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## PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 3, which will be administered in the spring.

## Introduction

Students in grades 3–8 and high school U.S. history will take the LEAP 2025 Social Studies assessments, which provide

- questions that have been reviewed by Louisiana educators to ensure their alignment to the [2011 Social Studies Grade-Level Expectations](#) and appropriateness for Louisiana students;
- ability to measure the full range of student performance, including the performance of high- and low-performing students; and
- information for educators and parents about student readiness in social studies and whether students are “on track” for college and careers.

## ASSESSMENT DESIGN

The LEAP 2025 Social Studies assessments continue to assess the [2011 Social Studies Grade-Level Expectations](#), 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 Social Studies assessments provide students with opportunities to demonstrate their understanding of social studies through a variety of item types, including multiple choice, multiple select, and constructed and extended response. In this summative assessment, students use prior knowledge and source documents to develop their ideas and support their **claims** about social studies **content** and concepts.

The LEAP 2025 Social Studies assessments reflect the instructional priorities for social studies.

- **Content:** Students answer meaningful questions to demonstrate an understanding of social studies **content** and concepts.
- **Claims:** Students apply understanding of social studies **content** and concepts by expressing and developing **claims** that make connections and/or show relationships among ideas, people, and events within and across time and place.

### Test Design

The LEAP 2025 Social Studies assessments have a **set-based** design.

- One to four related source documents anchor sets of three to six questions.
- Questions ask students to use prior content knowledge and the source documents to show an understanding of social studies content and concepts.
- Item sets include selected-response questions (multiple choice, multiple select) and some sets culminate with a short constructed-response question.
- The task set contains selected-response questions and an extended response. The extended-response item is worth up to 4 points and scored using a one-dimensional rubric that measures content and claims.

### Source Documents

Sets include a variety of source documents, such as:

- an excerpt from a text-based primary or secondary source
- an authentic and/or historical map
- a chart, table, and/or graph
- a timeline and/or series of events
- graphic organizer and/or diagram
- an illustration, painting, and/or photograph
- a historical poster and/or political cartoon

The Grade 3 test contains six item sets, eleven discrete stand-alone items, and a task set. The table below outlines the operational test design of the Grade 3 Social Studies assessment.

LEAP 2025 Social Studies Test Design for Grade 3				
Test Session	Component	Number of Source Documents per Set or Discrete Item	Numbers and Types of Questions	Time Allowed
<b>Session 1</b>	Item Set	1 to 4	6 Selected Response	75 minutes
	Item Set	1 to 4	6 Selected Response	
	Item Set	1 to 4	4 Selected Response and 1 Constructed Response	
	Item Set	1 to 4	4 Selected Response and 1 Constructed Response	
<b>Session 2</b>	Task Set	3 to 4	3 Selected Response and 1 Extended Response	45 minutes
<b>Session 3</b>	Item Set	1 to 4	6 Selected Response	75 minutes
	Item Set	1 to 4	4 Selected Response	
	Discrete Items	0, 1 or 2	11 Selected Response	
<b>Total Operational Form</b>	6 Item Sets 1 Task Set 11 Discrete Items		44 Selected Response 2 Constructed Response 1 Extended Response	195 minutes
<b>Total Embedded Sets/Items</b>	2 Item Sets 3 Discrete Items		11-14 Selected Response 1 Constructed Response	
<b>Total Field-Test Task Sets</b>	1 Task Set		3 Selected Response and 1 Extended Response	45 minutes

**NOTE:** The test will contain field-test questions. The field-test questions do not count toward a student’s final score on the test; they provide information that will be used to develop future test forms. Additional information regarding the field-test task set will be included in the Fall 2017 assessment guide update.

## ITEM TYPES

- **Selected Response (SR):** This item type includes traditional multiple-choice (MC) questions with four answer options and only one correct answer, as well as multiple-select (MS) questions with more than four answer options and two or more correct answers. All SR items are worth one point each. MS questions for grade 3 have five to six answer options. The stem of the question identifies the number of correct answers students should fill in.
- **Constructed Response (CR):** This item type appears at the end of some item sets and asks students to write a brief response to a question that is scored using an item-specific rubric with a scale of 0-2 points. Some CR items may include two parts in order to support the assignment of two score points.
- **Extended Response (ER):** This item type appears at the end of the task set. The ER item asks students to write an in-depth response that expresses and develops a claim, incorporating their knowledge of social studies content and concepts along with evidence from the source documents. The ER item is worth up to four points and is scored using a one-dimensional rubric that measures content and claims.

## REPORTING CATEGORIES

All 2011 Louisiana Social Studies standards and Grade Level Expectations (GLEs) for grade 3 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Scope and Sequence for Grade 3](#) include carefully chosen source documents that allow students to respond using their social studies skills and content knowledge from previous units. The task set, which contains the extended-response question, will not assess content from the final unit.

The approximate percentage of score points by reporting category for the item sets and discrete items is shown in the table below. As the strand to be addressed by the task set varies by year, the percentages by reporting categories **do not** take the task set into account.

Reporting Category	Approximate Percentage of Score Points Based on Item Sets and Discrete Items for Grade 3
History	25
Geography	25
Civics	25
Economics	25
Total	100

## Achievement Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana’s five achievement levels:

- **Advanced:** 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.
- **Mastery:** 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.
- **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.
- **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.
- **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.

## TEST ADMINISTRATION POLICIES

### Administration Schedule

The LEAP 2025 ELA, mathematics, and social studies assessments will be available to districts as paper-based tests (PBT) or computer-based tests (CBT) for grade 3. School and district test coordinators will provide information on the delivery method selected by their district.

The table below lists the PBT administration schedule for the spring ELA, mathematics, and social studies assessments. The LDOE is currently analyzing timing data, feedback from schools and districts, and field-test information to determine the appropriate session times for the LEAP 2025 ELA and mathematics assessments. Information about exact session times, the science field test, and the administration of the social studies field-test task sets will be added to the table in Fall 2017.

<b>Paper-Based Test Administration Schedule: Grade 3</b>	
<b>Testing Window: April 30, 2018 – May 4, 2018</b>	
<b>Day 1</b> <b>April 30</b>	English Language Arts Session 1: Literary Analysis Task <b>OR</b> Research Simulation Task
	Mathematics Session 1
<b>Day 2</b> <b>May 1</b>	English Language Arts Session 2: Research Simulation Task <b>OR</b> Narrative Writing Task + 1 passage set
	Mathematics Session 2
<b>Day 3</b> <b>May 2</b>	English Language Arts Session 3: Reading Literary and Informational Texts
	Mathematics Session 3
<b>Day 4</b> <b>May 3</b>	Social Studies Session 1: Item Sets
	Social Studies Session 2: Task Set
	Social Studies Session 3: Item Sets and Discrete Items

The **computer-based testing window opens April 9, 2018 and runs through May 4, 2018**. If your school is participating in computer-based testing, the school or district test coordinator will communicate the testing schedule. For more information about the scheduling of the CBT and online administration policies, refer to the [CBT Guidance](#) document, found in the LDOE [assessment library](#).

The LEAP 2025 ELA, mathematics, and social studies tests are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

## Paper-Based Tests

Students taking the paper-based tests, except those using braille test materials, will enter all answers in their test booklets. There will be no separate answer documents. Each social studies test booklet will be sealed, and session-indicator bars will appear on the outside margins of the pages. Instructions for how to manage the test booklets, including how to break the seals, will be outlined in the Test Administration Manual.

Multiple-choice questions for grade 3 have four answer options. Students will shade the bubble of the one correct answer.

- Option A
- Option B
- Option C
- Option D

Multiple-select questions for grade 3 have five or six options. Students will fill in the number of correct answers identified in the stem of the question. The sample below asks for two correct answers.

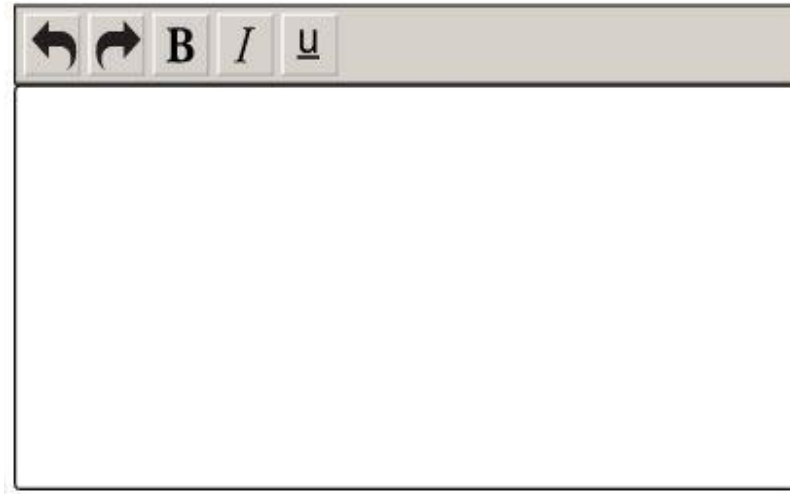
- Option A
- Option B
- Option C
- Option D
- Option E
- Option F

The following information presents guidelines for marking/writing in the LEAP 2025 Social Studies Test booklet.

- Students are encouraged to mark the sources and questions in the test booklet (e.g., highlight or underline evidence, annotate the source document(s), circle key words in the questions, etc.), especially as part of their preparation in responding to the extended-response portion of the task.
- Students may use yellow highlighters to highlight text in the test booklet.
- Highlighting text in options and placing an X to the right of the text in an option are recommended ways for students to eliminate options. However, crossing out options could create scoring issues if students mark through answer circles.
- When students are answering items requiring written responses, they should make sure to write their responses in the space(s) provided. Any information written outside the space or which has been scratched out in the printed test booklet will not be scored.

### Computer-Based Tests









Students will enter their answers into the online testing system. The way each answer is entered depends on the item type. When composing their written responses for a social studies constructed- or extended-response item, students will type their responses into an answer box, like the one shown below.



The toolbar at the top of the response box allows students to undo or redo and 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 LEAP 2025 expectations for written responses and timing. The character count is not included on the response box so students focus on the quality of their responses 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 (similar to what a student can do on the paper-based tests), and access the Extended-Response Checklist. A help tool is also featured to assist students as they use the online system.

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

All students taking the computer-based tests 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.

### Testing Materials

All students should receive scratch paper and two pencils from their test administrator. Students taking the LEAP 2025 Social Studies assessments will have access to the 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
two sharpened pencils with good erasers (extras should be available)	by Test Administrator	YES	YES	YES	<ul style="list-style-type: none"> <li>• Checklist may be printed from <i>eDirect</i></li> <li>• Resources provided by Test Administrator must not be written on</li> </ul>
school-issued scratch paper	by Test Administrator	YES	YES	YES	
Extended Response Checklist for grades 3, 4, and 5	online and/or by Test Administrator	NO	YES	NO	

## SAMPLE TEST ITEMS

A sample [Social Studies Grade 3 Item Set - The Louisiana Purchase](#) and sample [Social Studies Grade 3 Task Set - Producers and Consumers](#) are available in the LDOE [Released and Sample Test Items Library](#). The [item set](#) and [task set](#), providing examples of how content and claims may be assessed in a grade 3. The sets include source documents, selected-, constructed-, and extended-response questions.

Information associated with the sample items (i.e., answer keys/rubrics and alignment) is located in the [Appendix](#). Look for these items and related source documents in the LEAP 2025 Social Studies Grade 3 sample item set, task set, and OTT.

### Multiple-Choice Item

#### Source 1

Louisiana Purchase Map



Based on Source 1, which statement describes an effect of the Louisiana Purchase?

- A. It cost the United States about \$15 million, or four cents an acre, to purchase Louisiana from France.
- B. It decided where the final borders of the United States would be located and opened the area for exploration.
- C. It increased the land area of the United States, opening the way for westward expansion and trade on the Mississippi River.
- D. It provided easy access to territories in the Northwest, which the United States hoped to buy from Britain.

## Multiple-Select Item

### Source 1

#### On the Farm: Louisiana Sugarcane Harvest

Farmer Justin Frederick supervises the loading of sugarcane harvested on his farm near Arnaudville in 2014.



Source: Louisiana State University, Bruce Schultz.

### Source 3

#### In a Candy Shop: Getting Some Candy

Once the sugar has been processed at the refinery, it can be used for making different types of foods, such as candy and cakes.



Source: iStock Photo/Alina Solovyova-Vincent.

Why might prices change for goods such as those in Source 1 and Source 3?

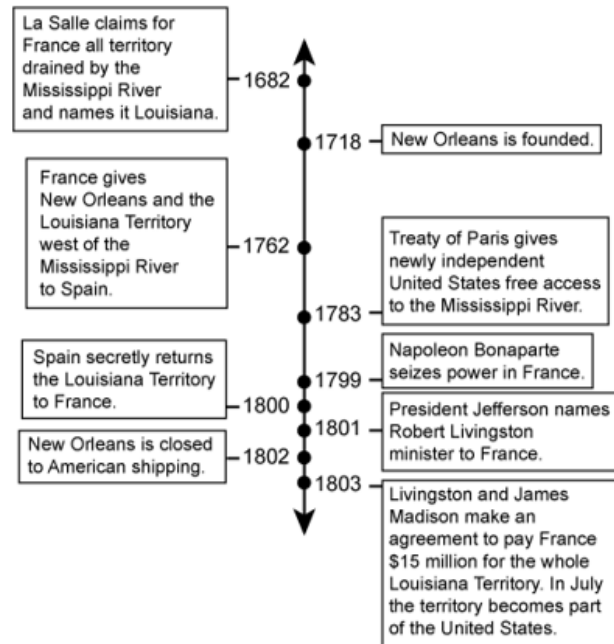
Select the **two** correct answers.

- A. A greater demand for the goods would cause prices to decrease.
- B. A smaller supply of the goods would cause prices to decrease.
- C. A surplus of the goods would cause prices to decrease.
- D. A shortage of the goods would cause prices to increase.
- E. A return of the goods would cause prices to increase.

## Constructed Response

Source 2

Timeline of Events Leading to the Louisiana Purchase



Source: Montecello.org.

Explain how gaining control of the Louisiana Territory would make the United States safer and protect the nation's trade.

↶↷**B***I*u

## Extended Response

### Source 1

#### On the Farm: Louisiana Sugarcane Harvest

Farmer Justin Frederick supervises the loading of sugarcane harvested on his farm near Arnaudville in 2014.



Source: Louisiana State University, Bruce Schultz.

Imagine that many farmers like Justin Frederick, shown in Source 1, stopped growing sugarcane.

Based on the sources and your knowledge of social studies, describe the results that this decision would have on people like the man shown in Source 3. Describe how those results would then affect the economy of Louisiana.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from what you already know.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

↶ ↷ **B** *I* U

## RESOURCES

- Online Tools Training: provides students and teachers opportunities to become familiar with the tools available in the online testing platform; currently available in INSIGHT or [here](#) using the Chrome browser
- [LEAP 2025 Grade 3 Paper-Based Practice Test](#) and [Answer Key](#) (*update Fall 2017 to include sample responses*): offers samples of paper-based grade-level practice tests to help prepare students for the spring assessments; available through INSIGHT and on LDOE website
- LEAP 2025 Grade 3 Computer-Based Practice Test (*available late Summer 2017*) and [Answer Key](#) (*update Fall 2017 to include sample responses*): offers a computer-based grade-level practice test to help prepare students for the spring assessments; accessed through INSIGHT
- [LEAP 2025 Social Studies Practice Test Guidance](#): provides guidance on how grades 3-8 teachers might better use the social studies practice tests to support their instructional goals
- [Practice Test Quick Start Guide](#): provides information regarding the administration and scoring process needed for the online practice tests
- [LEAP 2025 Social Studies Assessment Framework](#): illustrates the connection between the social studies vision and to support teachers in their use of the practice tests
- [LEAP Accessibility and Accommodations Manual](#) (*Update Fall 2017*): provides information about Louisiana’s accessibility features and accommodations for testing
- [Technology Enhanced Item Types Available in INSIGHT](#): (*Update Fall 2017*) provides a one-page summary chart of technology enhanced items students may encounter in any of the computer-based tests across courses and grade-levels
- [2011 Social Studies Grade-Level Expectations](#): provides the Social Studies standards and GLEs for all grade levels
- [2017-2018 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [EAGLE Sample Test Items](#): provides teachers a bank of questions that can be used for instructional and assessment purposes
- [LEAP 2025 Social Studies Grade 3-5 Extended Response Checklist](#): provides students in grades 3, 4, and 5 with support when developing their extended response
- [Social Studies Grade 3 Item Set - The Louisiana Purchase](#): provides examples of how content and claims may be assessed in a grade 3 item set; includes a constructed-response question
- [Social Studies Grade 3 Task Set - Producers and Consumers](#): provides examples of how content and claims may be assessed in a grade 3 task set; includes an extended-response question
- [Third Grade Teacher Library](#): provides links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [Social Studies Resources page](#): provides links to social studies resources for each grade-level, including instructional tasks that show how to incorporate the instructional priorities of content and claims; including instructional tasks for grade 3
- [Social Studies Scope and Sequence for Grade 3](#): provides a yearlong overview of the GLEs categorized into units to show how they support the development of content and claims
- [Social Studies Key Themes for Grade 3](#): shows how the social studies GLEs are connected to help teachers prepare for the new assessments

## APPENDIX

Item Type	Answer Keys/Rubric	Primary Alignment	Resource
Multiple-Choice Item	C	3.2.1	<a href="#">Social Studies Grade 3 Item Set - The Louisiana Purchase</a>
Multiple-Select Item	C, D	3.8.4	<a href="#">Social Studies Grade 3 Task Set - Producers and Consumers</a>
Constructed-Response Item	<a href="#">Sample Constructed-Response Item Rubric and Scoring Notes</a>	3.2.1	<a href="#">Social Studies Grade 3 Item Set - The Louisiana Purchase</a>
Extended-Response Item	<a href="#">Sample Extended-Response Task Rubric and Scoring Notes</a>	3.8.4	<a href="#">Social Studies Grade 3 Task Set - Producers and Consumers</a>