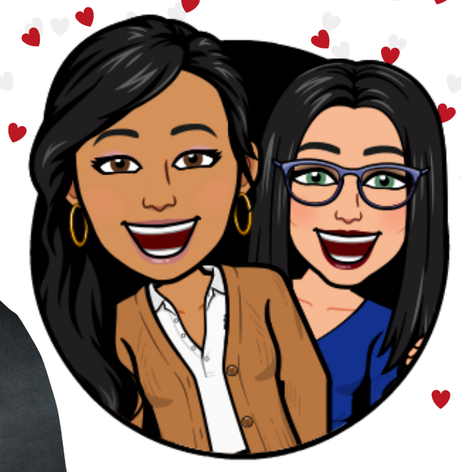
February 2022

A Note From Our Specialist...

Happy February! As we prepare for the LEAP 2025 State Assessment, one of our main focuses this month is centered around Research Simulations for ELA and Type I Questions for Math.



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This month we are focusing on...

READING & WRITING

- Research Simulation Task
  - mirrors the research process by presenting two (grade 3) or three texts (grades 4-8) on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts based on grade-level standards (e.g., comparison/contrast of key details; how author uses reasons and evidence to support ideas; how each text presents the topic, point of view or purpose of the texts; analysis of argument/claim).

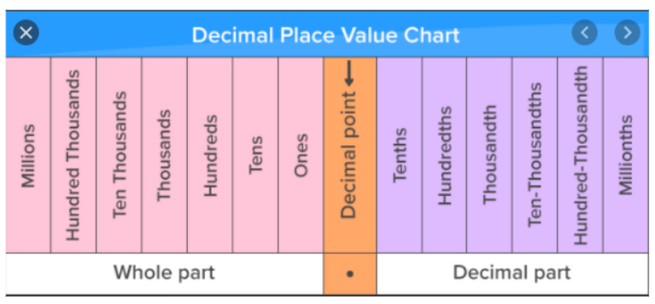
MATH

- Type I Questions
  - conceptual understanding, fluency, and application
  - 65% of the assessment points.
  - Students will be required to solve problems using one or more operation (addition, subtraction, multiplication, and division).
  - Students are required to use the RDWW strategy to solve constructive response questions.

MATH REFERENCE GUIDE

1 pound = 16 ounces
1 foot = 12 inches
1 yard = 3 feet
1 gallon = 4 quarts
1 gallon = 8 pints
1 gallon = 16 cups
1 quart = 2 pints
1 quart = 4 cups
1 pint = 2 cups
1 minute = 60 seconds
1 hour = 60 minutes
1 year = 365 days

Right angle = 90 degrees
Acute Angle = less than 90 degrees
Obtuse Angle = greater than 90 degrees
Straight Angle = 180 degrees
Circle = 360 degrees



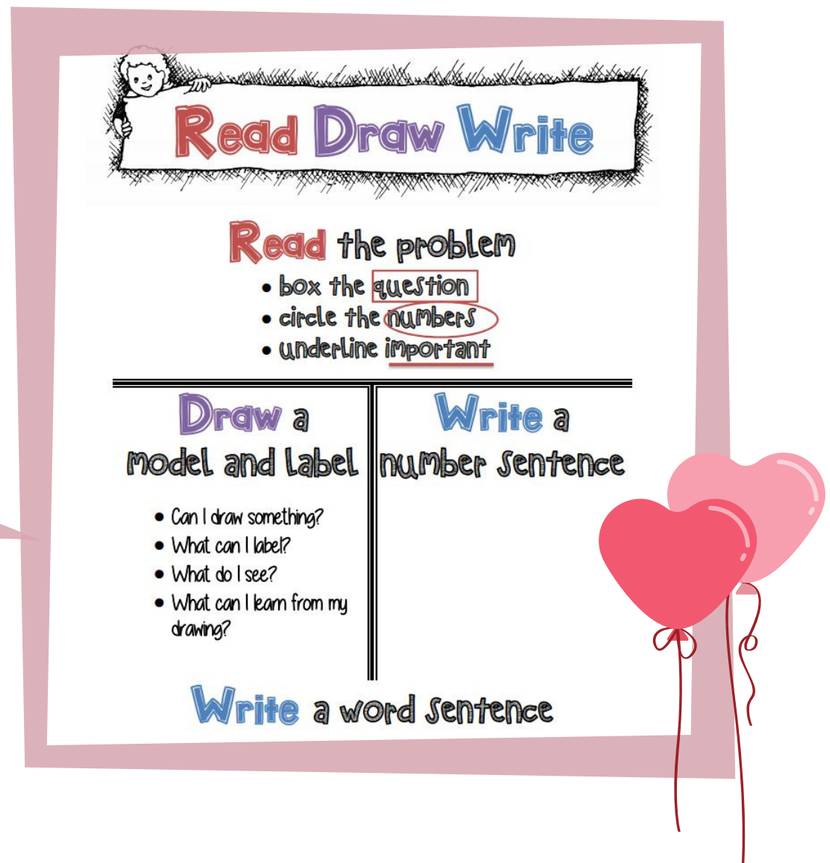
Area = L X W
Perimeter = (2 x L) + (2 x W)

ONLINE RESOURCES

Zearn
DreamBox
Achieve 3000

Monthly Quote

YOUR POSITIVE ACTION COMBINED WITH POSITIVE THINKING RESULTS IN SUCCESS.



EXAMPLES OF MATH TYPE I QUESTIONS

3RD GRADE

Maya's rectangular rug has a perimeter of 16 feet. What is the width of the rug?

(a) 3 feet

(b) 9 feet

(c) 11 feet

(d) 13 feet

4TH GRADE

A plant grew $\frac{3}{10}$ meter in April and $\frac{27}{100}$ meter in May. Which expression can be used to find the total amount the plant grew during the two months?

(a) $\frac{3}{10} + \frac{27}{10}$

(b) $\frac{30}{10} + \frac{27}{10}$

(c) $\frac{3}{100} + \frac{27}{100}$

(d) $\frac{30}{100} + \frac{27}{100}$

5TH GRADE

Solve $\frac{6}{6} - \frac{2}{3}$

(a) $\frac{5}{6}$

(b) $\frac{4}{3}$

(c) $\frac{2}{3}$

(d) $\frac{1}{3}$

LEAP Testing Dates:
April 27 - May 3

SAMPLE WRITING PROMPT QUESTIONS

You have read a passage from "The Wild Horses of Assateague Island" and "Wild Ponies of Chincoteague." Think about the illustrations from the passages and how they help the reader learn and understand more about the ponies.

Write an essay explaining what can be learned from the illustrations about the lives of the ponies described in the passages. Include details from both sources in your explanation.

You have read three articles about penguin rescue efforts after an oil spill.

- from "The Amazing Penguin Rescue" by Lauren Tarshis
- "The Amazing Penguin Rescue" by Dyan deNapoli
- "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic"

Write an essay explaining the similarities and differences in each article's point of view about penguin rescue efforts after an oil spill. Support your essay with information from all **three** sources.

SAMPLE READING QUESTIONS

Part A

What are **two** main ideas of the article by Lauren Tarshis?

A. Oil spills can spread quickly.
B. Penguins are good swimmers.
C. Oil spills are a great threat to penguins.
D. Penguins take good care of their young.
E. Penguins are interesting animals to watch.
F. People work hard to help the penguins get better.

Part B

Which **two** sentences from the article **best** support the answer to Part A?

A. "Others cuddle with their mates and dote on their chicks."
B. "As you plunge into the sea, your wings become powerful underwater propellers."
C. "You are not the only penguin that has become soaked with the poisonous oil."
D. "The impact of oil on a penguin (or any bird) is immediate and devastating."
E. "In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling."
F. "All of them have one thing in common: a mission to save as many penguins as possible."

LEAP 3RD GRADE WRITING RUBRIC

Grade 3 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** by providing an **accurate** explanation/description/comparison; • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is **effectively** organized with **clear and coherent** writing; • uses language **effectively** to clarify ideas.	The student response • demonstrates **comprehension** by providing a **mostly accurate** explanation/description/comparison; • addresses the prompt and provides **some** development of the topic that is **generally appropriate** to the task, purpose, and audience; • uses reasoning and **relevant** text-based evidence in the development of the topic; • is organized with **mostly clear and coherent** writing; • uses language in a way that is **mostly effective** to clarify ideas.	The student response • demonstrates **limited comprehension**; • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • **does not** demonstrate comprehension; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions	The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

LEAP 4TH AND 5TH GRADE WRITING RUBRIC

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and/or inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is **effectively** organized with **clear and coherent** writing; • uses language **effectively** to clarify ideas.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the topic that is **appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is organized with **mostly clear and coherent** writing; • uses language that is **mostly effective** to clarify ideas.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the topic; • demonstrates **some** organization with **somewhat coherent** writing; • uses language to express ideas with **some** clarity.	The student response • demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear.**	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Part A

What does the word **harsh** mean as it is used in paragraph 3 of "Life in a Deep Freeze"?

Ⓐ located in a faraway region
Ⓑ physically uncomfortable
Ⓒ lasting for a long time
Ⓓ easily managed

Part B

Which **two** sentences from the article help readers understand the meaning of the word **harsh** as it is used in paragraph 3?

Ⓐ "Strong winds blow across ice-covered ocean waters." (paragraph 1)
Ⓑ "It's about as far north as you can go." (paragraph 2)
Ⓒ "This bear spends all spring, summer, and fall eating and storing up fat." (paragraph 4)
Ⓓ "The seal is a fast swimmer and can stay underwater for 30 minutes at a time." (paragraph 8)
Ⓔ "Like you, many Arctic animals change their coats with the seasons." (paragraph 9)
Ⓕ "When temperatures drop, the owl crouches on the ground behind an object that can block the wind." (paragraph 12)

Test-Taking Strategies

R Read the question carefully, then reread the passage or the problem.

E Examine every answer choice before you choose your answer.

L Label your answer (Math)
Look for proof in the passage and underline it (ELA)

A Always check your work!

X X-out answers that you know are wrong