PURPOSE

This tool provides guidance for teachers on how to better use the LEAP 2025 Mathematics Practice Tests to support their instructional goals. The following sections are included:

2017 LEAP MATHEMATICS PRACTICE TEST

The Practice Test Quick Start Guide provides information about the purpose of the practice tests, test administration, scoring, and reporting. To access the grades 3 and 4 paper-based practice tests and grades 3–8 answer keys, use the links in the table below. These resources are also available in eDIRECT.

Grade(s)	Paper-Based Resources	Computer-Based Resources
3–8	Practice Test Quick Start Guide	
3	Practice Test and Answer Key	Practice Test and Answer Key
4	Practice Test and Answer Key	Practice Test and Answer Key
5		Practice Test and Answer Key
6		Practice Test and Answer Key
7		Practice Test and Answer Key
8		Practice Test and Answer Key

The computer-based practice tests for grades 3–8 are available in INSIGHT. Teachers may access the online practice tests in Google Chrome by using the LEAP 2025 Practice Test Teacher Access link. Below are the user names and passwords for each grade level's mathematics practice test.

LEAP 2025 Mathematics Practice Test Teacher Access		
Grade	**User Name**	**Password**
3	math3	demo1234

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4	math4	demo1234
5	math5	demo1234
6	math6	demo1234
7	math7	demo1234
8	math8	demo1234

TEST STRUCTURE

Specific information about the test structure by grade level is included in the LEAP 2025 Assessment Guides. The LEAP 2025 assessment is available as computer-based tests (CBT) for grades 3–8; districts may choose to administer paper-based tests (PBT) for grades 3 and 4. The tables below include the test sessions, points per task type, and permitted testing times for the LEAP 2025 mathematics tests.

Grades	Sessions	Points per Task Type			Total Points	Maximum Time Allowed
		Type I	Type II	Type III		
3 – 5	Session 1	14	4	3	21	75 minutes
	Session 2	14	3	3	20	75 minutes
	Session 3	12	3	6	21	75 minutes
	Total Points				**62**	
6 – 7	1: No Calculator	20	0	0	20	75 minutes
	2: Calculator	10	7	6	23	75 minutes
	3: Calculator	10	7	6	23	75 minutes
	Total Points				**66**	
8	1: No Calculator	22	0	0	22	75 minutes
	2: Calculator	10	7	6	22	75 minutes
	3: Calculator	10	7	6	22	75 minutes
	Total Points				**66**	

The LEAP 2025 mathematics test sessions are **strictly timed** and no additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

RECOMMENDED USES

There are a number of ways to use the practice tests to prepare your students for the LEAP 2025 administration. The recommendations that follow are meant not only to help prepare students for the LEAP administration but to help teachers better understand key mathematics expectations.

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General Use	Specific Guidance	Notes for Use
Examine practice test CONTENT to evaluate instruction	Connection between items and Assessable Content (detailed in Appendix A of the Assessment Guides)	• Understand the types of items associated with assessable content to provide clarity. The answer key for each practice test provides the Louisiana Student Standard for Mathematics (LSSM) or LEAP 2025 Evidence Statement to which each item is aligned. • Helps answer questions like: "What does this assessable content look like as an assessment item?" and "How does my interpretation of the standards compare with the reasoning and modeling applications detailed in the assessable content?"
	Use as a basis of comparison for purchased and open-source assessments	• Use the practice test as a guide when selecting assessments in terms of test length, rigor-level, content, item types and variety, and scoring. • Helps answer questions like: "Does the unit assessment provided in the curriculum offer the item variety and flexibility similar to the LEAP test?" and "What ways can I adjust a pre-made assessment to meet the rigor-level expected of my students?" • Use in conjunction with Instructional Materials Evaluation Tools provided by the LDOE.
	Use the rubrics in the Answer Key documents to understand the expectations for student responses to modeling and reasoning items	• Illustrate how student responses connect to the math practices. • Illustrate the level of reasoning expected in student responses. • Expectations for a complete response include addressing all parts (e.g., part A, part B, etc.) of an item and all components of each part (e.g., within one part make a claim, justify a claim, and show work with each component worth points). • Links to annotated student responses for some reasoning and/or modeling tasks used in the practice test for each grade are provided in Appendix A of this document.
Simulate TESTING CONDITIONS to help students feel prepared for actual test administration	Facilitate testing discussions between teachers and students	• For example, teachers should discuss timing and pacing, the various item types that students will experience, and the components of complete responses.
	Practice timing and pacing by implementing each session in full	• Timing information can be found in this document and in the LEAP 2025 Mathematics Assessment Guides.

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General Use	Specific Guidance	Notes for Use
	Find different ways to expose students to test format – Computer-Based test (CBT) or Paper-Based test (PBT)	CBT (grades 3 through 8) • When skipping items to come back to, students should be sure to use the "flag" button so that they may see all skipped items when accessing the "Review" page. • It is strongly recommended that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using all the features of the CBT. PBT (grades 3 and 4 only) • Highlighting text or placing an X to the right of the text in an option are recommended ways for students to eliminate options. • Crossing out options may create scoring issues if bubbles are marked through. • When skipping items to come back to, students may want to make a list (on scratch paper) of question numbers to return to. • Students need to be sure that they have filled in a bubble, or bubbles each question. • Students should make sure they mark only one bubble per column with no empty columns between used columns on answer grids.
	Set strict time limits on **some** Type II and Type III tasks and tests	• Consider a strategy for setting appropriate time limits by adjusting for the type of task and the number of points the task is worth. For example, Type I items can be timed using a rule of 1.5 – 2 minutes per point. So, a 10 question test of Type I items may have a time limit of 15 minutes or up to 20 minutes. Type II and Type III tasks can be timed using a rule of 2.5 – 3 minutes per point. So, one Type II task worth 4 points may have a time limit of 10 minutes or up to 12 minutes. • Simulate exact testing conditions (timing, testing materials, etc.)
Using practice test CONTENT to inform instruction and assessment	Facilitate opportunities to learn new strategies	• Discussion of tasks should not be limited to content and correct answers, but should expand to include solving strategies and exploring alternative reasoning/ modeling methods.
	Template for teacher-made assessments	• Provide a variety of item types and tasks to assess skills as appropriate.

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GENERAL CAUTIONS

- **Avoid** limiting instructional content based on specific items on the practice test (e.g., teaching only the types of reasoning assessed in Type II items on the test while the assessable content tables provide for a richer variety of types of reasoning; teaching only specific strategies for modeling demonstrated in the practice test items)
- **Avoid** limiting instructional strategies to only those required for the practice test (e.g., testing/problem solving only under timed circumstance, designing assessments with only two-part test questions, etc.).
- **Avoid** using the practice test to gather cumulative data about overall student performance and preparedness. The LEAP test is administered in April/May, when much of the curriculum should be complete. Students have not yet learned all the material to be successful on the practice test.

ITEM TYPES

Consider how to approach each item type: multiple-choice, multiple-select, fill-in-the-blank, constructed-response, and technology-enhanced items (TEIs).

Type	Specifics	Point Value
Multiple-Choice (MC)	Grades 3-8 • 3 or 4 answer choices • **only one** correct answer	• 1 point
Multiple-Select (MS)	Grades 3-5 • 5-6 answer choices • **more than one** correct answer • Directions indicate the number of correct answers to be selected ("Select **two**....") Grades 6-8 • 5-7 answer choices • **more than one** correct answer • Directions **may not** indicate the number of correct answer to be selected ("Select **each**..." or "Select ALL...")	• 1 point • all correct answers and no incorrect answer must be chosen • **no partial credit**

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Type	Specifics	Point Value

Fill-in-the-Blank (FIB)	CBT (grades 3–8)
	• Does not require students to bubble answers into an answer grid
	• Numeric answers are keyed into entry box
	• The only symbols allowed are
	  ○ decimals (.) for grades 3–5
	  ○ negative signs (–) and decimals (.) for grades 6–8
	• Students attempting to enter symbols that are not allowed (e.g., commas, dollar signs, etc.) will receive an error message
	PBT (grades 3 & 4 only)
	• Write each part of the answer in a separate box and shade the bubble of the corresponding figure or number in the same column (Handout 1)
	• Do not skip columns
	• Cannot grid a fraction answer, all items with potential fractional answers will be multiple-choice, multiple-select, or constructed-response
		• 1 point

Constructed-Response (CR)	CBT (grades 3–8) • Complete all parts and all components of each part • Tasks contain an equation builder tool with commonly-used, grade-specific math symbols (grades 3–5 and 6–8). • It is strongly recommended that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using all the features of the equation builder. • Students are **not** required to use the equation builder for any symbols found on the keyboard. For example, a student response with a forward (/) slash to represent a fraction or with an asterisk (*) to represent a multiplication dot would earn the same credit as a student response using the equation builder symbols to build the same representations. PBT (grades 3 & 4 only) • Complete all parts and all components of each part • Crossed-out work will not be scored • Students may not need all the space provided, but must fit all of their answer within the space	Type II • two 3-point tasks • one 4-point task for grades 3–5 • two 4-point tasks for grades 6–8 Type III • two 3-point tasks • one 6-point task

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Type	Specifics	Point Value
Technology-enhanced (TE)	• It is strongly recommended that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using a variety of TE items. • Types: drag and drop, drop-down menu, hot spot (table or objects), bar graph (includes histogram), coordinate plane, number line (includes line plots)	• 1 point

- **Drag and Drop:** allows students to drag and drop answers in different ways, such as moving information into a graphic or putting information in sequential order
- **Drop-Down Menu:** allows students to open a list of answer options, usually embedded in a sentence or within a paragraph containing multiple drop-down menus
- **Matching:** allows students to draw lines to connect ideas and graphics with answer options
- **Text Highlighting:** allows students to highlight a word, phrase, sentence, or paragraph within a designated text
- **Text Select:** allows students to choose from pre-selected portions of text
- **Hot Spot:** allows students to select areas within a graphic (e.g., map, table)
- **Bar Graph:** allows students to create a bar graph by adjusting bar height up and down
- **Coordinate Plane:** allows students to graph and label points and lines
- **Number Line:** allows students to plot solutions on a number line

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SCORING AND RESULTS

When scoring student performance on the practice tests, do **not** make assumptions about a student's score (i.e., 70% equals a D). Unlike daily assignments, statewide assessments—LEAP 2025, EOCs, etc. —are not scored on a grading scale where, for example, answering 95% of questions correctly is always an A, nor answering only 40% of questions correctly is always an F. To score the practice test in this way would be inaccurate. Instead, consider patterns, such as those presented in the table that follows, and adjust instruction appropriately.

Scoring:

- Each MC, MS, FIB, and TE item is worth one point each.
- Each constructed-response item may or may not be multi-part; scoring is dependent on how the rubric assigns points as detailed in each answer key.
- For any Type I task with two parts, each part is worth one point. These tasks only contain machine-scored parts.

Results: Look for content and administration patterns such as those detailed in the following table.

Observable Pattern	Examples of Pattern	Recommendations
Content Patterns		
Inform remediation needs	Students may have missed an item aligned to a particular standard that has been previously taught and assessed by other measures.	Incorporate the material into current lessons, as extensions of homework assignments, or as bell-ringer discussion. Remediation Guides located in the Teacher Toolbox can help teachers in this task.
Type III tasks	Student responses indicate difficulty when explaining how a given model supports the correct answer.	Incorporate more writing activities wherein students connect a given model to the correct response using precise mathematical language.
Type II tasks	Student responses indicate gaps and assumptions in the reasoning process.	Incorporate more writing activities wherein students explain the reasoning of others.
Inform remediation of securely-held knowledge	Student incorrectly solves a problem which requires knowledge of formulas or other information not provided on a reference sheet.	Incorporate this skill as part of class activities to refresh and strengthen.
Administration Patterns		

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Observable Pattern	Examples of Pattern	Recommendations
Multiple-Choice vs. Multiple-Select, PBT	Students choose more than one answer for multiple-choice.	Have students create comparison charts, with examples, to illustrate the difference between the two question types.
Multiple-Select	Students only select one correct bubble for multiple-select when more than one correct answer is required.	Create multiple-select items for lessons as discussion topics for groups. Carefully, weigh each answer option. Discuss why each correct answer is correct and vice versa.
Fill-in-the-Blank, PBT	Students do not fill in the grids correctly.	Using Handout 1, have students compare the acceptable grids to the unacceptable grids and determine what makes for an unacceptable grid. Groups should present their findings to facilitate a whole class discussion.
Constructed-response	Students address all parts of a task, but not all components of each part.	Have students score their own responses according to the rubric to see how points are awarded for each component.
Constructed-response, CBT	Student responses indicate difficulty using the equation builder.	Using the OTT, have students practice entering specific inputs with the equation builder, regardless of what the actual task requires as an answer.
Testing strategies, PBT	Students skip difficult questions with intentions to return, but cannot find all skipped questions on review.	Have students practice making a list of skipped questions on scratch paper during classroom assessments. Have the class brainstorm other strategies to not forget skipped questions.
Testing strategies, CBT	Students skip difficult questions with intentions to return, but cannot find all skipped questions on review.	Have students practice the flagging feature in the OTT by deliberately selecting the "flag" button for specific questions. Once students have flagged the specified questions, have them select "Review/Exit" to see which questions have been answered, which are unanswered, and which have been flagged. Students can practice returning to flagged and unanswered questions to provide answers, and to answered questions to check their work.

RESOURCES

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- Online Tools Training: provides teachers and students examples of interactive, technology-enhanced items so they can become familiar with the computer-based testing format; available in INSIGHT or here using the Chrome browser; includes Spanish version
- Accessibility Features and Accommodations Overview: provides an overview of Louisiana's accessibility features and accommodations for grades 3–8 spring 2017 testing, clarifying differences between paper-based and online testing
- Guide to the LEAP Online Equation Builder Grades 3–5: provides teachers with information on using the equation builder within the open-response boxes on the CBT; Spanish version also available
- Guide to the LEAP Online Equation Builder Grades 6–8: provides teachers with information on using the equation builder within the open-response boxes on the CBT; Spanish version also available
- Practice Test Quick Start Guide: provides information regarding the administration and scoring process needed for the computer-based practice tests
- Practice Tests Library: includes current and previous years' practice tests for additional practice with assessment tasks
- K–12 Louisiana Student Standards for Math: explains the development of and lists the math content standards for Louisiana students
- Teacher Support Toolbox Library: provides links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- K–12 LSSM Alignment to Rigor: provides explanations and a standards-based alignment to assist teachers in providing a rigorous education
- EAGLE Sample Test Items: provides teachers a bank of questions that can be used for instructional and assessment purposes

APPENDIX A: ANNOTATED STUDENT RESPONSES

The following tables include hyperlinks (by task name) to annotated student responses for some tasks[1] used in the LEAP 2025 mathematics practice tests. Alignment to LEAP 2025 Evidence Statements and LSSM has been verified for all tasks used on the LEAP 2025 practice tests.

Grade 3 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 1 #12 Total Number of Buttons	LEAP.II.3.5: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 2.NBT.B.6 and 2.NBT.B.7.

[1] All student work is authentic.

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Grade 3 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 1 #14 Packages of Pictures	LEAP.III.3.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 3.OA.D.8 and 3.OA.A.3.
Session 2 #29 Library Visit	LEAP.III.3.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 3.MD.A.1 and 3.OA.D.8.
Session 3 #41 Number of Stuffed Animals	LEAP.II.3.5: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 3.OA.B.6.
Session 3 #43 Lions' Score	LEAP.III.3.2: Solve multi-step contextual problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in 2.OA.A, 2.OA.B, 2.NBT, and/or 2.MD.B. Tasks may have scaffolding. Content for this task is aligned to 2.OA.A.1 and 2.NBT.B.5.

Grade 4 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 1 #12 Identify Errors	LEAP.II.4.5: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 3.MD.C.
Session 1 #14 Cost of Clay	LEAP.III.4.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 4.OA.A.3 and 4.NBT.B.4.
Session 2 #26 Multiplication Number Line Model	LEAP.II.4.7: Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content for this task is aligned to 4.NF.B.4a and 4.NF.B.4b.

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Grade 4 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 2 #29 Tubes of Paint	LEAP.III.4.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 4.OA.A.2 and 4.NF.B.4c.
Session 3 #41 Adding Mixed Numbers	LEAP.II.4.6: Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as 1 + 4 = 5 + 7 = 12, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content for this task is aligned to 4.NF.B.3c.
Session 3 #43 Carl's Bike Training	LEAP.III.4.2: Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.D.8, 3.NBT, and/or 3.MD. Tasks may have scaffolding. Tasks do not require a student to write a single equation with a letter standing for the unknown quantity in a two-step problem, and then solve that equation. Tasks may require students to write an equation as part of their work to find a solution, but students are not required to use a letter for the unknown. Addition, subtraction, multiplication and division situations in these problems may involve any of the basic situation types with unknowns in various positions (see LSSM, Table 1, Common Addition and Subtraction Situations, p.60; LSSM, Table 2, Common Multiplication and Division Situations, p. 61; and K-5 Progression on Counting and Cardinality and Operations and Algebraic Thinking). Content for this task is aligned to 3.OA.A.3 and 3.OA.D.8.

Grade 5 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 1 #12 Cost of Supplies	LEAP.III.5.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 5.NBT.B.7 and 5.OA.A.2.

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Grade 5 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 2 #24 Use Common Denominator	LEAP.II.5.6: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 5.NF.
Session 2 #29 How Much Larger Pea Section	LEAP.III.5.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 5.NBT.B.7 and 5.OA.A.2.
Session 3 #43 Time on Chores	LEAP.II.5.7: Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content for this task is aligned to 5.NF.

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Grade 6 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 2 #27 Estimate Length and Width	LEAP.III.6.3: Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity requiring knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 6.NS.B.3, 6.NS.B.4, and 6.G.A.1.
Session 2 #30 Explain False Equations	LEAP.II.6.9: Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content for this task is aligned to 5.NBT.A.1 and 5.NBT.A.2.
Session 2 #31 Expression for Total Dollars	LEAP.III.6.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 6.RP.A.3b, 6.EE.A.2a, 6.EE.A.2c, and 6.EE.B.6.
Session 2 #32 Distances and Locations	LEAP.II.6.4: Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content for this task is aligned to 6.NS.C.6a, 6.NS.C.6c, 6.NS.C.7c, and 6.NS.C.7d.
Session 3 #41 Sheets of Cardboard	LEAP.II.6.3: Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content for this task is aligned to 6.NS.A.1.
Session 3 #43 Determine Cups of Water	LEAP.III.6.3: Solve multi-step contextual problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in 5.NBT.B, 5.NF, 5.MD, and 5.G.A. Content for this task is aligned to 5.MD.A.1, 5.MD.B.2, 5.NF.A.2, and 5.NF.B.6.

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Grade 7 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 2 #28 Attendance for Last Four Years	LEAP.III.7.4: Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity using skills and knowledge articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 7.NS.A.3, 7.SP.A.2, and 7.EE.B.3.
Session 2 #29 Cost of Ticket	LEAP.III.7.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 7, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 7.EE.B.4a.
Session 2 #32 Incorrect Square	LEAP.II.7.6: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content for this task is aligned to 6.NS.C.6b and 6.NS.C.8.
Session 3 #36 Saving Twenty Dollars	LEAP.II.7.5: Given an equation, present the solution steps as a logical argument that concludes with the set of solutions (if any). Content for this task is aligned to 7.EE.B.4a.

Grade 8 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 2 #29 Explain Solutions Conclusion	LEAP.II.8.2: Given an equation or system of equations, present the solution steps as a logical argument that concludes with the set of solutions (if any). Content for this task is aligned to 8.EE.C.7a and 8.EE.C.7b.
Session 2 #31 Amount of Gasoline	LEAP.III.8.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 8, requiring application of knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table. Tasks may have scaffolding. Content for this task is aligned to 8.F.A.2 and 8.EE.B.5.
Session 3 #36 Comparing Triangles	LEAP.II.8.3: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content for this task is aligned to 8.G.A.5.
Session 3 #40 Gallons of Milk	LEAP.III.8.2: Solve multi-step contextual problems with degree of difficulty appropriate to grade 8, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.3, 7.EE, 7.G, and 7.SP.B. Content for this task is aligned to 7.RP.A.1, 7.RP.A.2b, and 7.RP.A.3.

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Grade 8 Type II and Type III Practice Test Tasks	
Location and Task Name	**LEAP 2025 Evidence Statement and LSSM Alignment**
Session 3 #41 Similar Triangles	LEAP.II.8.5: Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. Content for this task is aligned to 8.EE.B.6.

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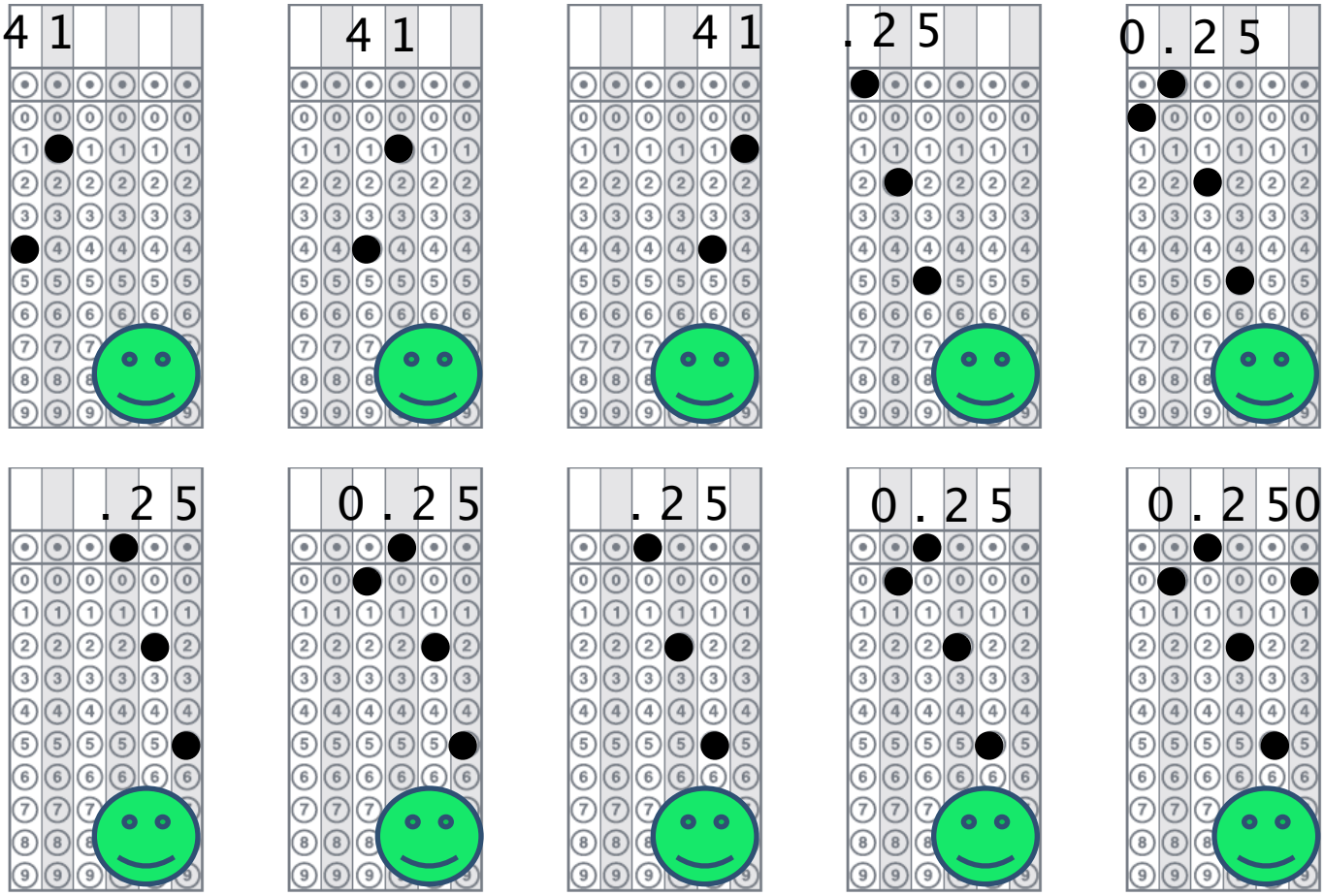
APPENDIX B: HANDOUT 1[2]

Acceptable Ways to Grid Answers



[2] Samples containing decimals do not apply to grade 3 students. Teachers should discuss ignoring the decimal row, as grade 3 students may confuse the decimals with commas.

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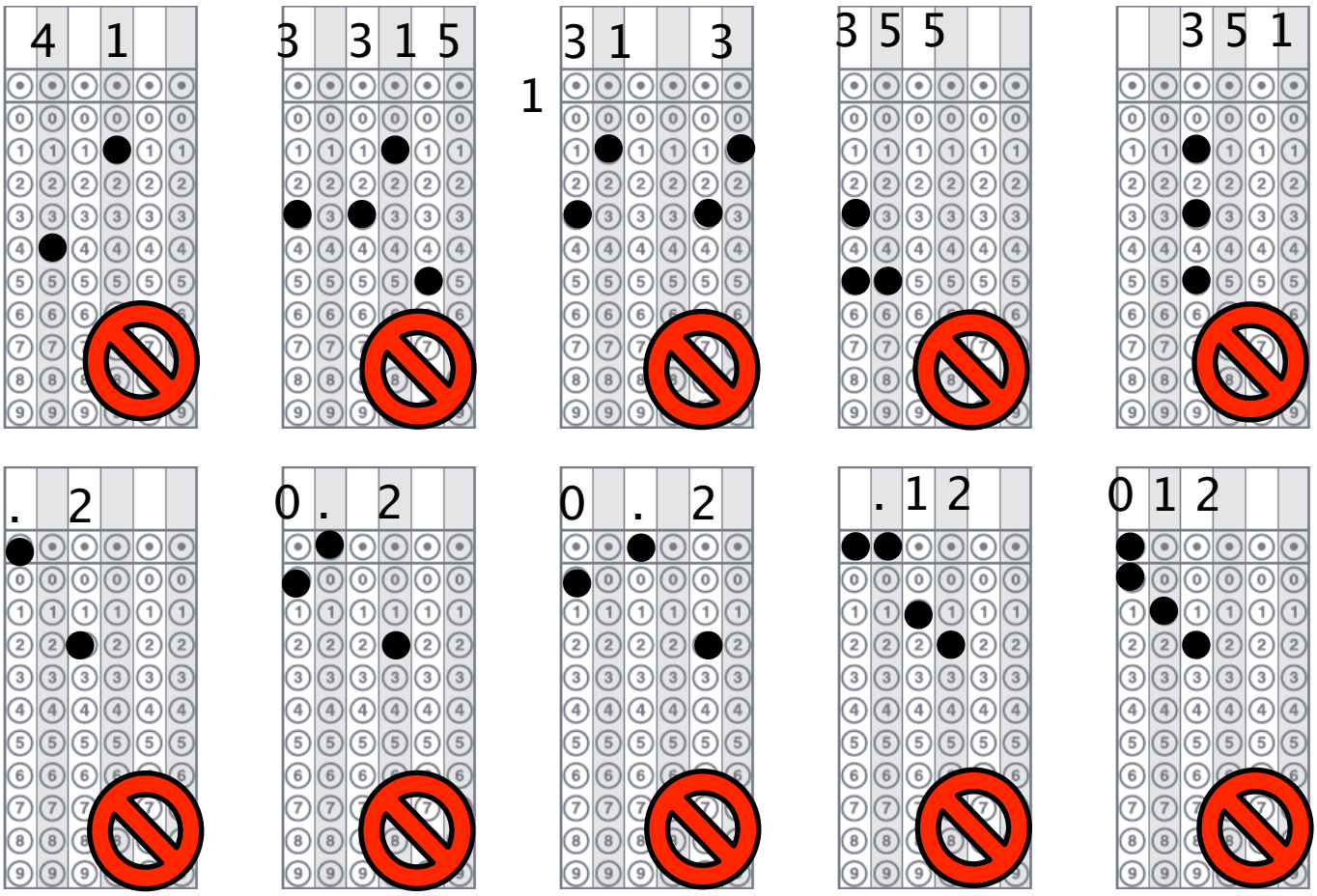
Unacceptable Ways to Grid Answers



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