

Transition from End-of-Course U.S. History Test to LEAP 2025 U.S. History Test

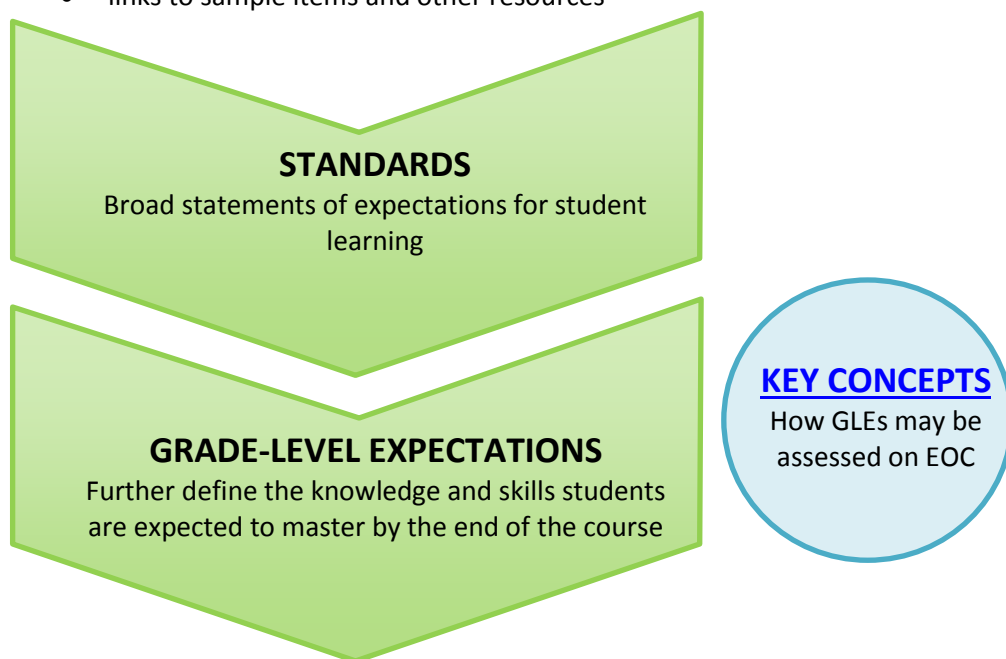
In 2017-2018, retesters who are not enrolled in a U.S. History course and graduating seniors will take the End-of-Course (EOC) U.S. History test to allow these students to receive in-window results. All other students enrolled in a U.S. History course will take the LEAP 2025 U.S. History test. The [LEAP 2025 Assessment Guide for U.S. History](#) is available in the LDOE [Assessment Guidance Library](#).

U.S. History EOC Test

The EOC U.S. History test continues to assess the [2011 Social Studies Grade-Level Expectations for U.S. History](#), which were revised by committees of Louisiana educators during the 2010–2011 school year and approved by the State Board of Elementary and Secondary Education (BESE) in June 2011. The structure of the test remains the same as it was in previous administrations.

The purpose of this assessment guidance is to provide:

- the structure of the test
- specifications for the multiple-choice and task sessions
- the GLEs eligible for assessment
- links to sample items and other resources



Standards and Grade-Level Expectations (GLEs)

Louisiana's Student Standards for Social Studies are broad statements of expectations for student learning. To further delineate what students should know and be able to do, each standard is divided into GLEs that define the knowledge and skills students are expected to know at the end of the U.S. History course.

Test Structure

Test Sessions	Number of Items	Number of Points	Suggested Testing Time*
Session 1: Multiple Choice	28 (23 operational + 5 embedded field-test items)	23	55 minutes
Session 2: Task	2 multiple choice 1 extended response	6 (multiple choice = 1 pt each, extended response = 4 pts)	50 minutes
Session 3: Multiple Choice	28 (23 operational + 5 embedded field-test items)	23	55 minutes

*The EOC U.S. History test is **untimed**.

Test Specifications

Approximate Number and Percentage of Points by Standard

Standard (Reporting Category)	Number of GLEs on EOC	Number of Points on EOC	Percentage of Points on EOC*
Standard 2 – Western Expansion to Progressivism	8	13	25
Standard 3 – Isolationism through the Great War	6	7	13
Standard 4 – Becoming a World Power through World War II	10	15	29
Standard 5 – Cold War Era	5	10	19
Standard 6 – The Modern Age	6	7	13

* Percentages do not add up to 100 due to rounding.

Assessment of Standard 1

Standard 1 (Historical Thinking Skills) contains important social studies content and skills that students are expected to master; however, the content and skills from Standard 1 are necessary to successfully answer items assessed under Standards 2–6. Scores will only be reported for Standards 2–6, but it will be important for students to demonstrate their competency with respect to Standard 1 in order to perform well on the assessment.

Description of the Task

The task requires students to apply discipline-specific reading and writing skills in order to demonstrate content knowledge. While the content is aligned to Standards 2-6, the task also addresses the historical thinking skills delineated in Standard 1.

The task consists of two multiple-choice items and one extended-response item. The items are based on four to six authentic stimulus materials, which are referred to as “documents” in the task. The extended-response portion of the task requires students to provide a written response that will be scored using a 0-4 point rubric. The task asks students to synthesize social studies content knowledge with evidence from the documents provided.

For the EOC U.S. History test, the reading and writing skills required by the task may include some or all of the following:

- reading and comprehending grade-level complex texts independently and proficiently
- citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- determining the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among the key details and ideas
- evaluating various explanations for actions or events and determining which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

- determining the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- evaluating authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question
- evaluating an author's premises, claims, and evidence by corroborating or challenging them with other information
- integrating information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence
- developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases
- using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline
- providing a concluding statement or section that follows from and supports the argument presented

Description of Stimulus Material

The multiple-choice and task sessions of the EOC test may incorporate the following types of stimulus material:

- an excerpt from a text-based primary or secondary source
- a map or illustration of a globe
- a table or graph presenting numerical data to be read or interpreted
- a timeline, chart, illustration, photograph, historical poster, political cartoon, or graphic organizer

Examples of the types of stimulus materials may be found in the [EOC U.S. History Sample Test Items](#) document in the LDOE [Released and Sample Test Items Library](#).

Test Administration Policies

Administration Information

In 2017-2018, retesters who are not enrolled in a U.S. History course and graduating seniors will take the EOC U.S. History test.

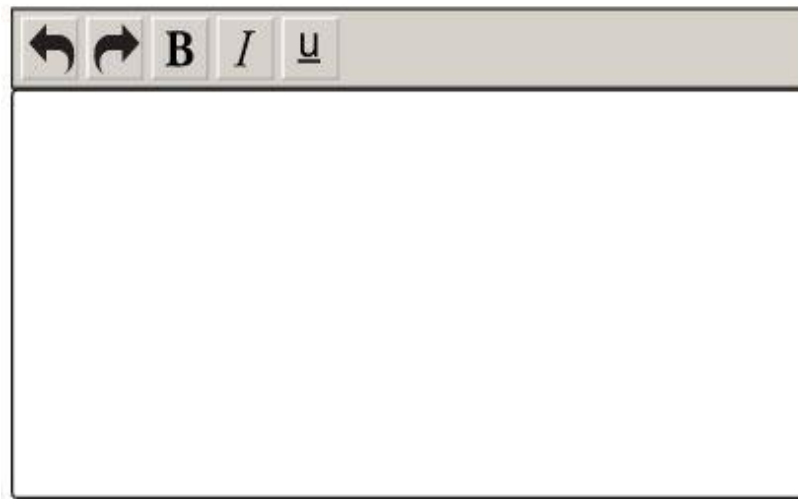
The EOC U.S. History test is administered during three testing windows. The school or district test coordinator will communicate the testing schedule. For more information about scheduling and administration policies, refer to the [Computer-based Test Scheduling Guidance](#) document, found in the LDOE [assessment library](#). Students taking the EOC U.S. History test in 2017-2018 will receive results in 4 to 6 days. The table below shows the testing window and student-level results by administration.

Administration and Reporting for EOC U.S. History (four-level)

Administration	Testing Window	Student-Level Results
Fall	November 29, 2017 – December 13, 2017	4 to 6 days
Spring	April 23, 2018 – May 18, 2018	4 to 6 days
Summer	June 18, 2018 – June 22, 2018	4 to 6 days









All other students enrolled in a U.S. History course will take the LEAP 2025 U.S. History test. The [LEAP 2025 Assessment Guide for U.S. History](#) is available in the LDOE [Assessment Guidance Library](#).

Students will enter their answers into the online testing system. The way each answer is entered depends on the item type. Students click on the circle next to the correct answer for multiple-choice questions. When composing their written responses to the extended-response portion of the task, students will type their response box into an answer box like the one shown below.



The toolbar at the top of the response box allows students to undo or redo an action; and add boldface, italics, or underlining to their response. There is a limit to the amount of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the expectations for written response and suggested timing. The character count is not included on the response box so students focus on the quality of their response rather than the amount of writing.

The computer-based tests include the following online tools, which allow a student to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, guide the reading of a text or an item line by line, and access the Extended-Response Checklist. A help tool is also featured to assist students as they use the online system.

- Pointer tool 
- Sticky Note tool 
- Extended-Response Checklist 
- Highlighter tool 
- Magnifying tool 
- Help Tool 
- Cross-Off tool 
- Line Guide 

All students should work through the Online Tools Training (available in INSIGHT or [here](#) using the Chrome browser) to practice using the online tools so they are well prepared to navigate the online testing system.

Permitted Testing Materials

All students should receive scratch paper and two pencils from their test administrator. Students taking the EOC U.S. History test will have access to the U.S. History Extended-Response Checklist via the online testing platform and may also be provided an unmarked/clean hardcopy by the test administrator.

Materials	Provided	Session 1	Session 2	Session 3	Guidelines
school-issued scratch paper and two pencils	by Test Administrator	YES	YES	YES	<ul style="list-style-type: none"> • Checklist may be printed from <i>eDirect</i> • Resources provided by Test Administrator must not be written on
U.S. History Extended-Response Checklist	online and/or by Test Administrator	NO	YES	NO	

U.S. History Standards and GLEs

Standard 1 – Historical Thinking Skills

Students use facts and concepts to solve problems, interpret, analyze, and draw conclusions from historical events and to relate historical events to contemporary events.

US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- conducting short and sustained research
- evaluating conclusions from evidence (broad variety, primary and secondary sources)
- evaluating varied explanations for actions/events
- determining the meaning of words and phrases from historical texts
- analyzing historians' points of view

US.1.2 Compare and/or contrast historical periods in terms of:

- differing political, social, religious, or economic contexts
- similar issues, actions, and trends
- both change and continuity

US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position

US.1.4 Discriminate between types of propaganda and draw conclusions concerning their intent

US.1.5 Analyze historical periods using timelines, cartoons, maps, graphs, debates, and other historical sources

Standard 2 – Western Expansion to Progressivism

Students understand the social, political, and economic changes that developed between the periods of the United States' westward expansion, industrial growth, and the Progressive Era.

US.2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion

US.2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming

US.2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement

US.2.4 Examine the effect of the government's laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy

US.2.5 Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization

US.2.6 Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government's response

US.2.7 Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions

US.2.8 Identify the goals of Progressivism; describe the influence of the muckrakers, political leaders, and intellectuals; and evaluate the movement's successes and failures

Standard 3 – Isolationism through the Great War

Students trace the transition in U.S. foreign policy from isolationism to internationalism from the late nineteenth century until the end of World War I.

US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long-term consequences upon newly acquired territories

US.3.2 Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region

US.3.3 Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war

US.3.4 Explain how the U.S. government financed WWI, managed the economy, and directed public support for the war effort

US.3.5 Analyze how key military leaders, innovations in military technology, and major events affected the outcome of WWI

US.3.6 Describe the goals of political leaders at the Paris Peace Conference and analyze the consequences of the Treaty of Versailles

Standard 4 – Becoming a World Power through World War II

Students examine the social, economic, and political struggles and achievements that led to the U.S. becoming a world power from the 1920s until the end of World War II.

US.4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society

US.4.2 Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism

US.4.3 Describe the impact of major technological innovations and scientific theories of the 1920s on American society

US.4.4 Examine the causes of the Great Depression and its effects on the American people and evaluate how the Hoover administration responded to this crisis

US.4.5 Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States

US.4.6 Examine the causes of World War II and explain the reasons for U.S. entry into the war

US.4.7 Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort

US.4.8 Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society

US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war

US.4.10 Describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War

Standard 5 – Cold War Era

Students examine the Cold War era and how it influenced U.S. foreign policy decisions, domestic programs, and major social movements.

US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism

US.5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions

US.5.3 Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events

US.5.4 Describe the role and importance of the civil rights movement in the expansion of opportunities for African Americans in the United States

US.5.5 Explain how the leaders’ personalities, events, and policies of the 1980s combined to bring about an end to the Cold War

Standard 6 – The Modern Age

Students understand the shift in American government and society from a Cold War identity to a culture of global interdependence.

US.6.1 Compare and contrast the domestic policies of the post-Cold War presidencies

US.6.2 Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society

US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region

US.6.4 Describe events that changed American people’s perceptions of government over time

US.6.5 Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions

US.6.6 Trace the rise in domestic and foreign terrorism and analyze its effect on America’s way of life

Explanation of Codes:

Each GLE is assigned a code with three sections. The first section refers to the grade or course subject. The second section indicates the course standard. The third section identifies the GLE.

For example, the code for GLE US.2.1 has three sections. The first section stands for the course subject, U.S. History. The second section represents Standard 2: Western Expansion to Progressivism. The third section refers to GLE 1: Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion.