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Title 28
EDUCATION
Part XI. Accountability/Testing

Subpart 1. Bulletin 111—The Louisiana School, District, and State Accountability System

Chapter 1. General Provisions

§101. School Accountability [Formerly LAC 28:LXXXIII.101]

A. Every school shall participate in a school accountability system based on student achievement as approved by the Louisiana State Board of Elementary and Secondary Education (refer to R.S. 17:10.1).

B. Under the Every Student Succeeds Act (ESSA), which reauthorized the federal Elementary and Secondary Education Act, a state's accountability system must apply the same high standards of academic achievement to all public elementary and secondary school students in the state and result in continuous and substantial academic improvement for all students.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2737 (December 2003), amended LR 44:447 (March 2018).

§103. Accountability Council (formerly Accountability Commission)

A. Functions. The function of an advisory council is to advise the board, directly or through its committees, in the discharge of policymaking, supervisory control, and budgetary duties and responsibilities. Specific functions of an advisory council are determined by the establishing statute or policy. Advisory councils deal exclusively with matters referred by the board or the LDE. Matters referred to advisory councils include external input regarding funding decisions, policy matters reviewed for local impact, bulletin revisions containing policies or supervisory controls, and matters particular to a council for which it was created. The LDE staff provides the board with a statewide and nationwide perspective on certain issues, while advisory councils respond from a local or community perspective.

B. Composition. Unless otherwise provided by state or federal law, each advisory council of the board is created by board policy. The policy determines the size of the council membership; the appointing authority; the persons, organizations, affiliations, or interest groups to be represented on a council; and the length of term.

C. Accountability Advisory Council (Formerly the Accountability Commission) Established.

1. Authority-per BESE policy;

2. Referrals and responsibilities:

a. advise the board regarding accountability issues and the state Every Student Succeeds Act (ESSA) Plan;

b. consider all matters referred by the board or the LDE; and

c. function as follows:

i. serve as the state Committee of Practitioners to conform to requirements in Title I of the Elementary and Secondary Education Act (ESEA) and to perform such duties of the committee to review, before publication, proposed or final State rule or regulation pursuant to Title 1;

ii. review rules and regulations that govern federal programs in Louisiana, noting that members shall be advised of substantial revisions in the federal programs supported through Louisiana's ESEA waiver; and

iii. advise the LDE on policy development of the state, district, and school accountability system.

d. The majority of the Accountability Advisory Council (AAC) membership must be representatives of local educational agencies and shall consist of no fewer than nineteen voting members, all subject to approval or ratification of the board, as follows:

i. BESE appointments

(a). Educator, nominated by BESE president.

(b). BESE member, nominated by BESE President.

(c). LEA Administrator, appointed by BESE from list provided by State Superintendent of Education.

(d). Nonpublic School Representative, nominated by BESE President.

(e). Local Educational Agency Representative, appointed by BESE from list provided by State Superintendent of Education.

(f). Parent, nominated by BESE president.

(g). Postsecondary Education Representative, appointed by BESE from list provided by State Superintendent of Education.

(h). School Board Member, nominated by BESE president.

(i). Community Representative, nominated by BESE president.

(j). Community Representative, nominated by BESE president.

ii. State Superintendent of Education appointments

(a). Educator.

(b). LEA Administrator.

(c). Charter School Representative.

(d). District Superintendent.

(e). Pupil Appraisal Representative.

(f). Principal Representative.

iii. Association nominations

(a). Associated Professional Educators of Louisiana Representative, nominated by association leadership.

(b). Louisiana Association of Educators Representative, nominated by association leadership.

(c). Louisiana Federation of Teachers Representative, nominated by association leadership.

D. General Membership Information

1. Terms. Unless otherwise provided by state or federal law, persons appointed by board members shall serve at the pleasure of the recommending authority. Persons appointed by organizations and agencies other than BESE shall serve terms determined by the appointing authority and ratified by the board. A council member may be removed without cause by the appointing authority at any time. Appointees must maintain employment and qualifications appropriate to the organizational category represented. Upon retirement, employment in a different capacity, or otherwise failure to maintain eligibility requirements, the member shall become ineligible to continue to serve and shall be replaced. In the event that council appointments are defined by term limits, the current council appointee, whose term has expired, may serve as an interim member until a replacement is recommended or approved by the appointing authority, and subsequently ratified by the board.

2. Vacancies. A vacancy in an appointed position shall occur if an appointee, for any reason, is unable to serve the full extent the appointed term.

3. Expenses. Members shall be entitled to reimbursement for travel expenses, if specified by statute or not prohibited by board policy, pending availability of funds. Requests for reimbursement for expenses shall be submitted in accordance with the regulations promulgated by the commissioner of administration in the *Louisiana Travel Guide*.

4. Proxy. Any person serving on an advisory council who cannot attend a scheduled meeting may designate a person to attend as proxy, if the appointing authority does not object, and the council chair shall be notified.

5. Quorum. Unless otherwise provided, a quorum is a simple majority of the total membership. In the absence of a quorum, the advisory council may take unofficial action, but minutes submitted to the board shall indicate that the recommendations are being presented without the required quorum. When known prior to an agenda being posted that a quorum is unlikely, the council chair shall be so notified, and the meeting may be canceled.

6. Action/Quorum. Official council action requires that matters submitted to the council by motion are duly seconded. The chair states the motion and calls for discussion and public comment. All official actions of the council shall require the favorable vote of a majority of the members present. Proxies cannot be included for the purpose of establishing a quorum.

7. Voting. All voting shall be by voice vote, except when taken by roll call vote or when a member requests that his/her vote be recorded in the official record. A roll call vote shall be taken on any motion if requested by the chair. Roll call votes shall be taken alphabetically, except that the presiding officer or chair shall have the option of voting last or may exercise the right to refrain from voting. Proxies do not retain voting privileges.

8. Attendance Policy

a. Appointed members are expected to attend all scheduled meetings of an advisory body. Unless otherwise provided, if a member is unable to attend a meeting, a request for an excused absence should be submitted to the council chair or the executive director one week prior to the meeting. A proxy may be named by the appointed member to serve for a total of three meetings. A council member shall be removed and the seat declared vacant if the member is no longer a legal resident of Louisiana, fails to remain active in or is no longer employed by the appointing organization or agency represented, or misses more than two meetings, unless excused prior to the meeting by the council chair.

b. The appointing authority for each member shall be notified immediately following each scheduled meeting indicating the unexcused absence of the appointee. The notification should include:

i. name of council member and council on which serving;

ii. date of the meeting; and

iii. board policy on attendance.

E. Chair

1. The AAC shall have one Chairperson appointed by the State Superintendent of Education and ratified by the Board.

2. The appointed Chair shall preside at all meetings of the ACC, shall perform such duties as may be required by the council, and shall be a nonvoting member.

F. Meetings

1. Advisory councils shall meet as scheduled in order to consider referrals from the board or the LDE. Special meetings shall be by direction of the board, and emergency meetings may be called at the discretion of the executive director and LDE.

2. Regular meeting dates shall be scheduled one year in advance and shall be determined by the executive director, LDE, or a designee of either.

3. Agendas of regularly scheduled council meetings shall be distributed to council members by the board staff at least seven calendar days in advance of a meeting. All council meetings shall be conducted in accordance with Louisiana open meetings law R.S. 42:11 et seq. In the event that no items have been referred by the board to an advisory council for consideration, there are no items pending on an advisory council agenda, and the LDE has no items to bring forward to the advisory council at least 10 days prior to a scheduled meeting, the meeting shall be cancelled, and the members shall be notified of the cancellation. Meeting cancellation shall be posted on the BESE website.

4. In accordance with R.S. 42:19, the agenda may be amended upon unanimous approval of the members present and subject to other provisions of the statute.

5. Except where listed herein, the business in advisory councils shall be conducted in accordance with *Robert's Rules of Order*.

6. Motions passed by an advisory council shall be made as a main motion and must be seconded. All motions must be voted upon and roll call votes may be requested by any of the membership in attendance at a meeting.

7. Requests from advisory councils for data/reports must be made in the form of a motion, requesting that the board direct the LDE or BESE staff to provide such information to the council making the request.

8. The minutes and reports of each advisory council shall be presented to the BESE executive director for referral to the board. Actions taken in response to referrals shall be forwarded to the appropriate committee(s). A committee, after consideration of the recommendations of the advisory council, shall report recommendations to the board for final action.

9. All meetings of advisory councils shall be considered official functions of the board to assist in the execution of board responsibilities and duties.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:2090 (August 2022).

Chapter 3. School Performance Score Component

§301. School Performance Score Goal [Formerly LAC 28:LXXXIII.301]

A. A school performance score (SPS) shall be calculated for each school. This score shall range from 0.0 to 150.0.

B. Each school shall receive its school performance scores under one site code regardless of its grade structure.

C. Final accountability results shall be issued by the fall semester of each year and all accountability reports will reflect the configuration of the school as it existed the prior spring semester.

1. Beginning in the 2017-2018 school year (2018 SPS), the school performance score for K-7 schools will include an assessment index and a progress index. An interests and opportunities indicator will be included in school performance scores no later than the 2019-2020 school year (2020 SPS).

2. Beginning in 2017-2018 (2018 SPS), the school performance score for K-8 schools will include an assessment index, progress index, and dropout/credit accumulation index. The interests and opportunities indicator will be included in school performance scores no later than 2019-2020 school year (2020 SPS).

K-8 School Performance Score Indices and Weights			
Index	**Grades**	**Beginning in 2017-18**	**No Later than 2019-20**
3-8 and high school LEAP 2025, Innovative Assessment, LEAP Connect, and ELPT~~*~~ and ELPT Connect*	Grades K-7	75 percent	70 percent
	Grades K-8	70 percent	65 percent
Progress Index	Grades K-8	25 percent	25 percent
Dropout/Credit Accumulation Index	Grade 8	5 percent	5 percent
Interests and Opportunities	Grades K-8	NA	5 percent

*Beginning in 2023-24

3. Beginning in the 2017-2018 school year (2018 SPS), the school performance score for schools with a grade 12 will include five indicators as outlined in the table below. The interests and opportunities indicator will be included in school performance scores no later than 2019-2020 school year (2020 SPS).

High School Performance Score Indices and Weights			
Index	**Grades**	**Beginning in 2017-2018**	**No Later than 2019-2020**
High school LEAP 2025, LEAP Connect, and ELPT~~*~~ and ELPT Connect*	Grades 9-12	12.5 percent	12.5 percent
Progress Index	Grades 9-12	12.5 percent	12.5 percent
ACT/WorkKeys**	Grade 12 and graduating students with last enrollment as grade 11	25 percent	25 percent
Strength of Diploma Index	Grade 12	25 percent	25 percent

High School Performance Score Indices and Weights			
Index	Grades	Beginning in 2017-2018	No Later than 2019-2020
Cohort Graduation Rate	Grade 12	25 percent	20 percent
Interests and Opportunities	Grades 9-12	NA	5 percent

*Beginning in 2023-2024

** When calculating a school's ACT index score, students participating in the LEAP Connect assessment shall not be included in the denominator of such calculation unless the students take the ACT.

4. For the 2020-2021 school year, when calculating the 2021 school performance scores (SPS), if the interests and opportunities measure results in a lower SPS than a school would earn using the 2018-2019 weights, then the SPS will be calculated without the interests and opportunities measure using the 2018-2019 weights.

5. A combination school (a school with a grade configuration that includes a combination from both categories of schools, K-8 and 9-12), will receive a score from a weighted average of the SPS from the K-8 grades and the SPS from the 9-12 grades.

a. The K-8 SPS will be weighted by the number of students eligible to test during the spring test administration.

b. The 9-12 SPS will be weighted by the sum of:

i. assessment units from students who are initial testers for high school LEAP 2025 plus the students eligible to test ACT (students with high school LEAP 2025 and ACT will count only one time);

ii. cohort graduation units from the number of members of the cohort used as the denominator in the graduation index calculation and the graduation rate (Students in cohort will count only one time.).

6. For schools with configurations that include grades 9-11, but do not have a grade 12, the school performance score will consist of the indices available.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2737 (December 2003), amended LR 31:1512 (July 2005), LR 32:1017 (June 2006), LR 32:2034, 2035 (November 2006), LR 33:424 (March 2007), LR 33:2349 (November 2007), LR 33:2593 (December 2007), LR 34:430 (March 2008), LR 35:639 (April 2009), LR 36:1987 (September 2010), LR 38:3105 (December 2012), LR 39:305 (February 2013), LR 39:1421 (June 2013), LR 39:2441 (September 2013), LR 40:1313 (July 2014), LR 40:2507 (December 2014), LR 41:1481 (August 2015), LR 41:2578 (December 2015), LR 42:2171, 2172 (December 2016), LR 44:447 (March 2018), LR 45:1449 (October 2019), LR 46:1372 (October 2020), LR 47:444 (April 2021), LR 49:42 (January 2023).

§305. Transition from 2017-2018 to 2024-2025 SPS Release

A. Beginning in the 2017-2018 school year (2018 SPS), the overall grading scale will be adjusted to allow schools time to respond to higher expectations in each index. In 2018, the minimum score required for an A, B, and C school letter grade will be lowered by 10 points as compared to the 2012-13 baseline grading scale. In 2024, the scales will partially increase by five points each, and by 2025 the scale will return to the 2013 baseline ranges as detailed below.

Beginning in 2017-2018 (2018 SPS) and through 2022-2023 (2023 SPS)	
School Performance Score	Letter Grade
90.0-150.0	A
75.0-89.9	B
60.0-74.9	C
50.0-59.9	D
0-49.9	F

2023-2024 (2024 SPS)	
School Performance Score	Letter Grade
95.0-150	A
80.0-94.9	B
65.0-79.9	C
50.0-64.9	D
0-49.9	F

Beginning in 2024-2025 (2025 SPS) and Beyond	
School Performance Score	Letter Grade
100-150	A
85-99.9	B
70-84.9	C
50-69.9	D
0-49.9	F

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:447 (March 2018), LR 48:997 (April 2022).

§307. Innovative Assessment Program

A. Beginning in the 2019-2020 school year, the LDE began piloting a new Innovative Assessment Program.

B. For the 2021-2022 school year only, the ELA assessment index for operational participants will be calculated using either the most recent pre-pilot assessment index for ELA or the current year pilot assessment index, whichever yields the higher school performance score, will be used as the ELA component of the overall assessment index.

1. This policy shall not impact a school or system's progression in intervention status for purposes of federal accountability. Intervention status will be determined by using the current year's IAP results.

C. Beginning in 2022-2023, a student's end of year Innovative Assessment Program achievement level and scale score shall be used in the calculation of accountability. If a student does not participate in all administrations of the Innovative Assessment Program and does not receive an end of year achievement level and scale score, they shall be required to take the traditional LEAP 2025 assessment in ELA.

D. The LDE will annually update BESE on the status of the assessment pilot transition beginning December 2019.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 45:1450 (October 2019), LR 49:43 (January 2023).

Chapter 4. Assessment and Dropout/Credit Accumulation Index Calculations

§405. Calculating a K-8 Assessment Index [Formerly LAC 28:LXXXIII.405]

A. For all grades 3-8 use the values from the following table.

LEAP 2025 Index Points	
Label	**Subject-Test Index Points**
Advanced	150
Mastery	100
Basic	80
Approaching Basic	0
Unsatisfactory	0

B. Beginning no earlier than the 2019-2020 school year, the kindergarten through eighth grade assessment index will also include a measure of progress to English language proficiency for English learners. The improvement of every English learner eligible to participate in ELPT counts in equal weight to all other exams.

1. The 2018-2019 school year will be a designated learning year.

a. English language proficiency progress results will be calculated but not included in 2018-2019 school performance scores.

b. As required by the federal Every Student Succeeds Act (ESSA), performance on the English language proficiency progress measure will be used for the purpose of identifying schools requiring comprehensive intervention in 2018-2019.

c. The Accountability Commission will review learning year results no later than August 2019.

2. For measuring progress on the ELPT assessment, the overall proficiency scores will be organized into the following levels:

a. emerging—all domain scores are one or two;

b. progressing 1—at least one domain score of three and the lowest domain score is one;

c. progressing 2—at least one domain score of three and the lowest domain score is two;

d. progressing 3—at least one domain score of three and the lowest domain score is three; and

e. transitioning—all domain scores are four or five.

3. Each English learner expected trajectory to proficiency will be determined as follows.

a. The initial proficiency level for each English learner will be determined based on the ELPT assessment results from the school year in which the student was first enrolled in a Louisiana public school and participated in the ELPT assessment.

b. If a student exits the United States for one or more school years following the initial ELPT assessment and later reenrolls in Louisiana, the student will be considered a new student for the purpose of determining the initial proficiency level.

c. For students first identified in prekindergarten through fifth grade, use the initial ELPT proficiency level and number of years identified as defined in the table below.

Trajectory to English Language Proficiency: Students First Identified in Grades PK-5				
Initial ELPT Proficiency Level	**Year 2**	**Year 3**	**Year 4**	**Year 5 and Beyond**
Emerging (E)	P1	P2	P3	T
Progressing 1 (P1)	P2	P3	T	T
Progressing 2 (P2)	P3	T	T	T
Progressing 3 (P3)	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A

d. For students first identified in sixth through twelfth grade, use the initial ELPT proficiency level and number of years identified as defined in the following table.

Trajectory to English Language Proficiency: Students First Identified in Grades 6-12						
Initial ELPT Proficiency Level	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7 and Beyond**
Emerging (E)	P1	P2	P2	P3	P3	T
Progressing 1 (P1)	P2	P2	P3	P3	T	T
Progressing 2 (P2)	P2	P3	P3	T	T	T
Progressing 3 (P3)	P3	T	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A	N/A	N/A

e. An ELPT score exceeds the trajectory if the score is at least one level higher than expected and meets the trajectory if the score is the same level as expected based on the tables above.

4. The level of progress on the ELPT assessment will be included in the kindergarten through eighth grade assessment index for each English learner according to the following table.

ELPT Progress Assessment Index Points	
Outcome	**ELP Index Points**
ELPT level exceeds trajectory	150
ELPT level meets trajectory	100
ELPT level is at least one above the prior year	80
ELPT level is the same or lower than the prior year	0

C. Beginning in the 2025-2026 school year (2026 SPS), the kindergarten through eighth grade assessment index will also include a measure of K-2 literacy and growth on student literacy. In addition, no earlier than the 2024-2025 school year (2025 SPS), the department will develop and establish

an assessment or a screener to measure numeracy for students in K-2.

1. With the establishment of the K-2 literacy screener and baseline scores, the department will recommend how to incorporate K-2 literacy results in the school assessment index. The calculation of the kindergarten through eighth grade assessment index will always ensure that the weight of student scores on LEAP in grades three and above will always be weighted more than that of the K-2 results.

D. Weight each subject-test index score by the corresponding value from the table below.

Unit Weights for K-8 Assessment Index				
Grade	**ELA**	**Math**	**Science**	**Social Studies**
3rd	2	2	1	1
4th	2	2	1	1
5th	2	2	1	1
6th	2	2	1	1
7th	2	2	1	1
8th	2	2	1	1

E. Weight each ELP index score by six.

F. Sum all weighted subject-test and ELP index scores.

G. Sum all weights applied to subject-test and ELP index scores from the tables in Subsections D and E of this Section.

H. Divide the sum from Subsection G of this Section by the total scores.

I. When eighth grade students only participate in the Algebra I test but not the grade-level math assessment, the Algebra I test results will be used in the middle school assessment index (80 for basic, 100 for mastery, and 150 for advanced) and will be weighted by content as noted in the table above. Middle schools will also earn incentive points for all high school LEAP 2025 scores of mastery or advanced earned during the same year in which the test was administered.

1. Incentive points will be awarded as follows:

a. advanced = 50; and

b. mastery = 25.

J. The policy outlined in Subsection I of this Section will also apply to combination schools. The high school LEAP 2025 score will be used in middle school results for the year in which the assessment is taken, incentive points may be awarded, and the score will be banked for use in the high school score once the student arrives in ninth grade, as outlined in §409.A.3.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1021 (June 2006), amended LR 36:1989 (September 2010), LR 38:3106 (December 2012), LR 41:2579 (December 2015), LR 42:548 (April 2016), LR 42:2172 (December 2016), LR 44:448 (March 2018), LR 45:221 (February 2019), LR 47:445 (April 2021), LR 49:31 (January 2023).

§409. Calculating a 9-12 Assessment Index [Formerly LAC 28:LXXXIII.409]

A. All operational high school LEAP 2025 tests will be used in the calculation of the grade 9-12 assessment index.

1. All subjects will be weighted equally.

2. The performance level will be used in the calculation of the assessment index as described in the chart below.

High School LEAP 2025 Performance Level	Index Points
Advanced	150
Mastery	100
Basic	80
Approaching Basic	0
Unsatisfactory	0

3. Test scores of basic, mastery, or advanced earned by students at a middle school will be included in the SPS calculations of the high school to which the student transfers as well. The scores for the high school will be included in the accountability cycle that corresponds with the students' first year of high school. LEAP 2025 approaching basic and unsatisfactory achievement levels will not be transferred, or banked, to the high school. Students will retake the test during summer remediation or at the high school, and the highest achievement level earned by the student from the first (middle school) or second administration of the test will be used in the calculation of the high school assessment index in the first year of high school.

4. Students who are completing their third year in high school must have taken the algebra I and English I~~I~~ tests, or LEAP connect. If they do not, the students will be assigned a score of zero and be counted as non-participants in high school testing. All students must be included in the assessment cohort regardless of course enrollment, grade assignment or program assignment.

B. Beginning no earlier than the 2019-2020 school year, the ninth through twelfth grade assessment index will also include a measure of progress to English language proficiency for English learners. English learner improvement on the English language proficiency exam counts in equal weight to all other exams.

1. The 2018-2019 school year will be a designated learning year.

a. English language proficiency progress results will be calculated but not be included in 2018-2019 school performance scores.

b. As required by the federal Every Student Succeeds Act (ESSA), performance on the English language proficiency progress measure may be used for the purposes of identifying schools requiring comprehensive intervention in 2018-2019.

c. The Accountability Commission will review learning year results no later than August 2019.

2. For measuring progress on the ELPT assessment, the overall proficiency score will be divided into the following levels:

a. emerging: all domain scores are one or two;

b. progressing 1: at least one domain score of three and the lowest domain score is one;

c. progressing 2: at least one domain score of three and the lowest domain score is two;

d. progressing 3: at least one domain score of three and the lowest domain score is three; and

e. transitioning: all domain scores are four or five.

3. Each English learner expected trajectory to proficiency will be determined as follows.

a. The initial proficiency level for each English learner will be determined based on the ELPT assessment results from the school year in which the student was first enrolled in a Louisiana public school and identified as an English learner in 2017-2018, whichever is most recent.

b. For students first identified in kindergarten through fifth grade, consider the initial ELPT proficiency level and number of years identified using the following table.

Trajectory to English Language Proficiency: Students First Identified in Grades PK-5				
Initial ELPT Proficiency Level	**Year 2**	**Year 3**	**Year 4**	**Year 5 and Beyond**
Emerging (E)	P1	P2	P3	T
Progressing 1 (P1)	P2	P3	T	T
Progressing 2 (P2)	P3	T	T	T
Progressing 3 (P3)	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A

c. For students first identified in six through twelfth grade, consider the initial ELPT proficiency level and number of years identified using the following table.

Trajectory to English Language Proficiency: Students First Identified in Grades 6-12						
Initial ELPT Proficiency Level	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7 and Beyond**
Emerging (E)	P1	P2	P2	P3	P3	T
Progressing 1 (P1)	P2	P2	P3	P3	T	T
Progressing 2 (P2)	P2	P3	P3	T	T	T
Progressing 3 (P3)	P3	T	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A	N/A	N/A

d. An ELPT score exceeds the trajectory if the score is at least one level higher than expected and meets the trajectory if the score is the same level as expected based on the tables above.

4. The level of progress on the ELPT assessment shall be included in the high school assessment index for each English learner according to the following table.

ELPT Progress Assessment Index Points	
Outcome	**ELP Index Points**
ELPT level exceeds trajectory	150
ELPT level meets trajectory	100
ELPT level is at least one above the prior year	80
ELPT level is the same or lower than the prior year	0

5. Weight each ELP index score by two.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1021 (June 2006), amended LR 33:252 (February 2007), LR 36:1989 (September 2010), LR 37:2118 (July 2011), repromulgated LR 37:2382 (August 2011), amended LR 37:3200 (November 2011), LR 38:1212 (May 2012), LR 38:2357 (September 2012), LR 38:3106 (December 2012), LR 39:305 (February 2013), LR 39:1421 (June 2013), LR 40:1314 (July 2014), LR 41:2579 (December 2015), LR 42:548 (April 2016), LR 44:448 (March 2018), LR 45:222 (February 2019), LR 46:14 (January 2020), LR 47:445 (April 2021).

§411. ACT/WorkKeys Index

A.1. The ACT composite score will be used in the calculation of the ACT assessment index as described in the chart below. To the extent practicable, a student's highest earned score for any ACT administration shall be used in the calculation.

ACT Composite	Index Points Beginning in 2017-2018
0-17	0
18	70.0
19	80.0
20	90.0
21	100.0
22	103.4
23	106.8
24	110.2
25	113.6
26	117.0
27	120.4
28	123.8
29	127.2
30	130.6
31	134.0
32	137.4
33	140.8
34	144.2
35	147.6
36	150

2.a. Starting in the 2015-16 school year, student performance on the WorkKeys shall be included within the ACT index, where a student takes both assessments and earns a greater number of index points for WorkKeys than for ACT.

b. The concordance tables below will be used to award points for performance score results and will be reevaluated annually for continued alignment with ACT performance.

WorkKeys Index Beginning 2019-2020 (2020 SPS)	
WorkKeys Level	**Index Points**
Platinum	120.4
Gold	103.4
Silver	70.0

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:449 (March 2018), amended LR 45:749 (June 2019).

§413. Dropout/Credit Accumulation Index Calculations [Formerly LAC 28:LXXXIII.413]

A. A dropout/credit accumulation index score for each school with a grade eight shall be calculated.

B. The following scale will be used to determine the dropout/credit accumulation index.

1. In order for students to be included in the calculations, they must;

a. have been considered full academic year during the year of last record at the middle school;

b. if earning Carnegie units, have been considered full academic year during the transitional ninth, or traditional ninth grade year for the first ninth grade record.

2. Carnegie units earned in summer school after transitional ninth or traditional ninth grade will not be included.

3. Students who are considered dropouts in transitional ninth or traditional ninth grade based on SIS records shall be included in the calculation and earn zero points.

4. Students who are completing their third year in grade 8 shall be included in the calculation and earn zero points.

Number of Carnegie Units	Index Point Award
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4 or less	0
3rd year 8th grade student	0
Dropout	0

5. For students pursuing a Jump Start diploma pathway and participating in LEAP Connect, applied courses and course experiences shall count as a unit.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 36:1990 (September 2010), LR 38:3107 (December 2012), LR 39: 2443 (September 2013), LR 40:1315 (July 2014), LR 44:449 (March 2018), LR 47:446 (April 2021), repromulgated LR 47:565 (May 2021).

Chapter 5. Progress Index Calculations

§501. Calculating an Elementary/Middle School Progress Index

A. Beginning in the 2017-2018 school year (2018 SPS), the progress index will be calculated for ELA and math LEAP 2025 assessments as follows.

B. For students scoring unsatisfactory, approaching basic, or basic in the prior school year, the progress index will award 150 points for each ELA and math score meeting or exceeding the "growth to mastery" target set by the department.

1. The growth to mastery target will be calculated by adding to the prior year scaled score the difference between the 8th grade scaled score required for mastery (750) and the prior year assessment scaled score divided by the number of years for the student to reach 8th grade (8 - prior-year grade). For students with prior-year grade 7, the growth to mastery target is a score of mastery.

2. Growth to mastery targets will be rounded to the nearest whole number but must be at least one point above the prior year scaled score.

C. For students scoring mastery on the prior year assessment, the progress index will award 150 points for meeting or exceeding the "continued growth" target.

1. The continued growth target will be calculated by adding to the prior-year scaled score the difference between the 8th grade scaled score required for advanced (794 in ELA and 801 in math) and the prior-year assessment scaled score divided by the number of years for the student to reach 8th grade (8 - prior-year grade). For students with prior-year grade 7, the continued growth target is a score of advanced.

2. Continued growth targets will be rounded to the nearest whole number but must be at least one point above the prior year scaled score.

3. If the continued growth target as calculated above exceeds the minimum score for advanced in the current year, the target is advanced.

D. A score of advanced in the current year will be awarded 150 points in the progress index.

E. If a student does not earn 150 points in Subsections B-E above, the value-added model will be used to measure individual student performance relative to similar peers.

1. For the purpose of school performance score calculations, the value-added model uses student characteristics including but not limited to prior academic achievement up to three years, special education exceptionality, economically disadvantaged status, English learner status, gifted status, section 504 status, suspensions, mobility, and absences to calculate typical outcomes for comparable students in ELA and math based on a longitudinal dataset from all students who took Louisiana state assessments in grades 3-12. Based on typical outcomes for comparable students, each student is assigned an expected score.

2. The difference between each student's actual achievement score and that student's expected score is the growth result. If actual achievement for a student was higher than expected achievement for that student with that history (e.g., actual: 725; expected: 700), then the result would be positive (e.g., growth result: 25). In contrast, if the actual

score was less than the expected score, the growth result would be negative.

3. Each student growth result will be compared to all other student growth results in the same subject area (ELA or math) and percentile ranked from the 1st to 99th percentile.

4. Value-added model points will be awarded as follows.

Student Growth Percentile	Index points
80-99th percentile	150
60-79th percentile	115
40-59th percentile	85
20-39th percentile	25
1-19th percentile	0

5. Students scoring mastery in the current year shall be awarded up to 150 points, but no fewer than 85 points in the progress index, including students who score in the 1st to 39th percentiles of VAM.

F. The progress index calculation will include all students who meet the inclusion requirements outlined in Chapter 5 and who have eligible LEAP assessment results in both the current and prior school year for the same content area. Student scores will be excluded from the progress index (growth to mastery and value-added model) if any of the following are true:

1. student did not take the ELA or math assessment, or assessment result was voided in current or prior year;

2. student has more than one missing prior year score in the available subject tests. For example, if the contents available in the prior year were ELA, math, science, and social studies, a student missing more than one score in those contents would be excluded;

3. assessment results for current or prior school year are in multiple grade levels in the same year;

4. current or prior year assessment results could not be matched to a valid student enrollment record needed for student characteristics used in the model;

5. assessment results for current and prior year are not sequential. For example, a student's prior year assessment record was for a 5th grade test and his/her current year assessment record was for a 4th grade test. Assessment results that are for 3rd grade tests in both the current and prior year are excluded;

6. insufficient numbers of comparable students for valid calculations within the value-added model.

G. The progress index will combine the results of two school years.

1. If only one year of data is available for a school, the progress index will be calculated based on one year only.

2. All students who meet the inclusion rules at a school for each individual school year will be included in the combined calculation. For example, in 2018-2019, the number of points earned by students in 2018-2019 will be added to the number of points earned by students in 2017-2018 and divided by the total number of students in 2018-2019 and 2017-2018.

H. If the high school LEAP 2025 result earned by students at a middle school is transferred, or banked, to the high school, the progress index result for the relevant assessment will also be transferred.

I. For the 2020-2021 school year (2021 SPS) only, the "growth to mastery" and "continued growth" targets will be calculated using the scale scores from the 2018-2019 LEAP 2025 administration as the "prior year scale score."

J. When considering prior academic achievement up to three years in the value-added model, as defined in Paragraph E.1 of this Section, the three most recently available years may be considered in instances where assessments were not administered statewide for a given school year.

K. For the 2020-2021 school year (2021 SPS) only, the progress index will combine results from the 2018-2019 and 2020-2021 school years.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:449 (March 2018), LR 47:446 (April 2021).

§503. Calculating a High School Progress Index

A. Beginning in the 2017-2018 school year (2018 SPS), the progress index will be calculated for algebra I, geometry, English I, and English II assessments as follows.

B. Progress is measured between a student's 8th grade ELA and math assessments and the LEAP 2025 ELA and math assessments (algebra I, geometry, English I, and English II).

1. If a student took only the high school LEAP 2025 assessment in middle school, the middle school progress index results will carry forward to the high school.

2. Retests will not be counted in the progress index.

C. For students scoring unsatisfactory, approaching basic, or basic on the baseline assessment, the progress index will award 150 points for each English and math score meeting or exceeding the growth to mastery target.

1. The growth to mastery target for students taking their first high school LEAP 2025 in a content area will be calculated by adding to the baseline scaled score the difference between the scaled score required for mastery (750) and the baseline scaled score divided by two. The growth to mastery target for students taking their second high school LEAP 2025 in a content area will be mastery (750).

2. Growth to mastery targets will be rounded to the nearest whole number but must be at least one point above the baseline scaled score.

D. For students scoring mastery on the baseline assessment, the progress index will award 150 points for meeting or exceeding the "continued growth" target.

1. The continued growth target will be calculated by adding to the baseline scaled score the difference between the English II and geometry scores required for advanced and the prior year assessment scaled score divided by two. For students taking their second high school LEAP 2025 in a content area, the continued growth target is a score of advanced.

2. Continued growth targets will be rounded to the nearest whole number but must be at least one point about the baseline scaled score.

3. If the continued growth target as calculated above exceeds the minimum score for advanced in the current assessment, the target is advanced.

E. A score of advanced in the current year will be awarded 150 points in the progress index.

F. If a student does not earn 150 points in B-D above, the value-added model will be used to measure individual student performance relative to similar peers.

1. For the purpose of school performance score calculations, the value-added model uses student characteristics including but not limited to prior academic achievement up to three years, special education exceptionality, economically disadvantaged status, English learner status, gifted status, section 504 status, suspensions, mobility, and absences to estimate typical outcomes for comparable students in ELA and math based on a longitudinal dataset from all students who took Louisiana state assessments in grades 3-12. Based on typical outcomes for comparable students, each student is assigned an expected score.

2. The difference between each student's actual achievement and that student's expected score is the growth result. If actual achievement for a student was higher than expected achievement for that student with that history (e.g., actual: 725; expected: 700), then the result would be positive (e.g., growth result: 25). In contrast, if the actual score was less than the expected score, the growth result would be negative.

3. Each student growth result will be compared to all other student residuals in the same subject area (ELA or math) and percentile ranked from the 1st to 99th percentile.

4. Value-added model points will be awarded as follows.

Student Growth Percentile	Index points
80-99th percentile	150
60-79th percentile	115
40-59th percentile	85
20-39th percentile	25
1-19th percentile	0

5. Students scoring mastery in the current year shall be awarded up to 150 points, but no fewer than 85 points in the progress index, including students who score in the 1st to 39th percentiles of VAM.

G. The progress index calculation will include all students who meet the inclusion requirements outlined in Chapter 5 and have eligible LEAP or EOC assessment results in both the current and prior school year for the same content area. Student scores will be excluded from the progress index (growth to mastery and value-added model) if any of the following are true:

1. student did not take the ELA or math assessment or assessment result was voided in current or prior year;

2. student has more than one missing prior year score in the available subject tests. The value-added model uses tests in all contents available to analyze any given content. For example, if the contents available in the prior year were ELA, math, science, and social studies, a student missing more than one score in those contents would be excluded;

3. assessment results for current or prior school year are in multiple grade levels in the same year;

4. current or prior year assessment results could not be matched to a valid student enrollment record needed for student characteristics used in the model;

5. insufficient numbers of comparable students for valid calculations within the value-added model;

6. student is dually enrolled in algebra I and geometry courses (applies to geometry only).

H. The progress index will combine the results of two school years.

1. If only one year of data is available for a school, the progress index will be calculated based on one year only.

2. All students who meet the inclusion rules at a school for each individual school year will be included in the combined calculation. For example, in 2018-2019, the number of points earned by students in 2018-2019 will be added to the number of points earned by students in 2017-2018 and divided by the total number of students in 2018-2019 and 2017-2018.

3. In 2017-2018 only, the high school progress index will be based only on one year of results.

I. For the 2020-2021 school year (2021 SPS) only, the "growth to mastery" and "continued growth" targets will be calculated using the scale scores from the 2018-2019 LEAP 2025 administration as the "prior year scale score."

J. When considering prior academic achievement up to three years in the value-added models, as defined in E.1 of this section, the three most recently available years may be considered in instances where assessments were not administered statewide for a given school year.

K. For the 2020-2021 school year (2021 SPS) only, the progress index will combine results from the 2018-2019 and 2020-2021 school years.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:450 (March 2018), LR 47:446 (April 2021).

Chapter 6. Inclusion in Accountability

§601. State Assessments and Accountability [Formerly §515]

A. Louisiana students in grades 3-8 will participate in at least one of the following state assessments on an annual basis:

1. LEAP; or

2. LEAP connect.

B. Louisiana students in grades 9, 10, 11, and 12 will participate in at least one of the following state assessments:

1. High school LEAP 2025 (when they are enrolled in the course for which a test is available);

2. LEAP Connect alternate assessment;

3. ACT in grade 11 or 12.

C. All students who are English learners shall take the Louisiana English language proficiency test (ELPT) assessment or the English language proficiency test Connect (ELPT Connect) annually, as well as the appropriate state assessment for their enrolled grade.

D. High school LEAP 2025 scores for repeaters (in any subject) shall not be included in high school SPS calculations except for middle school students who earn a score of unsatisfactory or approaching basic and retake the high school LEAP 2025 test.

E. English learners who have not been enrolled in a school in the United States for one full school year shall participate in all required academic assessments and the ELPT or ELPT Connect (for qualifying students).

1. In the first year, academic assessment and ELPT scores will not be included in school performance score calculation as indicated by the application of an assigned accountability code and verification of first year enrollment.

2. In the second year, ELA and math assessment scores will be included in the progress index only, and as outlined in chapter 5 ELPT improvement will be included in the assessment index.

3. In the third year, academic assessment will be included in the assessment and progress indices and ELPT improvement will be included in the assessment index for school performance score calculations.

F. Scores earned by any student during an academic year who transferred into the LEA after October 1 of the same academic year shall not be included in the school performance score (SPS) or subgroup performance score.

G. An ACT score from a 12th grade student will count in only one accountability cycle.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 31:2422 (October 2005), LR 32:1022 (June 2006), LR 33:253 (February 2007), LR 36:1990 (September 2010), LR 37:2119 (July 2011), LR 38:1212 (May 2012), LR 38:3107 (December 2012), 39:2443 (September 2013), LR 40:2507 (December 2014), LR 44:452 (March 2018), LR 47:446 (April 2021), LR 49:43 (January 2023).

§603. Inclusion of Students [Formerly §517]

A. The test score of every student who is enrolled in any school in an LEA on October 1 of the academic year and who is eligible to take a test at a given school within the same LEA shall be included in the LEA's district performance score (DPS). The score of every student that will count in the DPS will be counted at the school where the student was enrolled on February 1 for SPS and subgroup performance.

1. For high school LEAP 2025 tests taken in December the score will count in the SPS at the school where the student is enrolled for the test.

2. For ACT, a grade 12 student will be considered full academic year at the school and district from which the student graduated in December of the current school year if the student was enrolled in the district on October 1.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 31:1512 (July 2005), LR 31:2422 (October 2005), LR 31:2764 (November 2005), LR 33:2594 (December 2007), LR 38:3107 (December 2012), LR 39:305 (February 2013), LR 40:1315 (July 2014), LR 44:452 (March 2018), LR 47:447 (April 2021).

§605. Inclusion of Schools [Formerly §519]

A. All kindergarten through eighth grade schools must have a minimum of 120 testing units, in any combination, of LEAP, ELPT or LEAP connect assessments.

B. All ninth through twelfth grade and combination schools must have:

1. a minimum of 120 units in any combination of graduation cohort membership; and

2. first through eighth grade and high school LEAP 2025, Connect, ELPT, or ACT assessments.

C. Alternative education schools, as defined in §3503 of this Part, shall have a minimum of 40 units as defined in Subsections A and B of this Section.

D. Each member of a cohort used to calculate a graduation index will be counted as 4 units when determining the minimum number of units required calculating an SPS.

E. Inclusion of Indices

1. A school must have 10 students in the graduation cohort to receive the cohort graduation indices.

2. For schools with early graduates, an increasing grade configuration, and without cohort graduation members, ACT assessment scores shall be banked for the calculation of school performance scores until the accountability cycle associated with those early graduates, per cohort graduation policy.

F. The number of schools in an LEA with fewer than 120 units is expected to remain stable over time. In the event that the number of schools with fewer than 120 units increases from the prior school year, the local superintendent of that LEA will provide a written justification to the state superintendent of education and BESE. BESE may choose to award a school performance score for any school newly identified with under 120 total units beginning with the 2018-2019 school year (fall 2019 release).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 31:1512 (July 2005), LR 32:1022 (June 2006), LR 34:431 (March 2008), LR 36:1991 (September 2010), LR 38:3108 (December 2012), LR 40:2507 (December 2014), LR 41:1263 (July 2015), LR 44:453 (March 2018), LR 45:396 (March 2019), LR 45:749 (June 2019), LR 47:447 (April 2021).

§607. Pairing/Sharing of Schools with Insufficient Test Data [Formerly §521]

A. Any school with at least one testing grade (4-11) will receive an SPS based only on its own student data provided that it meets the requirements of LAC 28:XI.605.

B. Any K-3 school will receive an SPS calculated according to the formula in LAC 28:XI.301 using the K-8 assessment index based only on its own student data, provided it meets the requirements of LAC 28:XI.605, or an SPS calculated according to the formula in LAC 28:XI.301 using the K-8 assessment index based only on its own student data and the K-8 progress index equal to the K-8 progress index of the school to which it is paired, whichever results in the higher SPS.

1. For the 2020-2021 school year (2021 SPS) only, K-4 schools shall have the 2019 K-8 progress index results combined with the 2021 K-8 progress index results of the school to which the school is paired if the addition of the progress index results yields a higher SPS.

2. Beginning in 2020-2021, the assessment index for K-2 schools will include the ELPT progress points for the students enrolled at the K-2 school and the LEAP 2025 test data for students who are enrolled at the paired school site.

C. Any K-2 school with insufficient testing data will be awarded an SPS as defined below.

1. The interests and opportunities index will be calculated as defined in Chapter 8 of this Part based on the K-2 school only.

2. All other indices will be equal to the school to which it is paired.

D. Any school enrolling only 12th grade students will be awarded an SPS based on shared data from a school or schools containing grades 9-11 that send it the majority of its students. This sharing relationship is to define the cohort that will provide the starting roster on which its graduation index will be based.

E. Any K-2, 9-12 configuration shall receive an SPS based solely on the 9-12 data.

F. A district must identify the school where each of its non-standard schools shall be paired in order to facilitate the proper sharing of data for reporting purposes, as described above. The paired school must be the one that receives by promotion the largest percentage of students from the non-standard school. In other words, the paired school must be the school into which the largest percentage of students feed. If two schools receive an identical percentage of students from a nonstandard school, or when there is no distinct feeder pattern, the district shall select the paired school.

G. Requirements for the number of test/graduation index units shall be the sum of the units used to calculate the school's SPS (see LAC 28:XI.605).

H. If a school has too few test units to be a “stand-alone” school, it may request to be considered stand-alone.

1. It shall receive an SPS that is calculated solely on that school's data, despite the small number of test units.

2. The request shall be in writing to the LDE from the LEA superintendent.

3. The school forfeits any right to appeal an SPS and status based on minimum test unit counts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 30:1445 (July 2004), LR 32:1023 (June 2006), LR 36:1991 (September 2010), LR 38:3108 (December 2012), LR 39:1422 (June 2013), LR 40:1315 (July 2014), LR 44:453 (March 2018), LR 44:1997 (November 2018), LR 45:1450 (October 2019), LR 47:447 (April 2021).

Chapter 7. Graduation Cohort, Index, and Rate [Formerly Chapter 6]

§701. Defining a Graduation Index [Formerly §601]

A. The Louisiana Department of Education (LDE) will calculate a graduation index based on a cohort of students for use in the school performance score of each school with students in grade 12.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1024 (June 2006), amended LR 38:1391 (June 2012), LR 38:3108 (December 2012), LR 44:453 (March 2018).

§703. Determining a Cohort for a Graduation [Formerly §603]

A. A cohort of students is all students who entered 9th grade for the first time in the state of Louisiana in a given academic year.

B. Each cohort of students will be tracked for four years, from entry as first-time ninth graders through four academic years. Transitional ninth graders will enter automatically the first-time ninth grade cohort in the year after enrolling in transitional ninth grade.

C. Students who exit Louisiana's student information system (SIS) system in fewer than four years for legitimate reasons shall not be included in the cohort's graduation index calculations.

1. For graduation cohort calculations, exit codes 07, 10, 14, 16, and 20 from §611 are legitimate, along with any special codes created to deal with natural disasters.

2. Beginning with accountability decisions made in fall 2010 (using 2009 grad data), the only legitimate leavers from a cohort are those who:

a. transfer from Louisiana K-12 public education to a diploma awarding school or program;

b. emigrate to another country;

c. are deceased.

3. Specific documentation is required for students to be considered legitimate leavers.

a. The only acceptable documentation for transfers to out-of-state or approved non-public school diploma awarding schools is a request for student records from the qualifying school or program, a letter from an official in the receiving school or program acknowledging student enrollment, or a note written and signed by the parent including a reason for exit that confirms the exit type used to remove student from enrollment.

b. Documentation for a student transfer to home school is an official document from LDE indicating approval dated before October 1 following the student's exit from the Louisiana SIS.

c. Students who emigrate to another country must be documented with a statement signed by a parent, a request for student records, or an approved application for participation in a foreign exchange program which verifies dates of enrollment.

d. An obituary or a letter from a parent is sufficient documentation for a deceased student.

4. The LDE shall maintain and post on the LDE website a list of schools that are considered "non-diploma awarding."

5. A school is classified as "non-diploma awarding" if it:

a. awards fewer than five regular diplomas a year for two consecutive years; or

b. enrolls fewer than 10 twelfth graders for a full academic year for each of two consecutive years;

c. the LDE can grant exceptions to these rules for new schools and schools with small populations upon district request if it can be determined that no circumvention of accountability consequences will occur. The district is responsible for providing any data requested by the LDE.

D. Students that LEAs exit from a school or the LEA using anything other than legitimate leaver codes or those codes indicating completion of a high school course of study must subsequently appear in the Student Information System or they shall be considered dropouts from the state, LEA and school.

E. Students with no high school records in the Louisiana SIS who transfer from a home school, non-public school, or another state into a Louisiana school on or before October 1 of their eleventh grade year will enter the "on-time" cohort at the students' assigned grade level. Students with existing Louisiana public high school records will re-enter their original cohort.

F. Students transferring within the public school system in Louisiana will remain in their same cohort.

1. Students transferring within an LEA on or before October 1 of their cohort's fourth year will be included in the calculation of the graduation index at the school into which they transfer and complete their fourth year of high school.

2. Students who exit their high school for more than 45 calendar days during their fourth year shall not be included in that high school's grad cohort calculation.

G. Students who graduate or complete high school in fewer than four years will be included in the cohort in which they started 9th grade.

H. Any student who exits K-12 education to enter a school or program that does not award a state-recognized high school diploma shall be considered a dropout in graduation cohort calculations.

I. Beginning with the 2016-2017 academic year, for students who exit and have no subsequent enrollment in a school, the school of last record will be considered the school that sent a valid request for student records to the school that applied the exit code.

1. If the last exit from enrollment is for expulsion (exit code 01), then the request for records will not be used to determine last school of record. The last school of enrollment shall be used.

2. This policy shall apply to dropout assignment for any cohort graduation period or DCAI year that includes 2016-2017 and beyond. Years prior to 2016-2017 that are included in a cohort graduation period or DCAI year will

continue to use the historical rule, established by the student information system (SIS), of assigning the dropout to the school of last enrollment record in SIS.

J. All students (excluding those defined in Subsection C of this Section), regardless of entry or exit dates, are included in the state-level cohort.

K. Students assessed using the LEAP Connect shall be included in the graduation rate for the year in which they graduated or the year in which they exited after at least four years in high school with no subsequent re-enrollment by October 1 of the following academic year. Students who are not exited will be counted in the year that they reach the age of 22.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1024 (June 2006), amended LR 33:424 (March 2007), LR 33:2031 (October 2007), LR 35:2312 (November 2009), LR 36:2242 (October 2010), LR 36:2840 (December 2010), LR 38:3108 (December 2012), LR 40:1316 (July 2014), LR 43:302 (February 2017), LR 44:454 (March 2018), LR 47:447 (April 2021).

§705. Documenting a Graduation Index [Formerly §611]

A. Beginning with academic year 2005-2006, all schools are required to maintain the following documentation if the corresponding exit code is used.

Exit Code Documentation		
Code	**Descriptions**	**Required Documentation**
07	Death (of student) or permanent incapacitation	Letter from parent or obituary
10	Transferred out of state or country	Request for records from the receiving school (out of state). Request for records or a statement written and signed by the parent. Documentation proving a student was a foreign exchange student.
14	Transferred to approved non-public school (must award high school diplomas)	Request for records from the receiving school or a statement written and signed by the parent
16	Transferred to BESE-approved home study	LDE Approval letter
20	Transferred to Early College Admissions Program	School withdrawal form and request for records from the College or University and proof of full-time enrollment in an academic program

B. Valid alternate documentation that provides sufficient justification for the use of an exit code is allowable.

C. Schools without sufficient documentation to support exit codes are subject to the actions described in Chapter 41.

D. Schools shall maintain documentation that supports exit codes for at least four years after the data has been used in school performance scores.

E. The authenticity of exit code documentation is determined by the LDE.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1024 (June 2006), amended LR 35:639 (April 2009), LR 35:2312 (November 2009), LR 36:2242 (October 2010), LR 36:2841 (December 2010), LR 38:3108 (December 2012), LR 40:1316 (July 2014), LR 42:2172 (December 2016), LR 44:455 (March 2018), LR 47:447 (April 2021).

§707. Calculating a Cohort Graduation Index [Formerly §612]

A. To calculate the cohort graduation index, the following formulas shall be used.

Cohort Graduation Rate (CGR)	Formula Used
0 percent to 75 percent	CGR x 0.9
76 percent to 90 percent	CGR x 1.111112
91 percent to 100 percent	+5 points per percent increase (91=105, 92=110)

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:306 (February 2013), amended LR 44:455 (March 2018).

§709. Calculating a Strength of Diploma Index [Formerly §613]

A. Beginning in 2017-2018 (2016-2017 cohort), points shall be assigned for each member of a cohort according to the following table.

Student Result	Points
HS Diploma plus: (a) Associate's Degree or (b) Fast Forward Apprenticeship Pathway (Advanced Plus) or (c) Statewide Advanced Plus Level III/IV Jump Start credential	175
HS Diploma plus: (a) At least twelve (12) Board of Regents-recognized TOPS CORE College credit hours attained via dual enrollment, AP, CLEP, IB, or Cambridge or (b) Statewide Advanced Jump Start credential or Tech Diploma (TD)	150
HS Diploma plus: (a) At least six (6) Board of Regents-recognized TOPS CORE College credit hours attained vial dual enrollment, AP, CLEP or IB, or Cambridge or (b) Statewide Basic Jump Start credential or Certificate of Tech Studies (CTS)	125
Four-year graduate (includes Career Diploma student with a regional Jump Start credential)	100
Five-year graduate with any diploma *Five-year graduates who earn at least twelve (12) Board of Regents-recognized TOPS CORE College credit hours attained via dual enrollment, AP, CLEP, IB, or Cambridge, or a Statewide Advanced Jump Start credential or Tech Diploma (TD) will generate 140 points. Five-year graduates who earn an Associate's Degree will generate 150 points.	75
Six-year graduate with any diploma	50
HiSET plus Jump Start credential	40
HiSET	25
Non-graduate without HiSET	0

B. The graduation index of a school shall be the average number of points earned by cohort members, except that students assessed using the LEAP Connect shall be included in the graduation index for the year in which they graduated or the year in which they exited after at least four years in high school with no subsequent re-enrollment by October 1 of the following academic year. Students who are not exited will be counted in the year that they reach the age of 22.

1. Starting with the graduating class of 2017-2018 (2019 SPS), only WIC-approved industry-based certifications (IBCs) will be included as basic statewide credentials.

2. A credential must be earned no later than August 31 following on-time graduation.

C.1. When related to awarding fifth-year graduate points, the enrollment must be continuous and consist of at least 45 calendar days only if the student graduates from an LEA different than the one to which the student was assigned in the fourth year.

D. To ensure the accuracy of data used to calculate the graduation index, the calculation shall lag one year behind the collection of the data. (The index earned by the graduating class of 2012 will be used for 2013 accountability calculations.)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1025 (June 2006), amended LR 33:2031 (October 2007), LR 33:2594 (December 2007), LR 35:1472 (August 2009), LR 36:1769 (August 2010), repromulgated LR 36:1994 (September 2010), LR 36:2243 (October 2010), LR 37:3201 (November 2011), LR 38:1391 (June 2012), LR 38:3109 (December 2012), LR 39:306 (February 2013), LR 39:2444 (September 2013), LR 40:1317 (July 2014), LR 41:615 (April 2015), LR 42:1017 (July 2016), LR 42:2172 (December 2016), LR 44:455 (March 2018), LR 44:1998 (November 2018), LR 47:448 (April 2021), LR 49:43 (January 2023).

Chapter 8. Interests and Opportunities Index Calculations

§801. Interests and Opportunities Index Components

A. The purpose of the interests and opportunities index is to measure the degree to which schools are providing students with access to a well-rounded education, exposing students to diverse areas of learning to develop skills and talents.

B. For the 2019-2020 baseline school year, 2020-2021 school year, and 2021-2022 school year, the interests and opportunities index for K-8 schools will be based in equal parts on survey completion and course enrollment.

K-8 Interests and Opportunities Index Components and Weights		
Component	**Weight**	**Possible Points**
Survey Completion	50 percent	75
Course Enrollment	50 percent	75

C. In the 2019-2020 baseline schoolyear, the interests and opportunities index for high schools will be based on survey completion.

D. Beginning with the 2022-2023 school year (2023 SPS), K-8 schools and high schools will select from a list of approved domains and associated indicators that will serve as the basis for the interests and opportunities index calculation.

1. *Domains* are defined as a broad grouping of offerings related to student interests. Beginning with the 2022-2023 school year (2023 SPS), the following domains shall be applicable to the interests and opportunities index calculation:

a. the arts;

b. extracurricular activities;

c. STEM (science, technology, engineering, and math); and

d. world languages.

2. *Indicators* are defined as specific measures that capture the extent to which a school is advancing student interests and opportunities. For purposes of the interests and opportunities index, K-8 schools and high schools shall select four total indicators. These indicators shall be associated with at least two different domains.

3. The 2021-2022 school year (2022 SPS) will be a designated learning year as local education agencies adjust to the interests and opportunities index criteria outlined in this Subsection.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 45:1450 (October 2019), amended LR 46:1372 (October 2020), LR 48:413 (March 2022).

§803. Calculating a Survey Completion Score

A. The LDE will administer an online survey in 2019-2020 and 2020-2021 to be completed by the principal of every school in order to establish baseline data.

B. The survey will be considered complete only upon approval by the superintendent.

C. Full completion of the survey by the LDE established deadline will result in 75 points for grades K-8 and 150 points for grades 9-12. Failure to complete the survey will result in 0 points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 45:1450 (October 2019), amended LR 46:1372 (October 2020).

§805. Calculating a Course Enrollment Score

A. The course enrollment component will be calculated for every school enrolling students in grades K-8 based on course enrollment as reported to the LDE.

B. The course enrollment score is defined as the percent of grade K-8 students enrolled in physical education courses, visual arts courses, performing arts courses, and of grades 4-8 students enrolled in world language courses.

C. The LDE will publish a list of course codes for each category.

D. To calculate the numerator, sum the following based on enrollment as of October 1:

1. total grades K-8 students enrolled in physical education and/or health courses;

2. total grades K-8 students enrolled in visual arts courses;

3. total grades K-8 students enrolled in performing arts courses; and

4. total grades K-8 students enrolled in world language courses.

E. To calculate the denominator, sum the following:

1. total grades K-8 students enrolled as of October 1, multiplied by 3; and

2. total grades 4-8 students enrolled as of October 1.

F. Divide the numerator by the denominator and multiply the result by 75. The final score cannot exceed 150.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 45:1450 (October 2019).

Chapter 9. Urgent Intervention and Comprehensive Intervention

§901. Subgroup Performance

A. A subgroup performance score shall be calculated for each school and district in the same manner as defined in Chapter 3 of this bulletin.

1. A subgroup performance score shall be calculated, at a minimum, for each major racial and ethnic group, as well as the following student groups:

a. economically-disadvantaged;

b. students with disabilities;

c. English learners;

d. foster care;

e. homeless; and

f. military-affiliated.

2. In order to receive a subgroup performance score, a school must have in the subgroup a minimum of 10 students included in each graduation and ACT index and 40 units in each assessment and progress index included in the school's overall school performance score calculation.

B. School subgroup performance scores will be reported publicly by percentile rank relative to all other schools receiving a score for each subgroup.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:456 (March 2018), amended LR 44:1998 (November 2018).

§903. Inclusion of Students in the Subgroup Component Performance [Formerly §703]

A. Students that meet the full academic year criteria, as described in §603 and as described in Paragraphs A.1-2 of this Section, shall be included in all subgroup performance score calculations:

1. student is a former English learner student for up to two years after no longer being considered an English language learner under state rules. These students will not count toward the minimum n for the EL subgroup;

2. student was previously identified as having a disability, but has exited IEP status within the past two years. These students will not count toward the minimum n for the students with disabilities subgroup.

B.1. In calculating the school performance score:

a. the alternate academic achievement standards for students participating in LEAP Connect will be used, provided that the percentage of students assessed using the LEAP Connect at the district level does not exceed 1.0 percent of all students in the grades assessed. If the district exceeds the 1.0 percent cap, the district shall request a waiver. The students exceeding the cap shall be assigned a 0 on the assessment and be considered non-proficient if:

i. the district fails to request the waiver; or

ii. if the district requests the waiver but it is determined by LDE that ineligible students were administered LEAP Connect;

b. when calculating the 1.0 percent cap for alternate assessment purposes, all decimals in results shall be rounded to the next highest whole number:

i. 1.0 percent of 628 students is 6.28 students. The 1.0 percent cap, in this instance, is 7 students.

2. Students participating in LEAP Connect shall be included in the students with disabilities subgroup.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2743 (December 2003), amended LR 30:1619 (August 2004), repromulgated LR 30:1996 (September 2004), amended LR 30:2256 (October 2004), amended LR 30:2445 (November 2004), LR 31:912 (April 2005), LR 31:2762 (November 2005), LR 33:253 (February 2007), LR 34:428 (March 2008), LR 34:867 (May 2008), LR 36:1991 (September 2010), LR 37:2119 (July 2011), LR 38:3110 (December 2012), LR 40:2507 (December 2014), LR 44:456 (March 2018), LR 47:448 (April 2021).

§905. Urgent Intervention Needed

A. Schools will be labeled "urgent intervention needed" for each subgroup in which the subgroup performance score is equivalent to a "D" or "F" letter grade on the school performance score scale.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:456 (March 2018).

§907. Urgent Intervention Required

A. Schools will be labeled "urgent intervention required" for each subgroup in which the subgroup performance score is equivalent to an "F" letter grade on the school performance score scale for two consecutive years in the same subgroup. Any such school shall not earn an overall letter grade of an "A." A school that would otherwise earn an "A" letter grade will instead earn a "B."

B. Schools exhibiting excessive out-of-school suspension rates more than double the most recent national average for the school type (elementary/middle, high, combination), as defined by the *Civil Rights Data Collection*, for three consecutive years will also be labeled "urgent intervention required."

1. Schools without tested grades shall not be paired for the purposes of identification relative to out of school suspension rates.

2. Schools must have at least 10 students enrolled in each of the three years.

C. To be no longer labeled "urgent intervention required," the school must not earn the equivalent of "urgent intervention required" for the same subgroup or for excessive out of school discipline for two consecutive years.

D. For application of the Urgent Intervention Required label in the 2020-2021 (2021 SPS) academic year only, the following rules shall apply:

1. A school that does not have the "urgent intervention required" label for a particular subgroup shall not receive the "urgent intervention required" label for that subgroup unless the following criteria are met:

a. the school has earned a subgroup performance score equivalent to an "F" letter grade for that subgroup in 2018-2019 (2019 SPS) and 2020-2021 (2021 SPS), and

b. the school system has notified the LDE that it wishes to receive the label.

2. A school that does not have the "urgent intervention required" label for excessive out of school discipline shall not receive the "urgent intervention required" label unless the following criteria are met:

a. the school has excessive out-of-school suspension rates more than double the most recent national average for the school type for the 2017-2018 (2018 SPS), 2018-2019 (2019 SPS), and 2020-2021 (2021 SPS) school years, AND

b. the school system has notified the LDE that it wishes to receive the label.

3. A school that has been labeled "On Track to Exit" by the LDE for an "urgent intervention required" label may exit the label based on 2020-2021 (2021 SPS) results.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:456 (March 2018), LR 47:448 (April 2021).

§909. Comprehensive Intervention Required

A. Any school that earns a "D" or "F" letter grade in the state accountability system for three consecutive years or with a cohort graduation rate of less than 67 percent in the most recent year will be labeled "comprehensive intervention required."

1. For a turnaround school that has earned one or more T letter grades as provided for in §1105.A, the department shall determine the "A," "B," "C," "D," or "F" equivalent letter grade for the purpose of determining whether the school has earned the "comprehensive intervention required" label.

2. A new school, as defined in §3301, will be labeled "comprehensive intervention required" if it earns a "D" or "F" letter grade in both the first and second year of operation.

B. Beginning in 2019-2020 (2020 SPS), a school that is labeled "urgent intervention required" for a period of three consecutive years for the same subgroup or for excessive out of school discipline will be labeled "comprehensive intervention required~~.~~," unless in the current year the school has improved the subgroup score or suspension rate for which it has earned the label, such that the school no longer has a subgroup score equivalent to a "F" or out of school suspension rate more than double the national average.

C. Schools that have fewer than 40 units may be labeled "comprehensive intervention required" based on the available data.

D. To no longer be labeled as requiring comprehensive intervention, the school must earn an "A," "B," or "C" letter grade for two consecutive years.

E.1. For the 2020-2021 (2021 SPS) school year only, a school that does not have the "comprehensive intervention required" label shall not receive the "comprehensive intervention required" label unless the following criteria are met:

a. the school has earned a "D" or "F" letter grade for 2017-2018 (2018 SPS), 2018-2019 (2019 SPS), and 2020-2021 (2021 SPS), or for 2018-2019 (2019 SPS) and 2020-2021 (2021 SPS) for a new school, or the school earned a cohort graduation rate less than 67 percent in the most recent school year; and

b. the school system has notified the LDE that it wishes to receive the label.

2. A school that has been labeled "On Track to Exit" by the LDE for the "comprehensive intervention required" label may exit the label based on 2020-2021 (2021 SPS) results.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:456 (March 2018), LR 47:448 (April 2021).

§911. Required Interventions

A. In accordance with Louisiana's approved consolidated State plan under the Every Student Succeeds Act (ESSA), each LEA shall develop a plan that describes the goals, strategies, and monitoring processes that will be used to address the challenges of each school labeled "urgent intervention required" or "comprehensive intervention required" for approval according to timelines and procedures developed by the LDE. Such plan shall be developed in consultation with parents of students enrolled in such schools and shall remain in effect until such time as the school achieves established exit criteria set forth in §907 and §909 of this Part, or until an amended plan is required.

B. The LDE shall support LEAs through providing assistance and feedback in the development of the plans and reviewing the implementation and effectiveness of the plans. The LDE shall increase involvement with LEAs for those schools that do not make progress.

C. To ensure continued progress to improve student academic achievement and school success, the LDE shall implement more rigorous actions for schools labeled "urgent intervention required" and "comprehensive intervention required" that fail to show improvement over time.

D. For each school that has been labeled "comprehensive intervention required" for four or more consecutive years, the LDE and BESE, if applicable, shall require one or more rigorous interventions permitted under state law

E. Each LEA required to submit a plan under this Section and §1601 of this bulletin shall submit a single plan to LDE that addresses the requirements of both Sections.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:457 (March 2018), amended LR 45:1744 (December 2019).

Chapter 11. School Performance Categories

§1101. Letter Grades
[Formerly LAC 28:LXXXIII.1101]

A. Letter grades shall be assigned pursuant to §305 of this bulletin.

B. In addition to the letter grade, the LDE shall award schools the following labels:

1. if a school declines, it shall be labeled as "declining;" and

2. if a school qualifies as a reward school (described in §1301), it shall be labeled as a "top gains" school.

C. The LDE shall identify all schools that have selective, non-traditional academic admissions requirements.

D. The LDE shall identify all schools that are classified as alternative schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 37:2120 (July 2011), amended LR 38:3110 (December 2012), LR 40:760 (April 2014), LR 41:2579 (December 2015), LR 44:457 (March 2018).

§1102. Academically Unacceptable Schools (AUS)
[Formerly LAC 28:LXXXIII.1102]

A. A school with a letter grade of "F" shall be identified as an academically unacceptable school (AUS).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 37:2121 (July 2011), amended LR 39:304 (February 2013), LR 40:760 (April 2014), LR 44:457 (March 2018).

§1103. Honor Rolls
[Formerly LAC 28:LXXXIII.1103]

A. The LDE will establish an honor roll to recognize high-performing schools and high schools with exemplary graduation rates.

B. The honor roll will be published with school and district performance scores and letter grades.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 37:2121 (July 2011), amended LR 38:3111 (December 2012), LR 45:749 (June 2019).

§1105. Turnaround Schools
[Formerly LAC 28:LXXXIII.1105]

A. A turnaround school is a school in which a turnaround provider assumes operation over the operation of the entire school, continuing to offer the same or additional grade levels as the previous school, and enrolling all former students who choose to continue attending the school.

B. A turnaround school that was labeled "F" in the year in which the state board or the local school board approved the turnaround shall be reported as "T" for the first two years of operation under the turnaround provider.

C. However, all other metrics of the school performance report shall still be reported (e.g., SPS, subgroup performance).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:3111 (December 2012), amended LR 44:457 (March 2018).

Chapter 13. Rewards/Recognition

§1301. Reward Eligibility [Formerly LAC 28:LXXXIII.1301]

A. A school shall be labeled a "reward school" if it earns the equivalent to an "A" letter grade on the progress index.

B. Schools labeled as "reward schools" shall be eligible for financial rewards, as funds are available and as determined by the department.

C. Schools will not be eligible for reward status if they are labeled "urgent intervention required" for any reason.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2744 (December 2003), amended LR 30:1446 (July 2004), LR 31:1513 (July 2005), LR 33:1334 (July 2007), LR 33:2595 (December 2007), LR 38:3111 (December 2012), LR 39:2444 (September 2013), LR 40:1317 (July 2014), LR 44:457 (March 2018).

§1303. Correction of Data [Formerly LAC 28:LXXXIII.1303]

A. Districts and the LDE shall evaluate any instance of irregular or unusual data in the following respects for determining the allocation of rewards:

1. if irregularities are resolved and the data is corrected before rewards are provided, the rewards will be based upon the corrected data;

2. if the irregularities are resolved and the data is corrected after rewards have been distributed, the school shall be required to repay any rewards for which it was ineligible as determined by the audit findings or the State Board of Elementary and Secondary Education (SBESE) will subtract the reward amount from future funds to be awarded to the district or from some other source.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2745 (December 2003), amended LR 38:3111 (December 2012).

Chapter 16. Academically Unacceptable Schools

§1601. Identification as an Academically Unacceptable School

A. A school with a letter grade of "F" shall be identified as an academically unacceptable school (AUS).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:458 (March 2018).

§1603. Requirements for Academically Unacceptable Schools [Formerly LAC 28:LXXXIII.1603]

A. For each academically unacceptable school operating under the jurisdiction of any city, parish, or other local public school board, the school's LEA shall be required to develop a reconstitution plan to describe the goals, strategies, and interventions that will be used to address the challenges of each academically unacceptable school as provided for in the table below according to timelines and procedures developed by the LDE.

Years of Consecutive "F" Letter Grades for Academically Unacceptable School	Content of Plan	Approval of Plan Required by
1st "F" Letter Grade	Evidence-based interventions	LDE
2nd consecutive "F" Letter Grade	Evidence-based interventions, with adjustments as needed	LDE, which may recommend BESE review and approval
3rd consecutive "F" Letter Grade	More intensive interventions as recommended by the LDE	BESE
4th or subsequent consecutive "F" Letter Grade	More intensive interventions, including but not limited to possible transfer to RSD	BESE

B. Each reconstitution plan shall include a school choice policy as required by Chapter 25 of this bulletin.

C. For plans submitted during the 2017-2018 school year based on 2016-2017 school year results, BESE shall consider reconstitution plans for schools earning a fourth or subsequent consecutive "F" letter grade that include evidence-based interventions developed by the LEA and recommended by the state superintendent.

D. Pursuant to the timelines set forth in Subsection A of this Section, the state superintendent shall approve or recommend to BESE appropriate interventions for alternative education schools or Office of Juvenile Justice schools as defined in Chapters 35 and 36 of this bulletin, respectively.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2596 (December 2007), amended LR 35:2313 (November 2009), LR 38:3112 (December 2012), LR 44:458 (March 2018).

Chapter 23. Reconstitution/Alternate Governance Plans

§2301. Schools Requiring Reconstitution/Alternate Governance Plans [Formerly LAC 28:LXXXIII.2301]

A. Districts shall notify SBESE of all school closures and reconstitution.by December 31 of the previous academic year. Notice shall include requests for site code changes, grade reconfigurations, and attendance zone changes. Requests to close schools after October 1 will not be approved until the end of the current academic year.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003), amended LR 31:1516 (July 2005), LR 31:2765 (November 2005), LR 33:2599 (December 2007), LR 38:3113 (December 2012), LR 40:1318 (July 2014).

Chapter 24. Recovery School District

Editor's Note: Section 2403 has been incorporated into Bulletin 129—The Recovery School District. See LAC 28:CXLV.505.

§2401. Eligibility for Transfer to the Recovery School District [Formerly LAC 28:LXXXIII.2401]

A. The Louisiana Legislature established the recovery school district with the passage of R.S. 17:1990. Pursuant to R.S. 17:10.5, a school is eligible for the recovery school district under any of the following conditions.

1. The city, parish, or other local public school board or other public entity fails to submit a reconstitution plan for a school to BESE for approval as required by §1603 of this bulletin.

2. A school's reconstitution plan is submitted to BESE but is deemed to be unacceptable.

3. A school and/or the city, parish, or other local public school board or other public entity fails to comply with the terms of a BESE approved reconstitution plan.

4. A school is labeled academically unacceptable for four consecutive years.

5. A successful parent petition as provided for in §502 of Bulletin 129.

B. The recovery school district under R.S. 17:10.5 shall retain jurisdiction of any school transferred to it for a period of not less than five school years not including the school year in which the transfer occurred if the transfer occurred during a school year.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1028 (June 2006), amended LR 33:2599 (December 2007), LR 34:431 (March 2008), LR 35:640 (April 2009), LR 37:2595 (September 2011), LR 44:458 (March 2018).

Chapter 25. School Choice

§2501. Schools Requiring Choice [Formerly LAC 28:LXXXIII.2501]

A. An LEA must develop a school choice policy for schools that are academically unacceptable.

B. Beginning with the 2003-04 school year, an LEA shall notify parents of their school choice options not later than the first day of the school year for the schools that must offer choice.

1. An LEA must offer more than one choice to eligible students, if more than one school is eligible to receive students.

2. The LEA must take into account the parents' preferences among the choices offered, or the LEA may allow parents to make the final decision.

C. An LEA must adopt a policy relative to school choice for students who previously attended or would otherwise attend a D-rated school, pursuant to R.S. 17:4035.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003), amended LR 33:2599 (December 2007), LR 38:3113 (December 2012), LR 44:459 (March 2018).

§2503. Student Eligibility [Formerly LAC 28:LXXXIII.2503]

A. An LEA must offer choice to all students in an eligible school until the school is no longer identified as AUS except:

1. if an eligible student exercises the option to transfer to another public school, an LEA must permit the student to remain in that school until he or she has completed the highest grade in the school and shall provide transportation to the student.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003), amended LR 33:2599 (December 2007), LR 38:3113 (December 2012).

§2505. Transfer Options [Formerly LAC 28:LXXXIII.2505]

A. An LEA may consider health and safety factors in determining the transfer options. Should the LEA have concerns for health and safety factors, the LEA will need to find ways to provide choice consistent with their obligations to provide a healthy and safe learning environment.

B. An LEA that is subject to a desegregation plan is not exempt from offering students the option to transfer.

1. An LEA should first determine whether it is able to offer choice within the parameters of its desegregation plan.

2. If it is not able to do so, or if the desegregation plan forbids the LEA from offering the choice option, the LEA needs to seek court approval for amendments to the plan that permit a transfer option for students.

C. Students may not transfer to any school that is academically unacceptable.

D. If there are no schools to which students can transfer, parents must be notified that the child is eligible for choice. The notification will further indicate that no choice options are currently available.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003), amended LR 33:2599 (December 2007), LR 44:459 (March 2018).

Chapter 29. Progress Report

§2901. State Annual Reporting [Formerly LAC 28:LXXXIII.2901]

A. The SBESE shall report annually on the state's progress in reaching Louisiana's 2025 goals. The Louisiana Department of Education shall publish individual school reports to provide information on every school's performance. The school reports shall, at minimum, include the following information: school performance scores, percent proficient scores, and student growth.

1. In addition to the overall letter grade, LDE shall report individual ratings equivalent to a letter grade for key indices within the formula.

2. The LDE shall report subgroup performance to schools for the following subgroups:

a. African American;

b. American Indian/Alaskan Native;

c. Asian;

d. Hispanic;

e. white;

f. two or more races;

g. economically disadvantaged;

h. English learners;

i. students with disabilities;

j. homeless;

k. military-affiliated;

l. foster care.

B. For the 2018-2019 school year and beyond, whenever the state board makes any significant change in the criteria, methodology, or manner of calculating and determining the school and district performance scores and letter grades that could result in a significant number of schools or districts experiencing a change in letter grade, the board will consider whether to publish the performance score and letter grade that would have been calculated and reported, had the change not been implemented.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003), amended LR 38:3113 (December 2012), LR 44:459 (March 2018), LR 45:749 (June 2019).

Chapter 31. Data Correction and Appeals/Waivers Procedure

§3101. Appeals/Waivers and Data Certification Processes [Formerly LAC 28:LXXXIII.3101]

A. An appeal/waiver procedure and a data certification process have been authorized by the state Board of Elementary and Secondary Education (SBESE) and shall be used to address unforeseen and aberrant factors and to correct inaccurate accountability data impacting schools in Louisiana.

1. The LDE shall establish a data certification period for all schools/LEAs to correct any inaccurate accountability data prior to the release of accountability results.

a. The LDE shall provide a period (or periods) of not less than 30 calendar days for final review, correction, and verification of accountability data.

b. All cohort graduation data must be corrected during the year following its collection.

c. The LDE will provide training to district level staff on an annual basis.

2. All data correction must occur during the designated data certification period.

3. Each LEA must collect supporting documentation for every data element that is corrected and maintain the documentation on file for at least four years.

4. Each school district shall create and implement a district data certification procedure that requires the site-based administrator at each accountable school to review all accountability data during the data certification period.

B. The LDE shall review all data corrections during the certification period and grant approval of those proven valid. The LDE may request documentation to support the validity of the changes.

C. The appeal/waiver procedure is created to address issues when the literal application of accountability policy does not consider certain unforeseen and unusual circumstances.

1. All appeal/waiver requests must be submitted to the LDE within 15 working days of the fall accountability release.

2. The LDE shall review appeal/waiver requests and make recommendations to the SBESE during first regularly scheduled BESE sessions following the close of the appeal/waiver period. Within this interval, the LDE shall notify LEAs of its recommendations and allow them to respond in writing. The LDE's recommendations and LEA responses will be forwarded to SBESE for final disposition.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December

2003), amended LR 30:1620 (August 2004), repromulgated LR 30:1996 (September 2004), amended LR 30:2257 (October 2004), LR 31:2422 (October 2005), LR 35:2313 (November 2009), LR 38:3113 (December 2012), LR 40:1318 (July 2014), LR 44:459 (March 2018).

§3103. Definitions
[Formerly LAC 28:LXXXIII.3103]

Appeal—a request for the calculation or recalculation of the school or district performance score.

Waiver—a temporary "withholding" of accountability decisions for no more than one accountability year. Waivers shall be denied to aggrieved parties attempting to subvert the intent of provisions outlined in the state statute.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003), amended LR 30:2258 (October 2004), LR 44:459 (March 2018).

§3105. General Guidelines—Parent/School-Level Requests
[Formerly LAC 28:LXXXIII.3105]

A. Parents or individual schools seeking an appeal or waiver on issues relating to Louisiana's District and School Accountability System shall file their requests, regardless of the type, through the local superintendent, charter school leader, or appointed representative as authorized by the local governing board of education.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2752 (December 2003), amended LR 35:2314 (November 2009), LR 38:3114 (December 2012).

§3107. General Guidelines—Local Board of Education-Level Requests
[Formerly LAC 28:LXXXIII.3107]

A. The local superintendent, charter school leader, or official representative of each local governing board of education shall complete the LDE's appeals/waivers request form and provide supporting documentation to the Division of Assessments and Accountability no later than 15 working days after the official release of the fall accountability results.

B. Data corrections shall not be grounds for an appeal or waiver request as all data corrections shall be made prior to the release regardless of the source of any errors.

1. Requests concerning either the inclusion or exclusion of special education student scores in accountability calculations, except as outlined in Bulletin 111, shall not be considered by the LDE.

C. Supporting documentation for appeal/waiver requests should clearly outline the unforeseen and unusual factors that generate the requests. The local school system shall be responsible for supplying the LDE with information necessary for recalculating accountability components per applicable policy.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2752 (December 2003), amended LR 30:2258 (October 2004), LR 31:1516 (July 2005), LR 35:2314 (November 2009), LR 38:3114 (December 2012).

§3109. Criteria for Appeal
[Formerly LAC 28:LXXXIII.3109]

A. LEA superintendents or charter school leaders shall notify the LDE in writing of any changes to existing school configurations and newly opened schools no later than the 15 day appeal/waiver window during the first year of the reconfiguration and school opening. All school closures must be reported at the end of the schools' last academic year of operation.

B. LEAs may petition the SBESE in instances not addressed by policy or in instances when the policy is unclear.

C. An appeal shall be filed by the LEA in order to receive monetary rewards for any eligible closed school.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2752 (December 2003), amended LR 30:1620 (August 2004), repromulgated LR 30:1997 (September 2004), amended LR 31:1517 (July 2005), LR 31:2423 (October 2005), LR 35:2314 (November 2009), LR 38:3114 (December 2012).

Chapter 33. New Schools and/or Significantly Reconfigured Schools

§3301. Inclusion of New Schools
[Formerly LAC 28:LXXXIII.3301]

A. For a newly formed school, the school district shall register the new school with the Louisiana Department of Education to have a site code assigned to that school. A new school shall not be created nor shall a new site code be issued in order to allow a school to avoid an accountability decision or prevent a school from entering the accountability system. Before a new school is created, the local education agency must work with the Louisiana Department of Education to explore ways the new school can be included in the accountability system.

B. When two or more schools are created from an existing school (e.g., grades 4-6 "split" from an existing K-6 structure, creating a K-3 school and a 4-6 school), the LEA must consult with the LDE prior to implementing such changes to determine how the impacted schools will retain reward and/or academically unacceptable (AUS) or subgroup status and any sanctions, remedies, and funds (e.g., a 3-8 school in AUS 3 should retain the AUS 3 status in both schools if it is reconfigured into a 3-5 and a 6-8 school and if all grade levels contributed to its poor performance). After this consultation, the LDE shall make all decisions regarding

the effects of these changes on accountability results and sanctions for all schools effected by the changes and will notify the LEA of its decision.

C. New K-8 schools (in existing LEAs) with one year of test data shall be included in accountability. For dropout/credit accumulation data, the district average for elementary schools will be used.

D. The new high school in an existing LEA shall enter accountability using its first year of assessment data.

1. This adjusted assessment index shall be used as a first year SPS to assign letter grades.

2. The graduation index calculated from the school's first graduating class shall be included as a SPS indicator.

E. Schools that do not align with the patterns described in this Section will be included in accountability as soon as the required data is available.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended LR 31:2765 (November 2005), LR 33:2599 (December 2007), LR 36:1992 (September 2010), LR 37:3201 (November 2011), LR 38:2358 (September 2012), LR 38:3114 (December 2012), LR 40:1318 (July 2014), LR 44:459 (March 2018).

§3303. Reconfigured Schools [Formerly LAC 28:LXXXIII.3303]

A. Reconfigured schools are identified as schools that change grade configuration, combine two schools with separate site codes into one school with a single site code, or divide one school into two separate schools with different site codes. Data collected at one site shall not be moved to another site and included in accountability results except when two or more schools with dissimilar configurations combine to create one school.

B. Prior to any reconfiguration, the LDE will review the changes to school sites in the planned reconfiguration and will consult with the LEA on the effects that the reconfiguration will have on rewards and/or academically unacceptable (AUS) or subgroup performance. After this consultation, the LDE shall make all decisions regarding the effects of these changes on rewards, AUS or subgroup performance, and sanctions for all schools effected by the changes and will notify the LEA of its decision. AUS status and eligibility for participating in any specific programs shall be determined by the LDE.

C. All reconfigurations must be submitted to the sponsor site database before October 1 of the first year of operation under the reconfiguration.

D. High schools with a grade 12 that merge with a school without a grade 12 will retain its graduation data from the prior year.

E. When a high school with a grade 12 merges with another school with a grade 12, the graduation cohort outcome data from both schools will be combined together and recalculated.

F. The LDE will consult with the district concerning the SPS calculation when unusual circumstances or configurations exist.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended LR 30:2446 (November 2004), LR 31:2765 (November 2005), LR 33:2600 (December 2007), LR 36:1993 (September 2010), LR 37:3201 (November 2011), LR 38:3114 (December 2012), LR 40:1318 (July 2014), LR 44:460 (March 2018).

Chapter 35. Inclusion of Alternative Education Schools and Students in Accountability

§3501. Alternative Education [Formerly LAC 28:LXXXIII.3501]

A. Districts must provide an alternative education placement for students who are expelled or who have been suspended for more than 10 consecutive schools days. Districts must either operate an alternative education program or school (direct-run or charter), or enter into an agreement with an education service provider to run a program or school.

B. Alternative education schools and programs must be approved by BESE. Classifications must be submitted annually to the LDE no later than March 15 and cannot be changed until the following year.

C. Alternative education school and program accountability:

1. addresses student behavior, dropout prevention, dropout recovery, and/or credit recovery through alternative educational placements;

2. serve students self-selecting due to extenuating personal circumstances; and

3.does not exists only for students who are academically advanced, gifted, talented, or pursuing specific areas of study (arts, engineering, medical, technical, etc.).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:10.1, 17:416, and 17:416.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:472 (March 2013), amended LR 45:396 (March 2019).

§3503. Alternative Schools Including Alternative Charter Schools [Formerly LAC 28:LXXXIII.3503]

A. For school accountability, alternative education schools:

1. enroll some or all students for 45 or more days; and

2. receive BESE approval for the current school year.

B. A student placed at an alternative school for fewer than 45 days shall be considered to be attending an alternative program within the school, and as such, must remain enrolled in their sending school.

1. For the purposes of this Chapter, a sending school is the last school a student attended. If the student's current grade level is not included in the configuration of the last school they attended, the LEA must enroll the student at school that includes the student's grade using a feeding pattern or attendance zone when possible.

C. The school performance scores and letter grades of alternative schools will be published with other schools.

1. Alternative schools will be clearly labeled as alternative schools in public releases.

2. Alternative education schools with sufficient data will be evaluated for subgroup performance based on the formulas in Subsection D of this Section.

3. The school performance scores for alternative schools will exclude the assessment data for students who are not full academic year (FAY) enrollees.

D. School Performance Scores (SPS). Starting with the 2018-2019 academic year, all alternative education schools l will receive a school performance score and school letter grade based on the following formulas in this Subsection.

1. School performance scores for kindergarten through eighth grade alternative education schools will include a progress index and dropout credit accumulation index for schools with applicable students. An interests and opportunities indicator will be included in school performance scores no later than the 2019-2020 school year (2020 SPS).

K-8 Alternative School Performance Score Indices and Weights			
Index	**Grades**	**Beginning in 2018-2019**	**No Later than 2019-2020**
Progress Index*	Grades K-8	90 percent	85 percent
Dropout/ Credit Accumulation Index	Grade 6-8	10 percent	10 percent
Interests and Opportunities	Grades K-8	N/A	5 percent

*Includes English Language Proficiency progress

2. School performance scores for alternative education schools with twelfth grade will include a progress index and indicators outlined in the following table. The interests and opportunities indicator will be included in school performance scores no later than 2019-2020 school year (2020 SPS).

High School Performance Score Indices and Weights			
Index	**Grades**	**Beginning in 2018-2019**	**No Later than 2019-2020**
Progress Index*	Grades 9-12	25 percent	25 percent
Core Academic Credit Accumulation Index	Grades 9-12	25 percent	25 percent
Dropout/Credit Accumulation Index	Grades 9-11	25 percent	25 percent
Credential Attainment Index	Grade 12	25 percent	20 percent
Interests and Opportunities	Grades 9-12	NA	5 percent

*Includes English Language Proficiency progress

3. School performance scores for combination alternative education schools with a grade configuration that includes a combination kindergarten through eighth grade and ninth through twelfth Grade, will receive a score from a weighted average of the SPS in accordance with LAC 28:XI.301.C.

4. For schools with configurations that include ninth through eleventh grade, but do not have a twelfth grade, the school performance score will consist of the indices available.

5. For alternative school performance score calculations, the progress index will be calculated in the same manner as defined in Chapter 5 and will include English language proficiency progress as defined in Chapter 4.

6. The core academic credit accumulation index measures credits that count towards a diploma in English language arts, math, science, and social studies earned at the alternative school.

a. For measuring the core academic credit accumulation index only, students enrolled in an alternative education school on or before:

i. October 1 and for 45 total days will be included in the calculation of the first semester, even if the student is not enrolled in the school on February 1 of the same school year. In some circumstances, such students may also be included in the accountability calculations for another school; or

ii. February 1 and for 45 total days will be included in the calculation of the second semester, even if the student is not enrolled in the school or LEA on October 1 of the same school year.

b. Schools earn points based on the core academic credits earned in each semester.

c. Students who are considered dropouts will be included in the calculation for the semester of drop out and earn 0 points. Calculations will follow the table below with the updated points starting in 2025-2026.

Number of Core Academic Credits (One Semester)	Index Point Award
3 or more	150
2.5	125
2	100
1.5	75
1	50
0.5	25
0	0
Dropout	0

7. The dropout/credit accumulation index measures Carnegie units earned in the school year following enrollment at an alternative school for at least one semester.

a. In order for students to be included in the calculations, the student must have been:

i. enrolled for at least one semester during the last year of record at the alternative school; and

ii. considered "full academic year" during the current school year.

b. Students in twelfth grade in the prior year and students who exited with a diploma or *HiSET* are excluded from the dropout/credit accumulation calculation.

c. Points will be allocated according to the following table.

Number of Carnegie Units	Index Point Award
3.5 or more	150
3	125
2.5	100
2	75
1.5	50
1	25
0.5	0
0 or Dropout	0

8. The credential attainment index measures the graduation outcomes for students in twelfth grade.

a. To be included in the credential attainment index calculation, a student must be in twelfth grade at the start of the current school year and meet full academic year for the current year at the alternative education school.

b. Students in eleventh grade or below who exit the alternative education school with a diploma and/or credential based on the table above will be included in both the numerator and denominator.

c. Beginning in 2017-2018 (2016-2017 cohort) and through 2022-2023 (2021-2022 cohort), points will be assigned for each student according to the following table.

Student Results	Points
High School Diploma plus Associate's Degree	160
High School Diploma plus: (a).(i). AP score of 3 or higher; (ii). IB score of 4 or higher; or (iii). CLEP score of 50 or higher; OR (b). Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
High School Diploma plus: (a). At least one passing course grade for TOPS core curriculum credit of the following type: (i). AP**; (ii). college credit; (iii). dual enrollment; or (iv). IB** OR (b). Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points. **Students must take the AP/IB exam and pass the course to earn 110 points.	110
High School Diploma (includes Career Diploma student with a regional Jump Start credential)	100
HiSET plus Jump Start credential	40
HiSET	25
Non-graduate without *HiSET*	0

d. Beginning in 2023-2024 (2022-2023 cohort) and beyond, points shall be assigned for each member of a cohort according to the following table.

Student Result	Points
HS Diploma plus: (a)Associate's Degree or (b)Fast Forward Apprenticeship Pathway (Advanced Plus) or (c)Statewide Advanced Plus Level III/IV Jump Start credential	175
HS Diploma plus: (a)At least 12 Board of Regents-recognized TOPS CORE College credit hours attained via dual enrollment, AP, CLEP, IB, or Cambridge or (b)Statewide Advanced Jump Start credential or Tech Diploma (TD)	150
HS Diploma plus: (a)At least 6 Board of Regents-recognized TOPS CORE College credit hours attained vial dual enrollment, AP, CLEP or IB, or Cambridge or (b)Statewide Basic Jump Start credential or Certificate of Tech Studies (CTS)	125
Four-year graduate (includes Career Diploma student with a regional Jump Start credential)	100
Five-year graduate with any diploma *Five-year graduates who earn at least 12 Board of Regents-recognized TOPS CORE College credit hours attained via dual enrollment, AP, CLEP, IB, or Cambridge, or a Statewide Advanced Jump Start credential or Tech Diploma (TD) will generate 140 points. Five-year graduates who earn an Associate's Degree will generate 150 points.	75
Six-year graduate with any diploma	50
HiSET plus Jump Start credential	40
HiSET	25
Non-graduate without HiSET	0

NOTE: Students that begin the year in the eleventh grade and exit as a twelfth grader with a diploma and/or credential based on the table above will be included in both the numerator and denominator.

e. Students counted in the graduation cohort for the alternative education school will continue to be included in the school system cohort, not the sending school.

9. The grading scale for alternative education schools will be the same as the scale for all schools as defined in §305 of this Part.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended 31:423 (February 2005), LR 34:868 (May 2008), LR 35:1472 (August 2009), LR 37:2119 (July 2011), LR 37:3202

(November 2011), LR 38:1213 (May 2012), LR 39:472 (March 2013), LR 40:2240 (November 2014), LR 45:396 (March 2019), LR 47:449 (April 2021), LR 49:242 (February 2023).

§3505. Alternative Education Program Accountability [Formerly LAC 28:LXXXIII.3505]

A. Alternative education programs are approved by BESE for the current school year.

B. Scores for students attending alternative education programs will be included at the sending school at which the student is enrolled.

1. For the purposes of this Chapter, a sending school is the last school a student attended. If the student's current grade level is not included in the configuration of the last school they attended, the LEA must enroll the student at school that includes the student's grade using a feeding pattern or attendance zone when possible.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 39:472 (March 2013), amended LR 40:2241 (November 2014), LR 45:398 (March 2019).

§3507. District Accountability for Students Served by Alternative Education Schools and Programs

A. The LDE will annually publish a report on district outcomes for students served by alternative education schools and programs.

B. All alternative education programs will receive a performance report that includes, but is not limited to:

1. data pertaining to academic progress;

2. credit accumulation;

3. completion; and

4. behavior modification.

C. All school systems will receive a report including performance on the alternative education school accountability measures and may include, but is not limited to:

1. recidivism rates (students suspended or expelled multiple times in the same school year);

2. re-engagement rate of students who previously dropped out of school;

3. five- and six-year graduation rates;

4. law enforcement referral rates; and

5. number and percent of students attending alternative schools and programs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:10.1, and 17:100.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 45:398 (March 2019).

Chapter 36. Specialized Accountability for Office of Juvenile Justice (OJJ) Schools

§3601. Office of Juvenile Justice Schools

A. For the purposes of this Chapter:

OJJ Schools—all schools and programs providing educational services to students in secure care facilities operated by, or contracted under, the authority of the state Department of Public Safety and Corrections, Youth Services, Office of Juvenile Justice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.9.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2126 (November 2017).

§3603. Student Information System

A. OJJ shall maintain educational records for all students and shall report them, as required, to the state Department of Education. At a minimum, the student information system selected by the OJJ district shall provide for collection and reporting of the following data elements:

1. enrollment records;

2. attendance records;

3. diploma pathway selection;

4. Jump Start credentials;

5. local transcripts;

6. student grades;

7. TABE score;

8. state assessment scores (LEAP 2025, ACT, LEAP Connect, ELPT, WorkKeys);

9. assessments identified in other recommendations;

10. discipline incidents specific to educational settings and with educational staff.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.9.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2126 (November 2017), LR 47:449 (April 2021).

§3605. Specialized Accountability System

A. The schools operated by OJJ shall participate in the state's accountability system for all public alternative schools as specified in this Bulletin.

B. In addition to the state accountability system and state report card, the department will annually publish specialized school and district report cards for schools operated by OJJ beginning with the 2017-2018 school year.

C. Unless otherwise indicated in the measures listed in Subsection D of this Section, students must meet the full academic year definition to be included in calculations.

Students meet the full academic year definition if they are enrolled on or before October 1 and remain enrolled in the school until the final state assessment or the end of the regular academic year.

D. The alternative school accountability report card shall be considered as the specialized school and district report cards for OJJ, which will include results from the following measures:

1. growth measures from the LEAP 2025 assessments using the progress index calculation for alternative schools:

a. students must meet full academic year requirements for alternative schools;

2. percentage of students earning a high school diploma as calculated in the credential attainment index for alternative school accountability:

a. students who are enrolled in grade 12 on October 1 but exit prior to the end of the year with a diploma will be included;

b. student inclusion will not be based on graduation cohort membership;

3. percentage of students earning a high school equivalency diploma (HiSET) as calculated in the credential attainment index for alternative schools;

a. students who are enrolled on October 1 but exit prior to the end of the year with a HiSET will be included;

b. student inclusion will not be based on graduation cohort membership;

4. percentage of students in grade 12 who earn a Jump Start credential/IBC as calculated in the credential attainment index for alternative schools;

5. percentage of students who earn credits as calculated in the core academic credit index for alternative schools;

6. percentage of students who participate in and meet program requirements of the Jobs for America's Graduates (JAG) program based on documented data submitted to the LDE;

7. subgroup performance for students with disabilities for all measures described in this Section.

E. At the end of each school year, the results of measures identified in this Section will be reviewed and specific annual targets for improvement will be developed by the LDE for implementation in the next school year. The LDE will review the alternative school accountability report card at the end of each year and adjust targets as necessary.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.9.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2126 (November 2017), LR 47:449 (April 2021).

§3607. Monitoring and Interventions

A. A special advisor shall be assigned to the OJJ by the LDE to assist schools with implementation of academic improvement efforts.

1. The special advisor shall have extensive experience working with schools in adjudicated settings.

2. The special advisor shall work directly with the OJJ director of education, as well as the school principals, and designated LDE staff.

B. Monitoring

1. The LDE shall conduct a program of regular, in-person monitoring of OJJ schools.

a. The LDE shall conduct at least one in-person monitoring visit for each OJJ school per year.

b. The LDE shall develop a rubric for use as a monitoring tool during annual monitoring visits.

C. OJJ School Improvement

1. During the 2017-2018 school year, the OJJ special advisor and OJJ shall jointly review each school's results and monitoring visits data to collaboratively develop a comprehensive school improvement plan to be implemented no later than the 2018-2019 school year.

2. Beginning in the 2018-2019 school year, the LDE shall assign a progress label to each OJJ school based on monitoring results and the results measured by the specialized report card. The progress label shall indicate which schools are considered "academically unacceptable" for the purposes of this Section.

3. The LDE shall require supports, interventions, and remedies for any OJJ school earning a progress label indicating the school is academically unacceptable. The intensiveness of the supports, interventions and remedies developed by the LDE shall escalate for every year that a school continues to earn a progress label indicating the school is academically unacceptable.

4. Such supports, interventions, and remedies may include, but shall not be limited to:

a. development and implementation of a revised school improvement plan approved by the special advisor;

b. reconstitution of the school subject to the approval of BESE. Reconstitution may include, but shall not be limited to required actions related to school leadership, personnel, structure, operations, budgeting, program offerings, professional development, and contracting with one or more external partners.

D. Pursuant to R.S. 17:10.9(C)(b)(3), the LDE shall submit an annual report to the Juvenile Justice Reform Act Implementation Commission and the House and Senate Committees on Education detailing any supports, interventions, and remedies implemented for each OJJ school earning a progress label indicating the school is

academically unacceptable. The report shall also be made available on the LDE website.

E. School Improvement Available to All Schools

1. In addition to the accountability provided above, OJJ schools shall participate in the statewide accountability system detailed in this bulletin applicable to all other public alternative schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.9.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2127 (November 2017).

§3609. Assessments and Counseling

A. Students shall be assigned to appropriate educational programs and schools including high school diploma programs, industry-based certifications approved by BESE, and recognized high school diploma equivalent programs.

B. Student and parent interests may be considered when assigning youth to, and transferring youth among, educational programs and schools.

C. A student may not be removed from a program leading to a high school diploma without the consent of the student's parent or legal custodian as documented in the student's individual learning plan.

D. No later than August 1, 2017, the OJJ shall develop and implement a standard enrollment interview protocol for all students who are assigned to OJJ schools. The protocol shall be developed jointly with the special advisor and shall be approved by the LDE.

E. Interview protocols shall be used to develop individual learning plans for students, and shall be kept on file for each student. The interview protocols and individual learning plans shall be available to the special advisor during visits to the site and to the LDE monitoring team during annual monitoring site visits. The protocols and plans shall be designed to:

1. assure that students are assigned to appropriate educational programs and schools offering high school diplomas, BESE-approved programs leading to IBCs, and high school diploma equivalency programs;

2. collect student and parent interests to inform the assignment or transfer of students to programs and schools; and

3. verify consultation with and consent of parents prior to the removal of a student from a program leading to a high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.9.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2128 (November 2017).

§3611. Transmission of Cumulative Records

A. OJJ shall request cumulative records for students upon entry to an OJJ school.

B. OJJ shall send cumulative records to receiving local education agencies within two business days from when a request for records is received. In the case that an unforeseen circumstance creates a delay, OJJ will notify the receiving local education agency and provide a date by which the records will be transmitted. Such records shall include:

1. student records from previous schools in possession of OJJ;

2. individual learning plans developed by OJJ;

3. IAP form (if applicable);

4. report cards;

5. test results;

6. IEP forms/evaluations (if applicable);

7. individual graduation plan;

8. discipline records (as permitted by law);

9. work detail forms;

10. SBLC forms (if applicable);

11. transcripts/certificates/HiSET/diploma;

12. quarterly progress reports.

C. The records shall not include information that is prohibited by laws and regulations guaranteeing legal rights and protections for adjudicated students.

D. Requests for records and dates indicating transfer to cumulative folders to receiving schools shall be kept on file and available for review by the special advisor and monitoring teams.

E. The OJJ shall notify the LDE when a receiving local education agency does not enroll a student who transfers from an OJJ school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.9.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2128 (November 2017).

Chapter 39. Inclusion of Students with Disabilities

§3901. Assessment of Students with Disabilities [Formerly LAC 28:LXXXIII.3901]

A. All students, including those with disabilities, shall participate in Louisiana's testing program. The scores of all students who are eligible to take the 3-8 or high school LEAP 2025, ACT, LEAP Connect, or Louisiana English language proficiency test (ELPT and ELPT Connect) shall be included in the calculation of the SPS. Students with disabilities shall take the assessments with accommodations, if required by their individualized education program (IEP).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December

2003), amended LR 31:2763 (November 2005), LR 36:1994 (September 2010), LR 38:3115 (December 2012), LR 40:2508 (December 2014), LR 44:460 (March 2018), LR 47:449 (April 2021), LR 49:44 (January 2023).

§3903. LEAP Alternate Assessment Participation Criteria [Formerly LAC 28:LXXXIII.3903]

A. Students with disabilities participating in the LEAP and ELPT alternate assessments LEAP Alternate Assessment, LEAP Connect, must meet specific participation criteria as stated in LAC 28:LV.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003), amended LR 31:2763 (November 2005), LR 40:2508 (December 2014), LR 44:460 (March 2018), LR 47:449 (April 2021), LR 49:44 (January 2023).

§3905. Inclusion of Alternate Assessment Results [Formerly LAC 28:LXXXIII.3905]

A. All SPS shall include LEAP Connect scores.

B. Each LEAP Connect exam will be assigned one of four achievement levels and each achievement level will be assigned points for use in assessment index calculations as follows.

LEAP Connect Performance Level	Assessment Points
Level 4: High Complexity	150
Level 3: Moderate Complexity	100
Level 2: Low Complexity	80
Level 1: Low Complexity	0

1. Students taking LEAP Connect exams shall be included in accountability calculations at the grade level in which they are enrolled in the student information system (SIS). As with LEAP 2025 high school assessments, only initial test scores are used in accountability for LEAP Connect high school grades.

C. Students participating in LEAP alternate assessment level 1 LEAP connect will be assigned scores of zero in SPS calculations if they do not meet the specific participation criteria as stated in *Bulletin 1530—Louisiana's IEP Handbook for Students with Disabilities*.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003), amended LR 30:767 (April 2004), LR 31:2763 (November 2005), LR 33:254 (February 2007), LR 35:2031 (October 2008), LR 35:640 (April 2009), LR 35:641 (April 2009), LR 38:3115 (December 2012), LR 40:2508 (December 2014), LR 44:460 (March 2018), LR 47:450 (April 2021).

Chapter 40. Definitions Related to English Proficiency

§4001. Proficient in English [Formerly LAC 28:LXXXIII.4001]

A. To be considered English proficient and exit English learner (EL) status, an EL student must score level 4 (early advanced) or level 5 (advanced) on all four ELPT domains:

1. speaking;
2. listening;
3. reading; and
4. writing.

B. In order for a student to receive an approval for exemption from one or more than one domains, schools must submit an official request, including documentation for the request, no later than 30 days prior to the opening of the testing window.

C. Accommodations for the English Language Proficiency Test (ELPT) should be documented on a student's Individual Education Plan (IEP), Individual Academic Plan (IAP), or English Learner (EL) Checklist no later than 30 days prior to the opening of the testing window.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:767 (April 2004), amended LR 33:254 (February 2007), LR 34:2552 (December 2008), LR 36:2243 (October 2010), LR 38:3115 (December 2012), LR 44:460 (March 2018), LR 46:15 (January 2020), LR 49:44 (January 2023).

§4003. Making Progress in Learning English [Formerly LAC 28:LXXXIII.4003]

A. Making progress in learning English will be defined by BESE following the first administration of the ELPT assessment in the 2017-2018 school year.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:767 (April 2004), amended LR 36:2244 (October 2010), LR 44:461 (March 2018).

Chapter 41. Data Collection and Data Verification

§4101. Valid Data Considerations [Formerly LAC 28:LXXXIII.4101]

A.1. *Unusual Data Result (UDR)*—any CRT, NRT, attendance, dropout/credit accumulation, and graduation data that exceeds a parameter or a range of parameters, which shall be determined by the LDE and approved by the SBESE.

2. *Irregular Data*—any data, which appears to contradict results, which are otherwise:

a. expected;

b. unrealistic information; or

c. data generated as a result of defective data collection or processing.

B. A test score shall be entered for all eligible students within a given school. For any eligible student who does not take the test, including those who are absent, a score of "0" on any state-administered assessment used in the SPS shall be calculated in the school's SPS. To assist a school in dealing with absent students, the Louisiana Department of Education shall provide an extended testing period for test administration. The only exceptions to this policy are students who were sick during the test and re-testing periods and who have formal documentation for that period.

C. The LDE shall evaluate the accountability results each year to identify irregular data and unusual data results.

1. The LDE will select a sample of schools to investigate.

2. Districts shall be notified of the schools with irregular or unusual data that they must investigate themselves.

a. The LDE will identify the specific areas of concern.

b. The district will provide a written report explaining the irregular or unusual data within 60 days of notification by the LDE.

D. If inaccurate, invalid, and/or undocumented data is discovered and was or will be used in the calculation of school performance scores or subgroup adequate yearly progress determinations, the LDE shall correct and/or void the data.

1. For example, if four students in fall 2011 are coded as "out-of-state" transfers, it is determined in August 2012 that no documentation exists to support this exit code, and the students are not found enrolled in another Louisiana school; these four students will be changed to dropouts and counted as such in the 2012 accountability results, and if applicable, in the appropriate cohort for any graduation index calculations beginning in 2013.

2. In any instance where the inaccurate, invalid, and/or undocumented data was used in a previous year's accountability results, the LDE will evaluate the impact of the data and recommend to BESE any repayment of rewards or school improvement funds indicated by the recalculation of accountability results.

E. The LDE will notify in writing the superintendent of the LEA associated with any school where data is corrected and/or voided or where rewards must be repaid.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003), amended LR 30:2446 (November 2004), LR 32:1028 (June 2006), LR 38:3115 (December 2012), LR 40:1318 (July 2014), LR 47:450 (April 2021).

§4103. State Assessment Data
[Formerly LAC 28:LXXXIII.4103]

A. For all data used from state assessments:

1. if there is evidence of irregular data or an Unusual Data Result (UDR), the LDE shall require the LEA to investigate. The LEA shall report the results of the investigation to the State Superintendent of Education;

2. if the State Superintendent of Education determines that the results of the investigation do not sufficiently explain the data, s/he shall designate a team to visit the school and conduct its own investigation:

a. if the test data are determined to be inaccurate, invalid, and/or undocumented the LDE shall void or correct the data as described in §4101;

3. if the gains are validated by the visit, the school will be designated a "pacesetter" school. If the gains cannot be validated, the State Superintendent of Education may initiate further action.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2755 (December 2003), amended LR 32:1029 (June 2006), LR 38:3115 (December 2012), LR 47:450 (April 2021).

§4104. Data Validation
[Formerly LAC 28:LXXXIII.4104]

A. The LDE may review and validate attendance, dropout, graduation, discipline, accountability code and exit code data:

1. due to an unusual data result or irregular data;

2. while at a school or district site primarily to investigate other data or records;

3. during a random data audit.

B. If there is insufficient documentation to validate the use of any student exit codes, the LDE shall void or correct the data as described in §4101.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1029 (June 2006), amended LR 38:3116 (December 2012), LR 44:461 (March 2018).

§4105. Reported Irregularities
[Formerly LAC 28:LXXXIII.4105]

A. The LDE will determine and the SBESE shall approve a process for the public to report possible irregularities.

B. Anonymous complaints may be investigated.

C. All signed complaints shall be investigated.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2755 (December 2003).

Chapter 43. District Accountability

§4301. Inclusion of All Districts [Formerly LAC 28:LXXXIII.4301]

A. Every school district shall participate in a district accountability system based on the performance of schools as approved by the Louisiana State Board of Elementary and Secondary Education (SBESE).

B. Indicators for District Accountability. There shall be two statistics reported for each school district for district accountability:

1. a district performance score (DPS); and

2. a subgroup component.

C. District Performance Score (DPS). A district performance score (DPS) shall be calculated in the same manner as a combination school performance score, aggregating all of the students in the district.

1. Data from students enrolled in a district for a full academic year shall be used to calculate the DPS, to include all indices for which data are available.

2. The DPS shall be reported as a numeric value and a letter grade shall be assigned based on the numeric value, except as otherwise outlined in §303 of this bulletin.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2755 (December 2003), amended LR 30:1446 (July 2004), LR 32:543 (April 2006), LR 37:2119 (July 2011), LR 38:3116 (December 2012), LR 40:760 (April 2014), LR 40:1318 (July 2014), LR 44:461 (March 2018).

§4311. District Letter Grades [Formerly LAC 28:LXXXIII.4311]

A. The LDE shall report district scores and labels on every school district. In 2013-2014 and 2014-2015, letter grades shall be assigned pursuant to §303 of this bulletin. Thereafter, districts shall be assigned a district letter grade using their district performance score.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 37:2120 (July 2011), amended LR 38:3116 (December 2012), LR 40:761 (April 2014).

§4315. Progress Report [Formerly LAC 28:LXXXIII.4315]

A. The Louisiana Department of Education shall publish a district accountability report. The report shall contain the labels for the DPS. The report shall also contain the percent poverty, poverty ranking, and percentage of students enrolled in public education for the district, as well as data from the subgroup component.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2757 (December 2003), amended LR 30:1449 (July 2004), LR 33:635 (April 2007), LR 38:3116 (December 2012).

§4317. District Accountability Data Corrections [Formerly LAC 28:LXXXIII.4317]

A. Since data used for district accountability results are derived from school-level data, district accountability data corrections should be handled during the school accountability appeals period.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2446 (November 2004), LR 40:1318 (July 2014).

Chapter 45. Disaster Considerations for School and District Accountability

§4501. Potential Impact of Disasters on Accountability [Formerly LAC 28:LXXXIII.4501]

A. Special consideration shall be given to schools and districts significantly impacted by disasters when accountability decisions are made. The consideration shall include but not be limited to:

1. closure of schools and districts for extended periods of time;

2. transfer of significant numbers of students from affected schools and districts;

3. enrollment of significant numbers of displaced students into receiving schools and districts;

4. emigration of displaced students to other states;

5. multiple transfers of displaced students as they move from shelters and temporary housing to more permanent situations;

6. the transfer of displaced students as they return to their home schools and districts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1412 (August 2006).

§4503. One-Year Waiver for "Severe Impact" Schools and Districts [Formerly LAC 28:LXXXIII.4503]

A. Schools that meet either of two conditions associated with disasters shall be labeled "severe impact" schools and shall receive a one year waiver of accountability decisions based on the schools' school performance scores. The one year waiver is limited to the year in which the disaster occurred. The conditions are:

1. the school was closed, due to a disaster, for 18 or more consecutive school days during a given academic year; or

2. the school either gained or lost 25 percent or more of its testing population due to a disaster.

a. This 25 percent gain or loss is calculated by dividing a school's prior year October 1 enrollment of students in grades 3-11 into its current year October 1 enrollment of 3-11 students exited using “disaster” codes or entered using “disaster” codes (see §4507).

3. for the 2016-2017 school year school performance scores and letter grades, any school which sustained significant damage as a result of federally declared disaster DR-4277, Louisiana Severe Storms and Flooding, such that schools temporarily relocated to another school campus or facility, or received a displaced school or entire grade levels from another school at its campus as a result of such disaster, the LDE shall use for school accountability purposes the higher of the 2016-2017 or 2015-2016 school performance score. This policy shall also apply to all schools within the East Baton Rouge Parish system. The state superintendent, with consent of the president of the board, may provide for the same in cases of extraordinary and abnormal displacement of teachers and students and hardship due to such disaster, if such displacement directly and indisputably contributed to abnormal changes in school performance scores and assessment results, based on analysis conducted by the LDE.

B. Schools that do not meet the severe impact criteria shall be labeled “limited impact” schools.

C. Severe impact schools that receive the one year "disaster" waiver shall not have school performance scores, growth labels, or letter grades published for the year of the waiver. Assessment results will be provided to the districts for planning purposes.

D. The year following the waivers, the waived schools shall be considered new schools and shall enter accountability according to the policy in Chapter 33.

E. Districts shall be considered "Severe Impact" districts and receive a one year waiver from accountability labels and decisions if:

1. they are closed for 18 consecutive school days; or

2. they gain or lose 25 percent of their testing population before October 1; or

3. they have 25 percent or more of their schools granted a one year waiver or classified as new schools due to a disaster.

F. Districts receiving a one year waiver shall not have district performance scores, or letter grades published for the year of the waiver.

G. Districts may elect to have severe impact schools:

1. remain fully in accountability and receive scores and labels as limited impact schools (see §4507 and §4509); or

2. receive scores and letter grades as limited impact schools, but schools:

a. will not enter or advance in comprehensive or urgent intervention labels or academically unacceptable status as a result of accountability labels based on data collected during the year of the disaster; but

b. schools can exit comprehensive or urgent intervention labels based on data collected during the year of the disaster.

H. Districts must provide justification to the LDE and receive LDE approval if they elect to:

1. have some of their severe impact schools receive the one year waiver and subsequent new school status, while;

2. they elect for other severe impact schools to follow one of the choices in Paragraphs G.1 and 2 above.

I. Districts may request of the LDE that limited impact schools be relabeled severe impact schools if special circumstances exist at the schools. The LDE may grant the request if adequate justification is provided by the district. Requests that attempt to circumvent accountability for schools previously identified as being in school improvement shall be denied.

J. Districts that elect for their schools the provisions in Subsections H and/or I above, must submit in writing, by April 15 of the academic year in which the disaster occurred, any such requests and any justification supporting the requests.

K. Louisiana Department of Education staff will, after conferring with district personnel, notify in writing by the last "business day" in May, the districts of its decisions concerning requests for the provisions in Subsections H and/or I above.

L. Districts must notify the LDE no later than the last "business day" in May of their final decisions regarding severely impacted schools and the choices in Subsection G (above).

M. Situations not considered by this policy but that substantially impact a school's accountability results may be addressed by the school district during the established appeal/waiver period following the official fall release of accountability results.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1412 (August 2006), amended LR 33:636 (April 2007), LR 36:1994 (September 2010), LR 37:2120 (July 2011), LR 44:230 (February 2018).

§4507. Identifying Displaced Students [Formerly LAC 28:LXXXIII.4507]

A. Beginning in fall 2005, the Louisiana Department of Education (LDE) will provide specific entry and exit codes and detailed instruction on the use of those codes to address significant and specific disaster situations.

B. The Louisiana Department of Education must determine what specific disasters and impacted districts to which these codes will be applied and any time limitations.

C. Districts are required to use the "disaster codes" as instructed by the LDE if consideration related to accountability is to be granted the schools and districts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1413 (August 2006).

§4509. Assessment Index Calculations with Displaced Students for Limited Impact Schools [Formerly LAC 28:LXXXIII.4509]

A. When student mobility occurs prior to October 1 of a given academic year as a result of a disaster, the data collected during that academic year for calculating the assessment index (for use in the SPS) shall be evaluated in two ways:

1. as described in Chapters 3 and 4;

2. as described in Chapters 3 and 4, but excluding the assessment results of any student who entered the school using a "disaster" entry code during that academic year. The assessment index calculated when excluding the displaced students is called the alternate assessment index.

B. Letter grades shall be assigned and SPS reported using the lower of the two assessment indices, except:

1. when using the higher of the two prevents a school from being labeled academically unacceptable, the higher assessment index shall be used.

C. The lower of the two assessment indices shall be used the following academic year in the SPS for reporting and assigning letter grades, except:

1. when using the higher of the two prevents a school from being labeled academically unacceptable, the higher assessment index shall be used.

D. If large numbers of displaced students impact a school's performance due to intra-district transfers, the district may appeal during the established appeal/waiver period following the official fall release of accountability results.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1413 (August 2006), amended LR 37:2120 (July 2011), LR 38:3116 (December 2012).

§4511. Graduation Index Calculations for Limited Impact Schools [Formerly LAC 28:LXXXIII.4511]

A. Displaced students entering grades 9-12 at a limited impact school using a "disaster" entry code shall not enter the graduation cohort in that academic year.

B. If such a student is included in a school's Oct. 1 count of the following academic year, the student shall enter the graduation cohort as described in Chapter 6.

C. When student mobility is a result of a disaster, students exiting grades 9-12 using a "disaster" exit code shall not be considered dropouts (refer to §611).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1413 (August 2006).

§4517. District Performance Score Calculations with Displaced Students [Formerly LAC 28:LXXXIII.4517]

A. The District Performance Scores will be calculated using the same indices as School Performance Scores with displaced students excluded.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1414 (August 2006), amended LR 33:636 (April 2007).

§4527. Disaster Considerations for the School and District Subgroup Component [Formerly LAC 28:LXXXIII.4527]

A.1. Schools and districts shall receive a one year exclusion from the Subgroup Component in accountability if they:

a. reside within the boundaries of parishes declared natural disaster areas by the President of the United States; and

b. were closed due to the declared disaster for 18 consecutive school days.

2. Any school eligible for this exclusion that does pass the Subgroup Component shall be considered as passing the Subgroup Component.

B. For the subgroup component and for all schools not excluded in Subsection A (above), displaced students shall comprise a separate subgroup and be excluded from all other subgroups.

1. The displaced students subgroup shall be evaluated for participation, and any school or district that did not test at least 95.0 percent of these students in ELA and math will fail the subgroup component.

2. The displaced students subgroup test results shall be reported on all appropriate subgroup component reports; but:

a. schools will not be classified as failing the subgroup component as a result of the academic performance of the displaced students subgroup.

3. Due to the one year lag in attendance and dropout/graduation data, and as required by the U.S. Department of Education, the displaced students subgroup attendance and dropout/graduation data shall be used in the

appropriate subgroups, not as displaced students. District should make extra effort during the clean-up period to verify that any exit and attendance data is accurate.

4. All students in the displaced students subgroup that did not score proficient in ELA and/or math at the spring test administration must receive remediation in the following academic year.

5. The displaced students shall not be considered a separate subgroup the following academic year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1414 (August 2006), amended LR 32:2035 (November 2006), LR 33:254 (February 2007), LR 38:3117 (December 2012).

Chapter 49. School District Academically in Crisis

§4901. Definition of Academically in Crisis [Formerly LAC 28:LXXXIII.4901]

A. A school district shall be labeled Academically in Crisis when:

1. more than 30 schools in the district are academically unacceptable; or

2. more than 50 percent of the district's enrollment attends academically unacceptable schools.

B. The state superintendent shall notify the BESE, the local superintendent, and the president of the local school board when a district is determined to be Academically in Crisis.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:543 (April 2006).

§4907. The Financial Audit and Contracting an Independent CPA [Formerly LAC 28:LXXXIII.4907]

A. The district school board of a district Academically in Crisis shall select and contract an independent, licensed, certified public accountant from a list of at least three such accountants submitted to the board by the superintendent to conduct an audit of the finances and the financial policies and practices of the school district.

1. The district school board shall make its selection within 10 working days of receipt of the superintendent's list.

2. If the selection is not made within 10 days, the district superintendent shall refer the matter to the legislative auditor who shall select the independent, licensed, certified public accountant to complete the required audit.

3. The audit shall be conducted using generally accepted governmental auditing standards and the Louisiana Governmental Audit Guide.

4. The engagement agreement describing the scope of the audit shall be submitted to legislative auditor for his review and comment to the district school board prior to the execution of the agreement.

B. The audit report shall be submitted to the district school board, the district superintendent, and the legislative auditor.

C. If the audit results in audit findings, the district superintendent shall address each audit finding and report to the legislative auditor on the corrections made.

D. The legislative auditor may take any of the following steps:

1. conduct an independent audit of the district school board;

2. investigate the response of the superintendent to the audit;

3. require the selection of a different auditor as described in Paragraph 1 above and have the new auditor direct the changes in the district's financial practices necessary to address each audit finding.

E. Expenses incurred by the legislative auditor shall be reimbursed by the district school system.

F. If the audit reveals irregularities, they may be reported to:

1. the district attorney with jurisdiction in the parish in which the school district resides; or

2. the appropriate US attorney when the irregularities may be a violation of federal law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:545 (April 2006).

§4911. Exiting the Status of a District Academically in Crisis [Formerly LAC 28:LXXXIII.4911]

A. A school district Academically in Crisis shall remain so until:

1. fewer than 30 schools within the district are academically unacceptable;

2. fewer than 50 percent of the district's students are enrolled in Academically Unacceptable schools; and

3. all audit findings are addressed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:545 (April 2006).

Subpart 3. Bulletin 118—Statewide Assessment Standards and Practices

Chapter 51. General Provisions

§5101. Purpose
[Formerly LAC 28:CXI.101]

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

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

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

§5103. Overview
[Formerly LAC 28:CXI.103]

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

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

1. the establishment of a program for shared educational accountability in the public educational system of Louisiana;

2. the attainment of established testing standards for education;

3. the provision of information for an analysis of the effectiveness of instructional programs through test assessment results; and

4. the annual assessment of students based on state content standards.

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

D. The Louisiana Department of Education (LDE) will provide leadership and assistance to school districts in an effort to attain a public system of education that makes the opportunity to test successfully available to all students on equal terms.

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

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

§5105. Testing and Accountability
[Formerly LAC 28:CXI.105]

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

B. All LEAs must administer all assessments according to the testing schedule dates approved by the LDE and reported annually to BESE.

C. The state Department of Education shall provide the assessment results for each student who is administered the standards-based assessment in English language arts and mathematics to each public school governing authority no later than June 30 of each year, with an exception given for any year in which a new assessment or significant adjustments to an existing assessment are required in order to align content standards or due to actions taken by BESE, the Division of Administration, or the legislature. The results shall contain, but shall not be limited to, the following:

1. the scale score achieved by the student;

2. the raw score achieved by the student;

3. student performance on categories and subcategories within a given subject; and

4. longitudinal information, if available, on the student's progress in each subject area based on previous statewide standards-based assessment data.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005), amended LR 33:255 (February 2007), LR 44:462 (March 2018), LR 44:2129 (December 2018), LR 47:565 (May 2021).

§5107. Assessment Programs
[Formerly LAC 28:CXI.107]

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

B. Louisiana Educational Assessment Program (LEAP) 2025. Criterion-referenced tests in English language arts, mathematics, science, and social studies in grades 3-8 and tests administered upon completion of English I, English II, algebra I, geometry, biology, and U.S. history in high school assess student performance relative to specific benchmarks established in the state's content standards and provide data for evaluating student, school, and district performance.

1. The tests assess a student's complex thinking skills as well as knowledge and application of information.

2. The assessments will be administered to high school students enrolled in and/or receiving credit for a high school course having a LEAP assessment or retesting for the purposes of graduation, as well as for students in the third year assessment cohort as defined in Part XI, Subpart 1, §409.

C. Innovative Assessments. The Innovative assessment program allows for unit-based measures of performance that indicate how well students in participating school systems and grade levels have mastered the English language arts state content standards.

D. LEAP Connect. The LEAP Connect is an alternate assessment, designed for students with significant disabilities, which evaluates each eligible special education student's knowledge and skills in targeted areas.

E. English Language Proficiency Test (ELPT). The ELPT is an assessment program designed to measure proficiency in reading, writing, speaking, and listening of English learners.

F. English Language Proficiency Test Connect (ELPT-Connect). The ELPT Connect is an alternate English proficiency test, designed for English learners with significant disabilities.

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

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

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005), amended LR 32:233 (February 2006), LR 33:255 (February 2007), LR 36:477 (March 2010), LR 40:2509 (December 2014), LR 44:462 (March 2018), LR 47:566 (May 2021), LR 49:44 (January 2023).

§5109. Assessment Populations [Formerly LAC 28:CXI.109]

A. Classified Populations

1. Definition

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

2. Regular Education Students. These are students who have not been identified as eligible for special education and related services under the Individuals with Disabilities Education Act.

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

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

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

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

a. the ability to meet the state's proficient level of achievement on state assessments;

b. the ability to successfully achieve in classrooms where the language of instruction is English; or

c. the opportunity to participate in society.

B. Nonclassified Populations

1. Definition

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

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

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

4. Foreign Exchange Students. These students are citizens of another nation who have come under the auspices

of a specific program to study in U.S. public elementary and secondary schools.

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1527 (July 2005), amended LR 33:255 (February 2007), LR 44:462 (March 2018).

§5111. Limitations on Public Release of Assessment Data [Formerly LAC 28:CXI.111]

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

B. When the total N-count in any reporting category or group on an assessment report is ten or greater and all students are reported at one achievement level, do not release the assessment data publicly.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:255 (February 2007).

Chapter 53. Test Security

§5301. Participation [Formerly LAC 28:CXI.301]

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:81.6 et seq., R.S. 416 et seq., and R.S. 441 et seq.
HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005).

§5303. Definitions [Formerly LAC 28:CXI.303]

Access—physically handling secure test materials, including reading, reviewing, or analyzing test items or student responses, either before, during, or after testing, except where providing approved accommodations.

Cheating—a test security violation committed by an educator in order to alter student or school assessment results by inappropriately accessing secure test materials in violation of Bulletin 118, LAX 28:XI. Chapter 53.

Erasure—erasing answers on paper and pencil test, as well as changing answers online.

Oath of Security—attestation that a test administrator has received required testing procedure training and vows to comply with all policies set forth.

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

1. student test booklets;

2. student answer documents;

3. student log-in information; and

4. any other materials that contain test items or student responses.

Test Security Violation—actions(s) committed by an educator during the handling or administration of secure materials that compromises the validity of assessment results and may result in voiding test scores.

Testing Irregularity—an error in test handling or administration that compromises reliability regarding the security of the test or the accuracy of the test data.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:81.6 et seq., R.S. 416 et seq., and R.S. 441 et seq.
HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005), amended LR 34:65 (January 2008), LR 40:2510 (December 2014), LR 48:1745 (July 2022).

§5305. Test Security Policy [Formerly LAC 28:CXI.305]

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

1. Tests administered by or through the SBESE shall include but not be limited to:

a. all alternate assessments;

b. all criterion-referenced tests (CRTs) and norm-referenced tests (NRTs).

2. For purposes of this policy, school districts shall include:

a. local education agencies (LEAs) as well as the Recovery School District (RSD);

b. special school districts;

c. statewide schools authorized through acts of the Louisiana Legislature;

d. laboratory schools;

e. type 2 and type 5 charter schools;

f. participating nonpublic/other schools that utilize tests administered through the SBESE or the LDE.

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

a. administer tests in a manner that is inconsistent with the administrative instructions provided by the LDE that would give examinees an unfair advantage or disadvantage;

b. give examinees access to test questions prior to testing;

c. examine any test item at any time (except for students during the test or test administrators while providing the accommodations Tests Read Aloud or Communication Assistance, Transferred Answers, or Answers Recorded for students determined to be eligible for those accommodations);

d. at any time, copy, reproduce, record, store electronically, discuss or use in a manner inconsistent with test regulations all or part of any secure test item, test booklet, answer document, or supplementary secure materials;

e. coach examinees in any manner during testing or alter or interfere with examinees' responses in any manner;

f. provide answers to students in any manner during the test, including provision of cues, clues, hints, and/or actual answers in any form:

i. written;

ii. printed;

iii. verbal; or

iv. nonverbal;

g. administer published parallel, previously administered, or current forms of any statewide assessment;

h. fail to follow security regulations for distribution and return of secure test booklets, answer documents, student log-in information, supplementary secure materials as well as overages as directed; or fail to account for and secure test materials before, during, or after testing;

i. conduct testing in environments that differ from the usual classroom environment without prior written permission from the LDE except for the purpose of providing accommodations;

j. fail to report any testing irregularities to the district test coordinator, who must report such incidents to the LDE;

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

4. Each local education agency (LEA) as described in this policy shall develop and adopt a LEA test security policy and procedures for handling emergencies during testing that is in compliance with the state's test security policy. The LDE shall audit LEA test security policies every three years to ensure compliance with all aspects of Bulletin 118. The policy shall provide:

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

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

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

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

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

f. procedures for the investigation of employees accused of irregularities or improprieties in the administration of standardized tests, as required by the amended R.S. 17:81.6;

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

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

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

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

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

5. Procedures for investigating a test security violation or testing irregularity must, at a minimum, include the following.

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

b. The location of the designated secure locked area for storage of materials shall be examined, and the

individuals with access to secure materials shall be identified.

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

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

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

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

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

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

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

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

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

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

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

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

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

g. Testing shall be conducted in class-sized groups. Bulletin 741 (§913.A) states that K-3 classroom enrollment should be no more than 26 students, and in grades 4-12, no more than 33, except in certain activity types of classes in which the teaching approach and the material and equipment are appropriate for large groups. For grades K-8, the maximum class size for health and physical education classes may be no more than 40. Class size for exceptional students is generally smaller [Bulletin 741, (§915)]. Permission for testing in environments that differ from the usual classroom environment must be obtained in writing from the LDE at least 30 days prior to testing. If testing outside the usual classroom environment is approved by the LDE, the school district must provide at least one proctor for every 30 students.

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

i. School systems wishing to contest any LDE void determinations resulting from LDE data forensic findings or other LDE investigations must submit, from the school system leader, an appeal request in writing and a report resulting from an investigation of the voids in accordance with Paragraph 3 of this Subsection to the LDE within 30 days of void notification.

i. LDE shall provide a list of recommended investigators that may be used by school systems to support this process.

ii. The investigation shall produce verifiable evidence that corroborates, with a high degree of certainty, that a testing irregularity did not occur. Investigations failing to meet this standard shall not be considered before the committee.

iii. In accordance with R.S. 42:11 et seq., the LDE shall annually convene a test irregularity review committee by no later than 60 days after the close of the testing window. The test irregularity review committee shall conduct a records review of the investigative results from the school system as well as any additional relevant evidence from the LDE.

iv. The test irregularity review committee shall consists of the following members approved by BESE, coterminous with the board members:

(a). the LDE director of assessment or his/her designee;

(b). a degreed, experienced, large-scale assessment psychometrician;

(c). a nationally-recognized large-scale assessment expert;

(d). a nationally-recognized large-scale assessment test security expert; and

(e). a school system assessment and accountability representative.

v. The test irregularity review committee shall make recommendations, as determined by a majority vote of all members of the review committee, regarding any necessary reversals of voids to the state superintendent.

vi. The state superintendent shall issue a written determination regarding review committee recommendations to reverse voids.

vii. In the event the state superintendent determines not to accept a recommendation to reverse a void, the school system may appeal to BESE, which may determine whether to reverse the voids.

viii. This process shall not supersede or interfere with any investigations administered by state or federal law enforcement officials.

10. The LDE shall establish procedures to identify:

a. improbable achievement of test score gains;

b. situations in which collaboration between or among individuals may occur during the testing process;

c. a verification of the number of all tests distributed and the number of tests returned;

d. excessive wrong-to-right answer changes;

e. any violation to written composition or open-ended responses (including electronic submissions) that involves plagiarism;

f. any other situation that may result in invalidation of test results:

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

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

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

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

a. The eDIRECT system is designed to be an all-inclusive testing and reporting system for grades 3-12. The system contains students' private information, including state test scores and state identification numbers. The system is password protected and requires a user ID and an assigned password for access. LDE assigns DTCs and back-up DTCs accounts in the eDIRECT system. DTCs are responsible for entering staff into the system and assigning the appropriate permissions.

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:391.7(C)-(G).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005), amended LR 32:233 (February 2006), LR 33:255 (February 2007), LR 33:424 (March 2007), LR 33:2033 (October 2007), LR 34:65 (January 2008), LR 34:431 (March 2008), LR 34:1351 (July 2008), LR 35:217 (February 2009), LR 37:858 (March 2011), repromulgated LR 37:1123 (April 2011), amended LR 38:747 (March 2012), LR 39:1018 (April 2013), LR 40:2510 (December 2014), LR 43:634 (April 2017), LR 44:463 (March 2018), LR 44:1857 (October 2018), LR 47:566 (May 2021), LR 48:1746 (July 2022).

§5307. Change of District Test Coordinator Notification [Formerly LAC 28:CXI.307]

A. If during the academic year the person appointed as district test coordinator changes, the district superintendent

must notify the LDE. The notification must be in writing and must be submitted within 15 days of the change in appointment.

1. The former district test coordinator must inform the new district test coordinator of the location of placement tests and other relevant testing materials.

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1530 (July 2005), amended LR 32:234 (February 2006), LR 33:257 (February 2007), LR 34:1351 (July 2008), LR 35:217 (February 2009), LR 43:634 (April 2017), LR 44:463 (March 2018).

§5309. Erasure Analysis and Online Answer Changes [Formerly LAC 28:CXI.309]

A. To investigate erasures on student answer documents of the state testing programs, the SBESE and the LDE have developed the following procedures.

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

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

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

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

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

4. Once districts, schools, and individual students have been identified, the state superintendent of education sends letters to district superintendents stating that students in those districts have been identified as having excessive wrong-to-right erasures. Copies of the district/school and student erasure analysis reports are enclosed with the letters. Copies of the correspondence are provided to the coordinator of test security.

5. A summary report of erasure analysis irregularities will be presented to BESE after each test administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1530 (July 2005), amended LR 32:234 (February 2006), LR 33:257 (February 2007), LR 35:217 (February 2009), LR 35:443 (March 2009), LR 40:2512 (December 2014), LR 43:634 (April 2017), LR 44:463 (March 2018), LR 44:1857 (October 2018), LR 48:1756 (July 2022).

§5311. Violations of Test Security [Formerly LAC 28:CXI.311]

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

1. Violation by Student as Observed by Test Administrator

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

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

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

d. The district test coordinator must then email a completed void form to the LDE, as directed in the *District and School Test Coordinators Manual*.

2. Violations by School Personnel or Other Persons. All suspected instances of cheating should be reported directly to the school's district test coordinator (DTC) for further investigation, and a report of the incident must be sent by the DTC to LDE. If it is deemed necessary to void tests, the DTC must submit a completed void form to the LDE. The original void verification form along with a written report of the investigation carried out must be mailed to the LDE. Educators determined by the LEA and/or LDE investigation to have participated in cheating may receive certification sanctions as defined in Bulletin 746, Chapter 19.

3. Suspected Violations Discovered by Scoring Contractors

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

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

ii. use of unauthorized materials, including cell phones or other unauthorized electronic devices. Students brought unauthorized materials into the testing environment and used them to assist in written responses;

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

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

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

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

i. If the district and/or parent(s)/guardian(s) wish to discuss the situation further or to examine the student responses, a meeting may be scheduled at the LDE offices between staff members from the Division of Assessments and Accountability district representatives and parent(s)/guardian(s).

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

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

b. Issues regarding troubling content are for the district's information to assist the student and do not require further communication with LDE, nor is the notice a violation of test security.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1531 (July 2005), amended LR 33:257 (February 2007), LR 35:217 (February 2009), LR 43:635 (April 2017), LR 44:464 (March 2018), LR 44:1858 (October 2018), LR 48:1756 (July 2022).

§5312. Testing Irregularities
[Formerly LAC 28:CXI.312]

A. Administrative errors that result in questions regarding the security of the test or the accuracy of the test data are considered testing irregularities. If it is deemed necessary to void the test, the district test coordinator must submit a completed void form to the LDE, as directed in the *District and School Test Coordinators Manual*.

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

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

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

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

F. Administrative errors on tests that result from failure to transfer answers from a test form onto an answer form require the following steps:

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

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

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

G. Student actions including but not limited to inappropriate access, test material damage or destruction, or failure to follow testing protocol, may result in a testing irregularity and be reported as outlined in this Section.

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 32:390 (March 2006), amended LR 33:257 (February 2007), LR 34:66 (January 2008), LR 34:1351 (July 2008), LR 35:218 (February 2009), LR 36:967 (May 2010), LR 38:33 (January 2012), amended LR 38:748 (March 2012), LR 38:2358 (September 2012), LR 40:2512 (December 2014), LR 44:464 (March 2018), LR 48:1747 (July 2022).

§5313. Viewing Answer Documents [Formerly LAC 28:CXI.313]

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

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

1. the student's name;

2. the student's state identification number;

3. the student's enrolled grade;

4. the type of assessment and the content area of the answer document or documents requested; and

5. the district name and code and school name and code where the student tested.

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

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

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

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

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

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

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

§5315. Emergencies during Testing [Formerly LAC 28:CXI.315]

A. For emergencies (e.g., fire alarms, bomb threats) that require evacuation of the classroom during administration of statewide assessments, the following procedures should be followed.

1. If the room can be locked, the test administrator should direct the students to pause a computer-based test or place the answer document inside the test booklet and leave both on the desk for paper-based tests. For computer-based tests, students will resume the test after returning to the classroom. For paper-based tests, before students are allowed back into the room, the test administrator should return to the room, pick up the test booklets, answer documents, and other secure materials, and then distribute them individually to the students when they have returned to their desks.

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

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

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

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

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

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

B. Online Testing Emergency Plan

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

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

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1532 (July 2005), amended LR 32:234 (February 2006), LR 33:258 (February 2007), LR 34:66 (January 2008), LR 35:218 (February 2009), LR 37:858 (March 2011), LR 38:33 (January 2012), LR 44:464 (March 2018).

§5316. Cell Phones and Other Electronic Devices [Formerly LAC 28:CXI.316]

A. If district and school policy allows for students and personnel to carry cell phones or other similar technological devices with imaging or text-messaging capability, test administrators must collect all devices secure test materials are in the vicinity. If a student is in possession of and/or uses a cell phone or electronic device in any manner during the administration of a statewide test, the phone or electronic device will be confiscated until assurance can be evidenced that all traces of information, in print, image, or verbal form, have been removed from all local and cloud storage and that no such traces remain on the device.

1. Test administrators may have devices but they must be in the off position while around secure test materials, except for devices required for approved accommodations, online assessments, or to provide technical assistance during online assessments.

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

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

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 32:391 (March 2006), amended LR 40:2512 (December 2014), LR 43:635 (April 2017).

§5317. Virtual Charter Schools [Formerly LAC 28:CXI.317]

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

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

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

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

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

a. the state assessments to be administered throughout the year;

b. the cities/towns where testing will occur;

c. description of testing locations;

d. qualifications of testing personnel;

e. procedures for implementation of the requirement of a photo ID of all students to ensure the students reporting for testing are the actual students assigned to that testing site; and

f. provisions for students' transportation to the testing locations.

5. LDOE will monitor the assessment plan.

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

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

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

a. the agenda;

b. all training materials; and

c. all sign-in-sheets.

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

a. testing locations;

b. schedule;

c. all sign-in sheets for the students assessed with the name of the assessment administered;

d. days and times the student was assessed; and

e. provided accommodations.

10. LDOE staff shall have the authority to:

a. monitor the implementation of the testing plan;

b. require changes to the testing plan as deemed necessary.

11. LDOE staff shall:

a. notify virtual charter schools of any new requirements to their testing plan;

b. annually evaluate the testing plan to ensure full compliance with policies and procedures.

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

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

§5319. E-mail Addresses for Nonpublic and Public School Test Coordinators [Formerly LAC 28:CXI.319]

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

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

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

§5321. Parental Viewing of Assessments [Formerly LAC 28:CXI.5321]

A. State assessments serve as valid and reliable measurements of students' learning of academic content and skills at the end of grade levels or courses. They provide valuable information for parents and educators in determining a student's readiness for higher-level content and the need for additional academic supports. Thus, in making assessments available for viewing by parents and supporting their involvement in their child's education, it is essential to maintain the integrity and security of the assessments to ensure that they continue to serve as valid and reliable measurements of student learning.

B. Parents and legal custodians of students taking Louisiana statewide assessments shall be granted the opportunity to view each assessment taken by their child upon request as provided in this Section, with the exception of proprietary assessments used in multiple states for purposes other than state assessment, such as college admissions and college credit. The LDE may provide for standardized processes to receive and schedule assessment viewings and to maintain test security in accordance with this Section.

C. The viewing shall be held not later than 10 business days following the release of student-level state assessment results by the LDE to local education agencies and shall be offered for 10 business days at the LDE office in Baton Rouge during normal business hours.

1. The viewing shall take place by appointment in the presence of the director of assessment or his designee.

2. In order to confirm the requestor is the parent or legal custodian of a child who took a Louisiana statewide assessment, the requestor shall present a valid form of government issued identification and the child's birth certificate or a recently issued report card containing child's name, school, district, and grade level. The LDE shall view the child's birth certificate or report card for identification purposes only and shall not maintain a copy of such documentation.

3. If a parent or legal custodian has questions or concerns regarding a particular assessment item or question, he shall be provided an opportunity at the time of the review to discuss his questions or concerns with the director of assessments or other appropriate person as determined by the director of assessments

4. The parent or legal custodian shall be given a reasonable amount of time to view the assessment; however, such time shall not exceed two hours.

5. During the review, the parent or legal custodian shall not:

a. photocopy or photograph any assessment item or question;

b. make any notes, including but not limited to handwritten, typed, or orally recorded notes that identify an assessment item or question;

c. bring an electronic device into the viewing area; or

d. discuss or disclose an assessment item or question with another child's parent or legal custodian.

6. Following the review, the parent or legal custodian shall not discuss or disclose an assessment item or question to any person.

D. A parent or legal custodian who violates the provisions of this Section shall be required to reimburse the LDE for any costs incurred by the LDE to replace any assessment items, questions, or full test forms determined by the LDE to no longer be secure due to the actions of the parent or legal custodian.

1. Replacement of assessment items or questions shall include but is not limited to:

a. the cost of developing and field testing any items or questions; and

b. printing revised test booklets, as needed to ensure the security of the assessment.

2. The LDE may take any steps necessary to secure collection, including referral to the attorney general for collection. If the LDE makes such referral, the attorney general shall be responsible for collection of any balance due to the state resulting from the actions of the parent or legal custodian.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:734 (May 2016).

Chapter 55. Test Coordinator Responsibilities

Subchapter A. District Test Coordinator

§5501. District Test Coordinator Role [Formerly LAC 28:CXI.501]

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

a. making arrangements for testing;

b. handling and maintaining the security of test materials; and

c. training school test coordinators, district special education directors/supervisors, district Section 504 coordinators, district student information system coordinators, and principals.

2. Specific tasks include:

a. coordinating with the district data coordinator to ensure the enrollment data are submitted by the yearly deadline;

b. appointing a school test coordinator for every school involved in state testing;

c. scheduling testing and makeup dates and times of state tests based on state-approved schedules;

d. arranging for testing students enrolled in approved home study programs and nonpublic schools;

e. coordinating with the district section 504, English learner, and special education coordinators the submission of student section 504, English language learner, and IEP data to the student information system (SIS) and/or special education reporting system (SER);

f. conducting district training sessions for all principals, school test coordinators, district Section 504 coordinators, district student information system coordinators, district special education directors/supervisors, and district LEP coordinators;

g. answering questions about test security, administration, and return of materials;

h. receiving and verifying the delivery and return of testing materials;

i. designating an appropriate locked, secure area for storing testing materials;

j. maintaining the security of test materials immediately upon receipt of testing materials, including materials used for computer-based tests, from testing contractors and from schools;

k. distributing testing materials to school test coordinators;

l. collecting, assembling, and packaging all testing materials and completing and submitting or filing all forms as instructed in the manuals;

m. arranging for pickup of testing materials for shipment to the scoring contractor as instructed in the manuals;

n. reporting immediately to the LDE, Division of Standards, Assessments, and Accountability, any missing test booklets or answer documents and returning them to test contractors if they are found;

o. investigating any testing irregularities and reporting them to the LDE, Division of Assessments and Accountability;

p. reporting to the LDE, Division of Assessments and Accountability, instances of students marking in a wrong section of the answer document;

q. submitting all void and test irregularities forms and documentation as instructed in the manuals;

r. returning any secure materials used for test accommodations, such as transparencies or computer disks, to the LDE, Division of Assessments and Accountability;

s. maintaining the district password and all school passwords within the district that are used with assessment and data systems;

t. training district and school users within a district to effectively use the systems; ensure they are familiar with the Family Educational Rights and Privacy Act (FERPA) law governing confidentiality of student records, and ensure they have signed a security agreement before receiving a password for access to assessment and data systems;

u. ensuring:

i. that all district/school users maintain the security of and access to all student information obtained via assessment and data systems;

ii. that all school users are aware that student test data shall not be disclosed to anyone other than another school official and only for a legitimate educational purpose;

v. confirming that test administrator numbers have been assigned at each school for each scheduled test administration;

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

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

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1533 (July 2005), amended LR 33:258 (February 2007), LR 34: 1352 (July 2008), LR 34:2552 (December 2008), repromulgated LR 35:57 (January 2009), amended LR 35:218 (February 2009), LR 38:748 (March 2012), LR 44:464 (March 2018).

Subchapter B. School Test Coordinator

§5511. School Test Coordinator Role [Formerly LAC 28:CXI.511]

A. A school test coordinator's responsibilities include:

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

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

3. making arrangements to test students with accommodations or accessibility features when needed;

4. scheduling and monitoring makeup testing;

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

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

7. ensuring the security of testing materials;

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

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

10. reviewing all manuals in their entirety;

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

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

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

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

15. monitoring testing sessions;

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

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

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

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

20. assigning TA numbers before scheduled test administrations;

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

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1533 (July 2005), amended LR 33:258 (February 2007), LR 34:1352 (July 2008), LR 34:2552 (December 2008), repromulgated LR 35:57 (January 2009), amended LR 44:465 (March 2018).

Chapter 57. Assessment Program Overview

§5701. Overview of Assessment Programs in Louisiana [Formerly LAC 28:CXI.701]

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

Name of Assessment Program	Assessment Population	Administered
Kindergarten Screening		
Kindergarten Developmental Readiness Screening Program (KDRSP)	Kindergarten	fall 1987-
Norm-Referenced Tests (NRTs)		
California Achievement Test (CAT/F)	grades 4, 6, and 9	spring 1988-spring 1992 (no longer administered)
California Achievement Test (CAT/5)	grades 4 and 6 grade 8	spring 1993-spring 1997 spring 1997 only (no longer administered)
Iowa Tests of Basic Skills (ITBS) (form L) and Iowa Tests of Educational Development (ITED) (form M)	grades 4, 6, 8, 9, 10, and 11	spring 1998 (no longer administered)
ITBS ITED (form M)	grades 3, 5, 6, and 7 grade 9	spring 1999-spring 2002 (no longer administered)
ITBS ITED (form B)	grades 3, 5, 6, and 7 grade 9	spring 2003-spring 2005 (no longer administered)
ITBS	grade 2	spring 2012-spring 2013 (no longer administered)
Criterion-Referenced Tests (CRTs)		
National Assessment of Educational Progress (NAEP)	grades 4, 8, and 12	spring 1990-
Louisiana Educational Assessment Program (LEAP)	grades 3, 5, and 7	spring 1989-spring 1998 (no longer administered)

Name of Assessment Program	Assessment Population	Administered
Graduation Exit Examination (“old” GEE)	grades 10 and 11	spring 1989-spring 2003 (state administered) fall 2003-(district administered)
Louisiana Educational Assessment Program (LEAP) (ELA and Mathematics)	grades 4 and 8	spring 1999-2014
LEAP (Science and Social Studies)	grades 4 and 8	spring 2000–2016 Social Studies spring 2000-Science
LEAP 2025 (ELA, Mathematics)	grades 3-8	Spring 2015-
LEAP 2025 (Science)		Spring 2019 -
LEAP 2025 (Social Studies)	grades 3-8	Spring 2017-
Graduation Exit Examination (GEE) (ELA and Mathematics)	grade 10	spring 2001-fall 2014 (district administered)
GEE (Science and Social Studies)	grade 11	spring 2002-fall 2014 (district administered)
End-Of-Course Tests (EOCT)	Algebra I	fall 2007-summer 2017
EOCT	English II	fall 2008- summer 2017
EOCT	Geometry	fall 2009 -summer 2017
EOCT	Biology	fall 2010-spring 2018 (continued for graduating senior and retesters in 2018-2019 only)
EOCT	Applied Algebra I form	spring 2011-summer 2013
EOCT	English III	fall 2011-summer 2019 (available for students who have entered a high school cohort prior to 2017-2018 school year-state administered) (fall 2019-district administered)
EOCT	U. S. History	fall 2012-2017 (continued for graduating seniors and retesters in 2017-2018 only)
EXPLORE	grades 8 and 9	spring 2013-2015
PLAN	grade 10	spring 2013-2015
ACT	grade 11	spring 2013-
LEAP 2025	English I English II US History Geometry Algebra I	fall 2017-
LEAP 2025	Biology	fall 2018-
LEAP 2025	Civics	fall 2023-
Innovative Assessment	ELA grade 7	fall 2021-
Innovative Assessment	ELA grades 6, 7, 8	fall 2022-

Name of Assessment Program	Assessment Population	Administered
Integrated NRT/CRT		
Integrated Louisiana Educational Assessment Program (*i*LEAP) (science and social studies)	grades 3, 5, 7	spring 2006-2017
*i*LEAP (ELA and math)	Grades 3, 5, 7, and 9	spring 2006-2014 (grades 3, 5, 7) spring 2006-2010 (grade 9)
Louisiana Alternate Assessment-B (LAA-B) ["out-of-level" test]	Students with Individualized Education Programs (IEPs) who met eligibility criteria in grades 3-11.	spring 1999-spring 2003 (no longer administered)
English Language Proficiency Test (ELPT)	English Learners (EL) in grades K-12	Beginning spring 2018
Academic Skills Assessment (ASA) and ASA LAA 2 form	Students pursuing a State-Approved Skills Certificate (SASC) or GED	spring 2012 (one administration only, spring 2012)
Special Population Assessments		
LEAP Connect	Students with Individualized Education Programs (IEPs) who meet participation criteria in grades 3–11	ELA and Math Grades 3 to 8:. Spring 2018-ELA and Math Grade 11:. Spring 2019-Science grades 4, 8, 11: Spring 2020
Louisiana Alternate Assessment, Level 1 (LAA 1)	Students with Individualized Education Programs (IEPs) who meet participation criteria in grades 3-11	spring 2000-2007
LAA 1	ELA and Mathematics (grade spans 3-4; 5-6; 7-8; 9-10); Science (grades 4, 8, and 11)	Revised spring 2008-2017 (ELA and Math) (available for high school students who need to participate in 2017-2018 only) Spring 2008-2019 (Science) (no longer administered)
LAA 1 ELA and Mathematics	grade 9	spring 2010-Spring 2010 (last administration of grade 9 LAA 1)
Louisiana Alternate Assessment, Level 2 (LAA 2) ELA and Mathematics (Grades 4 and 8)	grades 4, and 8	spring 2006-spring 2014 (no longer administered)
LAA 2 ELA and Mathematics (Grade 10) Science and Social Studies (Grade 11)	grades 10 and 11	spring 2006- (available for students who have entered a high school cohort in 13-14 or prior)
LAA 2 ELA and Mathematics	grades 5, 6, and 7	spring 2007-spring 2014 (no longer administered)

Name of Assessment Program	Assessment Population	Administered
LAA 2 ELA and Mathematics	grade 9	spring 2010 (last state administration of grade 9 LAA 2)
LAA 2 Science and Social Studies	grades 4 and 8	spring 2008–spring 2014 (no longer administered)
Louisiana Alternate Assessment-B (LAA-B) ["out-of-level" test]	Students with Individualized Education Programs (IEPs) who met eligibility criteria in grades 3-11.	spring 1999–spring 2003 (no longer administered)
English Language Proficiency Test (ELPT)	English Learners in grades K-12	spring 2018-
English Language Proficiency Test Connect (ELPT Connect)	English learners in grades K-12 who meet criteria for participation in alternate assessment	spring 2023-
English Language Development Assessment (ELDA)	Limited English Proficient (LEP) students in grades K-12	spring 2005-2017

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1534 (July 2005), amended LR 32:235 (February 2006), LR 34:66 (January 2008), LR 34:1352 (July 2008), LR 35:218 (February 2009), LR 36:967 (May 2010), LR 37:858 (March 2011), LR 38:34 (January 2012), LR 39:74 (January 2013), LR 39:1019 (April 2013), LR 40:1319 (July 2014), LR 40:2512 (December 2014), LR 44:465 (March 2018), LR 44:2127 (December 2018), LR 46:15 (January 2020), LR 47:566 (May 2021), repromulgated LR 47:721 (June 2021), amended LR 48:38 (January 2022), LR 49:44 (January 2023).

Chapter 59. Kindergarten Entry Assessment

§5901. Statement of Purpose [Formerly LAC 28:CXI.901]

A. This Chapter provides for the implementation of a kindergarten entry assessment to identify children's developmental levels as required by Act 146, Regular Session, 1986. Activities conducted under this Chapter shall be coordinated with other forms of assessment conducted by the school district.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018).

§5903. Definitions [Formerly LAC 28:CXI.903]

Developmental Levels—a set of skills or specific tasks that most children can do at a certain age range.

Kindergarten Entry Assessment—the process of identifying the developmental levels of kindergarten children through gathering of information concerning their social-emotional, language and literacy, math, cognitive, and physical development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.11, R.S. 17.24.4(F)(1)(b), and R.S. 17:151.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018).

§5905. Target Population [Formerly LAC 28:CXI.905]

A. Every child entering public school kindergarten for the first time shall be assessed with a research-based, standards-aligned assessment. If a student is identified as having a disability according to Bulletin 1508 and has a current multidisciplinary evaluation, he or she shall not be excluded from this assessment. The results of the assessment shall not exclude any child who meets the age requirements from entering public school kindergarten.

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018).

§5907. Agency Administrative Participation [Formerly LAC 28:CXI.907]

A. Kindergarten Entry Assessments. Each school district shall select and administer one assessment from among those recommended by the LDE and approved by the SBESE. The results of this assessment shall be used with the goals of informing efforts to close the school readiness gap at kindergarten entry and informing instruction and services to support children's success in school.

B. Administrative Timelines

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

2. Beginning with the 2021-2022 academic year and annually thereafter, assessment administration and reporting shall occur by October 31.

3. The LDE may extend the deadline to no later than November 30 in academic years in which a natural disaster or emergency is declared.

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

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018), LR 47:566 (May 2021).

§5909. State BESE-Approved Instruments [Formerly LAC 28:CXI.909]

A. Instruments approved for use beginning with the 2017-2018 academic year. School districts may use any of these instruments.

Name of Instrument	Publisher
Developing Skills Checklist (DSC) (authorized through the 2017-2018 school year)	CTB McMillan/McGraw-Hill
GOLD Survey	Teaching Strategies, LLC
Desired Results Developmental Profile Assessments (DRDP)-K	California Department of Education

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 43:1523 (August 2017).

Chapter 61. Louisiana Educational Assessment Program 2025 (LEAP 2025)

Subchapter A. General Provisions

§6101. Introduction [Formerly LAC 28:CXI.1101]

A. The LEAP 2025 is a criterion-referenced testing program that is directly aligned with the state content standards, which by law are as rigorous as those of NAEP. The LEAP measures how well students in grades three through eight have mastered the state content standards. Test results are reported in terms of achievement levels.

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 32:235 (February 2006), LR 44:467 (March 2018).

Subchapter B. Achievement Levels and Performance Standards

§6113. Achievement Levels [Formerly LAC 28:CXI.1113]

A.1. The Louisiana achievement levels are:

a. advanced;

b. mastery;

c. basic;

d. approaching basic; and

e. unsatisfactory.

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

B. Achievement Level Definitions

1. *Advanced* (*Proficient*)—students performing at this level have exceeded college and career readiness expectations, and are well prepared for the next level of studies in this content area.

2. *Mastery* (*Proficient*)—students performing at this level have met college and career readiness expectations, and are prepared for the next level of studies in this content area.

3. *Basic*—students performing at this level have nearly met college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.

4. *Approaching Basic*—students performing at this level have partially met college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.

5. *Unsatisfactory*—students performing at this level have not yet met the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 42:225 (February 2016), LR 44:467 (March 2018).

§6115. Performance Standards [Formerly LAC 28:CXI.1115]

A. Performance standards for LEAP English language arts, mathematics, science, and social studies tests are finalized in scaled-score form. The scaled scores range between 650 and 850 for English language arts, mathematics, science, and social studies.

1. English Language Arts

English Language Arts						
Achievement Level	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
Advanced	810-850	790-850	799-850	790-850	785-850	794-850
Mastery	750-809	750-789	750-798	750-789	750-784	750-793
Basic	725-749					
Approaching Basic	700-724					
Unsatisfactory	650-699					

2. Mathematics

Mathematics						
Achievement Level	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
Advanced	790-850	796-850	790-850	788-850	786-850	801-850
Mastery	750-789	750-795	750-789	750-787	750-785	750-800
Basic	725-749					
Approaching Basic	700-724					
Unsatisfactory	650-699					

3. Science

Science						
Achievement Level	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
Advanced	773-850	778-850	781-850	782-850	790-850	782-850
Mastery	750-772	750-777	750-780	750-781	750-789	750-781
Basic	725-749	725-749	725-749	725-749	725-749	725-749
Approaching Basic	698-724	704-724	698-724	701-724	702-724	694-724
Unsatisfactory	650-697	650-703	650-697	650-700	650-701	650-693

4. Social Studies

Social Studies						
Achievement Level	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
Advanced	777-850	783-850	782-850	773-850	777-850	780-850
Mastery	750-776	750-782	750-781	750-772	750-776	750-779
Basic	725-749	725-749	725-749	725-749	725-749	725-749
Approaching Basic	695-724	696-724	700-724	698-724	704-724	700-724
Unsatisfactory	650-694	650-695	650-699	650-697	650-703	650-699

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 32:235 (February 2006), LR 42:225 (February 2016), LR 43:2475 (December 2017), LR 44:468 (March 2018), repromulgated LR 44:1424 (August 2018), amended LR 45:1744 (December 2019).

Subchapter C. LEAP Assessment Structure

§6153. Transfer Students [Formerly LAC 28:CXI.1153]

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

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

a. A fourth or eighth grade student who transfers to a Louisiana public school must take and pass either the spring administration of LEAP English Language Arts and Mathematics (ELA/Math) tests or the LEAP 2025 state placement test prior to enrollment in grades five or nine.

b. Grade placement determinations for students in grades 4 or 8 who transfer from out of state, nonpublic or home study and seek enrollment in grade 5 or 9, and do not pass both the ELA and mathematics test, shall be made in accordance with promotion policy as outlined in Part XXXIX.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1547 (July 2005), amended LR 32:236 (February 2006), LR 47:567 (May 2021).

Chapter 64. Innovative Assessments

Subchapter A. General Provisions

§6401. Introduction

A. The Innovative Assessment is a criterion-referenced testing program that is directly aligned with the state content standards for English Language Arts. The assessment is closely aligned to the LEAP 2025 English language arts assessments and measures how well students have mastered the state content standards using unit-based assessments. Test results are reported in terms of achievement levels and scale scores.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 49:45 (January 2023).

Subchapter B. Achievement Levels and Performance Standards

§6403. Achievement Levels

A. The Louisiana achievement levels are:

1. advanced;

2. mastery;

3. basic;

4. approaching basic; and

5. unsatisfactory.

B. Achievement Level Definitions. The definitions of the Louisiana achievement levels are consistent with the definitions of basic, proficient, and advanced in English language arts for NAEP.

1. *Advanced* (*Proficient*)—students performing at this level have exceeded college and career readiness expectations and are well prepared for the next level of studies in this content area.

2. *Mastery* (*Proficient*)—students performing at this level have met college and career readiness expectations and are prepared for the next level of studies in this content area.

3. *Basic*—students performing at this level have nearly met college and career readiness expectations and

may need additional support to be fully prepared for the next level of studies in this content area.

4. *Approaching Basic*—students performing at this level have partially met college and career readiness expectations and will need much support to be prepared for the next level of studies in this content area.

5. *Unsatisfactory*—students performing at this level have not yet met the college and career readiness expectations and will need extensive support to be prepared for the next level of studies in this content area.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 49:45 (January 2023).

§6405. Performance Standards

A. Performance standards for Innovative assessment English language arts assessments are finalized in scale score form. The scale scores range between 650 and 850.

1. English Language Arts

English Language Arts						
Achievement Level	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
Advanced	810-850	790-850	799-850	790-850	785-850	794-850
Mastery	750-809	750-789	750-798	750-789	750-784	750-793
Basic	725-749					
Approaching Basic	700-724					
Unsatisfactory	650-699					

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 49:45 (January 2023).

Chapter 68. LEAP 2025 Assessments for High School

Subchapter A. General Provisions

§6803. Introduction
[Formerly LAC 28:CXI.1803]

A. LEAP 2025 assessments for high school will measure the knowledge and skills a student should have mastered by the end of the course. The results of the LEAP 2025 assessments for high school will help ensure that all Louisiana students have access to a rigorous curriculum that meets high academic standards.

B. Beginning in 2017-2018, LEAP 2025 assessments for high school will assess student learning in the high school courses:

1. algebra I;

2. geometry;

3. English I;

4. English II; and

5. biology (beginning Fall 2018); and

6. U.S. history.

a. Beginning with incoming freshmen in 2023-2024 and beyond, the LEAP 2025 Civics assessment will replace the LEAP 2025 U.S. History assessment as the Social Studies assessment required for graduation. The LEAP 2025 U.S. History assessment will be available through 2025-2026 for those students requiring a retest to fulfill graduation requirements.

b. The biology 4-level end-of-course test will continue to be utilized through spring 2018; beginning in the 2018-2019 school year, student knowledge and skills of state academic standards in biology will be measured by the LEAP 2025 Biology assessment for students who are taking the course and are not graduating in 2018-2019; like US History in 2017-2018, students who are retesting and are not repeating the course, and students graduating in 2018-2019 will be allowed to complete the four-level Biology EOC for one more year. The end-of-course exam will continue to be available for students who entered a high school cohort in 2016-2017 or prior.

C. Any student enrolled in and/or receiving credit for a LEAP 2025 course, regardless of grade inclusive of middle school students taking high school courses for high school credit is required to take the LEAP 2025 high school assessment upon completion of that course.

D. LEAP 2025 high school assessments will be offered at the end of the fall and spring semesters.

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

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

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

E. Since these tests are being developed for use in Louisiana schools, any school selected for field tests shall participate in the field tests.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 35:214 (February 2009), LR 36:477 (March 2010), amended LR 38:35 (January 2012), LR 40:2514 (December 2014), LR 44:469 (March 2018), LR 44:2129 (December 2018), LR 47:567 (May 2021), LR 48:38 (January 2022).

Subchapter B. Achievement Levels and Performance Standards

§6811. LEAP 2025 for High School Achievement Levels [Formerly LAC 28:CXI.1811]

A.1. The Louisiana LEAP 2025 achievement levels are:

a. advanced;

b. mastery;

c. basic;

d. approaching basic; and

e. unsatisfactory.

B. Achievement Level Definitions

1. *Advanced* (*Proficient*)—students performing at this level have exceeded college and career readiness expectations, and are well prepared for the next level of studies in this content area.

2. *Mastery* (*Proficient*)—students performing at this level have met college and career readiness expectations, and are prepared for the next level of studies in this content area.

3. *Basic*—students performing at this level have nearly met college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.

4. *Approaching Basic*—students performing at this level have partially met college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.

5. *Unsatisfactory*—students performing at this level have not yet met the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 35:215 (February 2009), amended LR 44:470 (March 2018).

§6813. Performance Standards [Formerly LAC 28:CXI.1813]

A. Performance standards for LEAP 2025 algebra I, English I, English II, geometry, biology, and U.S. history tests are finalized in scaled-score form.

B. LEAP 2025 Achievement Levels and Scaled-Score Ranges

1. English I Scaled-Score Ranges

English I	
Achievement Level	**Scaled-Score Ranges**
Advanced	791-850
Mastery	750-790
Basic	725-749
Approaching Basic	700-724
Unsatisfactory	650-699

2. Algebra I Scaled-Score Ranges

Algebra I	
Achievement Level	**Scaled-Score Ranges**
Advanced	805-850
Mastery	750-804
Basic	725-749
Approaching Basic	700-724
Unsatisfactory	650-699

3. English II Scaled-Score Ranges

English II	
Achievement Level	**Scaled-Score Ranges**
Advanced	794-850
Mastery	750-793
Basic	725-749
Approaching Basic	700-724
Unsatisfactory	650-699

4. Geometry Scaled-Score Ranges

Geometry	
Achievement Level	**Scaled-Score Ranges**
Advanced	783-850
Mastery	750-782
Basic	725-749
Approaching Basic	700-724
Unsatisfactory	650-699

5. Biology Scaled-Score Ranges

Biology	
Achievement Level	**Scale Score Ranges**
Advanced	772-850
Mastery	750-771
Basic	725-749
Approaching Basic	707-724
Unsatisfactory	650-706

6. U.S. History

U.S. History	
Achievement Level	**Scaled-Score Ranges**
Advanced	774-850
Mastery	750-773
Basic	725-749
Approaching Basic	711-724
Unsatisfactory	650-710

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 35:215 (February 2009), amended LR 36:478 (March 2010), LR 37:820 (March 2011), repromulgated LR 37:1123 (April 2011), amended LR 38:35 (January 2012), LR 39:76 (January 2013), LR 39:2444 (September 2013), LR 44:470 (March 2018), LR 44:2129 (December 2018), LR 45:1745 (December 2019).

Subchapter C. LEAP 2025 for High School Administrative Rules

§6819. Double Jeopardy Rule [Formerly LAC 28:CXI.1819]

A. If a school administers LEAP 2025 tests that the student has already passed and the student scores Unsatisfactory on the retest, the passing score will be used to determine the student's eligibility for a standard high school diploma.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:977 (May 2010), amended LR 44:470 (March 2018), LR 47:567 (May 2021).

§6821. High School Test Cohorts [Formerly LAC 28:CXI.1821]

A. Students who entered traditional grade 9 in 2010–2011 through 2016-2017 are required to score level 2 (approaching basic/fair) or above on English II or English III, algebra I or geometry, and biology or U.S. history to be eligible for a standard high school diploma.

B. Students who enter traditional grade 9 during or after 2017-2018 are required to score level 2 (approaching basic/fair) or above on English I or English II, algebra I or geometry, and biology or U.S. history to be eligible for a standard high school diploma.

1. For high school seniors enrolled during spring 2021 and graduating by August 31, 2021, and for high school seniors enrolled during spring 2022 and graduating by August 31, 2022, the following may be substituted for the LEAP 2025 high school assessment requirement, provided the student has initially participated in all LEAP 2025 high school assessments.

a. an ACT composite score of 17 or higher for all students; or

b. a score of Silver or higher on ACT WorkKeys for students pursuing a Career Diploma; or

c. an ACT subject score of 17 or higher in the corresponding LEAP 2025 high school assessment pair, as follows:

i. a score of 17 or higher on the ACT English or Reading tests shall satisfy the English I/English II LEAP 2025 high school assessment requirement;

ii. a score of 17 or higher on the ACT Mathematics test shall satisfy the Algebra I/Geometry LEAP 2025 high school assessment requirement; and

iii. a score of 17 or higher on the ACT Science test shall satisfy the Biology/U.S. History LEAP 2025 high school assessment requirement; or

d. the student participates in 20 or more extended learning hours per LEAP 2025 high school assessment subject pair for which the student has yet to achieve level 2 (approaching basic) or above, with such instruction provided by a qualified teacher.

i. The instruction must take place following the academic year, and the student must demonstrate proficiency corresponding to level 2 (approaching basic) or above, as determined by either the school or school system.

ii. For purposes of this Section, a qualified teacher is defined as a teacher holding a valid and current Louisiana teaching certificate or has received a final COMPASS evaluation of effective: emerging or higher.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:977 (May 2010), amended LR 38:36 (January 2012), LR 44:470 (March 2018), LR 47:859 (July 2021), LR 48:2559 (October 2022).

§6823. Rescores [Formerly LAC 28:CXI.1823]

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

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

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

D. Students may request a rescore of LEAP 2025 tests at specified achievement levels and scaled score ranges. If the following criteria is met, the rescore will be expedited.

1. The test has a scaled score that is within 10 points below the *Unsatisfactory* achievement level (Algebra I, Geometry, Biology, or U.S. History) or within 20 points below the *Approaching Basic* achievement level (English I or English II).

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:977 (May 2010), amended LR 37:820 (March 2011), LR 47:567 (May 2021).

§6825. LEAP 2025 for High School Administration Rules [Formerly LAC 28:CXI.1825]

A. Students enrolled in LEAP 2025 courses shall take the LEAP 2025 test for that course at the conclusion of the course.

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

C. There is no ending age limit for students to retest in EOC or LEAP 2025, nor is there a limit on the number of times the student may retake the test. Students who no longer reside in the school district where he/she completed

Carnegie units may test in the current school district of residence. The DTC shall forward the passing test scores to the high school where the Carnegie units reside.

D. If a student was issued a HiSET diploma and subsequently meets the requirements for the LEAP 2025, the student may surrender the HiSET diploma and be issued a standard high school diploma.

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

F. Students who request a retest for the Louisiana high school diploma endorsements may retest during the fall, spring, or summer retest administration only one time for each LEAP 2025 test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:977 (May 2010), amended LR 39:77 (January 2013), LR 44:471 (March 2018), LR 47:567 (May 2021).

§6827. LEAP 2025 Retest Administration [Formerly LAC 28:CXI.1827]

A. Students who did not score *approaching basic* or above on LEAP 2025 test may retest in the next LEAP 2025 administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:978 (May 2010), amended by the Board of Elementary and Secondary Education, LR 44:471 (March 2018).

§6829. LEAP 2025 Transfer Rules [Formerly LAC 28:CXI.1829]

A. The following applies to a transfer student who is a Louisiana resident transferring into a Louisiana public school district from an out-of-state school, nonpublic school, or approved home study program.

1. A transfer student is not required to take the LEAP 2025 tests for courses he/she already successfully completed for Carnegie credit.

2. A transfer student shall be required to take the LEAP 2025 test for courses he/she previously took but did not pass.

3. A transfer student may choose to take a LEAP 2025 test for a course he/she already successfully completed if:

a. the student scored *Unsatisfactory* on a LEAP 2025 test in another course;

b. and the student has passed the LEAP 2025 test for one of the LEAP 2025 pairs.

B. Exception. A student who earned a high school assessment-eligible course credit in the spring of the 2019-2020 school year in a Louisiana public or scholarship school, and has never taken the corresponding LEAP 2025 test for the course, does not need to take or pass the LEAP 2025 subject test for the course in order to meet graduation requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:978 (May 2010), amended LR 37:820 (March 2011), LR 44:471 (March 2018), LR 46:1372 (October 2020), LR 47:567 (May 2021).

Chapter 69. LEAP Alternate Assessment, Level 1

Subchapter A. Background

§6901. Overview [Formerly LAC 28:CXI.1901]

A. The LEAP Connect alternate assessment is a specially designed assessment program that evaluates students with the most significant cognitive disabilities. LEAP connect represents an assessment of connector standards relative to the general education components of the LEAP 2025 As such, it meets ESSA requirements to assess students with the most significant cognitive disabilities in the state, with its results contributing to school, district, and state accountability decisions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(3) and R.S. 17:183.1-17:183.3.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:239 (February 2006), LR 33:425 (March 2007), LR 35:208 (February 2009), LR 44:471 (March 2018), LR 47:567 (May 2021).

Subchapter B. General Provisions

§6903. Introduction [Formerly LAC 28:CXI.1903]

A. The LEAP connect is an assessment that evaluates each eligible student's knowledge and skills in targeted areas. It is administered one-on-one and consists of items written at four levels of complexity to represent different levels of achievement by students.

1. The LEAP connect is aligned to the Louisiana connectors (LCs), which represent developmentally-appropriate content benchmarks that provide pathways toward achieving Louisiana student standards across all grade levels in English language arts and mathematics for students with significant cognitive disabilities.

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

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

C. Definitions

Connector Standards—represent the most salient grade-level, core academic content that students with significant

cognitive disabilities must master in order to be prepared for a successful life after high school.

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:425 (March 2007), amended LR 35:208 (February 2009), LR 44:471 (March 2018).

Subchapter C. Target Population

§6905. Participation Criteria [Formerly LAC 28:CXI.1905]

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

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

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

Subchapter D. Alternate Achievement Levels and Performance Standards

§6911. LEAP Connect Achievement Levels [Formerly LAC 28:CXI.1911]

A. The LEAP connect achievement levels are levels 1-4.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:426 (March 2007), amended LR 35:209 (February 2009), LR 44:472 (March 2018).

§6913. Performance Standards [Formerly LAC 28:CXI.1913]

A. Performance standards for LEAP Connect English language arts, mathematics, and LEAP Connect science tests are finalized in scale score form.

B. LEAP Connect Alternate Achievement Levels and Scale Score Growth Ranges

1. English Language Arts and Mathematics Scaled Score Ranges

a. English Language Arts

English Language Arts				
Grade	**Below Goal**	**Near Goal**	**At Goal**	**Above Goal**
3	1200 - 1231	1232 - 1239	1240 - 1257	1258 - 1290
4	1200 - 1231	1232 - 1239	1240 - 1252	1253 - 1290
5	1200 - 1231	1232 - 1239	1240 - 1252	1253 - 1290
6	1200 - 1231	1232 - 1239	1240 - 1249	1250 - 1290
7	1200 - 1231	1232 - 1239	1240 - 1247	1248 - 1290
8	1200 - 1231	1232 - 1239	1240 - 1243	1244 - 1290
HS	1200 - 1231	1232 - 1239	1240 - 1258	1259 - 1290

b. Mathematics

Mathematics				
Grade	**Below Goal**	**Near Goal**	**At Goal**	**Above Goal**
3	1200 - 1231	1232 - 1239	1240 - 1275	1276 - 1290
4	1200 - 1231	1232 - 1239	1240 - 1251	1252 - 1290
5	1200 - 1231	1232 - 1239	1240 - 1256	1257 - 1290
6	1200 - 1231	1232 - 1239	1240 - 1247	1248 - 1290
7	1200 - 1231	1232 - 1239	1240 - 1256	1257 - 1290
8	1200 - 1231	1232 - 1239	1240 - 1254	1255 - 1290
HS	1200 - 1231	1232 - 1239	1240 - 1248	1249 - 1290

2. Science Scaled Score Ranges

Science				
Grade	**Below Goal**	**Near Goal**	**At Goal**	**Above Goal**
4	1200 - 1231	1232 - 1239	1240 - 1243	1244 - 1290
8	1200 - 1231	1232 - 1239	1240 - 1243	1244 - 1290
HS	1200 - 1231	1232 - 1239	1240 - 1244	1245 - 1290

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Office of Student and School Performance, LR 33:426 (March 2007), amended LR 35:209 (February 2009), amended by the Board of Elementary and Secondary Education, LR 44:472 (March 2018), LR 44:1237 (July 2018), LR 47:568 (May 2021), LR 48:997 (April 2022).

Chapter 71. National Assessment of Educational Progress

§7101. General Provisions [Formerly LAC 28:CXI.2101]

A. NAEP, also known as the "nation's report card," reports its results from jurisdictions around the country. NAEP uses a random stratified sample to select school districts, schools within those districts, and students within those schools.

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

C. The NAEP test contractor handles all aspects of NAEP testing including distribution and collection of all test materials. Results are reported within six months.

D. Participation in NAEP

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

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1557 (July 2005), amended LR 44:473 (March 2018).

§7103. Inclusions and Accommodations
[Formerly LAC 28:CXI.2103

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

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

1. the student's IEP team determines that the student cannot participate;

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

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

C. Accommodations

1. Students who need accommodations receive such aids as:

a. extra testing time;

b. individual or small group administration;

c. large-print booklets;

d. multiple testing sessions.

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

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

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

Chapter 72. ACT Program

§7201. Background
[Formerly LAC 28:CXI.2201]

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

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

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

§7207. ACT
[Formerly LAC 28:CXI.2207]

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

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

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

§7209. WorkKeys
[Formerly LAC 28:CXI.2209]

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

1. Students shall be subject to a 30-day wait period before retesting on WorkKeys assessments, during which time LEAs shall provide remediation.

2. District must provide student results for all WorkKeys tests taken by every student every year, as outlined by DOE, to ensure all results are considered.

3. WorkKeys certificates awarded based on a remote site test administration that was not proctored or monitored, will not be used for accountability purposes.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 40:1320 (July 2014), amended LR 44:474 (March 2018), LR 47:568 (May 2021).

Chapter 73. English Language Proficiency Test (ELPT)

Subchapter A. Background

§7301. Overview
[Formerly LAC 28:CXI.2301]

A. The federal Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeed Act (ESSA), requires standards-based assessment of the progress of all English learners enrolled in grades kindergarten through 12 in attaining English proficiency, including speaking, listening, reading, and writing skills in English.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1557 (July 2005), amended LR 33:259 (February 2007), LR 44:474 (March 2018), LR 46:15 (January 2020), LR 47:568 (May 2021).

Subchapter B. General Provisions

§7303. Introduction
[Formerly LAC 28:CXI.2303]

A. The English language proficiency test (ELPT) is composed of tests in six grade bands (Kindergarten, 1, 2-3, 4-5, 6-8, 9-12) in the four language domains (reading, writing, listening, and speaking). It assesses the English language proficiency of students. ELPT is vertically linked across grade bands and has five levels of performance ranging from level 1 to level 5.

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:259 (February 2007), amended LR 44:474 (March 2018).

Subchapter C. Target Population

§7307. Participation Criteria
[Formerly LAC 28:CXI.2307]

A. English Learners (ELs) are to be identified through a two-step standardized process.

1. Upon enrollment in school, parents or custodians are provided with a Home Language Survey (HLS) designed to identify which students are potential English Learners and therefore require an assessment of their English language proficiency.

2. If an assessment is required, LEAs must administer the English Language Proficiency Screener (ELPS), which assesses proficiency in all 4 language domains (speaking, listening, reading, and writing) within 30 days of the student's enrollment to determine if he or she is eligible for English Learner status. If a student is determined to be less than proficient in any of the four language domains, the student must be classified an English Learner.

B. *English Learner* definition. A student identified as an English learner must:

1. be between the age of 3 through 21;

2. be enrolled in an English-speaking elementary school or secondary school;

3. not have been born in the United States or has a native language other than English; and

4. have difficulties in speaking, reading, writing, or understanding the English language such that such challenges may be sufficient to deny them:

a. the ability to meet the state's proficient level of achievement on state assessments;

b. the ability to successfully achieve in classrooms where the language of instruction is English; or

c. the opportunity to participate fully in society.

C. A student identified as an English learner may be:

1. A Native American, Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had significant impact on his or her level of English language proficiency; or

2. Be migratory, having a native language other than English, and come from an environment where a language other than English is dominant.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 20 USCS, Section 6311.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:259 (February 2007), amended LR 44:474 (March 2018), LR 46:15 (January 2020).

Subchapter D. Performance Levels and Proficiency Standards

§7309. Proficiency Levels
[Formerly LAC 28:CXI.2309]

A.1. ELPT performance levels are:

a. level 1, beginning;

b. level 2, early intermediate;

c. level 3, intermediate;

d. level 4, early advanced; and

e. level 5, advanced.

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

B. Performance Level Definitions

1. *Level 1*: *Beginning*—displays few grade-level English language skills and will benefit from EL program support.

2. *Level 2*: *Early Intermediate*—presents evidence of developing grade-level English language skills and will benefit from EL program support.

3. *Level 3*: *Intermediate*—applies some grade-level English language skills and will benefit from EL program support.

4. *Level 4*: *Early Advanced*—demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs.

5. *Level 5*: *Advanced*—exhibits superior English language skills, as measured by LEAP connect.

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:259 (February 2007), amended LR 44:474 (March 2018).

§7311. Proficiency Standards [Formerly LAC 28:CXI.2311]

A. Performance standards for English proficiency in listening, speaking, reading, and writing tests are finalized in scaled-score form. The scaled-score ranges vary per grade and grade band.

Performance Standards Cut Scores					
Domain	**Performance Standard Level 1**	**Performance Standard Level 2**	**Performance Standard Level 3**	**Performance Standard Level 4**	**Performance Standard Level 5**
Kindergarten					
Listening	466 or below	467-506	507-612	613-644	645 or above
Speaking	486 or below	487-534	535-597	598-624	625 or above
Reading	472 or below	473-513	514-591	592-626	627 or above
Writing	496 or below	497-561	562-650	651-672	673 or above
Grade One					
Listening	434 or below	435-466	467-548	549-593	594 or above
Speaking	527 or below	528-576	577-592	593-618	619 or above
Reading	478 or below	479-514	515-583	584-628	629 or above
Writing	497 or below	498-547	548-612	613-640	641 or above
Grade Two					
Listening	407 or below	405-437	438-511	512-563	564 or above
Speaking	489 or below	490-528	529-554	555-587	588 or above
Reading	456 or below	456-488	489-554	555-594	594 or above
Writing	451 or below	452-492	493-554	555-590	591 or above
Grade Three					
Listening	408 or below	409-447	448-535	536-597	598 or above
Speaking	499 or below	500-537	538-571	572-611	612 or above
Reading	494 or below	495-540	541-609	610-643	644 or above
Writing	497 or below	498-541	542-602	603-635	636 or above
Grade Four					
Listening	397 or below	398-430	431-491	492-562	563 or above
Speaking	461 or below	462-505	506-543	544-583	584 or above
Reading	452 or below	453-487	488-549	550-593	594 or above
Writing	436 or below	437-480	481-567	568-599	600 or above
Grade Five					
Listening	412 or below	413-454	455-497	498-580	581 or above
Speaking	482 or below	483-525	526-572	573-606	607 or above
Reading	467 or below	468-510	511-587	588-626	627 or above
Writing	437 or below	438-485	486-597	598-627	628 or above
Grade Six					
Listening	409 or below	410-439	440-497	498-564	565 or above
Speaking	464 or below	465-510	511-561	562-594	595 or above
Reading	460 or below	461-495	496-564	565-603	604 or above
Writing	424 or below	425-471	472-563	564-593	594 or above
Grade Seven					
Listening	429 or below	430-472	473-552	553-596	597 or above
Speaking	474 or below	475-526	527-581	582-610	611 or above
Reading	485 or below	486-533	534-608	609-641	642 or above
Writing	473 or below	474-519	520-596	597-624	625 or above
Grade Eight					
Listening	431 or below	432-477	478-564	565-612	613 or above
Speaking	475 or below	476-527	528-589	590-618	619 or above
Reading	493 or below	494-546	547-639	640-668	669 or above
Writing	483 or below	484-532	533-618	619-646	647 or above
Grade Nine-Twelve					
Listening	450 or below	451-490	491-570	571-612	613 or above
Speaking	480 or below	481-535	536-592	593-618	619 or above
Reading	487 or below	488-538	539-630	631-661	662 or above
Writing	484 or below	585-532	533-614	615-640	641 or above

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:260 (February 2007), amended LR 34:2556 (December 2008), repromulgated LR 35:61 (January 2009), LR 44:474 (March 2018), LR 46:16 (January 2020).

Chapter 75. Field Testing

§7501. General Provisions [Formerly LAC 28:CXI.2501]

A. The purpose of field testing is to obtain data on test items that have been developed for a particular assessment.

In Louisiana, test items are developed and field tests conducted for the following assessments as needed:

1. Louisiana Educational Assessment Program (LEAP) 2025;

2. LEAP connect;

3. ELPT.

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

C. Participation

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

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

a. sample from every school district;

b. to the extent possible, schools shall be selected that are representative of the schools in the state in:

i. academic achievement level;

ii. percent of minorities;

iii. percent of students receiving free/reduced lunch;

iv. percent of students classified as special education;

v. EL, and Section 504, and school size;

c. select no schools with fewer than 10 students;

d. generally select no schools that are participating in NAEP;

e. select no private schools;

f. in general, any given school should only:

i. participate in one grade;

ii. administer one content area;

iii. administer only one test form.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1557 (July 2005), amended LR 32:239 (February 2006), LR 34:1353 (July 2008), LR 40:2515 (December 2014), LR 44:476 (March 2018), LR 47:568 (May 2021).

§7503. Field Test Administration [Formerly LAC 28:CXI.2503]

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1558 (July 2005), amended LR 44:476 (March 2018).

Chapter 83. Assessment of Special Populations

§8301. Participation [Formerly LAC 28:CXI.3301]

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

1. students with disabilities receiving special education services;

2. students with one or more disabilities according to Section 504; and

3. English learners.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1560 (July 2005), amended LR 44:476 (March 2018), LR 47:568 (May 2021).

§8303. Students with Disabilities [Formerly LAC 28:CXI.3303]

A. All students with disabilities must participate in statewide assessments. Students are to take the test that corresponds to the grade in which they are enrolled. Students who meet specific participation criteria as stated in *Bulletin 1530—Louisiana's IEP Handbook for Students with Exceptionalities* and whose individualized education plans (IEPs) indicate they will participate in an alternate assessment may participate in the LEAP Connect assessment. The assessment in which the student is to participate and any accommodations the student is to receive for instruction and assessment must be documented annually on the program/services page of the student's IEP. Test accommodations cannot be different from or in addition to the accommodations indicated on the student's IEP and provided in regular classroom instruction and assessment.

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

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1560 (July 2005), amended LR 32:239 (February 2006), LR 36:983 (May 2010), LR

38:37 (January 2012), LR 40:2515 (December 2014), LR 44:476 (March 2018), LR 47:568 (May 2021).

§8305. Students with One or More Disabilities According to Section 504 [Formerly LAC 28:CXI.3305]

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

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

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

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

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

a. The IAP identifies students with disabilities as defined by the Rehabilitation Act of 1973 and the ADA. The form also must be used to document accommodations for qualified Section 504 students. School districts are responsible for completing the form once a student's eligibility has been determined.

b. Signatures. Duplicate signatures are not acceptable on the IAP. The parent and student signatures are optional, but it is considered best practice to obtain these.

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

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

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

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

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

1. a summary of the doctor's report or diagnosis;

2. informal assessments and teacher observations;

3. curriculum-based assessments;

4. formal assessments approved by the school district.

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

E. Forms Management

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

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

3. Extenuating Circumstances. The extenuating circumstances that will be considered for reviewing an IAP submitted after the deadline and/or after the established review period are:

a. a student is in the process of transferring from state to state or parish to parish;

b. a student has a temporary illness or injury that is substantially limiting and will prevent him or her from having an equal opportunity on and access to statewide assessments.

F. Gifted or Talented Students with a Qualified Disability. For students who are classified as gifted or talented students and who have a qualified disability under Section 504, a Section 504 IAP must be attached to the student's IEP.

G. Test Accommodations for both Section 504 and Special Education

1. Definition

Accommodation—a change in the test administration environment, timing, scheduling, presentation format, and/or method of response to the assessment.

2. Purpose of Accommodations. Test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. Not all students with disabilities will need test accommodations, but many will need them to provide a valid and accurate measure of their abilities. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. The accommodation should allow the test score to reflect the student's proficiency in the area tested without the interference of his or her disability.

3. General Guidelines

a. Test accommodations should not be different from, or in addition to, the accommodations provided in the classroom during instruction and assessment and as indicated on the student's IEP or section 504 IAP. According to the 1997 amendments to IDEA, accommodations for administration of general statewide and districtwide assessments must be based on each student's needs, as documented in the student's IEP. If an accommodation, even an accommodation listed on a student's IEP or IAP, is not provided in classroom instruction or assessment, it is inappropriate to provide that accommodation during testing.

b. Selection of appropriate test accommodations should be based on a review of a student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures. This information should determine which accommodations enable the student to demonstrate best what he or she knows and can do.

c. The accommodations must never compromise the purpose of the test. For example, a test that measures reading comprehension cannot be read aloud to a student. To do so would destroy the purpose of the test, which is to measure reading comprehension.

d. Individual or small group administration must be used if the accommodations will interfere with the testing of other students, e.g., tests read aloud.

e. Provided accommodations must be indicated in the required locations as instructed in the appropriate test manual.

f. Accommodations must not compromise test security or confidentiality. Any assistance in test administration must not give away the answers. All conditions that pertain to test security and return of test materials after the test is administered apply to tests that are administered with accommodations. All test manual instructions relating to handling nontraditional secure materials for accommodations must be followed precisely.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24 et seq., R.S. 17:391-400, R.S. 17:1941 et seq., R.S. 17:397, R.S. 17:1946, and R.S. 17:1947.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1560 (July 2005), amended LR 32:239 (February 2006), LR 33:262 (February 2007), LR 38:37 (January 2012), LR 44:477 (March 2018).

§8306. Approved Accommodations for Students with IEPs or 504 Plans [Formerly LAC 28:CXI.3306]

A. The following accommodations, if used in classroom instruction and assessment and specified on a student's IEP or IAP may be used for testing.

1. Braille

a. Braille editions of the test are provided for students who are proficient in this mode of access to written material. The regular print edition may be modified in braille. Supplementary test administration instructions and manipulatives are provided as needed. All responses must be transferred to the scorable test form.

2. Large Print

a. Large-print editions may be used by students who use large print as an accommodation in classroom instruction and assessment and take the paper-based assessment in grades 3-4. Large-print editions contain all test items that are in the regular edition. Essentially the large-print edition is an enlarged version of the regular-print edition, though the layout may vary slightly so as not to make the document more difficult for a student to use. All responses must be transferred to the scorable test form.

3. Answers Recorded

a. If a student is unable due to his/her disability to write, the test administrator may record the student's answers on the scorable test form. Scribes and others supporting a student's test taking must be neutral in responding to the student during test administration. Assistance in test administration must not give away the answers. The student's responses must accurately represent the student's own choices. If a scribe is used, the scribe must follow the directions for administration and recording answers in the guidance provided by LDE.

4. Assistive Technology

a. Assistive technology can include, but is not limited to a:

i. computer;

ii. tape recorder;

iii. calculator;

iv. abacus;

v. grip for a pencil;

vi. visual magnification device;

vii. communication device;

viii. mask or marker to maintain place;

ix. speech synthesizer; and

x. electronic reader.

5. Extended Time/Adjusted Time

a. Every student must be given extended or sufficient time to respond to every test item. Extended time for statewide assessments is allowed until the end of the school day. Students must complete a test session on the day it is begun. Time may be adjusted for certain students, such as those who have short attention spans or who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time if a student's behavior interferes with testing. The elapsed time must be documented and the test administrator must closely monitor that test security is maintained. The time of day the test is administered may also be adjusted to a time more beneficial to the student. All sessions, however, must be completed within the specified test administration dates, including makeup sessions.

6. Communication Assistance Script

a. Students who are deaf or hard of hearing and have the communications assistance script accommodation for testing must have a test administrator who is fluent in the cuing or signing modality routinely used by a student. The test administrator should be available to repeat or clarify directions and sign portions of the test if warranted by the student's reading level as documented on the IEP or IAP.

b. Students with Communication Assistance accommodation may have all of the LEAP 2025 tests signed. However, no passages, questions, or distractors (multiple choices) of reading comprehension session(s) may be signed or cued for GEE, LAA 2, or English III EOC. Directions only to these sessions may be signed or cued. When signing or cueing, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.

7. Transferred Answers

a. Student responses must be transferred by the test administrator precisely as instructed in the appropriate test manual. Such formats include braille, large print, typewritten responses, computer responses, and any other responses recorded with the assistance of mechanical or technological devices. Student responses not transferred will not be scored. If both a student's and a test administrator's handwriting appear on an answer document, only the student's writing will be scored.

8. Tests Read Aloud

a. Students with a Tests Read Aloud accommodation can have all of the LEAP 2025 tests read aloud. However, no passages, questions, or distractors (multiple choices) of reading comprehension session(s) may be read aloud for GEE, English III EOC, and LAA 2. Directions only to these sessions may be signed or cued. When signing or cueing, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.

9. Other

a. Any approved accommodations may be used, but they must be decided by the IEP team or Section 504 committee and listed on the student's IEP or IAP. The accommodation must not invalidate the meaning of the test score or the purpose of the test. Examples of other accommodations include highlighting the task or verbs in the directions on the test or assisting the student in tracking the test items.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24 et seq., R.S. 17:391-400, R.S. 17:1941 et seq., R.S. 17:397, R.S. 17:1946, and R.S. 17:1947.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:263 (February 2007), amended LR 33:1010 (June 2007), LR 44:477 (March 2018), LR 47:569 (May 2021).

§8307. English Language Learners [Formerly LAC 28:CXI.3307]

A. All EL must participate in statewide assessments. EL qualify for accommodations. Test accommodations must not be different from or in addition to the accommodations provided in the classroom during instruction and assessment and must not compromise test security or confidentiality. Accommodations must be documented on an EL accommodation form.

B. English learner—an individual:

1. who is aged 3 through 21;

2. who is enrolled or preparing to enroll in an elementary school or secondary school;

3. who was not born in the United States or whose native language is a language other than English;

4. who is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had significant impact on such individual's level of English language proficiency; or

5. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

6. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

a. the ability to meet the state's proficient level of achievement on state assessments described in Section 1111(b)(3);

b. the ability to successfully achieve in classrooms where the language of instruction is English; or

c. the opportunity to participate in society (PL-10710, Title IX, Sec. 9101[25].

C. Approved Accommodations for English Learners

1. The following accommodations may be provided for ELL students participating in the LEAP 2025, GEE, LAA 2, LEAP Connect, English III EOC or high school LEAP 2025 assessments.

a. Extended Time. Extended time for statewide assessments is allowed until the end of the school day. Students must complete a test session on the day it is begun.

b. Provision of English/Native Language Word-to-Word Dictionary (No Definitions). English Learners may use either a standard or an electronic English/native language word-to-word dictionary, without definitions, on all sessions of the test.

c. Tests Read Aloud. Students with accommodation of test read aloud may have all parts of the LEAP 2025 tests read aloud. When reading aloud, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.

d. Test Administered by ESL Teacher or by Individual Providing Language Services. Familiarity with the speech patterns of the ESL teacher or individual providing language services may assist the student in understanding the test directions or the portions read aloud if the student receives the accommodation tests read aloud.

D. Spanish language versions of math state assessments are provided for on LEAP 2025 math assessments. Directions for LEAP 2025 assessments are provided in multiple native languages.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:1941 et seq., and R.S. 17:24.4(F)(3).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1562 (July 2005), amended LR 32:240 (February 2006), LR 33:264 (February 2007), LR 33:1010 (June 2007), LR 36:983 (May 2010), LR 37:821 (March 2011), LR 41:616 (April 2015), LR 44:478 (March 2018). LR 46:16 (January 2020), LR 47:569 (May 2021).

Chapter 85. Assessment of Students in Special Circumstances

§8501. Approved Home Study Program Students [Formerly LAC 28:CXI.3501]

A. Fourth grade students from state-approved home study programs who are seeking to enroll in grade 5 must meet promotion standards on the grade 4 LEAP English Language Arts or the Mathematics test enroll in grade 5.

B. Eighth grade students from state-approved home study programs who are seeking to enroll in grade 9 must meet promotion standards on the grade 8 LEAP English Language Arts or the Mathematics test enroll in grade 9.

C. Students from state-approved home study programs have the option of taking the grades 4 and 8 LEAP Science and Social Studies tests.

D. Students from state-approved home study programs may take the *i*LEAP tests in grades 3, 5, 6, and 7.

E. Approved home study program students shall take the test which is designated for the enrolled grade.

F. A fee of up to $35, which covers actual costs of administering, scoring, and reporting the results of statewide assessment, may be charged. For students testing to enter the public school system, this fee shall be refunded upon the student's enrollment in that public school system the semester immediately following testing. The DTC shall return results to parents when results are returned to the public schools.

G. Students enrolled in state-approved home study programs or non-public/non-scholarship schools are not eligible to participate in LEAP Connect, ELPT, or the state administration of WorkKeys or ACT.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.236.1-17.236.2, R.S. 17:6(A)(10)(11)(15), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-17.391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005), amended by the Board of Elementary and Secondary Education, LR 32:240 (February 2006), LR 33:264 (February 2007), LR 36:983 (May 2010), LR 37:821 (March 2011), LR 39:1430 (June 2013), LR 40:1320 (July 2014), LR 40:2515 (December 2014), LR 47:569 (May 2021).

§8503. Homebound Students [Formerly LAC 28:CXI.3503]

A. Homebound students shall be administered the appropriate assessment for their enrolled grade. The test administrator must issue the test each day and return the testing materials to the enrolled school daily. The test administrator must receive training in security and test administration procedures and sign a security oath.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1563 (July 2005), amended LR 44:479 (March 2018).

§8505. Foreign Exchange Students [Formerly LAC 28:CXI.3505]

A. Foreign exchange students shall take the appropriate assessment for their enrolled grade during the scheduled assessment period.

B. If foreign exchange students are screened and determined to be English learners, they may qualify for test accommodations provided they are used in the student's regular classroom instruction and assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:151.3 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005), amended LR 34:2557 (December 2008),

repromulgated LR 35:62 (January 2009), LR 38:37 (January 2012), LR 46:16 (January 2020).

§8507. Office of Juvenile Justice
[Formerly LAC 28:CXI.3507]

A. Students enrolled in grade levels K through 12who are under the supervision of correctional facilities shall take the appropriate assessment for their enrolled grade.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1563 (July 2005), amended LR 33:2043 (October 2007), LR 44:479 (March 2018), LR 47:569 (May 2021).

§8509. Expelled Students
[Formerly LAC 28:CXI.3509]

A. If a student is expelled from school and is not enrolled in any type of alternative program or receiving any services from the school district, the parent/legal guardian may make a timely request that the student be tested and the school district shall make arrangements to test the student.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.
HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 33:264 (February 2007).

§8511. Migrant Students
[Formerly LAC 28:CXI.3511]

A. Migrant students shall take the appropriate assessment for their enrolled grade during the scheduled assessment period.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 37:821 (March 2011).

Subpart 5. Bulletin 127—LEAP Connect Assessment, Louisiana Connectors for Students with Significant Cognitive Disabilities

Chapter 91. Introduction

§9101. Introduction
[Formerly LAC 28:CXLI.101]

A. The Louisiana connect exam for students with significant cognitive disabilities aligned to the Louisiana standards in:

1. English-language arts;
2. mathematics; and
3. science.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:892 (May 2017).

Chapter 93. English Language Arts

Subchapter A. Kindergarten

§9301. Reading Literature

A. With prompting and support, answer questions about key details in a story.

B. With prompting and support, retell a favorite story, including key details.

C. With prompting and support, sequence a set of events in a familiar story.

D. With prompting and support, identify the beginning, middle, and ending of a familiar story.

E. Retell a familiar story (e.g., “What was the story about?”).

F. With prompting and support, identify characters in a story.

G. With prompting and support, identify major events (e.g., problem or solution) in a story.

H. With prompting and support, show how characters interacted in a story.

I. With prompting and support, identify a setting in a story.

J. Ask questions about unknown words in a text.

K. Answer questions about unknown words in a text.

L. Answer questions about reading such as "Why do we read? What do we read?"

M. Recognize common types of text.

N. With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).

O. With prompting and support, define the role of the author.

P. With prompting and support, identify the illustrator.

Q. With prompting and support, define the role of the illustrator.

R. With prompting and support, identify illustrations to aid comprehension.

S. With prompting and support, identify the relationship between an illustration and the story.

T. With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.

U. Answer questions about reading (e.g., "Why do we read? What do we read?")

V. Choose a literary text or poems to read and reread, listen to, or view for leisure purposes.

W. Engage in group reading of stories or poems by sharing something learned or something enjoyed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:892 (May 2017).

§9302. Reading Informational Text

A. With prompting and support, answer questions about key details in a text.

B. Discuss key details and main topic of a preferred text.

C. With prompting and support identify the main topic.

D. With prompting and support, retell/identify key details in a text.

E. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

F. Ask questions about unknown words in a text.

G. Answer questions about unknown words in a text.

H. Distinguish front of book from back of book.

I. Identify the title of an informational text or the title page.

J. Identify the title of a story or poem or the title page.

K. Identify the author's purpose in an informational text.

L. Identify a labeled photo or diagram or graphic from within an informational text.

M. With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

N. With prompting and support, identify the facts an author gives to support points in a text.

O. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).

P. Choose an informational text to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them).

Q. Engage in group reading of informational text by sharing something learned or something enjoyed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:893 (May 2017).

§9303. Reading Foundations

A. During shared reading activities, point to text from top to bottom of page and left to right.

B. During shared reading activities, indicate need to turn the page for continued reading.

C. Distinguish individual letters from words.

D. Identify familiar written words when spoken (e.g., Show me the word “Tony”.).

E. Recognize that words are separated by spaces in print.

F. Identify or name uppercase letters of the alphabet.

G. Recognize rhyming words.

H. Produce rhyming words.

I. Count syllables in spoken words.

J. Blend and segment onsets and rimes of single-syllable spoken words.

K. Blend and segment syllables in spoken words.

L. Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).

M. Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).

N. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

O. Recognize the primary sound(s) for each consonant.

P. Produce the primary sound(s) for each consonant.

Q. Identify the long and short vowel sounds in common spellings for the five major vowel sounds.

R. Read common kindergarten high frequency words by sight.

S. Identify the sound that differs between two similarly-spelled words.

T. Participate in reading emergent-reader texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:893 (May 2017).

§9304. Writing

A. Write, draw, or dictate the topic being communicated about.

B. Write, draw, or dictate the name of a book of interest.

C. Produce a statement which states an opinion or preference about the topic or book of interest.

D. With prompting and support, create an informative/explanatory permanent product (e.g., select/generate words to form a sentence or two) which names the topic they are communicating about and supplies some information about the topic.

E. Describe information gained from a stimulus (e.g., text, event, photo, etc.).

F. Generate story ideas in response to a stimulus (e.g., event, photo, text, daily writing log).

G. Write, dictate, or draw about an event.

H. Organize the details of an event in the order in which they occurred.

I. With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail).

J. With guidance and support from adults, explore a variety of digital tools to produce and publish permanent products, including collaborating with peers.

K. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

L. With guidance and support from adults, recall information from experiences to answer a question.

M. Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., "How do we find out?").

N. Use provided illustrations or visual displays to gain information on a topic.

O. With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:893 (May 2017).

§9305. Speaking and Listening

A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

B. With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.

C. Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.

D. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

E. Describe familiar people, places, things, and a single event or series of events.

F. With prompting and support, provide additional details to describe familiar people, places, things, and events.

G. Describe factual information about familiar people, places, things, and events.

H. Use drawings or visual displays to add detail to written products or oral discussions.

I. Share information from a selected permanent product or a favorite text.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:894 (May 2017).

Subchapter B. Grade 1

§9306. Reading Literature

A. Answer questions about key details in a story (e.g., who, what, when, where, why).

B. Ask questions about key details in a familiar story.

C. Retell a favorite text, including key details.

D. Use details to tell what happened in a story.

E. Retell the sequence of events in a story.

F. Answer questions about the beginning, middle, and end of a story.

G. Use signal words (e.g., first, next, after, before) and text details to describe events of a story.

H. Identify and/or describe the characters from a story.

I. Identify and/or describe a major event (e.g., problem or solution) from a story.

J. Answer questions regarding key events of stories.

K. Identify and/or describe a setting in a story.

L. Describe feelings of characters in a story.

M. Ask questions to help determine or clarify the meaning of words in a text.

N. Answer questions to help determine or clarify the meaning of words in a text.

O. Ask questions to help determine or clarify the meaning of phrases in a text.

P. Answer questions to help determine or clarify the meaning of phrases in a text.

Q. Read books to examine how certain genres are written.

R. Identify the purpose of storybooks and informational text.

S. Identify who is telling the story in a text.

T. Use text features to aid comprehension.

U. Explain a key illustration in the story.

V. Use illustrations and details in a story to describe its characters, setting, or events.

W. Compare and contrast (what is the same and what is different) the experiences of characters in stories.

X. Choose literary texts or poems to read and reread, listen to, or view for leisure purposes.

Y. Engage in group reading of stories or poems by sharing something learned or something enjoyed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:894 (May 2017).

§9307. Reading Informational Text

A. Answer questions about key details in a text read, read aloud, or viewed.

B. Discuss key details and main topic of a preferred text.

C. Identify the main topic of an informational text.

D. Retell/identify key details in an informational text.

E. Describe the connection between two individuals, events, or pieces of information in a text.

F. Ask questions to help determine or clarify the meaning of words in a text.

G. Answer questions to help determine or clarify the meaning of words in a text.

H. Ask questions to help determine or clarify the meaning of phrases in a text.

I. Answer questions to help determine or clarify the meaning of phrases in a text.

J. Identify text features to aid comprehension.

K. Use text features to aid comprehension.

L. Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.

M. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

N. Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.

O. Identify the facts and details an author gives to support points in a text.

P. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Q. Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them).

R. Engage in group reading of informational text by sharing something learned or something enjoyed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:894 (May 2017).

§9308. Reading Foundations

A. Recognize rhyming words.

B. Produce rhyming words.

C. Identify long or short vowel sounds in spoken single-syllable words.

D. Produce single-syllable words by blending sounds (phonemes), including consonant blends.

E. Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.

F. Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.

G. Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.

H. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

I. Recognize the sound(s) for each consonant.

J. Produce the sound(s) for each consonant.

K. Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when spoken).

L. Decode regularly spelled CVC words.

M. Recognize silent "e" as the reason the vowel sound is a long vowel sound in a word.

N. Read common first grade high frequency words by sight.

O. Read or identify frequently occurring words with inflectional endings.

P. Recognize grade-appropriate irregularly-spelled words.

Q. Identify the sound that differs between two similarly spelled words.

R. Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.

S. Identify grade-level words with accuracy and appropriate rate on successive attempts.

T. Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:894 (May 2017).

§9309. Writing

A. Produce an opinion statement about a topic or book of interest and provide accurate information as a reason.

B. Organize an opinion piece starting with an opinion statement followed by a reason.

C. Use a description of or detail about familiar people, places, things, and events to support an opinion.

D. Create an opinion piece that provides a sense of closure.

E. Produce a simple statement that names a topic and supplies some facts about the topic.

F. When creating informative/explanatory permanent products, represent facts and descriptions through the use of illustrations and captions.

G. Provide a sense of closure to an informative/explanatory permanent product.

H. Provide a title that tells the central idea or focus.

I. Describe a single event or a series of events that includes details about what happened.

J. Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., first, then, next).

K. Create a narrative permanent product that provides a sense of closure.

L. With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail, reorder events).

M. With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish permanent products, including collaborating with peers.

N. Participate in shared research and writing projects (e.g., drawings, visual displays, labels).

O. Generate ideas and or opinions when participating in shared writing projects.

P. With guidance and support from adults, recall information from experiences to answer a question.

Q. Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer questions (e.g., “How do we find out?”).

R. Use illustrations and details in a text to obtain facts and compose information on a topic.

S. With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:895 (May 2017).

§9310. Speaking and Listening

A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics or texts under discussion.

D. Engage in small or large group discussions by sharing one's own permanent product.

E. Engage in small or large group discussion of favorite texts or topic presented orally or through other media.

F. Answer questions about key details in a story (e.g., who, what, when, where, why).

G. Ask questions about key details in a familiar story.

H. Ask questions about information presented orally in order to clarify something that is not understood.

I. Retell a favorite text, including key details.

J. Describe people, places, things, and a single event or series of events with relevant details.

K. Describe factual information and ideas about familiar people, places, things, and events.

L. Describe subtopics of larger topics about familiar people, places, things, and events.

M. Use drawings or visual displays to add detail to permanent products.

N. Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:895 (May 2017).

§9311. Language

A. Produce uppercase and lowercase letters.

B. Use singular and plural nouns with matching verbs in basic sentences.

C. Use frequently occurring nouns when communicating.

D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) when communicating.

E. Use verbs to convey a sense of past present or future when communicating.

F. Use frequently occurring adjectives when communicating.

G. Use frequently occurring conjunctions (e.g., and, but, or, so, because) when communicating.

H. Use frequently occurring prepositions (e.g., on, in) when communicating.

I. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

J. Capitalize the first word in sentence, the pronoun "I", dates, and names of people.

K. Use end punctuation for sentences.

L. Produce a letter or letters for consonant and vowel sounds (phonemes).

M. Use context within a sentence as a clue to the meaning of a word or phrase.

N. Use frequently occurring affixes as a clue to the meaning of the word.

O. With guidance and support from adults, identify the category for a given word (e.g., a duck is a bird).

P. With guidance and support from adults, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.

Q. With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.

R. With guidance and support from adults, use newly acquired words in real-life context.

S. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

T. Use frequently occurring conjunctions to signal simple relationships.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:895 (May 2017).

Subchapter C. Grade 2

§9312. Reading Literature

A. Answer who, what, where, when, why, and how questions from stories.

B. Use details to recount stories, including fables and folktales from diverse cultures.

C. Retell a favorite text, including key details.

D. Describe or select a description of a major event or problem in a story.

E. Describe or select a description of how characters respond to major events or problems in a story.

F. Describe or select the description of what happened (or key events from) in the beginning of the story.

G. Describe or select the description of what happened (or key events from) in the end of the story.

H. Use signal words (e.g., then, while, because, when, after, before, later) to describe event sequence, actions, and interactions in a story.

I. Read books to examine how to write certain genres.

J. Identify different points of view of different characters in a story. (e.g., “Who thinks it is a bad idea to play a joke on a friend?”)

K. Use illustrations to answer questions about the characters, key events, the problem or solution in a story.

L. Use information gained from illustrations to describe elements within the setting.

M. Use information gained from illustrations to describe a character's feelings or what a character wanted.

N. Use information gained from illustrations to describe a relationship between characters (e.g., mother/daughter, love/hate).

O. Use text features to aid comprehension.

P. Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Q. Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.

R. Choose literary texts or poems to read and reread, listen to, or view for leisure purposes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:896 (May 2017).

§9313. Reading Informational Text

A. Answer who, what, where, when, why, and how questions from informational text.

B. Identify the main topic of a multi-paragraph informational text.

C. Identify the focus of a paragraph and the details that support the focus in an informational text.

D. Identify the sequence of events in an informational text.

E. Identify the steps in a process in an informational text.

F. Identify the cause and effect relationships in an informational text.

G. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

H. Identify and use text features (e.g., title, bold print, illustrations, glossaries) to aid comprehension (e.g., locate key facts or information in a text efficiently).

I. Identify the main purpose of a text, including what question the author is answering, explaining, or describing.

J. Explain or identify what specific images (e.g., a diagram showing how a machine works) teach or inform the reader.

K. Use the illustrations and details in a text to describe or identify its key ideas.

L. Identify the facts and details an author gives to support points in a text.

M. Describe how facts and details support specific points the author makes in a text.

N. Compare and contrast the most important points presented by two texts on the same topic.

O. Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them).

P. Discuss key details and main topic of a preferred text.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:896 (May 2017).

§9314. Reading Foundations

A. Answer who, what, where, when, why, and how questions from informational text. LAC.RF.2.2a Produce single-syllable words by blending sounds (phonemes), including consonant blends.

B. Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words.

C. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

D. Identify long and short vowels in regularly spelled one-syllable words.

E. Decode regularly spelled one-syllable words with long vowels.

F. Decode regularly spelled two-syllable words with long vowels.

G. Decode words with common prefixes and suffixes.

H. Recognize and/or read grade appropriate irregularly spelled words.

I. Read or identify frequently occurring root words with and without inflectional endings.

J. Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.

K. Identify grade-level words with accuracy and on successive attempts.

L. Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

M. Use context to confirm or self-correct word recognition.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:897 (May 2017).

§9315. Writing

A. Produce an opinion statement about a topic or book of interest, supply reasons that support the opinion, and provide a concluding statement.

B. Connect reasons to the opinion using linking words.

C. Organize an opinion piece starting with an opinion statement followed by related reasons and ending with a concluding statement.

D. Produce a statement that names a topic and supplies some facts about the topic.

E. When creating information/explanatory permanent products represent facts and descriptions through the use of illustrations and captions.

F. Order factual statements to describe a sequence of events or explain a procedure.

G. Provide a concluding statement or section to an informative/explanatory permanent product.

H. Provide a title that tells the central idea or focus.

I. Describe a single event or series of events by including actions, thoughts, or feelings about who, what, and why.

J. Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., first, then, next).

K. Create a narrative permanent product that provides a sense of closure.

L. With guidance and support from adults, use feedback to strengthen permanent products (e.g., add more details or description).

M. With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish permanent products, including collaborating with peers.

N. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

O. Generate ideas and or opinions when participating in shared writing projects.

P. Recall information from experiences to answer a question.

Q. With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.

R. Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic.

S. Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.

T. Use simple note-taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:897 (May 2017).

§9316. Speaking and Listening

A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).

B. Build on others' talk in conversations by linking their comments to the remarks of others.

C. Engage in small or large group discussions by sharing one's own permanent product.

D. Engage in small or large group discussion of favorite texts presented orally or through other media.

E. Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.

F. Ask questions about information presented orally in order to clarify something that is not understood.

G. Share a story or recount an experience with appropriate facts and relevant, descriptive details.

H. Describe factual information and ideas about people, places, things, and a single event or series of events.

I. Provide at least two facts for each subtopic identified for a larger topic.

J. Describe a single event or a series of events by including actions, thoughts, or feelings.

K. Use drawings or other visual displays to clarify ideas, thoughts, and feelings.

L. Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:897 (May 2017).

§9317. Language

A. Use collective and irregular plural nouns when communicating.

B. Use past tense irregular verbs when communicating.

C. Use reflexive pronouns (e.g., myself, ourselves) when communicating.

D. Use adjectives and adverbs when communicating.

E. Produce and expand upon simple or compound sentences.

F. Capitalize dates, names of people, holidays, product names, and geographic names.

G. Use conventional spelling for words with common spelling patterns.

H. Use sentence context as a clue to the meaning of a word or phrase.

I. Determine the meaning of a new word formed when a known prefix is added to the known word or root.

J. Use a known root word as a clue to the meaning of an unknown word with the same root.

K. Use knowledge of the meaning of individual words to predict the meaning of compound words.

L. Use a glossary or beginning dictionary to determine the meaning of a word.

M. Use newly acquired words in real-life context.

N. Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.

O. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).

P. Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).

Q. Use newly acquired words in real-life context.

R. Use adjectives to describe nouns.

S. Use adverbs to describe verbs.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:898 (May 2017).

Subchapter D. Grade 3

§9318. Reading Literature

A. Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).

B. Answer questions (literal and inferential) and refer to text to support your answer.

C. Support inferences, opinions, and conclusions using evidence from the text including illustrations.

D. Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.

E. Use details to recount stories, including fables and folktales from diverse cultures.

F. Use information in the text to determine and explain a lesson learned by a character or theme within the story.

G. Explain how characters' actions contribute to the sequence of events/plot.

H. Describe a character's traits in a story using details from the text and illustrations.

I. Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.

J. Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.

K. Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).

L. Analyze how a character's point of view influences a conflict within a text.

M. Determine the meaning of literal and nonliteral words and phrases as they are used in a text.

N. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

O. Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).

P. Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).

Q. Identify narrator or character's point of view.

R. Identify own point of view.

S. Distinguish their own point of view from that of the narrator or those of the characters.

T. Support inferences, opinions, and conclusions using evidence from the text including illustrations.

U. Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.

V. Compare two or more texts or adapted texts on the same topic or by the same author.

W. Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:898 (May 2017).

§9319. Reading Informational Text

A. Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

B. Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

C. Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.

D. Determine the main idea of a text; recount the key details and explain how they support the main idea.

E. Identify facts that an author uses to support a specific point or opinion.

F. Identify the purpose of a variety of text features.

G. Use text features (keywords, glossary) to locate information relevant to a given topic or question.

H. Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.

I. Identify the author's purpose in an informational text.

J. Identify own point of view about a topic.

K. Compare own point of view to that of the author.

L. Use illustrations (e.g., maps, photographs) in informational texts to answer questions.

M. Identify information learned from illustrations and information learned from the words in an informational text.

N. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

O. Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.

P. Identify signal words that help determine what the text structure is in an informational text.

Q. Describe the connection between sentences and paragraphs in a text.

R. Compare two or more texts on the same topic or by the same author.

S. When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.

T. Read or be read to and recount self-selected informational texts or adapted texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:898 (May 2017).

§9320. Reading Foundations

A. Identify the meaning of most common prefixes.

B. Identify the meaning of most common suffixes.

C. Decode regularly spelled one-syllable words with long vowels.

D. Decode regularly spelled two-syllable words with long vowels.

E. Decode multi-syllable words.

F. Recognize and/or read grade appropriate irregularly spelled words.

G. Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.

H. Identify grade-level words with accuracy.

I. Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

J. Use context to confirm or self-correct word recognition.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:899 (May 2017).

§9321. Writing

A. Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion.

B. Provide reasons that support the opinion.

C. Use linking words and phrases that connect the opinion and reasons.

D. Provide a concluding statement or section.

E. Produce an informative/explanatory permanent product which introduces a topic and groups related information together.

F. Develop the topic (i.e., offer additional information which supports the topic) by using facts, definitions, and details.

G. Include illustrations to enhance clarity and meaning.

H. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

I. Provide a concluding statement or section.

J. Produce a narrative permanent product which establishes a situation by setting up the context for the story and introducing a narrator and/or characters.

K. Sequence events that unfold naturally.

L. When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.

M. Use temporal words and phrases to signal event order.

N. Provide a sense of closure.

O. With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).

P. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

Q. With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen a story by adding a description or dialogue).

R. With guidance and support from peers and adults, edit permanent products for clarity and meaning.

S. With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).

T. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

U. Recall information from experiences to use in creating permanent products.

V. Gather information and facts (e.g., highlight in text, quote or paraphrase from discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics).

W. Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form a paragraph or essay).

X. Locate important points on a single topic from two informational texts or sources.

Y. Identify key details in an informational text.

Z. Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.

AA. Sort evidence collected from print and/or digital sources into provided categories.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:899 (May 2017).

§9322. Speaking and Listening

A. Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.

B. Ask questions to check understanding of information presented in collaborative discussions.

C. Link personal ideas and comments to the ideas shared by others in collaborative discussions.

D. Express ideas and understanding in light of collaborative discussions.

E. Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

F. Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

G. Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

H. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

I. Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details.

J. Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:899 (May 2017).

§9323. Language

A. Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.

B. Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs when communicating.

C. Use correct subject-verb and pronoun-antecedent agreement when communicating.

D. Produce and expand upon simple and compound sentences.

E. Capitalize words in holidays, product names, geographic names, and appropriate words in titles.

F. Use commas accurately in addresses or dialogue when communicating.

G. Use quotation marks when communicating.

H. Use conventional spelling and spelling patterns (e.g., word families, syllable patterns, ending rules) when communicating high frequency and/or previously learned words.

I. Choose words and phrases for appropriate effect (e.g., to inform) within writing.

J. Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.

K. Determine the meaning of the new word formed when a known affix is added to a known word.

L. Use a known root word as a clue to the meaning of an unknown word with the same root.

M. Use a glossary or dictionary to determine the meaning of a word.

N. Distinguish literal from non-literal meanings of words and phrases in context.

O. Use newly acquired words in real-life context.

P. Identify and sort shades of meaning words from general to specific or lesser to specific.

Q. Use newly acquired conversational and general academic words and phrases accurately when communicating.

R. Use newly acquired domain-specific words and phrases accurately when communicating.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:900 (May 2017).

Subchapter E. Grade 4

§9324. Reading Literature

A. Refer to details and examples in a text when explaining what the text says explicitly.

B. Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.

C. Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).

D. Use evidence from the text to summarize a story, poem or drama.

E. Determine the theme of a story, drama, or poem; refer to text to support answer.

F. Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).

G. Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.

H. Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.

I. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

J. Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).

K. Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).

L. Determine the author's point of view (first- or third-person).

M. Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

N. Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.

O. Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.

P. Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.

Q. Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.

R. Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

S. Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:900 (May 2017).

§9325. Reading Informational Text

A. Refer to details and examples in a text when explaining what the text says explicitly.

B. Refer to details and examples in a text when drawing basic inferences from an informational text.

C. Determine the main idea of an informational text.

D. Identify supporting details of an informational text.

E. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

F. Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions.

G. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

H. Organize information presented in an informational text to demonstrate the text structure.

I. Use text features (keywords, glossary) to locate information relevant to a given topic or question.

J. Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.

K. Use search tools or text features as a means of locating relevant information.

L. Determine if information in a text is firsthand or secondhand.

M. Compare and contrast a firsthand and secondhand account of the same event or topic.

N. Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.

O. Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.

P. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Q. Compare and contrast how different authors use reasons and evidence to support the same topics across texts.

R. Identify reasons that the author uses to support ideas in an informational text.

S. Identify facts that an author uses to support a specific point or opinion.

T. Report out about two or more texts on the same self-selected topic.

U. Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.

V. Read or be read to and recount self-selected informational texts or adapted texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:900 (May 2017).

§9326. Reading Foundations

A. Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.

B. Identify grade level words with accuracy and on successive attempts.

C. Recognize and/or read grade appropriate irregularly spelled words.

D. Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.

E. Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

F. Use context to confirm or self-correct word recognition.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:901 (May 2017).

§9327. Writing

A. Produce an opinion piece which introduces the topic or text, states an opinion, and groups related ideas together.

B. Provide reasons which include facts and details that support the stated opinion.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a concluding statement or section related to the opinion presented.

E. Produce an informative/explanatory permanent product which introduces a topic clearly and groups related information.

F. Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.

G. Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.

H. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

I. Use precise language and domain-specific vocabulary to inform about or explain the topic.

J. Provide a concluding statement or section related to the information presented.

K. Produce a narrative permanent product which orients the reader by setting up the context for the story and introducing a narrator and/or characters.

L. Sequence events that unfold naturally.

M. When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.

N. Use a variety of transitional words and phrases to manage the sequence of events.

O. Use concrete words and phrases and sensory details to convey experiences and events.

P. Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.

Q. Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).

R. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

S. With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen an informative permanent product by adding a concrete detail).

T. With guidance and support from peers and adults, edit permanent products for clarity and meaning.

U. With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).

V. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

W. Recall relevant information from experiences to use in creating permanent products.

X. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics).

Y. Identify key details from an informational text.

Z. Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources into provided categories.

AA. Provide a list of sources that contributed to the creation of a permanent product.

BB. Provide evidence from texts when producing permanent products.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:901 (May 2017).

§9328. Speaking and Listening

A. Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.

B. Ask questions to check understanding of information presented in collaborative discussions.

C. Make appropriate comments that contribute to a collaborative discussion.

D. Review the key ideas expressed within a collaborative discussion.

E. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

F. Identify the reasons and evidence a speaker provides to support particular points.

G. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details.

H. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:902 (May 2017).

§9329. Language

A. Use relative pronouns and relative adverbs when communicating.

B. Use prepositional phrases when communicating.

C. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

D. Use correct capitalization when communicating.

E. Use commas and quotation marks when communicating.

F. Spell grade-appropriate words correctly in writing, consulting references as needed.

G. Choose words and phrases for appropriate effect (e.g., to inform) when communicating.

H. Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.

I. Use common grade-appropriate roots and affixes as clues to the meaning of a word.

J. Use a glossary, dictionary, or thesaurus to determine the meaning of a word.

K. Identify simple similes in context.

L. Identify simple metaphors in context.

M. Relate words to their opposites (antonyms).

N. Relate words to words with similar but not identical meanings (synonyms).

O. Identify the meaning of common idioms.

P. Use grade-appropriate general academic and domain-specific words and phrases accurately when communicating.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:902 (May 2017).

Subchapter F. Grade 5

§9330. Reading Literature

A. Refer to details and examples in a text when explaining what the text says explicitly.

B. Refer to specific text evidence to support inferences, interpretations, or conclusions.

C. Summarize a portion of text such as a paragraph or a chapter.

D. Summarize a text from beginning to end in a few sentences.

E. Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

F. Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.

G. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

H. Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.

I. Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.

J. Explain how a series of chapters fits together to provide the overall structure of a particular text.

K. Describe how a narrator's or speaker's point of view influences how events are described.

L. Explain how the description of characters, setting, or events might change if the person telling the story changed.

M. Interpret the meaning of metaphors and similes to help explain the setting within a text.

N. Interpret the meaning of metaphors and similes to help determine the mood within a text.

O. Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

P. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Q. Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction.

R. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:902 (May 2017).

§9331. Reading Informational Text

A. Quote accurately from a text when explaining what the text says explicitly.

B. Quote accurately from a text to support inferences.

C. Determine the main idea, and identify key details to support the main idea.

D. Summarize the text or a portion of the text read, read aloud, or presented in diverse media.

E. Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.

F. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

G. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.

H. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

I. Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result).

J. Use signal words to identify common types of text structures.

K. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

L. Note important similarities and differences in the point of view of multiple accounts of the same event or topic.

M. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.

N. Refer to multiple print or digital sources as support for inferences (e.g., "How did you know?").

O. Explain how an author uses reasons and evidence to support particular points in a text.

P. Identify reasons and evidence that support an author's point(s) in a text.

Q. Identify the author's stated thesis/claim/opinion.

R. Identify evidence the author uses to support stated thesis/claim/opinion.

S. Identify key details from multiple sources on the same topic (e.g., "What are the important things that you learned?").

T. Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.

U. Read or be read to a variety of informational texts or adapted texts.

V. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:903 (May 2017).

§9332. Reading Foundations

A. Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

B. Use context to confirm or self-correct word recognition.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:903 (May 2017).

§9333. Writing

A. Produce an opinion piece which has an introduction that states an opinion and has an organizational structure in which ideas are logically grouped to support the writer's opinion.

B. Provide relevant facts to support the reasons and stated opinion.

C. Link opinion and reasons using words and phrases.

D. Provide a concluding statement or section related to the opinion presented.

E. Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic.

F. Group related information logically.

G. Develop the topic (i.e., add additional information related to the topic) with facts, definitions, concrete details, quotations, or other information and examples.

H. Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.

I. Use transitional words and phrases to connect ideas.

J. Use precise language and domain-specific vocabulary to inform about or explain the topic.

K. Provide a concluding statement or section related to the information presented.

L. Produce a narrative permanent product which orients the reader by establishing a situation and introducing a narrator and/or characters.

M. Organize an event so that it unfolds naturally.

N. When appropriate use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.

O. Use transitional words and phrases to manage the sequence of events.

P. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Q. Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.

R. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).

S. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

T. With guidance and support from peers and adults, strengthen permanent products by revising and editing (e.g., review a permanent product, strengthen an opinion piece by adding another reason, fix incorrect spelling).

U. Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing).

V. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

W. Recall relevant information from experiences to use in permanent products.

X. Gather information (e.g., highlight in text, quote or paraphrase from a source) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.

Y. Sort evidence collected from print and/or digital sources into provided categories.

Z. Provide a list of sources that contributed to the creation of a permanent product.

AA. Provide evidence from texts when producing permanent products.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:903 (May 2017).

§9334. Speaking and Listening

A. Make appropriate comments that contribute to a collaborative discussion.

B. Review the key ideas expressed within a collaborative discussion.

C. Determine the narrative point of view of a text read, read aloud, or viewed.

D. Summarize the text or a portion of the text read, read aloud, or presented in diverse media.

E. Identify a speaker's points or claims.

F. Summarize the points a speaker makes.

G. Identify reasons and evidence that a speaker provides to support points or claims.

H. Explain how at least one claim in a discussion is supported by reasons and evidence.

I. Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.

J. Elaborate on each fact or opinion given in support of a claim with relevant details.

K. Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.

L. Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:904 (May 2017).

§9335. Language

A. Use appropriate verb tense to convey times, sequence, state, and condition.

B. Recognize and correct inappropriate shifts in verb tense.

C. Identify and use conjunctions, prepositions, and interjections when communicating.

D. Produce simple, compound, and complex sentences in writing.

E. Use punctuation to separate items in a series.

F. Use commas accurately when communicating.

G. Spell words correctly when communicating, consulting references as needed.

H. Expand, combine, and reduce sentences for meaning, reader interest, and style when communicating.

I. Use context to determine the meaning of unknown or multiple meaning words.

J. Use common grade-appropriate roots and affixes as clues to the meaning of a word.

K. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.

L. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.

M. Identify the denotation for a known word.

N. Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.

O. Use figurative language in context, including similes and metaphors.

P. Identify the meaning of common idioms or proverbs.

Q. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.

R. Use grade-appropriate general academic and domain-specific words and phrases accurately.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:904 (May 2017).

Subchapter G. Grade 6

§9336. Reading Literature

A. Refer to details and examples in a text when explaining what the text says explicitly.

B. Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or

conclusions about characters including how they change during the course of the story.

C. Use the specific details from the text to support inferences and explanations about plot development.

D. Select key details about a character and relate those details to a theme within the text.

E. Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.

F. Summarize a text from beginning to end in a few sentences without including personal opinions.

G. Describe how the plot unfolds in a story.

H. Analyze a character's interactions throughout a story as they relate to conflict and resolution.

I. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

J. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

K. Determine the narrative point of view.

L. Identify and describe how the narrative point of view influences the reader's interpretation.

M. Explain how an author develops the point of view of the narrator or speaker in a text.

N. Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.

O. Compare texts from different genres that have a similar theme or address the same topic.

P. Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction.

Q. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:904 (May 2017).

§9337. Reading Informational Text

A. Use textual evidence to support inferences.

B. Provide a summary of the text distinct from personal opinions or judgments.

C. Identify key individuals, events, or ideas in a text.

D. Determine how key individuals, events, or ideas are introduced in a text.

E. Determine how key individuals, events, or ideas are illustrated in a text.

F. Determine how key individuals, events, or ideas are elaborated or expanded on in a text.

G. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.

H. Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result.

I. Determine an author's point of view or purpose in a text and explain how it is conveyed.

J. Identify what is learned from different media or formats compared to what is learned via written words or spoken words.

K. Summarize information gained from a variety of sources including media or texts.

L. Identify relevant details from several texts on the same topic (e.g., “What are the important things that you learned?”).

M. Identify an argument or claim that the author makes.

N. Evaluate the claim or argument; determine if it is supported by evidence.

O. Distinguish claims or arguments from those that are supported by evidence from those that are not.

P. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Q. Read or be read to a variety of informational texts or adapted texts.

R. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:905 (May 2017).

§9338. Writing

A. Produce a persuasive permanent product which has an introduction that introduces a claim.

B. Create an organizational structure in which ideas are logically grouped to support the claim.

C. Support the claim with clear reasons and relevant evidence from credible sources.

D. Use words, phrases, and clauses to link the claim and reasons.

E. Provide a concluding statement or section that follows the argument presented.

F. Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

G. Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic.

H. Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).

I. Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.

J. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to promote reading understanding.

K. Use transitional words, phrases, and clauses that connect ideas.

L. Use precise language and domain-specific vocabulary to inform about or explain the topic.

M. Maintain a consistent style and voice.

N. Provide a concluding statement or section that follows from the information presented.

O. Produce a narrative permanent product which engages and orients the reader by establishing a context and introducing a narrator and/or characters.

P. Organize events so they unfold naturally.

Q. When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

R. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

S. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

T. Provide a conclusion that follows from the narrated experiences or events.

U. Use figurative language appropriately, including similes and metaphors.

V. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).

W. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

X. With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, fix incorrect verb tense).

Y. Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing).

Z. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

AA. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.

BB. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

CC. Provide a bibliography for sources that contributed to the creation of a permanent product.

DD. Provide evidence from texts when producing permanent products.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:905 (May 2017).

§9339. Speaking and Listening

A. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).

B. Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.

C. Summarize the points a speaker makes.

D. Summarize the points an author makes.

E. Distinguish claims or arguments from those that are supported by evidence from those that are not.

F. Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

G. Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.

H. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

I. Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:906 (May 2017).

§9340. Language

A. Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.

B. Use commas, parentheses, and/or dashes to set off nonrestrictive/parenthetical elements.

C. Spell words correctly when communicating.

D. Vary sentence patterns for meaning, reader interest, and style when communicating.

E. Use context to determine the meaning of unknown or multiple meaning words.

F. Use common grade-appropriate roots and affixes as clues to the meaning of a word.

G. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.

H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

I. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

J. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

K. Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.

L. Interpret the use of personification within a text.

M. Use figurative language appropriately, including similes and metaphors.

N. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.

O. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

P. Identify the connotative meaning (i.e., the idea associated with the word) of a word or phrase.

Q. Use grade-appropriate general academic and domain-specific words and phrases accurately.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:906 (May 2017).

Subchapter H. Grade 7

§9341. Reading Literature

A. Refer to details and examples in a text when explaining what the text says explicitly.

B. Use two or more pieces of textual evidence to support conclusions, or summaries of text.

C. Determine the theme or central idea of a text.

D. Analyze the development of the theme or central idea over the course of the text.

E. Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).

F. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

G. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

H. Identify alliteration within text.

I. Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.

J. Examine how the structure of a poem or drama adds to its meaning.

K. Compare and contrast the points of view of different characters in the same text.

L. Compare and contrast a story, drama, or poem when presented in two different mediums.

M. Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.

N. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

O. Read or be read to a variety of literary texts or adapted texts including historical novels, dramas or plays, poetry (including soliloquies and sonnets), and fiction.

P. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:906 (May 2017).

§9342. Reading Informational Text

A. Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.

B. Determine the central idea of a text.

C. Analyze the development of the central idea over the course of the text.

D. Create an objective summary of a text.

E. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

F. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

G. Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.

H. Use signal words as a means of locating information.

I. Outline a given text to show how ideas build upon one another.

J. Determine the structure of a text.

K. Determine how the information in each section contribute to the whole or to the development of ideas.

L. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

M. Compare/contrast how two or more authors write or present about the same topic.

N. Identify an argument or claim that the author makes.

O. Evaluate the claim or argument to determine if they are supported by evidence.

P. Distinguish claims or arguments from those that are supported by evidence from those that are not.

Q. Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.

R. Compare/contrast how two or more authors write about the same topic.

S. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

T. Read or be read to a variety of informational texts or adapted texts.

U. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:907 (May 2017).

§9343. Writing

A. Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims.

B. Create an organizational structure in which ideas are logically grouped to support the claim.

C. Support the claim with logical reasoning and relevant evidence from credible sources.

D. Use words, phrases, and clauses to link the claim and reasons and clarify relationships among ideas.

E. Maintain a consistent style and voice.

F. Provide a concluding statement or section that follows from and supports the argument presented.

G. Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.

H. Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, and cause/effect).

I. Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.

J. Use transitional words, phrases, and clauses that connect ideas and create cohesion.

K. Use precise language and domain-specific vocabulary to inform about or explain the topic.

L. Maintain a consistent style and voice.

M. Provide a concluding statement or section that follows from and supports the information presented.

N. Produce a narrative permanent product which engages and orients the reader by establishing a context and point of view and introducing the narrator and/or characters.

O. Organize events so they unfold naturally.

P. When appropriate, use narrative techniques (e.g., dialogue, pacing, and description), to develop experiences, events, and/or characters.

Q. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

R. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

S. Provide a conclusion that follows from the narrated experiences or events.

T. Use words, phrases, or gathered information to accurately reflect literary context.

U. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader).

V. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

W. With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, vary sentence types).

X. Use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).

Y. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

Z. List internet search terms for a topic of study.

AA. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.

BB. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

CC. Use a standard format to write citations.

DD. Provide a bibliography for sources that contributed to the creation of a permanent product.

EE. Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

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§9344. Speaking and Listening

A. Describe how the claims within a speaker's argument match own argument.

B. Discuss how own view or opinion changes using new information provided by others.

C. Use information and feedback to refine understanding or products.

D. Use information and feedback to refine own thinking.

E. Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.

F. Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.

G. Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.

H. Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.

I. Evaluate the soundness or accuracy of reasons presented to support a claim.

J. Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.

K. Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.

L. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:908 (May 2017).

§9345. Language

A. Use phrases and clauses accurately within a sentence.

B. When appropriate, use simple, compound, complex, and compound-complex sentences when communicating.

C. Use commas to separate coordinate adjectives.

D. Spell words correctly.

E. Use words, phrases, or gathered information to accurately reflect meaning.

F. Choose language that expresses ideas precisely and concisely by eliminating wordiness and redundancy.

G. Use context as a clue to determine the meaning of a grade-appropriate word or phrase.

H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.

I. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

J. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

K. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

L. Identify allusion within a text or media.

M. Interpret figures of speech (e.g., personification, allusions) in context.

N. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

O. Identify the connotative meaning (the idea associated with the word) of a word or phrase.

P. Distinguish among the connotations (i.e., associations) of words with similar denotations (i.e., definitions) (e.g., slim, skinny, scrawny, thin).

Q. Use words, phrases, or gathered information to accurately reflect literary context.

R. Use grade-appropriate general academic and domain-specific words and phrases accurately.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:908 (May 2017).

Subchapter I. Grade 8

§9346. Reading Literature

A. Refer to details and examples in a text when explaining what the text says explicitly.

B. Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.

C. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.

D. Determine the theme or central idea of a text.

E. Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.

F. Create an objective summary of a text.

G. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.

H. Identify the use of literary techniques within a text.

I. Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.

J. Identify and interpret an analogy within a text.

K. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

L. Compare and contrast the structure of two or more texts.

M. Explain how language use contributes to the meaning of a poem or drama.

N. Compare and contrast the points of view of different characters in the same text.

O. Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.

P. Compare and contrast content presented in text, media, and live performance.

Q. Compare modern works of literature to the texts from which they draw ideas.

R. Read or be read to a variety of literary texts or adapted texts including historical novels, dramas or plays, poetry (including soliloquies and sonnets), and fiction.

S. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:908 (May 2017).

§9347. Reading Informational Text

A. Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.

B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.

C. Determine two or more central ideas in a text.

D. Analyze the development of the central ideas over the course of the text.

E. Provide/create an objective summary of a text.

F. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

G. Identify and interpret an analogy within a text.

H. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

I. Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.

J. Use signal words as a means of locating information.

K. Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.

L. Determine the structure of a text.

M. Determine how the information in each section contributes to the whole or to the development of ideas.

N. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

O. Identify an argument or claim that the author makes.

P. Evaluate the claim or argument to determine if it is supported by evidence.

Q. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

R. Read or be read to a variety of informational texts or adapted texts.

S. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:909 (May 2017).

§9348. Writing

A. Produce a persuasive permanent product which has an introduction that introduces a claim and distinguishes it from alternate or opposing claims.

B. Create an organizational structure in which ideas are logically grouped to support the claim.

C. Support the claim with logical reasoning and relevant evidence from credible sources.

D. Use words, phrases and clauses to link the claim and reasons and clarify relationship among ideas.

E. Maintain a consistent style and voice.

F. Provide a concluding statement or section that follows from and supports the argument presented.

G. Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.

H. Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.

I. Develop the topic (i.e., add additional information related to the topic) with relevant, well-chosen facts,

definitions, concrete details, quotations, or other information and examples.

J. Use transitional words, phrases, and clauses that connect ideas and create cohesion.

K. Use precise language and domain-specific vocabulary to inform about or explain the topic.

L. Maintain a consistent style and voice.

M. Provide a concluding statement or section that follows from and supports the information or explanation presented.

N. Produce a narrative permanent product which engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters.

O. Organize events so they unfold naturally.

P. When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Q. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

R. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

S. Provide a conclusion that follows from the narrated experiences or events.

T. Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) when communicating.

U. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader).

V. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

W. With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types).

X. Use technology to produce and publish permanent products (e.g., use word processing to generate and collaborate on writing).

Y. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

Z. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.

AA. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

BB. Use a standard format to produce citations.

CC. Provide a bibliography for sources that contributed to the creation of a permanent product.

DD. Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:909 (May 2017).

§9349. Speaking and Listening

A. Use information and feedback to refine understanding.

B. Use information and feedback to clarify meaning for readers.

C. Discuss how own view or opinion changes using new information provided by others.

D. Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).

E. Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).

F. Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.

G. Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.

H. Identify when irrelevant evidence is introduced within an argument.

I. Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim.

J. Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.

K. Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.

L. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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§9350. Language

A. Use active and passive verbs when communicating.

B. Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood when communicating.

C. Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.

D. Spell words correctly.

E. Use active and passive voice in writing to achieve a particular effect.

F. Use verbs in the conditional and subjunctive mood to achieve a particular effect.

G. Use context as a clue to the meaning of a grade-appropriate word or phrase.

H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.

I. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

J. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

K. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

L. Identify irony within a text or media

M. Identify a pun within a text or media.

N. Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.

O. Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.

P. Use the relationship between particular words to better understand each of the words.

Q. Distinguish among the connotations (i.e., associations) of words with similar denotations (i.e., definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

R. Use grade-appropriate general academic and domain-specific words and phrases accurately.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:910 (May 2017).

Subchapter J. Grade 9-10

§9351. Reading Literature

A. Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text.

B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.

C. Determine the theme or central idea of an adapted grade appropriate text.

D. Determine how the theme develops.

E. Determine how key details support the development of the theme of an adapted grade-level text.

F. Identify character with multiple or conflicting motivations (i.e., a complex character).

G. Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.

H. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.

I. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

J. Compare and contrast works from different cultures with a common theme.

K. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.

L. Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

M. Read or be read to a variety of literary texts or adapted texts including historical novels, classical dramas or plays, poetry, novels written by international authors, and fiction.

N. Read challenging grade-level literary texts.

O. Use strategies to derive meaning from a variety of print and non-print literary texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:910 (May 2017).

§9352. Reading Informational Text

A. Use two or more pieces of evidence to support inferences, conclusions, or summaries.

B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.

C. Determine the central idea of a text.

D. Determine how the central idea develops.

E. Determine how key details support the development of the central idea of a text.

F. Create an objective summary of a text.

G. Analyze key points throughout a text to determine the organizational pattern or text structure.

H. Identify connections between key points.

I. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.

J. Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.

K. Analyze in detail how an author's ideas or claims are developed.

L. Identify key sentences or paragraphs that support claims.

M. Determine the author's point of view or purpose in a text.

N. Determine/identify the specific language/words that the author uses to advance the point of view or purpose.

O. Develop and explain ideas for why authors made specific word choices within text.

P. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Q. Identify claims and arguments made by the author.

R. Delineate/trace the author's argument and specific claims.

S. Evaluate the argument/claims that the author makes to determine if the statements are true or false.

T. Delineate the argument and specific claims in two or more texts on related topics.

U. Assess the validity of the arguments across texts on related topics.

V. Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").

W. Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") address similar central ideas.

X. Read or be read to a variety of informational texts or adapted texts.

Y. Read challenging grade-level informational texts.

Z. Use a variety of strategies to derive meaning from a variety print and non-print informational texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:911 (May 2017).

§9353. Writing

A. Introduce claim(s) for an argument that reflects knowledge of the topic.

B. Identify claim(s) from alternate or opposing claims(s) in writing.

C. Create an organizational structure which develops relationships among claim(s), reasons, and evidence (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion).

D. Identify specific evidence for claim(s) and counterclaim(s).

E. Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.

F. Maintain a consistent style and voice.

G. Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.

H. Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.

I. Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.

J. Develop the topic (i.e., add additional information related to the topic) with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.

K. Use transitional words, phrases, and clauses that connect ideas and create cohesion.

L. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

M. Maintain a consistent style and voice.

N. Provide a concluding statement or section that follows from and supports the information or explanation presented.

O. Produce a narrative permanent product which engages and orients the reader by setting out a problem, situation, or observation and establishes one or multiple point(s) of view.

P. Sequence events so that they build on one another to create a smooth progression of experiences or events.

Q. Include plot and pacing techniques (e.g., flashback, foreshadowing, suspense) as appropriate.

R. Include dialogue that advances the plot or theme (e.g., reveals character motivations, feelings, thoughts, how a character has changed perspectives).

S. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

T. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

U. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), or audience (e.g., reader).

V. Develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) focused on a specific purpose and audience.

W. Strengthen writing by revising and editing (e.g., review a permanent product, strengthen informative/explanatory permanent products by adding examples, use parallel structure correctly).

X. Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).

Y. Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

Z. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from authoritative print and/or digital sources relevant to a topic or stated claim.

AA. Integrate information presented by others into permanent products while avoiding plagiarism.

BB. Use a standard format to write citations.

CC. Provide a bibliography for sources that contributed to the creation of a permanent product.

DD. Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:911 (May 2017).

§9354. Speaking and Listening

A. Work with peers to set rules for collegial discussions and decision-making.

B. Actively seek the ideas or opinions of others in a discussion on a given topic or text.

C. Engage appropriately in discussion with others who have a diverse or divergent perspective.

D. Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.

E. Summarize points of agreement and disagreement within a discussion on a given topic or text.

F. Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

G. Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

H. Determine the speaker's point of view or purpose in a text.

I. Determine what arguments the speaker makes.

J. Evaluate the evidence used to make the argument.

K. Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.

L. Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.

M. Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:912 (May 2017).

§9355. Language

A. Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.

C. Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.

D. Spell correctly in writing.

E. Write and edit work to conform to guidelines in a style manual.

F. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.

G. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

I. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.

J. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

K. Identify an oxymoron in a text.

L. Identify the denotation for a known word.

M. Interpret how literary devices advance the plot or affect the tone or pacing of a text.

N. Interpret figures of speech in context.

O. Explain differences or changes in the meaning of words with similar denotations.

P. Use general academic and domain-specific words and phrases accurately.

Q. Use newly acquired domain-specific words and phrases accurately.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:912 (May 2017).

Subchapter K. Grade 11-12

§9356. Reading Literature

A. Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text.

B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.

C. Use evidence to support conclusions about ideas not explicitly stated in the text.

D. Determine two or more themes or central ideas of an adapted grade-level text.

E. Determine how the theme develops.

F. Provide/create an objective summary of a text.

G. Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.

H. Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

I. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.

J. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.

K. Define satire, sarcasm, and irony.

L. Differentiate from what is directly stated in a text from what is meant.

M. Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.

N. Demonstrate knowledge of foundational words of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics (e.g., historical reflection, social, morals).

O. Read or be read to a variety of literary texts or adapted texts including historical novels, classical dramas or plays, poetry, novels written by international authors, and fiction.

P. Independently read challenging grade-level literary texts.

Q. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:913 (May 2017).

§9357. Reading Informational Text

A. Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.

B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.

C. Determine two or more central ideas of a text.

D. Determine how the central ideas develop.

E. Determine how key details support the development of the central idea of a text.

F. Create an objective summary of a text.

G. Analyze key points throughout a text to determine the organizational pattern or text structure.

H. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

I. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.

J. Analyze the structure an author uses in his or her exposition or argument.

K. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.

L. Determine the author's point of view or purpose in a text.

M. Determine what arguments the author makes.

N. Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.

O. Develop and explain ideas for why authors made specific word choices within text.

P. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,

quantitatively) as well as in words in order to address a question or solve a problem.

Q. Identify claims made by the author as being fact or opinion.

R. Distinguish reliable sources from non-reliable.

S. Evaluate the premises, purposes, argument that the author makes.

T. Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.

U. Assess the validity of the premises, purposes, arguments across texts on related topics.

V. Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's ―Letter from Birmingham Jail).

W. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's―Letter from Birmingham Jail), address similar central ideas.

X. Read or be read to a variety of informational texts or adapted texts.

Y. Independently read challenging grade-level informational texts.

Z. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:913 (May 2017).

§9358. Writing

A. Introduce claim(s) for an argument that reflects knowledge of the topic.

B. Use context or related text to establish the significance of the claim(s).

C. Identify claim(s) from alternate or opposing claims(s) in writing.

D. Create an organizational structure for a permanent product which logically sequences claim(s), counterclaims, reasons, and evidence (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion).

E. Select the most relevant evidence for claim(s) and counterclaim(s).

F. 1f Develop clear claim(s) with the most relevant evidence for a topic or text.

G. Use words, phrases, and clauses to create cohesion.

H. Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.

I. Maintain a consistent style and voice.

J. Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.

K. Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.

L. Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.

M. Develop the topic (i.e., add additional information related to the topic) with facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.

N. Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.

O. Use precise language, domain-specific vocabulary to manage the complexity of the topic.

P. Maintain a consistent style and voice.

Q. Provide a concluding statement or section that follows from and supports the information or explanation presented.

R. Produce a narrative permanent product which engages and orients the reader by setting out a problem, situation, or observation and establishes one or multiple point(s) of view.

S. Use a variety of techniques to sequence events so they build on one another to create a smooth progression of experiences or events and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).

T. Include plot and pacing techniques (e.g., flashback, foreshadowing, suspense) as appropriate.

U. Include dialogue that advances the plot or theme (e.g., reveals character motivations, feelings, thoughts, how character has changed perspectives).

V. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

X. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), or audience (e.g., reader).

Y. Develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) focused on a specific purpose and audience.

Z. Strengthen writing by revising and editing (e.g., review a permanent product, strengthen an argument by finding relevant evidence as support, use hyphens correctly).

AA. Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).

BB. Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

CC. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from authoritative print and/or digital sources relevant to a topic or stated claim.

DD. Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into permanent products while avoiding plagiarism.

EE. Use a standard format to write citations.

FF. Provide a bibliography for sources that contributed to the creation of a permanent product.

GG. Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:913 (May 2017).

§9359. Speaking and Listening

A. Work with peers to promote democratic discussions.

B. Actively seek the ideas or opinions of others in a discussion on a given topic or text.

C. Consider a full range of ideas or positions on a given topic or text when presented in a discussion.

D. Engage appropriately in discussion with others who have a diverse or divergent perspectives.

E. Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text

F. Summarize points of agreement and disagreement within a discussion on a given topic or text.

G. Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

H. Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

I. Determine the speaker's point of view or purpose in a text.

J. Determine what arguments the speaker makes.

K. Evaluate the evidence used to make the speaker's argument.

L. Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, and evidence, and word choice.

M. Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.

N. Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:914 (May 2017).

§9360. Language

A. Use hyphenation conventions.

B. Spell correctly.

C. Create and edit permanent products to conform to guidelines in a style manual.

D. Vary syntax within writing for effect.

E. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.

F. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

G. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.

I. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

J. Identify hyperbole in a text.

K. Interpret how literary devices advance the plot or affect the tone or pacing of a text.

L. Interpret figures of speech in context.

M. Explain differences or changes in the meaning of words with similar denotations.

N. Use general academic and domain-specific words and phrases accurately.

O. Use newly acquired domain-specific words and phrases accurately.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:915 (May 2017).

Chapter 95. Mathematics

Subchapter A. Kindergarten

§9501. Counting and Cardinality

A. Count up to 10 objects in a line, rectangle, or array.

B. Identify the set that has more.

C. Identify the smaller or larger number given 2 numbers between 0-10.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:915 (May 2017).

§9503. Operations and Algebraic Thinking

A. Use objects or pictures to respond appropriately to "add __" and "take away ___."

B. Communicate answer after adding or taking away.

C. Solve one step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, pictures.

D. Solve word problems within 10.

E. Decompose a set of up to 10 objects into a group; count the quantity in each group.

F. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record or select the answer.

G. Add and subtract within 5 using manipulatives.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:915 (May 2017).

§9505. Number and Operations in Base Ten

A. Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., 13 = one 10 and three 1s).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:915 (May 2017).

§9507. Measurement and Data

A. Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter…).

B. Compare 2 objects with a measurable attribute in common to see which object has more/less of the attribute (length, height, weight).

C. Sort objects by characteristics (e.g., big/little, colors, shapes, etc.).

D. Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:915 (May 2017).

§9509. Geometry

A. Use spatial language (e.g., above, below, etc.) to describe two-dimensional shapes.

B. Recognize two- dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size.

C. Recognize two-dimensional shapes in environment regardless of orientation or size.

D. Identify shapes as two-dimensional (lying flat) or three-dimensional (solid).

E. Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).

F. Use informal language to describe how two shapes are similar and/or different.

G. Uses three dimensional objects (blocks, sticks, balls) to model shapes in the world.

H. Compose a larger shape from smaller shapes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:915 (May 2017).

Subchapter B. Grade 1

§9511. Counting and Cardinality

A. Understand the relationship between numbers and quantities.

1. Use a number line to count up to 31 objects by matching 1 object per number.

B. Write numbers from 0-31 and represent a number of objects with a written numeral.

1. Identify numerals 0-31.

2. Identify the numeral up to 31 when presented the name.

3. Write or select the numerals 0-31.

4. Recognize zero as representing none or no objects.

C. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

1. Compare 2 sets and identify the set that is either greater than or less than the other set.

2. Order up to 3 sets that have up to 10 objects in each set.

3. Order up to 3 sets with up to 20 objects in each set.

D. Compare two numbers between 0 and 31 presented as written numerals.

1. Order up to 3 numbers up to 31.

2. Identify the smaller or larger number given 2 numbers between 0-31.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:915 (May 2017).

§9513. Operations and Algebraic Thinking

A. Use manipulatives or representations to write simple addition or subtraction equations within 20 based upon a word problem.

B. Solve word problems within 20.

C. Using objects or pictures respond appropriately to "add __" and "take away ___."

D. Solve one step addition and subtraction word problems where the change or result is unknown (4 + _ = 7) or (4 + 3 = __), within 20 using objects, drawings, pictures.

E. Solve word problems that call for addition of two or three numbers whose sum is less than or equal to 20 by using objects t and drawings.

F. Recognize zero as an additive identity.

G. Use commutative properties to solve addition problems with sums up to 20 (e.g., 3 + 8 = 11 therefore 8 + 3 = __).

H. Use associative property to solve addition problems with sums up to 20.

I. Subtract within 20 by using the strategy of an unknown addend. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.

J. Decompose a set of up to 20 objects into a group; count the quantity in each group.

K. Count 2 sets to find sums up to 20.

L. Add and subtract within 20 supported by the use of manipulatives.

M. Identify and apply addition and equal signs.

N. Label simple equations as = or with the phrase “not equal.”

O. Identify and apply addition, subtraction, and equal signs.

P. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:916 (May 2017).

§9515. Number and Operations in Base Ten

A. Rote count up to 31.

B. Rote count up to 100.

C. Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., 13 = one 10 and three 1s).

D. Identify the value of the numbers in the tens and ones place within a given number up to 31.

E. Compare two digit numbers up to 31 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).

F. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.

G. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

H. Mentally add or subtract 10 from a given two-digit number without having to count.

I. Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:916 (May 2017).

§9517. Measurement and Data

A. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

B. Measure using copies of one object to measure another.

C. Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object end to end.

D. Compare two units of measurement and identify which unit would require more or less when measuring a selected object (e.g., I can measure with paper clips or markers, which unit will require more to measure the table?).

E. Use time to sequence up to three events, using a digital or analog clock.

F. Tell time to the nearest 1/2 hour using digital clocks.

G. Select questions that ask about "How many" and represent up to three categories that can be concretely represented.

H. Identify 2 categories resulting from a selected question.

I. Analyze data by sorting into 2 categories; answer questions about the total number of data points and how many in each category.

J. Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for 2 or more categories.

K. Interpret a picture graph to answer questions about how many in each category.

L. Select a question about three attributes that can be concretely represented.

M. Identify up to three categories resulting from a selected question.

N. Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:916 (May 2017).

§9519. Geometry

A. Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).

B. Compose two- and three-dimensional shapes.

C. Partition circles and rectangles into 2 and 4 equal parts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:917 (May 2017).

Subchapter C. Grade 2

§9521. Operations and Algebraic Thinking

A. Represent addition of two sets when shown the + symbol.

B. Solve word problems within 20.

C. Solve word problems within 100.

D. Solve one- or two-step addition and subtraction problems, and add and subtract within 100, using objects, drawings, pictures.

E. Use pictures, drawings or objects to represent the steps of a problem.

F. Add and subtract within 20 using manipulatives.

G. Identify numbers as odd or even.

H. Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.

I. Find the total number inside an array with neither number in the columns or rows larger than 5.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:917 (May 2017).

§9523. Number and Operations in Base Ten

A. Build representations of two digit numbers using tens and ones.

B. Build representations of three digit numbers using hundreds, tens and ones.

C. Build representations of numbers using hundreds, tens and ones.

D. Skip count by 5s.

E. Skip count by 10s.

F. Skip count by 100s.

G. Identify numerals 0-100.

H. Identify the numeral between 0 and 100 when presented the name.

I. Write or select the numerals 0-100.

J. Write or select expanded form for any two digit number.

K. Write or select expanded form for any three digit number.

L. Explain what the zero represents in place value (hundreds, tens, ones) in a number.

M. Write or select the expanded form for up to three digit number.

N. Compare (greater than, less than, equal to) two numbers up to 100.

O. Compare two digit numbers using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).

P. Compare three digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number).

Q. Model addition and subtraction with base 10 blocks within 20.

R. Model addition and subtraction with base 10 blocks within 50.

S. Model addition and subtraction with base 10 blocks within 100.

T. Combine up to 3 sets of 20 or less.

U. Compose ones into tens and/or tens into hundreds in addition situation.

V. Decompose tens into ones and/or hundreds into tens in subtraction situations.

W. Use diagrams and number lines to solve addition or subtraction problems.

X. Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?).

Y. Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?).

Z. Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:917 (May 2017).

§9525. Measurement and Data

A. Select appropriate tool and unit of measurement to measure an object (ruler or yard stick; inches or feet).

B. Select appropriate tools and demonstrate or identify appropriate measuring techniques.

C. Measure the length of an object using two different size units.

D. Recognize that standard measurement units can be decomposed into smaller units.

E. Estimate the length of an object using units of feet and inches.

F. Measure two objects with each no more than 10 inches long and find the difference in their lengths.

G. Solve one-step subtraction problems involving the difference of the lengths of two objects in standard length units.

H. Solve word problems involving the difference in standard length units.

I. Use diagrams and number lines to solve addition or subtraction problems.

J. Tell time to the nearest 5 minutes using a digital clock.

K. Solve word problems using dollar bills, quarters, dimes, nickels, or pennies.

L. Organize data by representing continuous data on a line plot.

M. Analyze data by sorting into categories established by each question.

N. Organize data by representing categorical data on a pictorial graph or bar graph.

O. Identify the value of each category represented on picture graph and bar graph or each point on a line plot.

P. Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:917 (May 2017).

§9527. Geometry

A. Identify two-dimensional shapes such as rhombus, pentagons, hexagons, octagon, ovals, equilateral, isosceles, and scalene triangles.

B. Distinguish two- or three-dimensional shapes based upon their attributes (i.e., # of sides, equal or different lengths of sides, # of faces, # of corners).

C. Draw two-dimensional shapes with specific attributes.

D. Find the total number of same size squares by counting when the number of rows and columns in a given array is 5 or less.

E. Partition circles and rectangles into two and four equal parts.

F. Label a partitioned shape (e.g., one whole rectangle was separated into two halves, one whole circle was separated into three thirds).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:918 (May 2017).

Subchapter D. Grade 3

§9529. Operations and Algebraic Thinking

A. Describe a context in which a total number of objects can be expressed as product of two one-digit numbers.

B. Describe a context in which a number of shares or a number of groups can be expressed as a division problem.

C. Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results.

D. Use objects to model multiplication and division situations involving up to 10 groups with up to 5 objects in each group and interpret the results.

E. Find total number inside an array with neither number in the columns or rows larger than 10.

F. Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 10.

G. Apply properties of operations as strategies to multiply and divide.

H. Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 5.

I. Determine the number of groups given the total number of objects and the number of objects in each group where the number in each group and the number of groups is not greater than 5.

J. Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.

K. Find the total number inside an array with neither number in the columns or rows larger than 5.

L. Solve multiplication problems with neither number greater than 5.

M. Use rounding to solve word problems.

N. Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100.

O. Describe the rule for a numerical pattern (e.g., increase by 2, 5 or 10).

P. Select or name the three next terms in a numerical pattern where numbers increase by 2, 5 or 10.

Q. Identify multiplication patterns in a real word setting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:918 (May 2017).

§9531. Number and Operations in Base Ten

A. Use place value to round to the nearest 10 or 100.

B. Use the relationships between addition and subtraction to solve problems.

C. Solve multi-step addition and subtraction problems up to 100.

D. Solve multi-digit addition and subtraction problems up to 1000.

E. Multiply a multiple of 10 in the range of 10-90 by a one digit whole number.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:918 (May 2017).

§9533. Number and Operations—Fractions

A. Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).

B. Identify the total number of parts (denominator) of a given representation (rectangles and circles).

C. Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, eighths).

D. Identify that a part of a rectangle can be represented as a fraction that has a value between 0 and 1.

E. Select a model of a given fraction (halves, thirds, fourths, sixths, eighths).

F. Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼).

G. Locate given common unit fractions (i.e.,1/2,1/4,1/8) on a number line or ruler.

H. Locate fractions on a number line.

I. Order fractions on a number line.

J. Use =, <, or > to compare two fractions with the same numerator or denominator.

K. Express whole numbers as fractions.

L. Determine equivalent fractions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:918 (May 2017).

§9535. Measurement and Data

A. Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour (whole hours: 5:00 to 8:00, within hours: 7:15 to 7:45).

B. Determine the equivalence between number of minutes and the fraction of the hour (e.g., 30 minutes = 1/2 hour).

C. Determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour).

D. Add to solve one-step word problems.

E. Estimate liquid volume.

F. Select appropriate units for measurement (liquid volume, mass).

G. Select appropriate tools for measurement (liquid volume, mass).

H. Determine whether a situation calls for a precise measurement or an estimation.

I. Collect data, organize into picture or bar graph.

J. Select the appropriate statement that describes the data representations based on a givens scaled picture or bar graph.

K. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.

L. Measure to solve problems using number lines and ruler to 1 inch, 1/2 inch, or 1/4 of an inch.

M. Organize measurement data into a line plot.

N. Select a square from pictures as the appropriate unit for measuring area.

O. Select a picture which correctly shows how to place squares to measure the area of a rectangle.

P. Measure area of rectangles by counting squares.

Q. Use tiling and addition to determine area.

R. Multiply side lengths to find the area of a rectangle with whole number side lengths to solve problems.

S. Use tiling and multiplication to determine area.

T. Apply the distributive property to solve problems with models.

U. Identify a figure as getting larger or smaller when the dimensions of the figure change.

V. Use addition to find the perimeter of a rectangle.

W. Solve real world problems involving perimeter.

X. Solve word problems using bills greater than one dollar, quarters, dimes, nickels, or pennies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:918 (May 2017).

§9537. Geometry

A. Identify shared attributes of shapes.

B. Partition rectangles into equal parts with equal area.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:919 (May 2017).

Subchapter E. Grade 4

§9539. Operations and Algebraic Thinking

A. Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results.

B. Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 10.

C. Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost $3. A purple hat cost 2 times as much. How much does the purple hat cost? [3 x 2 = p]).

D. Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100.

E. Solve problems or word problems using up to three digit numbers and addition or subtraction or multiplication.

F. Identify multiples for a whole number (e.g., 2= 2, 4, 6, 8, 10).

G. Generate a pattern when given a rule and word problem. (I run 3 miles every day, how many miles have I run in 3 days).

H. Extend a numerical pattern when the rule is provided.

I. Generate a pattern that follows the provided rule.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:919 (May 2017).

§9541. Number and Operations in Base Ten

A. Compare the value of a number when it is represented in different place values of two 3 digit numbers.

B. Compare multi-digit numbers using representations and numbers.

C. Write or select the expanded form for a multi-digit number.

D. Use place value to round to any place (i.e., ones, tens, hundreds, thousands).

E. Solve multi-digit addition and subtraction problems up to 1000.

F. Solve multiplication problems up to two digits by one digit.

G. Solve a 2-digit by 1-digit multiplication problem using two different strategies.

H. Separate a group of objects into equal sets when given the number of sets to find the total in each set with the total number less than 50.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:919 (May 2017).

§9543. Number and Operations—Fractions

A. Determine equivalent fractions.

B. Use =, <, or > to compare 2 fractions (fractions with a denominator or 10 or less).

C. Compare up to 2 given fractions that have different denominators.

D. Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼).

E. Add and subtract fractions with like denominators of (2, 3, 4, or 8).

F. Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations.

G. Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4, or 8).

H. Multiply a fraction by a whole or mixed number.

I. Find the equivalent decimal for a given fraction with a denominator of 10 or 100.

J. Match a fraction with a denominator of 10 or 100 as a decimal (5/10 = .5).

K. Read, write or select decimals to the tenths place.

L. Read, write or select decimals to the hundredths place.

M. Use =, <, or > to compare 2 decimals (decimals in multiples of 10).

N. Compare two decimals to the tenths place with a value of less than 1.

O. Compare two decimals to the hundredths place with a value of less than 1.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:919 (May 2017).

§9545. Measurement and Data

A. Complete a conversion table for length and mass within a single system.

B. Identify the appropriate units of measurement for different purposes in a real life context (e.g., measure a wall using feet, not inches).

C. Use the four operations to solve word problems involving distance, time, mass, and money and problems that require conversions from one unit to a smaller unit.

D. Select appropriate units for measurement (length, liquid volume, time, money).

E. Solve word problems using perimeter and area where changes occur to the dimensions of a figure.

F. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).

G. Solve problems involving addition and subtraction of fractions with like denominators by using information presented in line plots.

H. Recognize an angle in two-dimensional figures.

I. Use a protractor or angle ruler to sketch a given angle.

J. Measure right angles using a tool (e.g., angle ruler, protractor).

K. Given a picture of a right angle divided into two angles, find the measure of the missing angle when given the measure of one of the two angles.

L. Match an accurate addition and multiplication equation to a representation.

M. Apply the formulas for area and perimeter to solve real world problems.

N. Apply the distributive property to solve problems with models.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:919 (May 2017).

§9547. Geometry

A. Recognize a point, line and line segment, rays in two-dimensional figures.

B. Recognize perpendicular and parallel lines in two-dimensional figures.

C. Recognize an angle in two-dimensional figures.

D. Classify two-dimensional shapes based on attributes (# of angles).

E. Categorize angles as right, acute, or obtuse.

F. Identify a right triangle.

G. Recognize a line of symmetry in a figure.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:920 (May 2017).

Subchapter F. Grade 5

§9549. Operations and Algebraic Thinking

A. Evaluate an expression with one set of parentheses.

B. Write a simple numerical expression that indicates calculations with whole numbers.

C. Given two patterns involving the same context (e.g., collecting marbles), determine the first five terms and compare the values.

D. When given a line graph representing two arithmetic patterns, identify the relationship between the two.

E. Generate or select a comparison between two graphs from a similar situation.

F. Using provided table with numerical patterns, form ordered pairs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:920 (May 2017).

§9551. Number and Operations in Base Ten

A. Compare the value of a number when it is represented in different place values of two three-digit numbers.

B. Find the product of a number and a power of 10.

C. Read, write, or select a decimal to the hundredths place.

D. Read, write or select a decimal to the thousandths place.

E. Compare two decimals to the thousandths place with a value of less than one.

F. Round decimals to the next whole number.

G. Round decimals to the tenths place.

H. Round decimals to the hundredths place.

I. Multiply whole numbers with up to three digits by numbers with up to two digits.

J. Find whole number quotients up to two dividends and two divisors.

K. Find whole number quotients up to four dividends and two divisors.

L. Solve one-step problems using decimals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:920 (May 2017).

§9553. Number and Operations—Fractions

A. Add and subtract fractions with unlike denominators by replacing fractions with equivalent fractions (identical denominators).

B. Add or subtract fractions with unlike denominators.

C. Solve one-step word problems involving addition and subtraction of fractions with unlike denominators.

D. Solve a one-step word problem involving division of whole numbers leading to answers in the form of a fraction or mixed number.

E. Multiply a fraction by a whole or mixed number.

F. Determine whether the product will increase or decrease based on the multiplier.

G. Solve word problems involving multiplication of fractions and mixed numbers.

H. Divide unit fractions by whole numbers and whole numbers by unit fractions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:920 (May 2017).

§9555. Measurement and Data

A. Convert measurements of time.

B. Convert standard measurements of length.

C. Convert standard measurements of mass.

D. Solve problems involving conversions of standard measurement units when finding area, volume, time lapse, or mass.

E. Given a data set of fractions with denominators 2, 4, or 8, create a line plot and use the information on the plot to solve problems.

F. Select a cube as the measurement unit for the volume.

G. Use cubes (blocks or other manipulatives) to create a solid figure and counts the number of cubes to determine its volume.

H. Use filling and multiplication to determine volume.

I. Apply formula to solve one step problems involving volume.

J. Decompose complex 3-D shapes into simple 3-D shapes to measure volume.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:920 (May 2017).

§9557. Geometry

A. Locate the x and y axis on a graph.

B. Locate points on a graph.

C. Use order pairs to graph given points.

D. Find coordinate values of points in the context of a situation.

E. Recognize properties of simple plane figures.

F. Distinguish quadrilaterals by their properties.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:920 (May 2017).

Subchapter G. Grade 6

§9559. Ratios and Proportional Relationships

A. Write or select a ratio to match a given statement and representation.

B. Select or make a statement to interpret a given ratio.

C. Describe the ratio relationship between two quantities for a given situation.

D. Complete a statement that describes the ratio relationship between two quantities.

E. Write or select a ratio to match a given statement and representation.

F. Determine the unit rate in a variety of contextual situations.

G. Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

H. Find a missing value (representations, whole numbers, common fractions, decimals to hundredths place, percent) for a given ratio.

I. Solve unit rate problems involving unit pricing.

J. Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).

K. Calculate a percent of a quantity as rate per 100.

L. Complete a conversion table for length, mass, time, volume.

M. Analyze a table of equivalent ratios to answer questions.

N. Solve word problems involving ratios.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:921 (May 2017).

§9561. The Number System

A. Solve one step problems involving division of fractions by fractions.

B. Divide multi-digit whole numbers.

C. Solve one step, addition, subtraction, multiplication, or division problems with fractions or decimals.

D. Find the greatest common multiple of two whole numbers less than or equal 25 and the least common multiple of two whole numbers less than or equal to 8.

E. Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals.

F. Find given points between -10 and 10 on both axes of a coordinate plane.

G. Label points between -10 and 10 on both axes of a coordinate plane.

H. Identify numbers as positive or negative.

I. Locate positive and negative numbers on a number line.

J. Plot positive and negative numbers on a number line.

K. Compare two numbers on a number line (e.g., -2 > -9).

L. Determine the meaning of absolute value.

M. Use coordinates and absolute value to find the distance between two coordinates with the same first coordinate or the same second coordinate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:921 (May 2017).

§9563. Expressions and Equations

A. Identify what an exponent represents (e.g., 8^3= 8 x 8 x 8).

B. Solve numerical expressions involving whole number exponents.

C. Evaluate expressions from formulas containing exponents for specific values of their variables.

D. Use properties to produce equivalent expressions.

E. Evaluate whether or not both sides of an equation are equal.

F. Use substitute to determine which values from a specified set make an equation or inequality true.

G. Use variable to represent numbers and write expressions when solving real world problems.

H. Solve problems or word problems using up to three digit numbers and any of the four operations.

I. Solve real world, single step linear equations.

J. Given a real world problem, write an inequality.

K. Use variables to represent two quantities in a real-world problem that change in relationship to one another.

L. Analyze the relationships between the dependent and independent variables using graphs and tables, and relate to the equation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:921 (May 2017).

§9565. Geometry

A. Apply the formula to find the area of triangles.

B. Decompose complex shapes (polygon, trapezoid, pentagon) into simple shapes (rectangles, squares, triangles) to measure area.

C. Find area of quadrilaterals.

D. Find area of triangles

E. Identify the appropriate formula (i.e., perimeter, area, volume) to use when measuring for different purposes in a real life context.

F. Use coordinate points to draw polygons.

G. Use coordinate points to find the side lengths of polygons that are horizontal or vertical.

H. Find the surface area of three dimensional figures using nets of rectangles or triangles.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:921 (May 2017).

§9567. Statistics and Probability

A. Identify statistical questions and make a plan for data collection.

B. Find the range of a given data set.

C. Explain or identify what the mode represents in a set of data.

D. Explain or identify what the mean represents in a set of data.

E. Collect and graph data: bar graph, line plots, dot plots, histograms.

F. Select an appropriate statement about the range of the data for a given graph (bar graph, line plot) (i.e., range of data) up to 10 points.

G. Use measures of central tendency to interpret data including overall patterns in the data.

H. Solve for mean of a given data set.

I. Select statement that matches mean, mode, and spread of data for one measure of central tendency for a given data set.

J. Explain or identify what the median represents in a set of data.

K. Use measures of central tendency to interpret data including overall patterns in the data.

L. Solve for the median of a given data set.

M. Identify outliers, range, mean, median, and mode.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:922 (May 2017).

Subchapter H. Grade 7

§9569. Ratios and Proportional Relationships

A. Find unit rates given a ratio.

B. Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units.

C. Solve one-step problems involving unit rates associated with ratios of fractions.

D. Identify the proportional relationship between two quantities.

E. Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane.

F. Use a rate of change or proportional relationship to determine the points on a coordinate plane.

G. Represent proportional relationships on a line graph.

H. Find percents in real world contexts.

I. Solve one-step percentage increase and decrease problems.

J. Use proportions to solve ratio problems.

K. Solve word problems involving ratios.

L. Use proportional relationships to solve multistep percent problems.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:922 (May 2017).

§9571. The Number System

A. Identify the additive inverse of a number (e.g., -3 and +3).

B. Identify the difference between two given numbers on a number line using absolute value.

C. Identify a representation of addition on a horizontal or vertical number line.

D. Solve problems requiring addition or subtraction of positive/negative numbers.

E. Solve multiplication problems with positive/negative numbers.

F. Solve division problems with positive/negative numbers.

G. Solve one-step addition, subtraction, multiplication, division problems with fractions, decimals, and positive/negative numbers.

H. Solve two-step addition, subtraction, multiplication, and division problems with fractions, decimals, or positive/negative numbers.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:922 (May 2017).

§9573. Expressions and Equations

A. Add and subtract linear expressions.

B. Factor and expand linear expressions.

C. Identify an equivalent fraction, decimal and percent when given one of the three numbers.

D. Solve real-world multi-step problems using whole numbers.

E. Solve equations with one variable based on real-world problems.

F. Set up equations with one variable based on real-world problems.

G. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

H. Use a calculator to solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$, or $px + q \leq r$ where p, q, and r are specific rational numbers.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:922 (May 2017).

§9575. Geometry

A. Solve problems that use proportional reasoning with ratios of length and area.

B. Solve one-step real world problems related to scaling.

C. Construct or draw plane figures using properties.

D. Describe the two-dimensional figures that result from a decomposed three-dimensional figure.

E. Apply formula to measure area and circumference of circles.

F. Identify supplementary angles.

G. Identify complimentary angles.

H. Identify adjacent angles.

I. Use angle relationships to find the value of a missing angle.

J. Add the area of each face of a prism to find surface area of three dimensional objects.

K. Find the surface area of three-dimensional figures using nets of rectangles or triangles.

L. Find area of plane figures and surface area of solid figures (quadrilaterals).

M. Solve one-step real world measurement problems involving area, volume, or surface area of two- and three-dimensional objects.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:922 (May 2017).

§9577. Statistics and Probability

A. Determine sample size to answer a given question.

B. Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.

C. Make or select a statement to compare the distribution of 2 data sets.

D. Identify the range (high/low), median (middle), mean, or mode of a given data set.

E. Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.

F. Make or select an appropriate statements based upon two unequal data sets using measure of central tendency and shape.

G. Describe the probability of events as being certain or impossible, likely, less likely or equally likely.

H. State the theoretical probability of events occurring in terms of ratios (words, percentages, decimals).

I. Make a prediction regarding the probability of an event occurring; conduct simple probability experiments.

J. Compare actual results of simple experiment with theoretical probabilities.

K. Determine the theoretical probability of multistage probability experiments (2 coins, 2 dice).

L. Collect data from multistage probability experiments (2 coins, 2 dice).

M. Compare actual results of multistage experiment with theoretical probabilities.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:923 (May 2017).

Subchapter I. Grade 8

§9579. The Number System

A. Identify π as an irrational number.

B. Round irrational numbers to the hundredths place.

C. Use approximations of irrational numbers to locate them on a number line.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:923 (May 2017).

§9581. Expressions and Equations

A. Use properties of integer exponents to produce equivalent expressions.

B. Find the square roots of perfect squares and cube roots of whole numbers less than 100.

C. Rewrite very large or very small quantities as a single digit times an integer power of 10.

D. Convert a number expressed in scientific notation as number in standard form for numbers no greater than 10,000.

E. Perform operations with numbers expressed in scientific notation.

F. Represent proportional relationships on a line graph.

G. Write the equation of a line intercepting the y-axis at b as $y = mx + b$.

H. Solve linear equations with one variable.

I. Solve systems of two linear equations in two variables and graph the results.

J. Solve real world and mathematical problems leading to two linear equations in two variables.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:923 (May 2017).

§9583. Functions

A. Distinguish between functions and non-functions, using equations, graphs, or tables.

B. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

C. Given two graphs, describe the function as linear and not linear.

D. Identify the rate of change (slope) and initial value (y-intercept) from graphs.

E. Given a verbal description of a situation, create or identify a graph to model the situation.

F. Given a graph of a situation, generate a description of the situation.

G. Describe or select the relationship between the two quantities Given a line graph of a situation.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:923 (May 2017).

§9585. Geometry

A. Recognize a rotation, reflection, or translation of a figure.

B. Recognize that lengths of line segments and measures of angles do not change when rotated, reflected or translated.

C. Recognize that lines are taken to lines and parallel lines are taken to parallel lines when rotated, reflected or translated.

D. Recognize congruent and similar figures.

E. Identify a rotation, reflection, or translation of a plane figure when given coordinates.

F. Recognize congruent and similar figures.

G. Given two similar two-dimensional figures, show or describe a sequence that exhibits the similarity between them.

H. Use angle relationships to find the value of a missing angle.

I. Create a model of the Pythagorean Theorem using areas of squares with a right triangle whose side lengths are 3, 4 and 5 units.

J. Apply the Pythagorean Theorem to determine lengths/distances in real-world situations.

K. Find the hypotenuse of a two-dimensional right triangle (Pythagorean Theorem).

L. Find the missing side lengths of a two-dimensional right triangle (Pythagorean Theorem).

M. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

N. Apply the formula to find the volume of 3-dimensional shapes (i.e., cubes, spheres, and cylinders).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:923 (May 2017).

§9587. Statistics and Probability

A. Graph bivariate data using scatter plots and identify possible associations between the variables.

B. Using box plots and scatter plots, identify data points that appear to be outliers.

C. Analyze displays of bivariate data to develop or select appropriate claims about those data.

D. Distinguish between a linear and non-linear association when analyzing bivariate data on a scatter plot.

E. Interpret the slope and the y-intercept of a line in the context of a problem.

F. Construct a two-way table summarizing data on two categorical variables collected from the same subjects; identify possible association between the two variables.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:924 (May 2017).

Subchapter J. Algebra I

§9589. Number and Quantity

A. Explain the pattern for the sum or product for combinations of rational and irrational numbers.

B. Determine the necessary unit(s) to use to solve real-world problems.

C. Solve real-world problems involving units of measurement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:924 (May 2017).

§9591. Algebra

A. Factor a quadratic expression.

B. Understand the definition of a polynomial.

C. Understand the concepts of combining like terms and closure.

D. Add, subtract, and multiply polynomials and understand how closure applies under these operations.

E. Find the zeros of a polynomial when the polynomial is factored.

F. Translate a real-world problem into a one variable linear equation.

G. Solve multi-variable formulas or literal equations, for a specific variable.

H. Transform a quadratic equation written in standard form to an equation in vertex form (x-p)=q^2 by completing the square.

I. Derive the quadratic formula by completing the square on the standard form of a quadratic equation.

J. Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square.

K. Solve systems of equations using the elimination method (sometimes called linear combinations).

L. Solve a system of equations by substitution (solving for one variable in the first equation and substitution it into the second equation).

M. Solve systems of equations using graphs.

N. Understand that all solutions to an equation in two variables are contained on the graph of that equation.

O. Explain why the intersection of y = f(x) and y = g(x) is the solution of the equation f(x) = g(x) for any combination of linear or exponential. Find the solution(s) by: Using technology to graph the equations and determine their point of intersection, Using tables of values, or Using successive approximations that become closer and closer to the actual value.

P. Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary for non-inclusive inequalities.

Q. Graph the solution set to a system of linear inequalities in two variables as the intersection of their corresponding half-planes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:924 (May 2017).

§9593. Statistics and Probability

A. Use descriptive stats; range, median, mode, mean, outliers/gaps to describe the data set.

B. Compare means, median, and range of 2 sets of data.

C. Represent data on a scatter plot to describe and predict.

D. Select an appropriate statement that describes the relationship between variables.

E. Interpret the rate of change using graphical representations.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:924 (May 2017).

Subchapter K. Algebra II

§9595. Number and Quantity

A. Rewrite expressions that include rational exponents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:924 (May 2017).

§9596. Algebra

A. Represent quantities and expressions that use exponents.

B. Use the formula to solve real world problems such as calculating the height of a tree after n years given the initial height of the tree and the rate the tree grows each year.

C. Understand and apply the Remainder Theorem.

D. Find the zeros of a polynomial when the polynomial is factored.

E. Prove polynomial identities by showing steps and providing reasons.

F. Illustrate how polynomial identities are used to determine numerical relationships. For example the polynomial identity (a + b)2 = a2 + 2ab + b2 can be used to rewrite (25)2 = (20 + 5)2 = 202 + 2(20*5) + 52.

G. Rewrite rational expressions, a(x)/b(x), in the form q(x) + r(x)/b(x) by using factoring, long division, or synthetic division.

H. Translate a real-world problem into a one variable linear equation.

I. Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square.

J. Solve systems of equations using the elimination method (sometimes called linear combinations).

K. Solve a system of equations by substitution (solving for one variable in the first equation and substitution it into the second equation).

L. Solve systems of equations using graphs.

M. Solve a system containing a linear equation and a quadratic equation in two variables graphically and symbolically.

N. Explain why the intersection of y = f(x) and y = g(x) is the solution of the equation f(x) = g(x) for any combination of linear or exponential. Find the solution(s) by: Using technology to graph the equations and determine their point of intersection, Using tables of values, or using successive approximations that become closer and closer to the actual value.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:924 (May 2017).

§9597. Statistics and Probability

A. Use descriptive stats; range, median, mode, mean, outliers/gaps to describe the data set.

B. Represent data on a scatter plot to describe and predict.

C. Select an appropriate statement that describes the relationship between variables.

D. Determine what inferences can be made from statistics.

E. Make or select an appropriate statement(s) about findings.

F. Apply the results of the data to a real world situation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:925 (May 2017).

Subchapter L. Geometry

§9598. Geometry

A. Construct, draw or recognize a figure after its rotation, reflection, or translation.

B. Make formal geometric constructions with a variety of tools and methods.

C. Determine the dimensions of a figure after dilation.

D. Determine if two figures are similar.

E. Describe or select why two figures are or are not similar.

F. Use definitions to demonstrate congruency and similarity in figures.

G. Use the reflections, rotations, or translations in the coordinate plane to solve problems with right angles.

H. Apply the formula to the area of a sector (e.g., area of a slice of pie).

I. Apply the formula of geometric figures to solve design problems (e.g., designing an object or structure to satisfy physical restraints or minimize cost).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:925 (May 2017).

§9599. Statistics and Probability

A. Select or make an appropriate statement based on a two-way frequency table.

B. Select or make an appropriate statement based on real world examples of conditional probability.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:925 (May 2017).

Chapter 97. Science

Subchapter A. Kindergarten

§9701. Motion and Stability: Forces and Interactions

A. Identify the effect caused by different strengths or directions of pushes and pulls on the motion of an object.

B. Explain the effect of pushes and pulls on the motion of an object.

C. Identify the effect of different strengths and directions of pushes and pulls on the motion of an object.

D. Compare different strengths or different directions of pushes and pulls on an object.

E. Identify if something designed to push or pull an object makes it move the way it is intended.

F. Identify if something designed to change the speed of an object makes it move the way it is intended.

G. Identify if something designed to change the direction of an object makes it move the way it is intended.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1425 (August 2018).

§9702. Energy

A. Identify examples of sunlight heating different surfaces on Earth.

B. Identify a design structure (e.g., umbrella, canopy, tent) that will reduce the warming caused by the sun.

C. Identify tools and materials that can be used to build a structure that will reduce the warming effect of sunlight on an area.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1425 (August 2018).

§9703. From Molecules to Organisms: Structures and Processes

A. Identify that animals need water and food to live and grow.

B. Identify that plants need water and light to live and grow.

C. Identify patterns of what living things need to survive.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1425 (August 2018).

§9704. Earth's Systems

A. Identify patterns in weather conditions using observations of local weather.

B. Identify examples of how animals change their environments to meet their needs.

C. Identify examples of how plants change their environments to meet their needs.

D. Identify ways that humans can affect the environment in which they live.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1425 (August 2018).

§9705. Earth and Human Activity

A. Given a model (e.g., representation, diagram, drawing), describe the relationship between the needs of different animals and the places they live (e.g., deer eat buds and leaves and live in forests).

B. Identify how weather forecasting can help people avoid the most serious impacts of severe weather events.

C. Identify different solutions that people can apply to the way they live to reduce the impact on the land, water, air, and other living things.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1426 (August 2018).

Subchapter B. First Grade

§9706. Waves and Their Applications

A. Through collaborative investigations, recognize that sounds can cause materials to vibrate.

B. Through collaborative investigations, recognize that vibrating materials can make sound.

C. Use evidence to describe that vibrating materials can make sound.

D. Use evidence to describe that sound can make matter vibrate.

E. Through observations, recognize that objects can be seen only when illuminated by an external light source or when they give off their own light.

F. Through collaborative investigations, recognize that some materials allow light to pass through them.

G. Through collaborative investigations, recognize that some materials allow only some light to pass through them.

H. Through collaborative investigations, recognize that some materials block all the light.

I. When using tools and materials to design and build a device, identify features of devices that people use to send and receive information over long distances.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1426 (August 2018).

§9707. From Molecules to Organisms: Structures and Processes

A. Identify how animals use their external parts to help them survive, grow, and meet their needs.

B. Identify how plants use their external parts to help them survive, grow, and meet their needs.

C. Identify a design solution to a human problem which is similar to how a plant or animal uses its external parts to help it survive, grow, and meet its needs.

D. Use texts or media to identify behaviors of offspring that help them survive.

E. Use texts or media to identify behaviors between parents and offspring that help the offspring survive.

F. Use texts or media to identify patterns in behavior between parents and offspring that help the offspring survive.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1426 (August 2018).

§9708. Inheritance and Variation of Traits

A. Make observations to identify a similarity or a difference in an external feature (e.g., shape of ears) between young animals and their parents.

B. Make observations to identify a similarity or a difference in an external feature (e.g., shape of leaves) between young plants and their parents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1426 (August 2018).

§9709. Earth's Place in the Universe

A. Use observations to describe patterns of movement of the sun, moon, and stars as seen from Earth.

B. Use observations of patterns of movement to predict appearances of the sun or moon.

C. Use observations to make relative comparisons between the amount of daylight in the winter to the amount of daylight in the spring or fall.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1426 (August 2018).

Subchapter C. Second Grade

§9710. Matter and Its Interactions

A. Use data to describe different kinds of materials by their observable properties (e.g., color, texture).

B. Use data to classify different kinds of materials by their observable properties (e.g., color, texture).

C. Match a property of a material (e.g., hard, flexible, absorbent) to a potential purpose (e.g., hardness of a wooden shelf results in it being better suited for supporting materials than a soft sponge).

D. Identify how a variety of objects can be built up from a small set of pieces.

E. Identify examples of heating substances which cause changes that are sometimes reversible and sometimes not.

F. Identify examples of cooling substances which cause changes that are sometimes reversible and sometimes not.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1426 (August 2018).

§9711. Ecosystems: Interactions, Energy, and Dynamics

A. Use data to describe that plants need water and light to grow.

B. Identify that plants need animals to move their seeds around.

C. Identify a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1426 (August 2018).

§9712. Biological Evolution: Unity and Diversity

A. Make observations to explain that different kinds of living things live in different habitats on land and in water.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1426 (August 2018).

§9713. Earth's Place in the Universe

A. Use evidence to understand that some Earth events happen quickly and can be observed (e.g., flood, volcano eruption, earthquake, or erosion of soil).

B. Use evidence to understand that some Earth events happen slowly (e.g., erosion or weathering of rocks).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1427 (August 2018).

§9714. Earth's Systems

A. Identify a solution (e.g., using shrubs, grass, or trees) to slow or prevent wind from changing the shape of the land.

B. Identify a solution (e.g., using shrubs, grass, or trees) to slow or prevent water from changing the shape of the land.

C. Use a model to identify land features and bodies of water (e.g., hill, lake) in an area using a model.

D. Use information to identify that water is found in many types of places.

E. Use information to identify that that water exists as solid ice and in liquid form.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1427 (August 2018).

Subchapter D. Third Grade

§9715. Motion and Stability: Forces and Interactions

A. Identify ways to change the motion of an object (e.g., number, size, or direction of forces).

B. Describe how objects in contact exert forces on each other.

C. Describe the patterns of an object's motion in various situations (e.g., a pendulum swinging, a ball moving on a curved track, a magnet repelling another magnet).

D. Predict future motion of an object given its pattern of motion.

E. Ask questions to identify cause and effect relationships of magnetic interactions between two objects not in contact with each other (e.g., how the orientation of magnets affects the direction of the magnetic force).

F. Ask questions to identify cause and effect relationships of electric interactions (e.g., the force on hair from an electrically charged balloon) between two objects not in contact with each other (e.g., how the distance between objects affects the strength of the force).

G. Identify and describe the scientific ideas necessary for solving a given problem about magnets (e.g., size of the force depends on the properties of objects, distance between the objects, and orientation of magnetic objects relative to one another).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1427 (August 2018).

§9716. From Molecules to Organisms: Structures and Processes

A. Identify that organisms have unique and diverse life cycles.

B. Identify a common pattern between models of different life cycles.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1427 (August 2018).

§9717. Ecosystems: Interactions, Energy, and Dynamics

A. Describe that animals within a group help the group obtain food for survival, defend themselves, and survive changes in their ecosystem.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1427 (August 2018).

§9718. Heredity: Inheritance and Variation of Traits

A. Identify similarities in the traits of a parent and the traits of an offspring.

B. Identify that characteristics of organisms are inherited from their parents.

C. Identify variations in similar traits in a group of similar organisms.

D. Identify examples of inherited traits that vary between organisms of the same type.

E. Identify a cause and effect relationship between an environmental factor and its effect on a given variation in a trait (e.g., not enough water produces plants that have fewer flowers than plants that had more water available).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1427 (August 2018).

§9719. Biological Evolution: Unity and Diversity

A. Identify that fossils represent plants and animals that lived long ago.

B. Identify that fossils provide evidence about the environments in which organisms lived long ago (e.g., fossilized seashells indicate shelled organisms that lived in aquatic environments).

C. Identify features and characteristics that enable an organism to survive in a particular environment.

D. Identify features and characteristics that increase an organism's chances of finding mates.

E. Identify features and characteristics that increase an organism's chances of reproducing.

F. Identify changes in a habitat that would cause some organisms to move to new locations.

G. Identify changes in a habitat that would cause some organisms to die.

H. Identify evidence that supports a claim that changes in habitats affect the organisms living there.

I. Identify a solution to a problem that is caused when the environment changes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1427 (August 2018).

§9720. Earth's Systems

A. Use data to describe observed weather conditions (e.g., temperature, precipitation, wind direction) during a season.

B. Use data to predict weather conditions (e.g., temperature, precipitation, wind direction) during a season.

C. Identify and describe climates in different regions of the world (e.g., equatorial, polar).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1427 (August 2018).

§9721. Earth and Human Activity

A. Identify the positive impact of a solution humans can take to reduce the impact of weather-related hazards (e.g., barriers to prevent flooding).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1428 (August 2018).

Subchapter E. Fourth Grade

§9722. Energy

A. Identify that moving objects contain energy.

B. Demonstrate that objects moving faster possess more energy than objects moving slower.

C. Identify examples of how energy can be moved from place to place (i.e., through sound or light traveling; by electrical currents; heat passing from one object to another).

D. Identify the change in energy or the change in objects' motions when objects collide (e.g., speeds as objects interact, direction).

E. Relate an example that demonstrates that energy can be converted from one form to another form (e.g., electric circuits that convert electrical energy into light, motion, sound or heat).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1428 (August 2018).

§9723. Waves and Their Applications in Technologies for Information Transfer

A. Describe the properties of waves using a model (e.g., drawings, diagrams) to show amplitude (height) and wavelength.

B. Identify relationships involving wave amplitude, wavelength, and the motion of an object (e.g., when the amplitude increases, the object moves more).

C. Identify amplitude as a measure of energy in a wave.

D. Identify wavelength as the distance between a point on one wave and the identical point on the next wave.

E. Arrange a model to show that light can be seen when light reflected from its surface enters the eye.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1428 (August 2018).

§9724. From Molecules to Organisms: Structure and Processes

A. Identify external macroscopic structures (e.g., bird beaks, eyes, feathers, roots, needles on a pine tree) that support growth, survival, behavior, and reproduction of organisms.

B. Identify internal structures (e.g., heart, muscles, bones) that support growth, survival, behavior, and reproduction of organisms.

C. Identify that sense receptors provide different kinds of information, which is processed by the brain.

D. Identify how animals use their sense receptors to respond to different types of information (e.g., sound, light, odor, temperature) in their surroundings with behaviors that help them survive.

E. Identify how animals use their memories to help them survive.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1428 (August 2018).

§9725. Earth's Place in the Universe

A. Identify rock formations that show how the Earth's surface has changed over time (e.g., change following earthquakes).

B. Identify older fossils as being found in deeper, older rock layers.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1428 (August 2018).

§9726. Earth's System

A. Use data to compare differences in the shape of the land due to the effects of weathering or erosion.

B. Identify how living things affect the shape of the land.

C. Use maps to locate different land and water features of Earth.

D. Use maps to determine that earthquakes and volcanoes often occur along the boundaries between continents.

E. Identify how plants affect the environment (e.g., some have roots that can stabilize or destabilize the soil).

F. Identify how animals affect the environment (e.g., they disturb rocks, soil, and sediment; some build dams or nests).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1428 (August 2018).

§9727. Earth and Human Activity

A. Identify the origins of the natural sources humans use for energy and fuel.

B. Identify environmental effects associated with the use of a given energy resource.

C. Describe solutions to reduce the impact of a natural Earth process (e.g., earthquake, flood, volcanic activity) on humans.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1428 (August 2018).

Subchapter F. Fifth Grade

§9728. Matter and Its Interactions

A. Identify in a model (e.g., picture, diagram) which shows that all matter can be broken down into smaller and smaller pieces until they are too small to be seen by human eyes.

B. Identify using measurements that the total weight of matter is conserved when it changes form.

C. Identify using measurements that the total weight of matter is conserved before and after they are heated, cooled, or mixed.

D. Identify that materials can be classified based on a variety of observable physical properties (e.g., shape, texture, buoyancy, color, magnetism, solubility).

E. Classify materials (e.g., shape, texture, buoyancy, color, magnetism, solubility) by measurable physical properties.

F. Identify that when two or more different substances are mixed, a new substance with different properties may be formed.

G. Identify the changes that occur when two or more substances are mixed using evidence provided from data.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1428 (August 2018).

§9729. Motion and Stability: Forces and Interactions

A. Identify that the gravitational force exerted by Earth on objects is directed down.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9730. Matter and Energy in Organisms and Ecosystems

A. Identify that the energy in animals' food was once energy from the sun.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9731. From Molecules to Organisms: Structures and Processes

A. Identify that plants acquire material for growth chiefly from air and water, not from soil.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9732. Ecosystems

A. Identify a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9733. Earth's Place in the Universe

A. Identify that the sun appears larger and brighter than other stars because the sun is much closer to Earth than other stars.

B. Describe similarities and differences in the timing of observable changes in shadows.

C. Describe similarities and differences in the timing of observable changes in day and night.

D. Describe similarities and differences in the timing of observable changes in the appearance of stars that are visible only in particular months

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9734. Earth's Systems

A. Describe that the Earth's major systems interact and affect Earth's surface materials and processes.

B. Determine that the majority of water on Earth is found in the oceans as salt water and most of the Earth's fresh water is stored in glaciers.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9735. Earth and Human Activity

A. Identify ways people can help protect the Earth's resources and environment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

Subchapter G. Sixth Grade

§9736. Matter and Its Interactions

A. Identify a model that shows an atom's nucleus is made of protons and neutrons, and is surrounded by electrons.

B. Identify a model that shows individual atoms of the same or different types that repeat to form compounds (e.g., sodium chloride).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9737. Motion and Stability: Forces and Interactions

A. Describe the motion of two colliding objects in terms of the strength of the force and the relationship of action and reaction forces given a model or scenario.

B. Develop a solution to a problem involving the motion of two colliding objects.

C. Identify using provided data, that a change in an object's motion is due to the mass of an object and the forces acting on that object.

D. Identify that electricity can be used to produce magnetism, or magnetism can be used to make electricity.

E. Examine data of objects (e.g., a model that demonstrates that a piece of metal, when magnetized by electricity, can pick up many times its own weight) to identify cause and effect relationships that affect electromagnetic forces.

F. Using a chart displaying the mass of those objects and the strength of interaction, compare the magnitude of gravitational force on interacting objects of different mass (e.g., the Earth and the sun)

G. Evaluate a change in the strength of a force (i.e., electric and magnetic) using data.

H. Identify evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9738. Energy

A. Use graphical displays of data to describe the relationship of kinetic energy to the mass of an object and to the speed of an object.

B. Describe, using models, how changing distance changes the amount of potential energy stored in the system (e.g., carts at varying positions on a hill).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9739. Waves and Their Applications in Technologies for Information Transfer

A. Identify how the amplitude of a wave is related to the energy in a wave using a mathematical or graphical representation.

B. Describe, using a model, how sound waves are reflected, absorbed, or transmitted through various materials (e.g., water, air, glass).

C. Describe, using a model, how light waves are reflected, absorbed, or transmitted through various materials (e.g., water, air, glass).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1429 (August 2018).

§9740. Earth's Place in the Universe

A. Use an Earth-sun-moon model to show that the Earth-moon system orbits the sun once an Earth year and the orbit of the moon around Earth corresponds to a month.

B. Use an Earth-sun-moon model to explain eclipses of the sun and the moon.

C. Use an Earth-sun-moon model to explain how variations in the amount of the sun's energy hitting Earth's surface results in seasons.

D. Use a model to identify the solar system as one of many systems orbiting the center of the larger system of the Milky Way galaxy, which is one of many galaxy systems in the universe.

E. Use a model to describe the relationships and interactions between components of the solar system as a collection of many varied objects held together by gravity.

F. Use data (e.g., statistical information, drawings and photographs, and models) to determine similarities and differences among solar system objects.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1430 (August 2018).

§9741. Earth and Human Activity

A. Identify changes that human populations have made to Earth's natural systems using a variety of resources.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1430 (August 2018).

§9742. From Molecules to Organisms: Structures and Processes

A. Identify that living things may be made of one cell or many different numbers and types of cells.

B. Using a model(s), identify the function of a cell as a whole.

C. Using a model(s), identify special structures within cells are responsible for particular functions.

D. Using a model(s), identify the components of a cell.

E. Using a model(s), identify the functions of components of a cell.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1430 (August 2018).

§9743. Ecosystems: Interactions, Energy, and Dynamics

A. Recognize data that shows growth of organisms and population increases are limited by access to resources.

B. Identify factors (e.g., resources, climate or competition) in an ecosystem that influence growth in populations of organisms.

C. Use an explanation of interactions between organisms in an ecosystem to identify examples of competitive, predatory, or symbiotic relationships.

D. Using a model(s), describe energy transfer between producers and consumers in an ecosystem using a model (e.g., producers provide energy for consumers).

E. Using a model(s), describe energy transfer between producers and consumers in an ecosystem using a model (e.g., producers provide energy for consumers).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1430 (August 2018).

Subchapter H. Seventh Grade

§9744. Matter and Its Interactions

A. Using data, identify changes that occur after a chemical reaction has taken place (e.g., change in color occurs, gas is created, heat or light is given off or taken in).

B. Use drawings and diagrams to Identify that adding or removing thermal energy increases or decreases particle motion until a change of state occurs.

C. Use a model to identify a chemical reaction in which the mass of the reactants is shown to be equal to the mass of the products.

D. Use a model to show how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1430 (August 2018).

§9745. Energy

A. Using examples and data measurements, describe the relationship between different masses of the same substance and the change in average kinetic energy when thermal energy is added to or removed from the system.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1430 (August 2018).

§9747. Earth's Systems

A. Using a model(s), identify components in a model of water cycling among land, ocean, and atmosphere, and recognize how it is propelled by sunlight and gravity.

B. Using data, identify how water influences weather and weather patterns through atmospheric, land, and oceanic circulation.

C. Using data, identify examples of how the sun drives all weather patterns on Earth (e.g., flow of energy that moves through Earth's land, air, and water).

D. Using a model(s), identify that as the sun's energy warms the air over the land (expands and rises), the air over the ocean (cooler air) rushes in to take its place and is called wind (sea breeze).

E. Using a model(s), identify that weather and climate vary with latitude, altitude, and regional geography.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1430 (August 2018).

§9748. Earth and Human Activity

A. Identify evidence of the effects of human activities on changes in global temperatures over the past century using a variety of resources (e.g., tables, graphs, and maps of global and regional temperatures; atmospheric levels of gases, such as carbon dioxide and methane; and rates of human activities).

B. Using a variety of resources, ask questions or make observations about how the effects of human activities have changed global temperatures.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1430 (August 2018).

§9749. From Molecules to Organisms: Structures and Processes

A. Identify that the body is a system of multiple interacting subsystems.

B. Identify evidence which supports a claim about how the body is composed of various levels of organization for structure and function which includes cells, tissues, organs, organ systems, and organisms using models or diagrams.

C. Use a scientific explanation about photosynthesis to identify the movement of matter and flow of energy as plants use the energy from light to make sugars.

D. Use a model to identify the outcome of the process of breaking down food molecules (e.g., sugar) as the release of energy, which can be used to support other processes within the organism.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1431 (August 2018).

§9750. Ecosystems: Interactions, Energy, and Dynamics

A. Identify a design project that shows the stability of an ecosystem's biodiversity is the foundation of a healthy, functioning ecosystem.

B. Using evidence, identify the outcome of changes in physical or biological components of an ecosystem to populations of organisms in that ecosystem.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1431 (August 2018).

§9751. Heredity: Inheritance and Variation of Traits

A. Using a model(s), identify that in asexual reproduction identical inherited traits are passed from parents to offspring.

B. Using a model(s), identify that in sexual reproduction a variety of inherited traits are passed from parents to offspring and lead to differences in offspring (e.g., eye color).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1431 (August 2018).

§9752. Heredity: Biological Evolution: Unity and Diversity

A. Identify a similarity or difference in an external feature (e.g., shape of ears on animals or shape of leaves on plants) between young plants and animals and their parents.

B. Describe the relationship between genetic variation and the success of organisms in a specific environment (e.g., individual organisms that have genetic variations and traits that are disadvantageous in a particular environment will be less likely to survive, and those traits will decrease from generation to generation due to natural selection).

C. Identify ways in which technologies (e.g., artificial selection for breeding of certain plants and animals) have changed the way humans influence the inheritance of desired traits in plants and animals.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1431 (August 2018).

Subchapter I. Eighth Grade

§9753. Matter and Its Interactions

A. Using a model(s), identify that an atom's nucleus as made of protons and neutrons and is surrounded by electrons.

B. Using a model(s), identify that individual atoms of the same or different types that repeat to form extended structures (e.g., sodium chloride).

C. Compare and contrast characteristics of natural and synthetic materials (e.g., fibers) from provided information (e.g., text, media, visual displays, data).

D. Identify ways in which natural resources undergo a chemical process to form synthetic materials (e.g., medicine, textiles, clothing) which impact society.

E. Identify a chemical process that releases or absorbs thermal energy (e.g., dissolving ammonium chloride or calcium chloride) which, given the features of a problem, may provide a solution.

F. Identify a way to test or modify a device that either releases or absorbs thermal energy by chemical processes.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1431 (August 2018).

§9754. Energy

A. Use information (e.g., graph, model) to identify a device (e.g., foam cup, insulated box) that either minimizes or maximizes thermal energy transfer (e.g., keeping liquids hot or cold).

B. Using information from graphical displays of data and models, describe the change in the kinetic energy of an object as energy transferred to or from an object.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1431 (August 2018).

§9755. Earth's Place in the Universe

A. Sequence the relative order of events from Earth's history shown by rock strata and patterns of layering (organize was more complex as a task/term than sequence).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1431 (August 2018).

§9756. Earth's Systems

A. Identify relationships between components in a model showing the cycling of energy flows and matter within and among Earth's systems, including the sun and Earth's interior as primary energy sources.

B. Identify examples of processes to explain that change Earth's surface at varying time and spatial scales that can be large (e.g., plate motions) or small (e.g., landslides).

C. Using graphical displays of data, identify how the shapes of the continents (e.g., fit like a jigsaw puzzle) and fossil comparisons (e.g., fit together) along the edges of continents to demonstrate lithospheric plate movement.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1431 (August 2018).

§9757. Earth and Human Activity

A. Identify explanations of the uneven distributions of Earth's minerals, energy, and groundwater resources due to past and current geoscience processes or by removal of resources.

B. Use maps, charts, and images of natural hazards to look for patterns in past occurrences of catastrophic events in each of two regions to predict which location may receive a future similar catastrophic event.

C. Identify technologies that mitigate the effects of natural hazards (e.g., the design of buildings and bridges to resist earthquakes, storm shelters for tornados, levees along rivers to prevent flooding).

D. Using data from a design solution for minimizing a human impact on the environment, identify limitations of the solution.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1432 (August 2018).

§9758. From Molecules to Organisms: Structures and Processes

A. Identify behaviors animals engage in (e.g., vocalization) that increase the likelihood of reproduction.

B. Identify specialized plant structures (e.g., bright flower parts) that increase the likelihood of reproduction.

C. Identify a scientific explanation for how environmental factors (e.g., availability of light, space, water, size of habitat) affect the growth of animals and plants.

D. Identify a scientific explanation for how genetic factors (e.g., specific breeds of plants and animals and their typical sizes) affect the growth of animals and plants.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1432 (August 2018).

§9759. Heredity: Inheritance and Variation of Traits

A. Use a model to explain how genetic variations in specific traits may occur as organisms pass on their genetic material from one generation to the next, along with small changes

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1432 (August 2018).

§9760. Biological Evolution: Unity and Diversity

A. Use data to identify that fossils of different animals that lived at different times are placed in chronological order (i.e., fossil record) and located in different sedimentary layers.

B. Recognize that similarities and differences in external structures can be used to infer evolutionary relationships between living and fossil organisms.

C. Identify an explanation of the evolutionary relationships between modern and fossil organisms.

D. Identify patterns (i.e., pictorial displays, representations, data) in the embryological development as evidence of relationships among species.

E. Analyze numerical data sets that represent a proportional relationship between some change in the environment and corresponding changes in genetic variation (i.e., traits) over time.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1432 (August 2018).

Subchapter J. Physical Science

§9761. Matter and Its Interactions

A. Identify the periodic table as a model to use to predict the properties of elements.

B. Identify that the periodic table was created based on the patterns of electrons in the outermost energy level of atoms.

C. Identify that the number of electrons in the outermost energy level of atoms impacts the behavior of the element.

D. Identify the periodic table as a model that predicts the number of electrons and other subatomic particles.

E. Identify an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms.

F. Identify an explanation for the outcome of a simple chemical reaction based on trends in the periodic table.

G. Construct an explanation for the outcome of a simple chemical reaction based on the chemical properties of the elements involved.

H. Identify a chemical equation, and identify the reactants and products which support the claim that matter (i.e., atoms) is neither created nor destroyed in a chemical reaction.

I. Identify a mathematical representation (e.g., table, graph) or pictorial depictions that illustrates the claim that mass is conserved during a chemical reaction.

J. Identify models that illustrate nuclear processes (i.e., fusion, fission, and radioactive decays), involve the release or absorption of energy.

K. Contrast changes during the processes of alpha, beta, or gamma radioactive decay using graphs or pictorial depictions of the composition of the nucleus of the atom and the energy released.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1432 (August 2018).

§9762. Motion and Stability: Forces and Interactions

A. Predict changes in the motion of a macroscopic object, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force using data (e.g., tables or graphs of position or velocity as a function of time for an object subject to a net unbalanced force).

B. Identify an example of the law of conservation of momentum (e.g., in a collision, the momentum change of an object is equal to and opposite of the momentum change of the other object) represented using graphical or visual displays (e.g., pictures, pictographs, drawings, written observations, tables, charts).

C. Evaluate a device (e.g., football helmet or a parachute) designed to minimize force by comparing data (i.e., momentum, mass, velocity, force, or time).

D. Identify situations and provide evidence where an electric current is producing a magnetic field.

E. Identify situations and provide evidence where a magnetic field is producing an electric current.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1432 (August 2018).

§9763. Energy

A. Identify that two factors, an object's mass and height above the ground, affect gravitational potential energy (i.e., energy stored due to position of an object above Earth) at the macroscopic level.

B. Identify that the mass of an object and its speed determine the amount of kinetic energy the object possesses.

C. Identify the forms of energy that will be converted by a device that converts one form of energy into another form of energy.

D. Identify steps in a model of a device showing the transformations of energy that occur (e.g., solar cells, solar ovens, generators, turbines).

E. Describe constraints to the design of the device which converts one form of energy into another form of energy (e.g., cost or efficiency of energy conversion).

F. Identify the temperatures of two liquids of different temperature before mixing and after combining to show uniform energy distribution.

G. Investigate the transfer of thermal energy when two substances are combined within a closed system.

H. Use a model to identify the cause and effect relationships between forces produced by electric or magnetic fields and the change of energy of the objects in the system.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1433 (August 2018).

§9764. Waves and Their Applications

A. Qualitatively describe cause and effect relationships between changes in wave speed and type of media through which the wave travels using mathematical and graphical representations.

B. Identify examples that illustrate the relationship between the frequency and wavelength of a wave.

C. Identify evidence that the speed of a wave depends on the media through which it travels.

D. Recognize the relationship between the damage to living tissue from electromagnetic radiation and the energy of the radiation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1433 (August 2018).

Subchapter K. Chemistry

§9765. Matter and Its Interactions

A. Identify the periodic table as a model to use to predict the properties of elements.

B. Identify that the periodic table was created based on the patterns of electrons in the outermost energy level of atoms.

C. Identify that the number of electrons in the outermost energy level of atoms impacts the behavior of the element.

D. Identify the periodic table as a model that predicts the number of electrons and other subatomic particles.

E. Identify an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms.

F. Identify an explanation for the outcome of a simple chemical reaction based on trends in the periodic table.

G. Construct an explanation for the outcome of a simple chemical reaction based on the chemical properties of the elements involved.

H. Identify bulk properties of substances (i.e., melting point, boiling point, and surface tension).

I. Identify that electrical forces within and between atoms can keep particles close together.

J. Conduct an experiment to gather evidence of the strength of electrical forces between particles.

K. Determine whether energy is released or absorbed in a chemical reaction system using various types of models (e.g., drawings, graphs, etc.).

L. Identify the effects of changing the temperature of the reacting particles at the rate at which a simple reaction (i.e., two reactants) occurs using a model (e.g., a table of data) of the number and energy of collisions between particles.

M. Identify the effects of changing the concentration of the reacting particles at the rate at which a simple reaction (i.e., two reactants) occurs using a model (e.g., a table of data) of the number and energy of collisions between particles.

N. Identify a change in one variable (i.e., temperature, concentration, pressure) of a chemical equation that would produce increased amounts of products at equilibrium.

O. Identify a chemical equation, and identify the reactants and products which support the claim that matter (i.e., atoms) is neither created nor destroyed in a chemical reaction.

P. Identify a mathematical representation (e.g., table, graph) or pictorial depictions that illustrates the claim that mass is conserved during a chemical reaction.

Q. Identify models that illustrate nuclear processes (i.e., fusion, fission, and radioactive decays), involve the release or absorption of energy.

R. Contrast changes during the processes of alpha, beta, or gamma radioactive decay using graphs or pictorial depictions of the composition of the nucleus of the atom and the energy released.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1433 (August 2018).

§9766. Motion and Stability: Forces and Interactions

A. Communicate that different materials have different molecular structures and properties which determine different functioning of the material (e.g., flexible, but durable).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1433 (August 2018).

§9767. Energy

A. Identify a model showing the change in the energy of one component in a system compared to the change in energy of another component in the system.

B. Identify a model showing the change in energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

C. Identify the forms of energy that will be converted by a device that converts one form of energy into another form of energy.

D. Identify steps in a model of a device showing the transformations of energy that occur (e.g., solar cells, solar ovens, generators, turbines).

E. Describe constraints to the design of the device which converts one form of energy into another form of energy (e.g., cost or efficiency of energy conversion).

F. Identify the temperatures of two liquids of different temperature before mixing and after combining to show uniform energy distribution.

G. Investigate the transfer of thermal energy when two substances are combined within a closed system.

H. Identify the relationship between increasing energy demand and the technologies developed to meet these needs.

I. Identify an alternative energy system with minimal social and environmental consequences.

J. Evaluate a claim about nuclear energy as an alternative source of energy as opposed to other forms of energy.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1433 (August 2018).

Subchapter L. Physics

§9768. Motion and Stability: Forces and Interactions

A. Predict changes in the motion of a macroscopic object, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force using data (e.g., tables or graphs of position or velocity as a function of time for an object subject to a net unbalanced force).

B. Identify an example of the law of conservation of momentum (e.g., in a collision, the momentum change of an object is equal to and opposite of the momentum change of the other object) represented using graphical or visual displays (e.g., pictures, pictographs, drawings, written observations, tables, charts).

C. Evaluate a device (e.g., football helmet or a parachute) designed to minimize force by comparing data (i.e., momentum, mass, velocity, force, or time).

D. Use Newton's law of universal gravitation as a mathematical model to qualitatively describe or predict the effects of gravitational forces in systems with two objects.

E. Use Coulomb's law to qualitatively describe or predict the electrostatic forces in systems with two objects.

F. Identify situations and provide evidence where an electric current is producing a magnetic field.

G. Identify situations and provide evidence where a magnetic field is producing an electric current.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1434 (August 2018).

§9769. Energy

A. Identify a model showing the change in the energy of one component in a system compared to the change in energy of another component in the system.

B. Identify a model showing the change in energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

C. Identify that two factors, an object's mass and height above the ground, affect gravitational potential energy (i.e., energy stored due to position of an object above Earth) at the macroscopic level.

D. Identify that the mass of an object and its speed determine the amount of kinetic energy the object possesses.

E. Identify the forms of energy that will be converted by a device that converts one form of energy into another form of energy.

F. Identify steps in a model of a device showing the transformations of energy that occur (e.g., solar cells, solar ovens, generators, turbines).

G. Describe constraints to the design of the device which converts one form of energy into another form of energy (e.g., cost or efficiency of energy conversion).

H. Identify the temperatures of two liquids of different temperature before mixing and after combining to show uniform energy distribution.

I. Investigate the transfer of thermal energy when two substances are combined within a closed system.

J. Use a model to identify the cause and effect relationships between forces produced by electric or magnetic fields and the change of energy of the objects in the system.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1434 (August 2018).

§9770. Waves and Their Applications in Technologies for Information Transfer

A. Qualitatively describe cause and effect relationships between changes in wave speed and type of media through which the wave travels using mathematical and graphical representations.

B. Identify examples that illustrate the relationship between the frequency and wavelength of a wave.

C. Identify evidence that the speed of a wave depends on the media through which it travels.

D. Identify a model or description of electromagnetic radiation as a wave model.

E. Identify a model or description of electromagnetic radiation as a particle model.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1434 (August 2018).

Subchapter M. Earth Science

§9771. Earth's Place in the Universe

A. Describe components of a model illustrating that the sun shines because of nuclear fusion reactions which release light and heat energy which make life on Earth possible.

B. Communicate by using models that solar activity creates elements through nuclear fusion.

C. Recognize that objects in the solar system orbit the sun and have an orderly motion (e.g., elliptical paths around the sun).

D. Relate Earth's orbital characteristics to other bodies in the solar system.

E. Use a mathematical or computational representation to predict the motion of orbiting objects in the solar system.

F. Explain the relationship between the motion of continental plates and how materials of different ages are arranged on Earth's surface.

G. Relate/evaluate evidence of past and/or current movements in Earth's crust (plate tectonics) with the ages of crustal rocks.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1434 (August 2018).

§9772. History of Earth

A. Identify ancient Earth materials, lunar rocks, asteroids, and meteorites as sources of evidence scientists use to understand Earth's early history.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1435 (August 2018).

§9773. Space Systems

A. Identify that the universe is expanding and must have been smaller in the past based on astronomical evidence (i.e., light spectra, motion of distant galaxies, and composition of matter in the universe).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1435 (August 2018).

§9774. Earth's Systems

A. Use a model of Earth to identify that the motion of the mantle and its plates occurs primarily through thermal convection, which is primarily driven by radioactive decay within Earth's interior.

B. Identify relationships, using a model, of how the Earth's surface is a complex and dynamic set of interconnected systems (i.e., geosphere, hydrosphere, atmosphere, and biosphere).

C. Use a model of Earth to identify that the motion of the mantle and its plates occurs primarily through thermal convection, which is primarily driven by radioactive decay within Earth's interior.

D. Identify different causes of climate change and results of those changes with respect to the Earth's surface temperatures, precipitation patterns or sea levels over a wide range of temporal and spatial scales using a model.

E. Identify a connection between the properties of water and its effects on Earth materials.

F. Investigate the effects of water on Earth materials and/or surface processes.

G. Use a model of photosynthesis to identify that carbon is exchanged between living and nonliving systems.

H. Use a model of cellular respiration to identify that carbon is exchanged between living and nonliving systems.

I. Develop and/or use a quantitative model to identify relative amount of and/or the rate at which carbon is transferred among hydrosphere, atmosphere, geosphere, and biosphere.

J. Identify examples of coevolution of Earth's systems and the evolution of life on Earth.

K. Identify evidence (e.g., causal links and/or feedback mechanisms between changes in the biosphere and changes in Earth's other systems) in an argument that there is simultaneous coevolution of Earth's systems and life on Earth.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1435 (August 2018).

§9775. Human Sustainability

A. Explain the relationship between human activity (e.g., population size, where humans live, types of crops grown) and changes in the amounts of natural resources using evidence.

B. Explain the relationship between human activity (e.g., population size, where humans live, types of crops grown) and changes in the occurrence of natural hazards using evidence.

C. Identify a solution that demonstrates the most preferred cost-benefit ratios for developing, managing, and utilizing energy and mineral resources (i.e., conservation, recycling, and reuse of resources).

D. Compare design solutions for developing, managing, and/or utilizing energy or mineral resources.

E. Use numerical data to determine the effects of a conservation strategy to manage natural resources and to sustain human society and plant and animal life.

F. Connect a technological solution (e.g., wet scrubber; baghouse) to its outcome (e.g., clean air) and its outcome to the human activity impact that it is reducing (e.g., air pollution).

G. Use geoscience data to determine the relationship between a change in climate (e.g., precipitation, temperature) and its impact in a region.

H. Use representations to describe the relationships among Earth systems and how those relationships are being modified due to human activity (e.g., increase in atmospheric carbon dioxide, increase in ocean acidification, effects on organisms in the ocean (coral reef), carbon cycle of the ocean, possible effects on marine populations).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1435 (August 2018).

Subchapter N. Life Science

§9776. From Molecules to Organisms: Structures and Processes

A. Relate DNA molecules to the way cells store and use information to guide their functions.

B. Relate groups of specialized cells (e.g., heart cells, nerve cells, muscle cells, epithelial cells, fat cells, blood cells) within organisms to the performance of essential functions of life.

C. Identify evidence supporting an explanation of how a substance called DNA carries genetic information in all organisms which codes for the proteins that are essential to an organism.

D. Using model(s), identify that different systems of the body carry out essential functions (e.g., digestive system, respiratory system, circulatory system, nervous system).

E. Using model(s), identify the hierarchical organization of systems that perform specific functions within multicellular organisms.

F. Identify how different organisms react (e.g., heart rate, body temperature) to changes in their external environment.

G. Identify examples of how organisms use feedback mechanisms to maintain dynamic homeostasis.

H. Identify how growth and/or maintenance (repair/replacement) occurs when cells multiply (i.e., mitosis) using a model.

I. Identify model of photosynthesis, which shows the conversion of light energy to stored chemical energy.

J. Using a model(s), identify how organisms take in matter and rearrange the atoms in chemical reactions to form different products allowing for growth and maintenance.

K. Using a model(s), identify respiration as the transfer of stored energy to the cell to sustain life's processes (i.e., energy to muscles or energy for maintaining body temperature).

L. Identify the process by which a virus uses a host cell's functions to make new viruses.

M. Recognize that most bacteria reproduce asexually resulting in two cells exactly like the parent cell.

N. Identify ways to protect against infectious diseases to maintain a body's health (e.g., eat nutritious food, washing hands, rest, exercise, etc.).

O. Identify treatments and/or prevention of viral and/or bacterial infections (e.g., antibiotics and vaccines).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1435 (August 2018).

§9777. Ecosystems: Interactions, Energy and Dynamics

A. Recognize that the carrying capacities of ecosystems are related to the availability of living and nonliving resources and challenges (e.g., predation, competition, disease).

B. Use a graphical representation to identify carrying capacities in ecosystems as limits to the numbers of organisms or populations they can support.

C. Use a graphical or mathematical representation to identify the changes in the amount of matter as it travels through a food web.

D. Use a graphical or mathematical representation to identify the changes in the amount of energy as it travels through a food web.

E. Use evidence to identify how modest biological or physical changes versus extreme changes affect stability and change (e.g., number and types of organisms) in ecosystems.

F. Evaluate explanations of how living things in an ecosystem are affected by changes in the environment (e.g., changes to the food supply, climate change, or the introduction of predators).

G. Evaluate explanations of how interactions in ecosystems maintain relatively stable conditions, but changing conditions may result in a new ecosystem.

H. Describe how people can help protect the Earth's environment and biodiversity (e.g., preserving ecosystems) and how a human activity would threaten Earth's environment and biodiversity (e.g., pollution, damaging habitats, over hunting).

I. Evaluate or refine a solution to changes in an ecosystem (biodiversity) resulting from a human activity.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1436 (August 2018).

§9778. Heredity: Inheritance and Variation of Traits

A. Identify that DNA molecules in all cells contain the instructions for traits passed from parents to offspring.

B. Identify appropriate questions about the relationships between DNA and chromosomes and how traits are passed from parents to offspring.

C. Identify a model showing evidence that parents and offspring may have different traits.

D. Identify that meiosis is a process which distributes genetic material among the new cells (i.e., gametes) produced, which results in genetic variation.

E. Identify that when DNA makes a copy of itself, sometimes errors occur that may lead to genetic variations.

F. Identify examples of mutations in DNA caused by environmental factors.

G. Use evidence to support a claim about a source of inheritable genetic variations.

H. Calculate the probability (e.g., two out of four) of a particular trait in an offspring based on a completed Punnett square.

I. Identify examples, using data, of environmental factors which affect the expression of traits, and so then affect the probability of occurrences of traits in a population.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1436 (August 2018).

§9779. Biological Evolution: Unity and Diversity

A. Identify patterns (e.g., DNA sequences, fossil records) as evidence to a claim of common ancestry.

B. Recognize that as a species grows in number, competition for limited resources also increases.

C. Recognize that different individuals have specific traits that give advantages (e.g., survive and reproduce at higher rates) over other individuals in the species.

D. Identify how evolution may be a result of genetic variation through mutations and sexual reproduction in a species that is passed on to their offspring.

E. Use patterns in data to identify how heritable variations in a trait may lead to an increasing proportion of individuals within a population with that trait (i.e., an advantageous characteristic).

F. Use data to provide evidence for how specific biotic or abiotic differences in ecosystems (e.g., ranges of seasonal temperature, acidity, light, geographic barriers) support the claim that organisms with an advantageous heritable trait are better able to survive over time.

G. Identify the relationship between naturally occurring or human-induced changes in the environment (e.g., drought, flood, deforestation, fishing, application of fertilizers) and the expression of traits in a species (e.g., peppered moth studies).

H. Identify the relationship between naturally occurring or human-induced changes in the environment (e.g., drought, flood, deforestation, fishing, application of fertilizers) and the emergence of new species over time.

I. Identify that species become extinct because they can no longer survive and reproduce given changes in the environment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1436 (August 2018).

Subchapter O. Environmental Science

§9780. Resources and Resource Management

A. Identify factors (e.g., human activity, population size, types of crops grown) that affect sustainable development in Louisiana.

B. Identify factors (e.g., human activity, population size, types of crops grown) that affect natural resource management in Louisiana.

C. Identify the effectiveness of management practices for one of Louisiana's natural resources related to social factors over the past 50 years.

D. Identify the effectiveness of management practices for one of Louisiana's natural resources related to economic factors over the past 50 years.

E. Identify the effectiveness of management practices for one of Louisiana's natural resources related to technological factors over the past 50 years.

F. Identify the effectiveness of management practices for one of Louisiana's natural resources related to political factors over the past 50 years.

G. Identify the risk-benefit values of implemented actions using data for selected environmental issues.

H. Identify the risk-benefit values of implemented practices using data for selected environmental issues.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1436 (August 2018).

§9781. Environmental Awareness and Protection

A. Use data or qualitative scientific and technical information to evaluate a solution to limit a non-point source pollution (e.g., land or urban runoff, abandoned mines) into state waterways.

B. Recognize the relationship between pollution and its effect on an organism's population size.

C. Predict the effects that pollution as a limiting factor has on an organism’s population density using a model (e.g., mathematical, diagrams, simulations).

D. Evaluate evidence supporting an argument regarding negative impacts of introduced organisms (e.g., zebra mussel, fire ant, nutria) have on Louisiana's native species.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1437 (August 2018).

§9782. Personal Responsibilities

A. Evaluate evidence supporting the positive consequences of using disposable resources versus reusable resources.

B. Evaluate evidence supporting the negative consequences of using disposable resources versus reusable resources.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1437 (August 2018).

§9783. Earth’s Systems

A. Identify relationships, using a model, of how the Earth's surface is a complex and dynamic set of interconnected systems (i.e., geosphere, hydrosphere, atmosphere, and biosphere).

B. Identify different causes of climate change and results of those changes with respect to the Earth’s surface temperatures, precipitation patterns or sea levels over a wide range of temporal and spatial scales using a model.

C. Identify a connection between the properties of water and its effects on Earth materials.

D. Investigate the effects of water on Earth materials and/or surface processes.

E. Use a model of photosynthesis to identify that carbon is exchanged between living and nonliving systems.

F. Use a model of cellular respiration to identify that carbon is exchanged between living and nonliving systems.

G. Develop and/or use a quantitative model to identify relative amount of and/or the rate at which carbon is

transferred among hydrosphere, atmosphere, geosphere, and biosphere.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1437 (August 2018).

§9784. Human Sustainability

A. Explain the relationship between human activity (e.g., population size, where humans live, types of crops grown) and changes in the amounts of natural resources using evidence.

B. Explain the relationship between human activity (e.g., population size, where humans live, types of crops grown) and changes in the occurrence of natural hazards using evidence.

C. Identify a solution that demonstrates the most preferred cost-benefit ratios for developing, managing, and utilizing energy and mineral resources (i.e., conservation, recycling, and reuse of resources).

D. Compare design solutions for developing, managing, and/or utilizing energy or mineral resources.

E. Use numerical data to determine the effects of a conservation strategy to manage natural resources and to sustain human society and plant and animal life.

F. Connect a technological solution (e.g., wet scrubber; baghouse) to its outcome (e.g., clean air) and its outcome to the human activity impact that it is reducing (e.g., air pollution).

G. Use representations to describe the relationships among Earth systems and how those relationships are being modified due to human activity (e.g., increase in atmospheric carbon dioxide, increase in ocean acidification, effects on organisms in the ocean (coral reef), carbon cycle of the ocean, possible effects on marine populations).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1437 (August 2018).

§9785. Ecosystems: Interactions, Energy and Dynamics

A. Recognize that the carrying capacities of ecosystems are related to the availability of living and nonliving resources and challenges (e.g., predation, competition, disease).

B. Use a graphical representation to identify carrying capacities in ecosystems as limits to the numbers of organisms or populations they can support.

C. Use a graphical or mathematical representation to identify the changes in the amount of matter as it travels through a food web.

D. Use a graphical or mathematical representation to identify the changes in the amount of energy as it travels through a food web.

E. Use evidence to identify how modest biological or physical changes versus extreme changes affect stability and change (e.g., number and types of organisms) in ecosystems.

F. Evaluate explanations of how living things in an ecosystem are affected by changes in the environment (e.g., changes to the food supply, climate change, or the introduction of predators).

G. Evaluate explanations of how interactions in ecosystems maintain relatively stable conditions, but changing conditions may result in a new ecosystem.

H. Describe how people can help protect the Earth's environment and biodiversity (e.g., preserving ecosystems) and how a human activity would threaten Earth's environment and biodiversity (e.g., pollution, damaging habitats, over hunting).

I. Evaluate or refine a solution to changes in an ecosystem (biodiversity) resulting from a human activity.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:1437 (August 2018).

§9901. Alternate Connectors for English Language Learners with Significant Cognitive Disabilities

A. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

B. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

C. Speak and write about grade-appropriate complex literary and informational texts and topics.

D. Construct grade-appropriate oral and written claims.

E. Conduct research and evaluate and communicate findings to answer questions or solve problems.

F. Analyze and critique the arguments of others orally and in writing.

G. Adapt language choices to purpose, task, and audience when speaking and writing.

H. Determine the meaning of words and phrases in oral presentations and literary and informational text.

I. Create clear and coherent grade-appropriate speech and text.

J. Make accurate use of standard English to communicate in grade-appropriate speech and writing.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1269 (May 2022).