

Reaching for Results

LEAP 21

GRADE 4



Cecil J. Picard, Superintendent
Louisiana Department of Education

January 2001

reaching for
results 

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Introduction

- ◆ Louisiana is transforming public education with the *Reaching for Results* reform initiative.
- ◆ *Reaching for Results* includes higher standards for what students should know and be able to do, school and district accountability, increased resources for schools and students, and a new testing program: LEAP 21.
- ◆ During the week of March 12-16, 2001, 4th- and 8th-grade public school students will take the LEAP 21 tests.
- ◆ The test is divided into four parts: English, Math, Science and Social Studies.
- ◆ Students will receive scores in one of five achievement levels: Unsatisfactory, Approaching Basic, Basic, Proficient and Advanced. (See page 4.)
- ◆ Part of Louisiana’s reform program is the reduction of “social promotion,” the practice of passing students to the next grade even if they do not have the skills needed to succeed.
- ◆ *Reaching for Results* ensures that students have some understanding of 4th-grade material before moving to the 5th grade and some understanding of 8th-grade material before moving to the 9th grade.
- ◆ Students must “pass” the LEAP 21 tests by scoring at the Approaching Basic level or higher in English and Math to move to the next grade. (See pages 19-22 for more information about Louisiana’s high-stakes testing policy.)
- ◆ This booklet contains some sample test questions. (See pages 5-18.) The questions are arranged from least difficult (Approaching Basic) to most difficult (Advanced). On the actual test, however, questions will not be organized by difficulty level.
- ◆ Louisiana’s *Reaching for Results* is working. There are now more 3rd-grade students reading on grade level. Our students’ scores have improved on college entrance tests, national 4th-grade reading tests, and at all grade levels on The Iowa Tests and LEAP 21 tests.
- ◆ For more information, call the Louisiana Department of Education’s toll-free helpline at **1-877-4-LEAP 21 (1-877-453-2721)** or visit the Department’s website at www.louisianaschools.net.



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LEAP 21 Achievement Levels

LEAP 21 has five different achievement levels.

Achievement Level	Definition	Estimated Percent of Points Needed*
Advanced	A student at this level has demonstrated superior performance beyond the proficient level mastery.	about 85-100%
Proficient	A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.	about 70-84%
Basic <i>Louisiana's 10-year goal</i>	A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.	about 50-69%
Approaching Basic <i>"Minimum" to proceed to next grade</i>	A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.	about 40-49%
Unsatisfactory <i>"Failing" grade</i>	A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.	about 39% and below

* The percentage of points needed for each level varies, depending on the test (English or math). These percentages are based on the 2000 LEAP 21 test results.

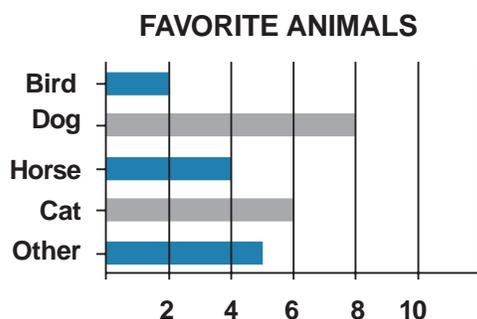
Take the Test

Grade 4 Mathematics

Listed below are sample questions from each LEAP 21 achievement level. The questions are arranged from least difficult to most difficult. On the actual test, questions will not be organized by difficulty level.

NOTE: Students are provided a Math Reference Sheet to use during testing. This sheet provides a ruler, formulas, and other information. Calculators are not allowed unless noted.

Approaching Basic level students perform simple mathematical operations and recognize fractions, decimals, percents, geometric shapes, and read simple graphs or charts.



1. Ms. Avola's class took a survey of favorite animals. This graph shows the results. How many more students chose dogs than cats?
- A. 2 more students
 - B. 4 more students
 - C. 6 more students
 - D. 14 more students

This item requires students to read a simple graph and subtract the number of students who like cats from the number of students who like dogs.

2. Mr. Mobley has a bag of marbles. He divided all the marbles equally among his 5 children. How many marbles **could** have been in the bag?
- A. 23
 - B. 32
 - C. 35
 - D. 53

This item requires students to recognize a multiple of five.

3. Peggy Sue is 3 years old. Her grandfather is 21 times as old as she is. Which of the following tells how old her grandfather is?
- A. $3 + 21$
 - B. $21 - 3$
 - C. 3×21
 - D. $21 \div 3$

This item requires students to select the appropriate operation for the given situation.

4. Casey's mother buys five-eighths of a yard of ribbon. Which of the following tells what part of a yard of ribbon she bought?
- A. $\frac{5}{8}$
 - B. $\frac{8}{5}$
 - C. $\frac{1}{13}$
 - D. $\frac{13}{1}$

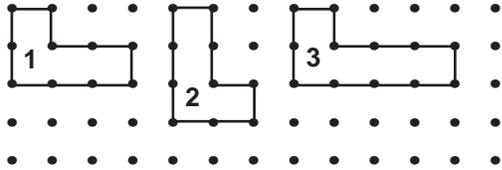
This item requires students to read and recognize a fraction.

5. If Daisy puts her 28 horse statues into rows with 4 statues in each row, how many rows will she have?
- A. 7
 - B. 8
 - C. 24
 - D. 32

This item requires students to recognize that they should use division to solve this problem. It is a one-step calculation using basic facts.

Grade 4 Mathematics

Basic level students solve two-step problems involving whole numbers, fractions, decimals, percents, geometric shapes, and graphs or charts.



6. Which of the figures shown above are congruent?
- A. figures 1 and 2 only
 - B. figures 2 and 3 only
 - C. figures 1 and 3 only
 - D. figures 1, 2, and 3

This item requires students to understand the meaning of the term “congruent” and determine which two of the three figures are congruent.

7. Crystal opened a new package of stickers. She gave 6 stickers to **each** of her 3 friends. She has 12 stickers left for herself. How many stickers were in the package?
- A. 6
 - B. 20
 - C. 21
 - D. 30

This item requires students to select the appropriate operations for the given situation and perform a two-step calculation.

8. Which symbol belongs in the box to make this sentence true?

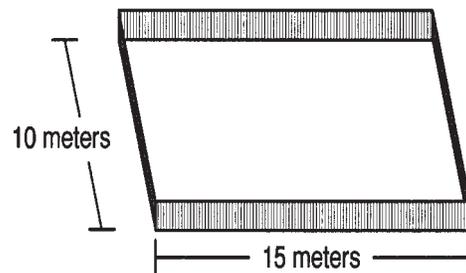
$$24 \div 3 \quad \square \quad 2 \times 4$$

- A. <
- B. >
- C. x
- D. =

This item requires students to perform the indicated operations and compare the two expressions.

Use the diagram below to answer Question 9.

9. Ms. Rollins put a fence all the way around her rectangular yard for her dog. What is the perimeter of her yard?



- A. 25 meters
- B. 50 meters
- C. 150 meters
- D. 250 meters

This item requires students to understand what “perimeter” means and to choose and apply the correct formula. A calculator would be allowed for this item.

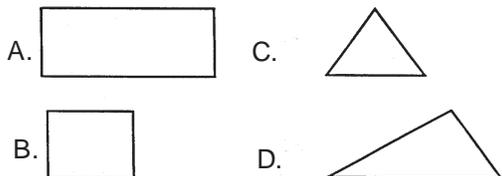
Grade 4 Mathematics

Proficient level students use appropriate information and strategies to solve more difficult real-world problems.

10. Marquita has the two congruent triangles shown below.

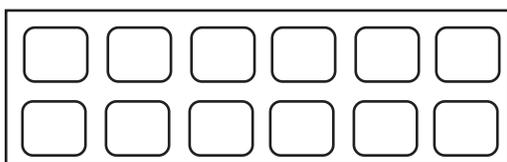


Which of the following can she make with her triangles?



This item requires students to determine which figure can be made by joining the two shapes.

11. Jody, Eric, Chris, and Pat each bought a candy bar with 12 sections as shown below.



Jody ate $\frac{1}{3}$ of her bar.
Eric ate $\frac{1}{2}$ of his bar.
Chris ate $\frac{1}{4}$ of his bar.
Pat ate $\frac{1}{6}$ of his bar.

Who ate the most?

- A. Jody
B. Eric
C. Chris
D. Pat

This item requires students to compare fractions.

12. Ed and Jeanne each have 15 lion stickers. Tammy has 20. Which process could they use to find out how many they have altogether?

- A. Add 15 and 20.
B. Multiply 15 and 20.
C. Add 15 and 20, then multiply by 2.
D. Multiply 15 by 2; then add 20.

This item requires students to select the appropriate operations for the given situation.

13. Megan is increasing the number of minutes she exercises each day according to the pattern shown below.

NUMBER OF MINUTES OF EXERCISE

Mon.	Tues.	Wed.	Thurs.
2	4	8	16

How many minutes should she exercise on Friday?

- A. 18
B. 20
C. 24
D. 32

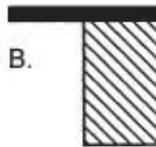
This item requires students to recognize and understand a pattern in a sequence of numbers. In this pattern, the number of minutes is being doubled each day.

Grade 4 Mathematics

Advanced level students use a variety of different strategies in solving complex real-world problems.



14. Which of the following shows the flag above turned 90° clockwise?



This item requires students to visualize a given shape when turned 90° clockwise.

15. What is the rule for the following pattern?

96, 48, 24, . . .

- A. Divide by 2.
- B. Divide by 3.
- C. Subtract 24.
- D. Subtract 48.

This item requires students to recognize a pattern established in a sequence of two-digit numbers. A calculator *would be* allowed for this question.

16. Kevin's mother told him to buy **seven-tenths** of a pound of hamburger. Each package is marked to show its weight. Kevin should buy the package marked

- A. 7.10 pounds
- B. 1.70 pounds
- C. 0.7 pounds
- D. 0.1 pounds

This item requires students to convert a written fraction into a decimal number.

(Correct answers: 14. B; 15. A; 16. C)

Grade 4 Mathematics Constructed Response

Ms. Wagner's class is making cutouts.

Amy started with a square piece of paper as shown in Figure 1 below. She folded the paper once and cut out a shape as shown in Figure 2. Figure 3 shows how the paper in Figure 2 looked when Amy opened it.



Figure 1



Figure 2

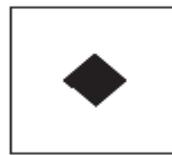
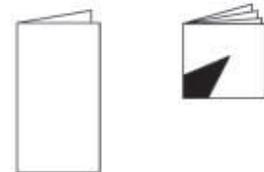


Figure 3

- a. Brittany's cutout is shown below. Draw how it will look when it is opened.
- b. Kevin's cutout is shown below. Draw how it will look when it is opened.
- c. Cody folded his paper once, as shown in the first figure below. He folded it a second time and then made a cutout as shown in the second figure below. Draw how Cody's paper will look when it is completely opened.



The following response is typical of an **Unsatisfactory** student. The student shows some understanding of how the cutout would look when the paper is opened for part b. The response receives partial credit for part b because the left and right sides each have two lines that meet to make a "V"; however, the top and bottom lines are not horizontal and parallel. The cutouts shown for parts a and c are incorrect.

a.



b.

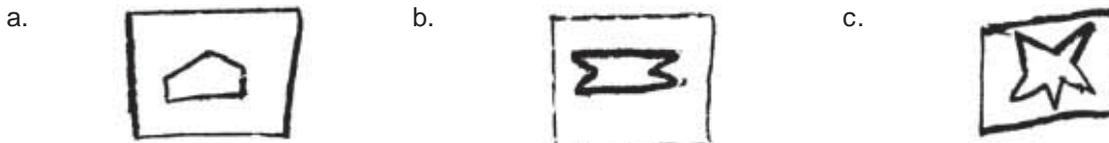


c.



Grade 4 Mathematics Constructed Response

The following response is typical of an **Approaching Basic** student. The student accurately shows how the cutout would look when the paper is opened for part b only. For parts a and c, the student draws incorrect shapes.



The following response is typical of a **Proficient** student. The student accurately shows how each cutout would look when the paper is opened for parts a and b. For part c, the student draws an incorrect shape. The student has answered most of the question correctly but has given an incorrect answer to one part. Only the cutouts for parts a and b meet all the required characteristics.



The following response is typical of an **Advanced** student. The student accurately shows how each cutout would look when the paper is opened; therefore, the student is awarded full credit for each part (a, b, and c). The cutout for each part meets all the required characteristics.



Grade 4 English Language Arts Reading and Responding

The following passage is a poem with three multiple-choice items and two constructed-response items that were included in a LEAP 21 test.

Choosing a Pet

Last Thursday, Mother told me
That I could get a pet.
I must've named a million;
She hasn't liked one yet!

Mom says a baby elephant
Will take up too much space.
She insists a mountain lion
Is much too hard to chase.

Pandas are too picky
Since they only eat bamboo.
She says that bears and tigers
Should stay inside a zoo.

She can't abide a lizard
Or a python or a goat,
And to keep an alligator,
We'd need to build a moat.

When I told her that an octopus
Would make a striking pet,
She said I can't have anything
That makes the floor too wet.

Mom said a giant tortoise
Is awkward and too slow.
And when I said a porcupine,
The answer still was no.

At last I said an emu,
She had never heard of that.
Imagine my amazement when
She said yes to a cat!

"Choosing a Pet," by Janice Kuharski from *Jack and Jill*, copyright © 1996 by Children's Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana. Used by permission.

panda:	a black and white bear that lives in China	can't abide:	can't stand
tortoise:	a land turtle	python:	a large snake
moat:	a dug-out place filled with water, usually around a castle	striking:	unusual looking

Grade 4 English Language Arts Multiple Choice

Basic level students demonstrate an overall understanding of what they read and can make simple connections between a text and their own experiences. In addition, they can identify basic elements of different genres and draw simple conclusions.

1. **How can you tell that this is a poem?**

- A. It is easy to read.
- B. It doesn't make sense.
- C. It has words that rhyme.
- D. It doesn't have sentences.

The combined knowledge of poetry and basic sentence structure is necessary for a student to answer this question correctly.

2. **What is the most likely reason Mother finally agreed to a cat?**

- A. She got tired of saying no.
- B. She thought a cat would be a good pet.
- C. The cat was the smallest animal suggested.
- D. The cat was the first animal she recognized.

The question requires the student to draw the simple conclusion that the Mom said yes to having a cat as a pet because it would be a good pet, unlike the other choices named in the poem.

Proficient level students are able to make inferences, recognize relationships such as cause and effect, and identify literary terms such as “exaggeration.”

3. **The line “I must’ve named a million” in the first verse is an example of**

- A. setting.
- B. rhyming.
- C. abbreviation.
- D. exaggeration.

This question requires the student to know the definition of the literary term “exaggeration” in order to answer correctly.

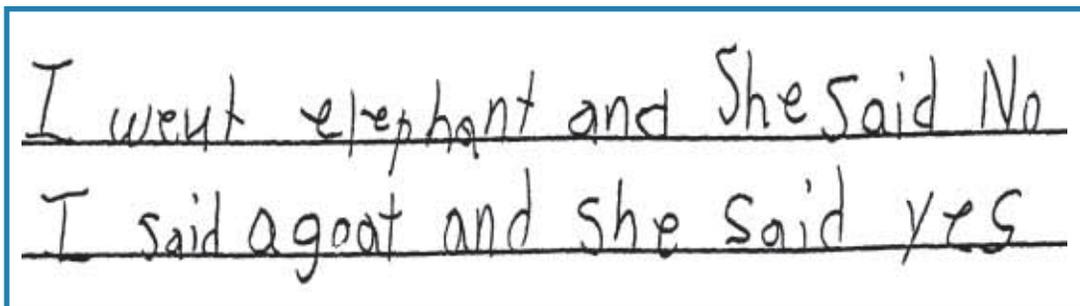
(Correct answers: 1. C; 2. B; 3. D)

Grade 4 English Language Arts Constructed Response

Below are samples of student responses to constructed-response items that accompany "Choosing a Pet." Below the student response is an explanation of why each answer received the score point it did.

4. Suppose you were the person in the poem. Write two things that you would tell your mother to convince her to let you get a pet.

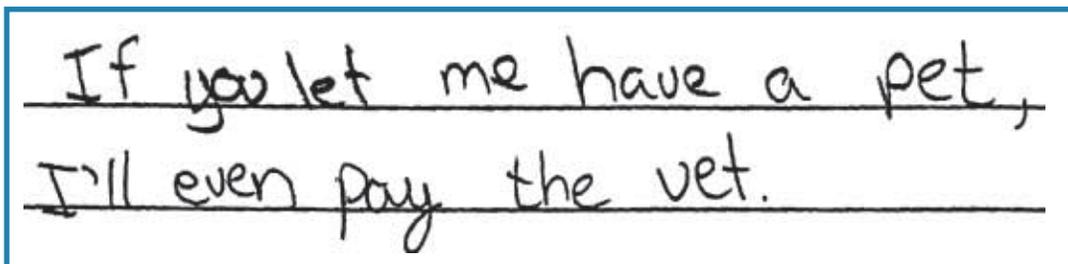
Score: 0 Points (no credit)



I want elephant and She said No
I said a goat and she said yes

This response received no credit. Although the student listed two things, the response did not show that he or she understood the question. It appears that the student is attempting to add lines to the poem rather than complete the assigned task.

Score: 1 Point (partial credit)

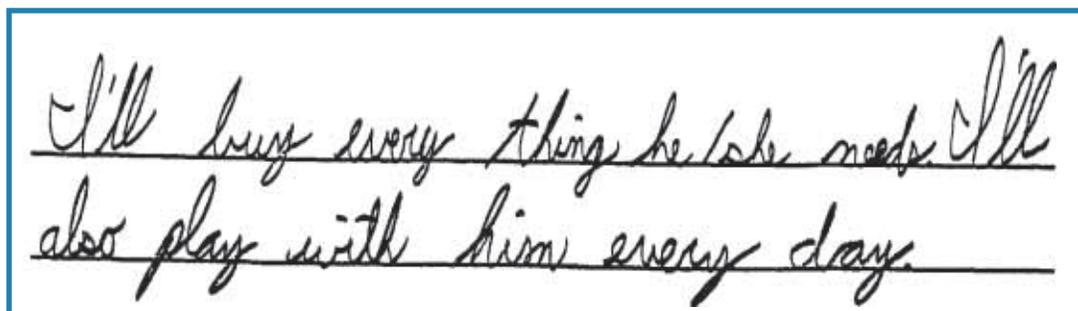


If you let me have a pet,
I'll even pay the vet.

Although this response used creativity, through rhyme, to answer the question, this student received only partial credit by providing only one example.

**Grade 4
English Language Arts
Constructed Response**

Score: 2 Points (full credit)



I'll buy every thing he/she needs. I'll
also play with him every day.

This student received full credit by providing two things he or she would do to convince his or her mother to let him or her get a pet.

English Language Arts Writing Samples

Below are samples of students' responses to the writing prompt; each response (from the Spring 2000 LEAP 21 test) represents performance by achievement level. **THESE ARE EXCERPTS OF STUDENTS' COMPOSITIONS.**

Writing Topic

Your teacher has asked you to describe a place you go to have fun. It can be an amusement park, a secret hideout, your own room, or any other place you go to have fun. Before you begin to write, think about a place you go to have fun. How would you describe that place so that someone else can picture it?

Unsatisfactory

The response

- presents unorganized thoughts with little or no elaboration;
- has a weak beginning and no ending; and
- demonstrates little or no control in sentence structure, spelling, usage, and mechanics.

The Ymca where you can go swimming it will be so much fun where you can swimming you can Dive in it and can have fun and jump off the Dive Board and make a big old splash and go get a ball and put it in the pool and the water is so cool cause it fill like a Gkuzee cause the water fill good and king size pool is so Big you can jin= but it be having life jakes the Ymca is so much fun and I will have a pool to blow in it

Approaching Basic

The response

- presents a vague main idea, only a few examples, and no ending;
- demonstrates limited vocabulary, and contains fragments and run-ons; and
- shows acceptable control of mechanics, and spelling, but contains many errors in word usage.

My favorite place I went to is the fair. I rode on the mary-go-round. Then I went on the dragon ride and had fun after I got off the dragon ride. I went to the other scary rides I had wet on that is fun.

Then I went on the best ride I ever been on. Then I went to other rides I have been on. Then went to my mother. And ask if I can get some money. To buy me some thing. Then I went and bought me a drink and something that I like to eat or drink.

Grade 4
English Language Arts
Writing Samples

Basic

The response

- provides a main idea, but does not provide elaboration;
- includes a beginning, but no ending; and
- demonstrates acceptable control of usage and mechanics, but has many errors in spelling and sentence structure.

My Secret Playhouse

In my secret playhouse there is magic you can have everything you wish for like a real pony. There's a playhouse were I can chill out. There's a fair with clowns, prizes wheel and lots of other things like a merry-go-round and a horse that rocks.

In the play house I have a big bowl of candy. Sometimes I ask other children can they keep a secret and I invit them over and we play until the street lights come on. My play house is big the walls are sky blue the carpet on the floor is dark blue. It has small windows and a small door.

Grade 4
English Language Arts
Writing Samples

Proficient

The response

- provides organization, descriptions and examples;
- includes simple sentences with some variety and appropriate vocabulary; and
- demonstrates acceptable control of usage, mechanics, and spelling.

I go to Blue Bayou water park to have fun in the summer. It is the best amusement park in Baton Rouge. It has all sorts of different water slides. My favorite one is the snake slide. It is long, black and it has a face like a snake. They just put rides in the zoo. The rides are very neat. They have all kinds of rides like, roller-coasters, bumper-cars and lots of other cool rides. It always have alot of people there. The food is very good. I love there pizza and hamburgers. They also sell hot-dogs, nachos, drinks and popcorn. But one thing I don't like is the straight slide because when you are going down it looks like you're getting ready to fall off. It is very scary, Well that's where I go to have fun, Blue Bayou Water Park!

Grade 4
English Language Arts
Writing Samples

Advanced

The response

- is sharply focused, well organized, and includes relevant details;
- uses a variety of sentence structures and vocabulary; and
- demonstrates consistent control of usage, mechanics, and spelling.

My Secret Hideout

Let me tell you about my secret hideout. There I can see so many things. I can see birds flying high in the sky. There are a lot of squirrels jumping from tree to tree. The water there is so clear you can see fish swimming by. I can see deer running from hunters. There are a lot of beavers building dams for their young. There are a lot of bunnies hopping around playing together. I can see so many things in my secret hideout.

I also can hear so many things at my secret hideout. I can hear cars rushing by trying not to be late for work. Sometimes I can hear birds singing their nestlings to sleep. I can hear squirrels climbing trees trying to get home. Sometimes I can hear beavers hitting their dams with their tails. Sometimes it's quiet with no sound at all. There are so many things I can hear. I really like the sights and sounds at my secret hideout.

Questions and Answers

Louisiana “High-Stakes” Testing The Facts

Q *What is “High-Stakes” testing?*

A All first time 4th-and 8th-grade public school students must score Approaching Basic or above on the Math and English LEAP 21 exams to be promoted fully to the next grade. Students take LEAP 21 in March.

Q *Why do we need “High-Stakes” testing in Louisiana?*

A Too many students have gone on to middle and high school without the basic skills. Many of them cannot read, write, or solve problems. Most of these students either drop out of school or pass all the way through high school only to find they do not have the skills they need to get a decent job.

High-stakes testing will give those students who have not learned the basics more time, attention, and resources, so that they will have the necessary skills and knowledge to succeed in school and in life.

Q *How were LEAP 21 tests developed?*

A The LEAP 21 tests were developed over a number of years. First, a committee of Louisiana educators, parents, community members and policymakers developed Louisiana’s content standards, which represent what students should know and be able to do at each grade level. Second, the Department of Education began developing a test consistent with the standards. Third, a testing contractor prepared test questions which were reviewed by committees of Louisiana teachers. Finally, the questions were “tested” on Louisiana students to ensure reliability of the questions. The questions were first field tested in 1998 and 1999.

Q *What happens to students who score at the Unsatisfactory level?*

A Districts must offer free summer school, including transportation from a common pick-up point. Students can re-take the LEAP 21 test in July. If they score Approaching Basic or above, they are eligible for promotion to the next grade.

Questions and Answers, cont.

Q *Will summer school help my child?*

A It should. In the summer of 2000, about 80% of fourth graders improved their scores on the summer retest. More than 60% of eighth graders improved their scores.

Q *What happens to 4th-grade students who do not pass the summer retest?*

A First-time 4th graders who fail LEAP 21 must remain in the 4th grade. School districts must design and implement additional instructional program options for those students. Those programs must provide

- ◆ focused instruction in the subject area(s) on which the students scored at the Unsatisfactory level on LEAP 21, and
- ◆ ongoing instruction using locally-developed curricula based on the state's content standards.

Examples of program options include alternative learning settings, individual tutoring, and transitional classes.

Q *What happens if a student is already a 4th-grade repeater?*

A The local school district and the school building-level committee can retain a 4th-grade student for a second time. However, state policy does not require students to be retained more than once.

Q *Are students who pass the LEAP 21 tests automatically promoted to the next grade?*

A No. Students also must meet any other criteria set by their school districts. Those criteria may include grades, attendance, and other factors.

Q *What if my child is strong in one subject and weak in another?*

A Students who are Advanced or Proficient in either math or English but Unsatisfactory in the other subject may move to the next grade if the student attends summer school in the subject he or she failed, takes the retest, and receives the recommendation of the school building-level committee.

Q *How will Special Education students be tested?*

A For Spring 2001, special education students who take LEAP 21 and fail may be promoted if they go to summer school, take the retest and receive the recommendation of their school building-level committee. Alternate and out-of-level students are not currently subject to "high-stakes" testing.

Questions and Answers, cont.

Q Does “high-stakes” testing work?

A Research from Texas and Chicago shows that Louisiana’s policy — one of retention plus remediation — will work. In Texas, a study tracked 35,000 children who failed the state test in the 3rd grade. Some were retained; others were promoted. By the 5th grade, the students who were retained were achieving higher scores on state tests than students who were promoted. The study found that giving students the help they needed was what made the difference.

Louisiana’s policy combines retention with extra help for students. Some of the efforts include

- ◆ early Intervention (K-3 Reading and Math programs) so we can fix problems early,
- ◆ summer school,
- ◆ after-school or Saturday tutoring,
- ◆ smaller class sizes and transitional 4th-grade classes, and
- ◆ incentives for teachers and schools to help these students.

Q With such an emphasis on testing, won’t teachers “teach to the test” and ignore other topics important to the overall education of students?

A It is a fact that tests drive instruction. However, if the tests measure what students should know and be able to do, then it is appropriate that teachers incorporate LEAP 21-type work into their daily teaching.

Unlike the former LEAP tests, which focused mainly on recall of facts, the LEAP 21 test emphasizes critical thinking and real-world application of knowledge and skills – the same things teachers are teaching in the classroom.

Q What if students have a bad day and don’t score well on the test?

A Students are given more than one opportunity to pass the LEAP 21 tests. They can take a second test in July. If they fail that test, they can appeal under certain circumstances.

Q Are there provisions for students who miss the test because of circumstances outside of their control?

A Yes. Students who were unable to take LEAP 21 tests or attend summer school because of extenuating circumstances are eligible for a waiver under a recent BESE policy. The policy also covers students whose grades were adversely affected because of administrative error.

Among the extenuating circumstances covered by the policy are the following:

- ◆ a physical illness or injury that is acute or catastrophic in nature,
- ◆ a chronic physical condition that is in an acute phase, or
- ◆ court ordered custody issues.

The requests for a waiver must be accompanied by appropriate documentation. If a waiver is granted, the student must still take The Iowa Tests for grade placement.

Questions and Answers, cont.

Q How can a student appeal being retained due to failure of LEAP 21?

A To appeal, the student must meet all of these conditions:

- ◆ The student's highest score on either the Spring or Summer LEAP 21 test must fall within 20 scaled score points of the cutoff score for *Approaching Basic*.

Grade	Subject	Scaled Score Range for LEAP 21 Appeals
4	English	243-262
	Math	262-281

- ◆ The student must have a 3.0 (B) grade point average (GPA) on a 4.0 scale in the subject on which he or she scored *Unsatisfactory* on LEAP 21.
- ◆ The student must have attended the LEAP 21 summer school.
- ◆ The student must have taken the summer LEAP 21 retest.
- ◆ The student must have met his or her district's attendance requirement during the regular school year and the summer school session.
- ◆ The principal and the school building-level committee must review samples of the student's work and attest that the student's work is at the *Approaching Basic* level or above.
- ◆ The district superintendent must approve the appeal.

Q Won't such a difficult test be unfair to poor and minority students?

A On the contrary, the LEAP 21 test, "high-stakes" testing, and accountability ensure that all students who need extra help get it. For many schools, that additional help means redirecting resources to students most in need.

Further, to ensure that the test was fair, a special bias committee reviewed the questions to determine the reliability of the questions for students with a variety of interests and socioeconomic and ethnic backgrounds.

Our reforms will help all students become prepared for school and life. Based on evidence from Texas and Chicago, Louisiana's higher standards will result in better achievement for all students, especially poor and minority students.

Q Is there information available on the LEAP 21?

A The Department of Education has produced teacher newsletters, parent brochures, videos, pamphlets, and other materials to help teachers, parents and students prepare for the LEAP 21 test.

Call the Department's toll-free helpline (1-877-453-2721) or visit its website (www.louisianaschools.net) for more information.

Test-taking Tips

1. Reassure your child that he or she does not have to answer all the questions correctly to pass. It is not expected that students answer every question correctly.
2. Tell your child to attempt to answer all of the questions and not to leave any blanks. There is no penalty for guessing, and students can get partial credit on the open-ended items.
3. Remind your child that the test is important.
4. Explain to your child the importance of using time wisely. If your child gets stuck on a question, encourage him or her to make the best guess or place a mark in the test booklet by that item and go back to it after finishing that section of the test.
5. Make certain your child gets a good night's sleep and a good breakfast before taking the test.
6. Try to make the morning of the test a pleasant one. Do not add to your child's stress.
7. Get your child to school on time the day of the test.
8. Remind your child to listen carefully to the instructions from the teacher and to read the directions and each question carefully.
9. Encourage your child to stay focused on the test, even if other students finish early.
10. Remind your child that it is okay to mark in the test booklet as a help in taking the test -- i.e., underlining important words, etc. -- but to mark all answers on the answer sheet.

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