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## Lessons Learned in Innovating Louisiana's Educational Assessment Program

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A watercolor illustration of a tree on the left side of the page. The tree has a thick, light green trunk and several branches with green leaves. At the base of the tree, there is a small purple flower. The background is a light gray gradient, and the bottom of the page features a textured green ground area.

**What motivated Louisiana to pursue assessment innovation and why did we need the IADA to do this?**

## Louisiana's Authorization (July 2018)

- Combine English and social studies tests to streamline state testing;
- Measuring what students have learned via passages from books that students have read, rather than passages that they have not read as part of the curriculum;
- Assessing students through several brief assessments throughout the year, rather than one longer test at the end of the year; and
- Preserving local control as to which books and which assessments their students will take.

# Create multiple LEAP 2025 formats to give greater flexibility on the format that best meets their needs.

- Either the traditional, standalone summative assessment in each separate subject/course;
- or an interdisciplinary model of interim text-based assessments, in combination with a shorter summative assessment at the end of the year,
  - focused on measuring mastery of the broader domains of knowledge in the state standards and
  - be more relevant and aligned to classroom instruction and the curriculum teachers are using



## **Most important successes & biggest challenges**





## Successes

- 3 years of successful administrations & strong comparability of results
- Leading indicators that teachers like this type of assessment more and students are more confident

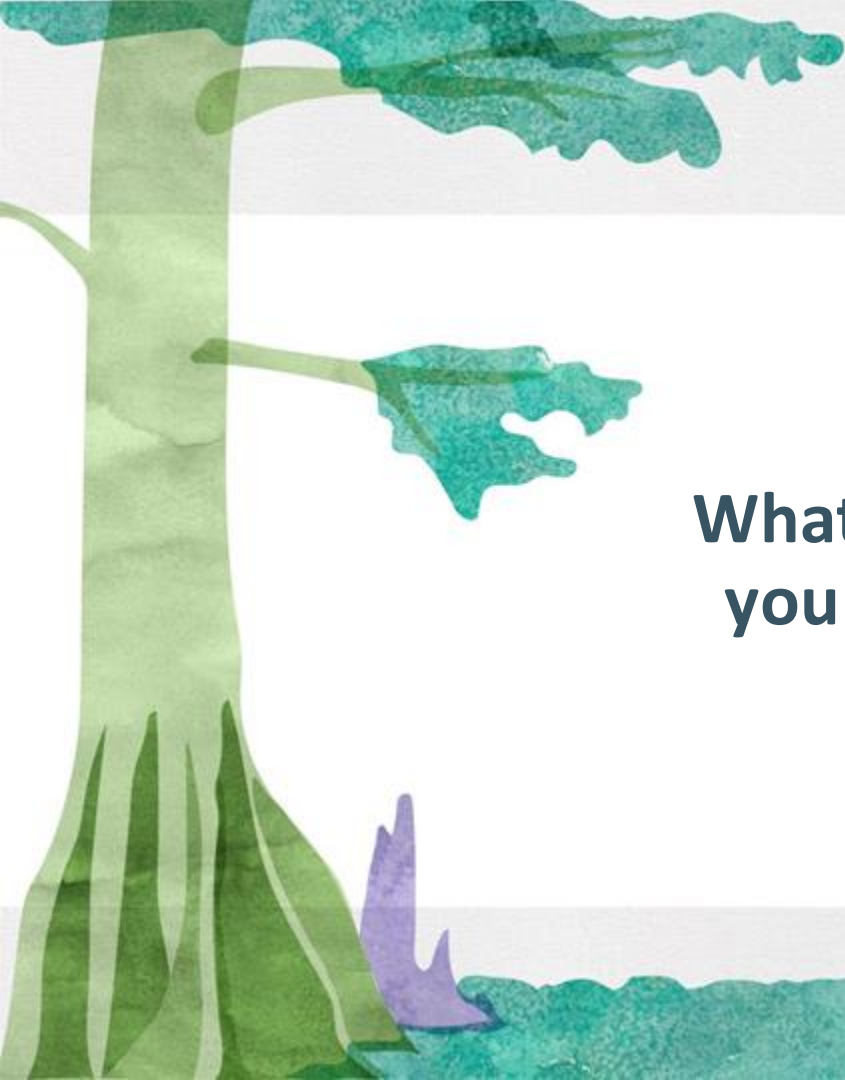
## Biggest Challenges

- Tying & measuring ELA & Social Studies together
- Tension of innovation & comparability
- Reporting data out “in-year” in a way that is useful to educators and accurate using classical approaches
- Recruiting schools and systems to “try something new” that could negatively impact their letter grade

## Biggest Challenges (continued)

- Optimizing a test with juxtaposing conditions:
  - Comparable to the other test while the test is designed to reduce a key gap (“background knowledge” barrier.
  - The same length (or shorter) while providing more / better to teachers. + Testing in the year and measuring for “new learning”





**What do you know now that you wish you knew when you were applying?**



# I wish we had started with Math... but seriously...

Be sure the approach will work at a fundamental level (ex: ELA & Social Studies alignment)

Pay as much attention to the delivery model and the educational theory as the psychometric approach.

Juggling multiple assessment programs requires much more capacity than previously assumed and through course assessments add a significant monitoring burden.

The IADA comes with NO financing attached. To date our assessment has been funded by our partners and CGSA grant funding.