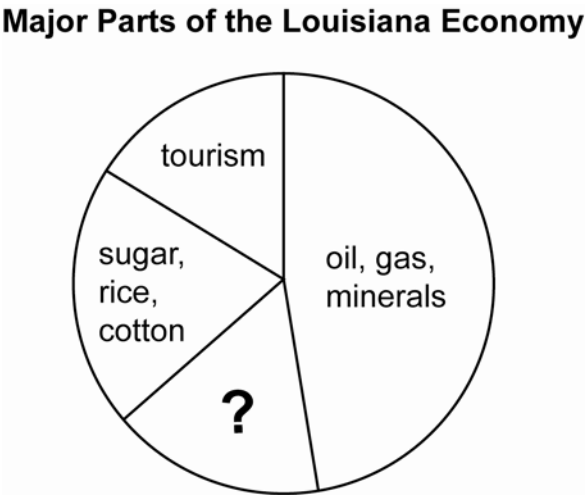
A have a television set.
B have three meals a day.
C have a six-week vacation.
D have safe roads to drive on.

Correct Response: D

Match to GLE: This item asks students to identify a role of state government. Other grade 3 iLEAP items may relate to other roles of state government.

Economics
Individuals, Households, Businesses, and Governments
GLE 45—*Identify major goods and services produced in Louisiana (E-1B-E5)*

Use the graph below to answer question 23.



23 Which products **most likely** belong in the missing section of the graph?

A oranges and bananas
B computers and printers
C clothing and shoes
D fish, shrimp, and other seafood

Correct Response: D

Match to GLE: This item asks students to identify fish, shrimp, and other seafood as important elements of the Louisiana economy. Other grade 3 iLEAP items may relate to other key goods and services that comprise the Louisiana economy.

History
Historical Thinking Skills
GLE 48—*Identify primary and secondary sources (H-1A-E3)*

24 In writing a book about the history of Louisiana, a historian may use both *primary* and *secondary* sources. Which source is *secondary*?

A an encyclopedia entry
B an original letter
C an interview with an eyewitness
D an original drawing

Correct Response: A

Match to GLE: This item asks students to identify a secondary source. Other grade 3 iLEAP items may relate to primary sources.

History
Families and Communities
GLE 51—*Describe changes in community life, comparing a given time in history to the present (H-1B-E2)*

25 Many American Indians lived in Louisiana during the 15th century. Which activity has **least** changed from how they lived then and the way we live now?

A drilling for oil
B living in big cities
C eating fish and other seafood
D reading and writing in English

Correct Response: C

Match to GLE: This item asks students to compare life in the 15th century to life in modern-day Louisiana. Other grade 3 iLEAP items may compare the present to other historical settings.

History
Louisiana and United States History
GLE 53—*Identify peoples and their influence in the early development of Louisiana (H-1C-E1)*

26 New Orleans was first built by the French as a

A trading port.
B prison colony.
C tourist attraction.
D manufacturing center.

Correct Response: A

Match to GLE: This item asks students to identify one way the French influenced the early development of Louisiana. Other grade 3 iLEAP items may relate to other peoples and their influence.

History
Louisiana and United States History
GLE 54—*Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1)*

27 Why was the Louisiana Purchase of 1803 an important event in Louisiana's history?

A It made Louisiana a part of the United States.
B It made New Orleans the capital of Louisiana.
C It made the Mississippi River flow through Louisiana.
D It made French the most common language in the United States.

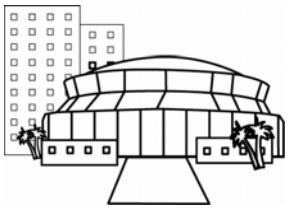
Correct Response: A

Match to GLE: This item relates to the importance of the Louisiana Purchase. Other grade 3 iLEAP items may relate to other significant events in Louisiana's development.

History
Louisiana and United States History
GLE 55—*Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2***)**

28 Which picture shows the state capitol of Louisiana?

A



C

B

D

Correct Response: B

Match to GLE: This item asks students to identify an important state landmark. Other grade 3 iLEAP items may relate to other national landmarks or symbols.

History
Louisiana and United States History
GLE 56—*Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)*

29 French-speaking Catholics were forced to leave Canada in 1755. Many of them settled in Louisiana and became known as

A Pilgrims.
B Acadians.
C French Americans.
D African Americans.

Correct Response: B

Match to GLE: This item relates to the settlement of the Acadians in Louisiana. Other grade 3 iLEAP items may relate to other historical migrations to Louisiana.

History
Louisiana and United States History
GLE 57—*Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)*

30 New Orleans is **best** known as the birthplace of which type of music?

A jazz
B classical
C rock and roll
D country and western

Correct Response: A

Match to GLE: This item asks students to connect a part of Louisiana with a form of music. Other grade 3 iLEAP items may relate to other important elements of Louisiana culture.

APPENDICES

APPENDIX A

Glossary

Accommodations changes to test format or administration conditions for students with special needs that do not change the construct being measured but do remove construct-irrelevant contributions to test scores that would otherwise exist for these individuals. Louisiana permits accommodations for students with disabilities according to the Individuals with Disability Education Improvement Act of 2004 (IDEA) or the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as well as students identified as limited English proficient.

Accountability the systematic use of assessment data and other information to assure those inside and outside of the educational system that the performance of students, educators, and schools is progressing

Achievement levels expectations for levels of performance. LEAP and *i*LEAP achievement levels are *Advanced, Mastery, Basic, Approaching Basic,* and *Unsatisfactory.*

Assessment a systematic method of obtaining evidence from tests and other sources, used to draw inferences about characteristics of people or programs for a specific purpose

Benchmark a broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress

Common Core State Standards (CCSS) standards adopted by BESE in July 2010, which define the knowledge and skills students should acquire throughout their K-12 education in order to graduate from high school prepared to succeed in their post-secondary pursuits

Constructed-response item a test item with directions that instruct students to generate an answer that is stated in writing or explained by a diagram, a chart, or some other evidence of their thinking

Content standards a description of what a student should know and be able to do through subject matter, knowledge, and proficiencies gained as a result of his or her education

Criterion-referenced test (CRT) an assessment that compares a student's performance to a specific learning objective rather than to the performance of other students

Cut score the critical point for separating scores into achievement level groups based on an established set of criteria

Dimensions of writing the components of the scoring rubric used to evaluate student responses to a writing prompt. For *i*LEAP, the dimensions of content and style are scored.

Grade-Level Expectation (GLE*)* a statement that defines what a student should know and be able to do at the end of a given grade level. GLEs add further definition to standards and benchmarks.

Individual Accommodation Plan (**IAP)** a written plan developed at the school level that describes the accommodations for classroom instruction and testing, as well as statewide assessments, for a student who qualifies under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, also referred to as a Section 504 plan

Individualized Education Program (IEP) a written plan developed by the IEP team that prescribes the educational program designed to meet the specific needs of a student who meets federal special education guidelines under the Individuals with Disability Education Improvement Act of 2004 (IDEA). This plan includes the accommodations students are to receive in classroom instruction and testing, as well as on statewide assessments.

***i*LEAP** *integrated* LEAP, Louisiana's statewide assessment for grades 3, 5, 6, and 7

Inter-rater reliability the degree to which different scorers agree on the score to be assigned to a test response

Item an individual question or task in an assessment or evaluation instrument

Key Concepts descriptions of important content emphasized in the assessment

LEP abbreviation for limited English proficiency. The No Child Left Behind Act (NCLB) identifies these students as those who do not speak English as their primary language, have a limited ability to read, speak, write, or understand English and whose difficulties with the English language may be sufficient to deny the individual the ability to meet a state's proficient level of achievement on state assessments.

Multiple-choice item a test item that consists of an interrogatory stem with answer choices. Students are required to select the correct answer from several choices. This kind of item is also referred to as a selected-response item.

NCLB the federal Elementary and Secondary Education Act of 2001, known as No Child Left Behind

Norm-referenced test (NRT) an assessment in which a student's performance is compared to a larger group. Usually the larger group, or norm group, is a national sample representing a wide and diverse cross-section of students.

Norms indicators of typical performance

Partnership for Assessment of Readiness for College and Careers (PARCC) a consortium of 24 states, including Louisiana, who are developing a common set of assessments in English Language Arts and mathematics that are centered on measuring

student progress on the CCSS, which are based on the knowledge and skills necessary for high school graduates to be prepared for college and careers. Louisiana will fully implement the PARCC assessments during the 2014-2015 school year.

Percentile Rank a point on the norms distribution below which a certain percentage of the scores fall. For example, a student who scores at the 70th percentile has scored higher than 70 percent of the students in the norm group.

Raw score a person's observed score on a test, that is, the number correct

Rubric a scoring guide for open-ended questions or performance tasks. A scoring rubric contains a description of the requirements for varying levels of success in response to the task.

Sample test items examples of the kinds of test items that appear on a test such as *i*LEAP

Scaled score derived scores to which raw scores are converted by numerical transformation (e.g., conversion of raw scores to percentile ranks or scaled scores)

Standard a broad statement of expectations for student learning

Standard setting the process for determining the cut point for each achievement level

Stimulus material the part of a test item that provides information needed to complete the item (e.g., illustrations, maps, charts, and graphs)

Strand categories within particular content areas. Because strands are interrelated, they should be integrated, rather than taught in isolation. For this reason, a test item may assess more than one strand.

Survey battery a shortened version of the Iowa Tests of Basic Skills

Test blueprint a document, usually in the form of a chart, representing the distribution of items for each standard or strand for a content area assessment

Test specifications detailed information about an assessment (e.g., test blueprint, test design, item types, test description, test content)

Writing prompt the topic and explanation provided to students on the English Language Arts writing test that elicits a response to text (one or two passages)

APPENDIX B

*i*LEAP Transitional Assessments
Frequently Asked Questions (FAQs)

1. Why is *i*LEAP being revised?
In 2010, the Board of Elementary and Secondary Education (BESE) approved the Common Core State Standards (CCSS) (http://www.doe.state.la.us/topics/common_core.html), which will eventually replace the current English language arts (ELA) and mathematics standards/GLEs. After adopting the CCSS, Louisiana became a governing member of a 24-state consortium—the Partnership for Assessment of Readiness for College and Careers (PARCC)—working to develop next-generation assessments that measure the full range of the CCSS. In preparation for the PARCC assessments, which are to be administered starting in the 2014-2015 school year, the Department has created transitional assessments in ELA and mathematics.

2. How does the transitional *i*LEAP differ from previous *i*LEAP assessments?
The mathematics transitional assessments will include items that measure content common to the current GLEs and the CCSS (http://www.louisianaschools.net/topics/gle.html). The norm-referenced test (NRT) component—the survey battery of The Iowa Tests—of the *i*LEAP Math test will be omitted and replaced by items that more closely match the CCSS focus areas.

In the *i*LEAP ELA assessments, the NRT component will remain, but the current writing prompts will be replaced with a new type of prompt that focuses on a key instructional shift—writing grounded in textual evidence. Instead of responding to a "stand alone" writing prompt, a student will read one or two passages and use the information from the text(s) to support his or her response.

The science and social studies *i*LEAP assessments remain unchanged.

3. What tests will be administered in which grades?

Grade	English Language Arts (ELA)	Mathematics	Science	Social Studies
3	Augmented NRT	CRT	CRT	CRT
5	Augmented NRT	CRT	CRT	CRT
6	Augmented NRT	CRT	CRT	CRT
7	Augmented NRT	CRT	CRT	CRT

4. Will Writer's Checklists be provided for the ELA transitional tests?
Yes. There will be three new Writer's Checklists in the future: one for grade 3; one for grades 5, 6, and 7; and one for grades 4 and 8. The Writer's Checklists have all been modified to reflect the new rubrics that will be used to score the transitional writing prompts.

5. Will students be allowed to use calculators on the transitional Math test?
Part 1 of the test is a multiple-choice session that **does not allow** the use of calculators,
Part 2 is a multiple-choice session that **allows** the use of calculators, and
Part 3 is a constructed-response session that **allows** the use of calculators.

6. Will Mathematics Reference Sheets be provided?
Yes. Mathematics Reference Sheets have been designed specifically for each grade.

7. Will the kind of scores provided for *i*LEAP change?
Yes. With the omission of the Mathematics NRT components, Mathematics NRT reports will no longer be provided. Mathematics scores are reported in terms of achievement levels and by new reporting categories (See Tables 2.3 and 2.4 on page 2-4 of the *iLEAP Assessment Guide* for additional information on mathematics reporting categories).

The score reports for ELA will not change. The ELA NRT reports, such as percentile ranks, are provided for the ELA tests. The CRTs are reported in terms of achievement levels. The items on the ELA NRT component that align with GLEs are included in the CRT achievement level reports.

8. Are the *i*LEAP assessments high-stakes for students regarding pupil progression?
No. The *i*LEAP scores are part of the school performance score (SPS) and adequate yearly progress (AYP) reporting, but the State does not require the use of these assessments to determine promotion and retention.

APPENDIX C

Testing Special Populations
Special Education Students and Students with One or More Disabilities According to Section 504

All special education students are to be tested on *i*LEAP, except those whose IEPs indicate otherwise. **All** students with one or more disabilities according to Section 504 are to be tested.

A summary of test accommodations that may be used for special education students and for students with disabilities according to Section 504 is given below. All accommodations also must be documented on the IEP or IAP and Verification of Section 504 form for the student to receive them. Full details of allowable accommodations and administration procedures are available in the *i*LEAP *Test Administration Manual* and in *Bulletin 118.*

- **Braille:** Braille test booklets that include all the items in the regular-print edition of the *i*LEAP are available. The test administrator must transfer all braille answers to a scorable answer document.
- **Large Print:** The large-print edition is essentially an enlarged version of the regular-print edition of the test. All test items in the regular-print edition of the answer document are included in the large-print test booklet. Students who use the large-print edition mark their answers on the large-print test booklet, which must be transferred by the test administrator to a scorable answer document.
- **Answers Recorded:** If a student is unable to write due to his or her disability, the test administrator must record the student's exact answers on the scorable answer document.
- **Assistive Technology:** Assistive technology, for example, a computer, tape recorder, calculator, abacus, grip for a pencil, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, or electronic reader, may be provided.
- **Extended Time:** Every student must be given 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.
- **Communication Assistance:** If warranted by the student's reading level as documented on the IEP or Section 504 Individual Accommodation Plan (IAP) and Verification of Section 504 form, communication assistance in signing or cuing modality should be provided for **portions** of the test—**with the exception of the English Language Arts Reading, Part 2 (Comprehension) test.**
- **Transferred Answers:** If accommodations provide for a student to record answers in the test booklet or use braille, large-print, or technological assistive devices, the student's responses must be transferred onto a scorable answer document exactly as the student wrote them.
- **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 accommodations affect the standard administration of the test (e.g., *Tests Read Aloud*), individual or small group administration **must** be used.

- **Tests Read Aloud:** Students may have **portions** of the tests read to them, **with the exception of the English Language Arts Reading, Part 2 (Comprehension) test.** Although the passages, questions, or multiple choices on this part of the test cannot be read aloud, the **directions** may be read aloud.
- **Other:** Any necessary accommodations may be used, but they must be determined by the IEP team or Section 504 Committee and documented on the student's IEP or IAP and Verification of Section 504 form and must not breach test security or 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 test directions or assisting the student in tracking the test items.

Information for Deaf and Hard of Hearing Students

The intent of the accommodations for students who are deaf or hard of hearing is to present the instructions in a manner that will allow them to demonstrate skills that have been acquired. The signing modality routinely used in the students' regular classrooms should be considered when administering these tests.

Physical Setting

The physical setting should include verification that students' auditory listening devices are in good repair and are in use during the testing period. Students who depend primarily on lip reading should be seated no more than ten feet from the test administrator.

Use of Signs and Fingerspelling

- Students may have **portions** of the tests signed to them, **with the exception of the English Language Arts Reading, Part 2 (Comprehension) test.** Although the passages, questions, or multiple choices on this session of the test cannot be signed, the **directions** may be signed. Signed administration of tests that measure reading ability makes little sense, since any score so obtained would offer no information about a student's ability and thus be invalid.
- Test items should be signed exactly as written but **not** when the sign would reveal the answer to the question. For example, signing the words in the Reading, Part 1 (Vocabulary) portion of the English Language Arts test may indicate the correct answer. These words are to be fingerspelled.
- Fingerspelling must **not** be used to administer items that require students to demonstrate the skill of spelling.

Information For Limited English Proficient Students

All LEP students are to be tested. LEP students qualify for accommodations **used in their classroom instruction and assessment**.

- **Extended Time:** Every student should be given sufficient time to respond to every test item. Time may be adjusted for students who must process from one language to another.
- **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., *Tests Read Aloud*), individual or small group administration **must** be used.
- **Provision of English/Native Language Word-to-Word Dictionary (No Definitions):** LEP students may use either a standard or electronic English/native language word-to-word dictionary (no definitions) on all sessions of the tests. Students may use an English/native language word-to-word dictionary **with definitions** on **only** the English Language Arts **Writing test.**
- **Tests Read Aloud:** Students may have **portions** of the tests read to them, **with the exception of the English Language Arts Reading, Part 2 (Comprehension) test.** Although the passages, questions, or multiple choices on this session of the test cannot be read aloud, the **directions** may be read aloud.
- **Test Administered by ESL Teacher or by Individual Providing Language Services:** Familiarity with the speech patterns of the ESL teacher or the individual providing language services may help the student better understand the test directions or the portions of the test that are read aloud if the student receives the accommodation *Tests Read Aloud*.

Implementing Testing Accommodations— A Planning Checklist for the General Education Teacher

1. Do you know which accommodations are documented on the students' IEPs or IAPs?
2. Does the student use the accommodations in classroom instruction and assessment?
3. Have special test materials been ordered (large print, braille, transparencies)?
4. Have students eligible for the accommodation *Tests Read Aloud* been assigned individual or small-group administration to prevent interfering with the testing of other students?
5. Are any other students eligible for small-group or individual test administration?
6. Where will small-group or individual testing take place, and who is the person trained to supervise the student(s) there?
7. If needed, have trained readers, scribes, and sign-language interpreters been assigned to individual students?
8. Is necessary special equipment available, and has it been checked for correct operation (e.g., word processor, computer, tape recorder, calculator)?
9. During testing, are you providing all eligible students with the accommodations documented on their IEPs or IAPs and used in classroom instruction and assessment? After testing, did you transfer student responses to scorable answer documents for students using braille, large print, and assistive devices?
10. Did you record the specific accommodations **actually used in testing** on the answer document?
11. Have students who took makeup tests received the needed accommodations?

(Verify numbers 1, 3, 4, 5, 6, 7, 8, and 11 with the School Test Coordinator.)

Comments and Cautions

Whenever possible, attend IEP meetings for students you teach. Information from the general education teacher is necessary to help the IEP team determine which instructional and classroom assessment accommodations enable a student to demonstrate best what he or she knows and can do.

Individual or small-group administration **must** be used if the accommodations will interfere with the testing of other students (e.g., *Tests Read Aloud*).

Immediately following testing, all provided accommodations must be marked on scorable answer documents.

Ethical Assessment Practices

Ethical assessment practices relate to actions between test administrators and students taking the test. Unethical practices include coaching students during testing, editing student work, giving clues, paraphrasing, offering additional information, or any other practice that would give students unapproved assistance or provide advantage.

Accommodations must never compromise the purpose of the test. For example, a test of reading comprehension cannot be read aloud because that destroys the purpose of the test—to measure reading ability. However, part or all of the Science and other content-area tests may be read aloud to students who are to receive the accommodation *Tests Read Aloud*.

Finally, accommodations must not compromise test security or confidentiality. All policies and procedures regarding test security and processing of test materials must be followed. (See your district and the BESE Test Security Policy as well as *Bulletin 118*.)

APPENDIX D

Writer's Checklist

iLEAP

GRADE 3

English Language Arts Writer's Checklist

As you write your composition, remember these important points.

Content:

- ☐ Read the directions, the passage(s), and the writing topic carefully and write on **all** parts.
- ☐ Present a clear main idea.
- ☐ Give enough details about your main idea.
- ☐ Use examples from the passage(s) to explain your ideas.
- ☐ Present your ideas in a way that makes sense. Include a beginning, middle, and ending.

Style:

- ☐ Choose interesting words that say exactly what you mean.
- ☐ Write complete sentences and use different kinds of sentences to make your writing easy to follow.

Important Reminders:

Your composition will be scored on content.

- your central idea
- development of ideas
- use of the passage(s)
- organization

Your composition will be scored on style.

- word choice
- expression of ideas
- sentence variety

Directions for Writing

Follow the steps below to help you write your composition.

Step 1: Planning and Drafting

- Read the directions, the passage(s), and the writing topic in your test booklet carefully.
- Think about what you will write before you begin.
- Make sure to use examples from the passage(s).
- Use the space provided in your test booklet for planning your composition and writing your rough draft.
- Remember that your planning notes and rough draft will not be scored.

Step 2: Revising

- Review your composition to make sure you have covered all the points on the Writer's Checklist.
- Reread your rough draft.
- Rearrange ideas or change words to make your meaning clear and improve your composition.
- Write your final draft neatly on the correct page(s) in your answer document.
- Write your final draft in either print or cursive using a No. 2 pencil.
- Use appropriate formatting.

Step 3: Proofreading

- Read your final draft.
- Correct any errors in subject-verb agreement, verb tenses, word meanings, and word endings.
- Correct errors in punctuation, capitalization, and spelling.
- Erase or strike through words if necessary.

Only the writing on the Final Draft pages in your answer document will be scored.

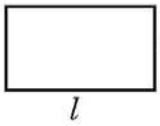
Remember to print or write neatly.

Mathematics Reference Sheet

iLEAP MATHEMATICS REFERENCE SHEET—GRADE 3

Use the information below to answer questions on the Math test.

Rectangle



Area $= l \times w$

Perimeter $= l + l + w + w$