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PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 5, 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, technology enhanced, 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 or technology-enhanced question.
- The task set contains selected-response questions and an extended response. The extended-response item is worth up to 8 points and scored using a two-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 5 test contains six item sets, twelve discrete stand-alone items, and a task set. The table below outlines the operational test design of the Grade 5 Social Studies assessment.

LEAP 2025 Social Studies Test Design for Grade 5				
Test Session	Component	Number of Source Documents per Set or Discrete Item	Numbers and Types of Questions	Time Allowed
Session 1	Item Set	1 to 4	5 Selected Response and 1 Technology Enhanced	90 minutes
	Item Set	1 to 4	5 Selected Response and 1 Constructed Response	
	Item Set	1 to 4	4 Selected Response and 1 Technology Enhanced	
	Item Set	1 to 4	4 Selected Response and 1 Technology Enhanced	
Session 2	Task Set	3 to 4	3 Selected Response and 1 Extended Response	45 minutes
Session 3	Item Set	1 to 4	5 Selected Response and 1 Constructed Response	90 minutes
	Item Set	1 to 4	4 Selected Response or 2 Selected Response and 1 Technology Enhanced	
	Discrete Items	0, 1, or 2	12 Selected Response	
Total Operational Form	6 Item Sets 1 Task Set 12 Discrete Items		40-42 Selected Response 3-4 Technology Enhanced 2 Constructed Response 1 Extended Response	225 minutes
Total Embedded Sets/Items	2 Item Sets 3 Discrete Items		13 Selected Response 2 Constructed Response or Technology Enhanced	
Total Field-Test Task Sets	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 5 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.
- **Technology Enhanced (TE):** This item type appears at the end of some item sets and uses interactive technology to capture students' understanding in ways that cannot be accomplished by selected-response items. TE items are worth up to two points and may include interactive features such as, but not limited to, drag and drop, drop-down menus, hot spots, and text select.
- **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 eight points and is scored using a two-dimensional rubric that measures content and claims. Each dimension is scored using a rubric with a scale of 0-4 points.

REPORTING CATEGORIES

All 2011 Louisiana Social Studies standards and Grade Level Expectations (GLEs) for grade 5 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Scope and Sequence for Grade 5](#) 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 5
History	50
Geography	15
Civics	15
Economics	20
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.

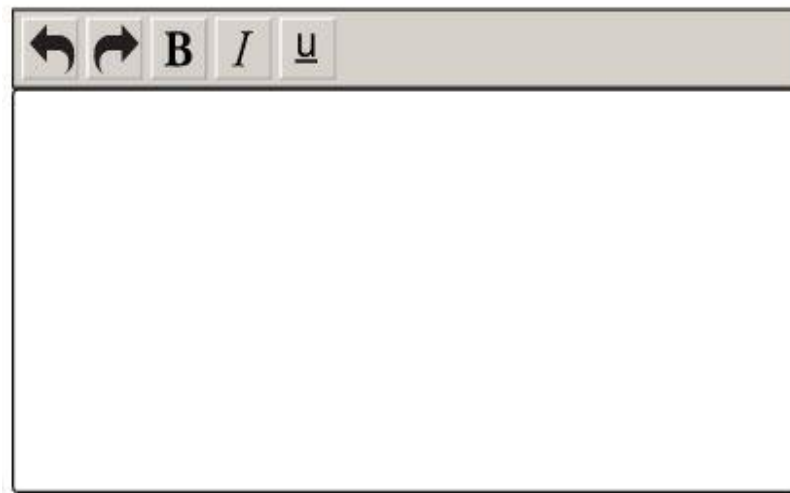
TEST ADMINISTRATION POLICIES

Administration Schedule

The **computer-based testing window opens April 9, 2018 and runs through May 4, 2018**. 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](#).









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).

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, 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 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"> • Checklist may be printed from <i>eDirect</i> • Resources provided by Test Administrator must not be written on
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 5 Item Set – The Columbian Exchange](#) and sample [Social Studies Grade 5 Task Set – The Age of Exploration in the Americas](#) 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 5. The sets include source documents, technology-enhanced, selected-, constructed-, and extended-response questions.

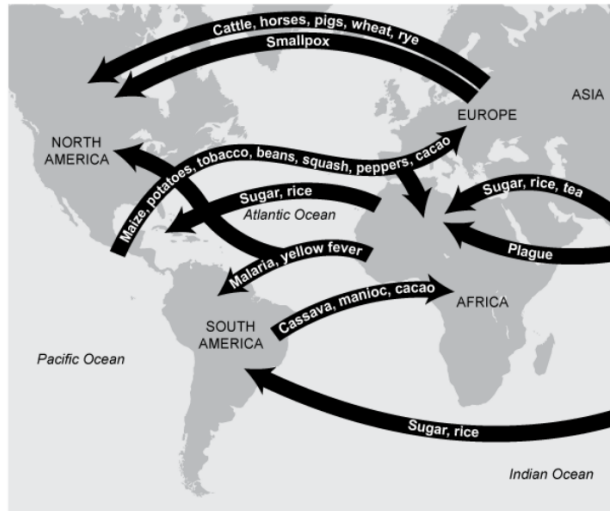
Information associated with the sample items (i.e., answer keys/rubrics and alignment) is located in the [Appendix](#). Look for these items and related source documents in the LEAP 2025 Social Studies Grade 5 sample item set, task set, and OTT.

Multiple-Choice Item

Source 2

Map of the Columbian Exchange

With European exploration and settlement of the Americas, goods and diseases were carried across the Atlantic Ocean in both directions. This "Columbian Exchange" soon had global effects.



Source 3

The Epidemic in New Spain

From *Historia general de las cosas de Nueva España*, c. 1575–1580

by Bernardino de Sahagún, Franciscan friar

An epidemic broke out, a sickness of pustules¹. It began in the month of Tepeilhuitl. Large bumps spread on people; some were entirely covered. The victims could no longer walk about, but lay in their dwellings and sleeping places. When they made a motion, they called out loudly. The pustules that covered people caused great desolation²; very many people died of them, and many just starved to death; starvation reigned, and no one took care of others any longer.

1. blisters
2. suffering

Based on Source 2 and Source 3, which statement **best** describes the impact that European colonists had on Native Americans during the first decades of colonization?

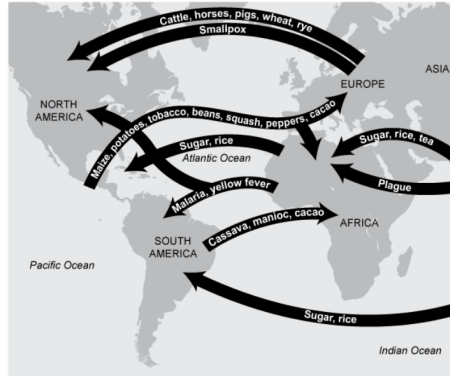
- A. Many Native Americans died from smallpox and other European diseases.
- B. The European colonists helped Native Americans build huge cities and develop their empire.
- C. The majority of Native Americans moved west to create a better life for themselves.
- D. Many Native Americans adopted European farming practices that destroyed their crops.

Multiple-Select Item

Source 2

Map of the Columbian Exchange

With European exploration and settlement of the Americas, goods and diseases were carried across the Atlantic Ocean in both directions. This "Columbian Exchange" soon had global effects.



As shown in Source 2, many crops were shared between Native Americans and Europeans during the Columbian Exchange. Which effects did these American crops have on Europeans?

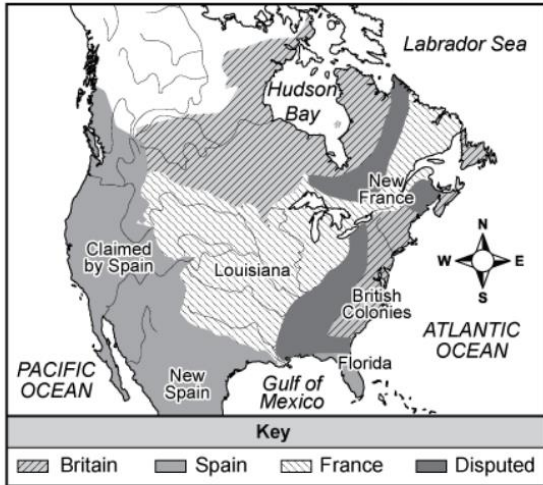
Select the **two** correct answers.

- A. The crops helped Europeans have more balanced diets.
- B. The crops led to the development of large-scale agriculture in Europe.
- C. The crops increased slavery in Europe.
- D. Wheat crops and rye crops transformed farming methods in Europe.
- E. Different types of crops could be produced on small European farms.

Technology-Enhanced Item

Source 1

Claims of European Empires in North America, 1754



Consider the European colonial powers shown in Source 1. What were some of their achievements in North America?

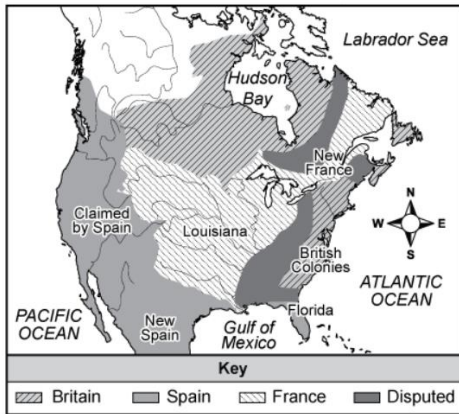
Match each colonial power with its achievement(s) by dragging each achievement from the list below into the correct column in the chart. All options will be used.

?		
?		
British Colonial Achievements	Spanish Colonial Achievements	French Colonial Achievements
	Tobacco farming	Roman Catholic religion
	Gold and silver mining	Fur trading
<input type="button" value="OK"/>		

Constructed Response

Source 1

Claims of European Empires in North America, 1754



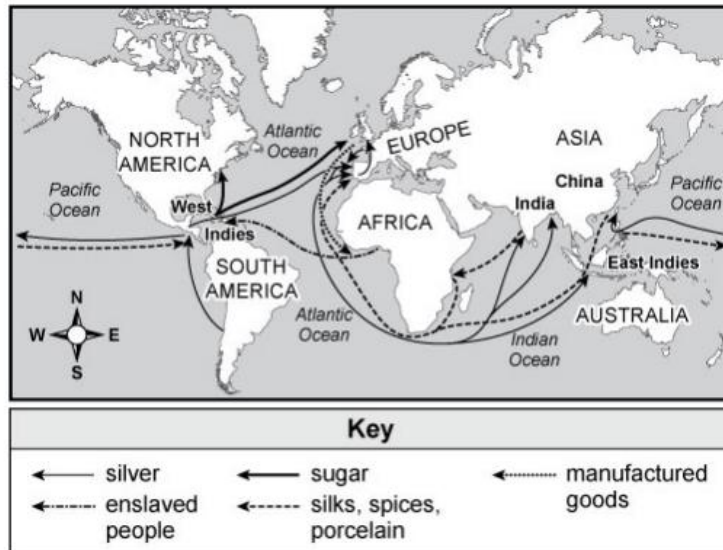
Based on the location of the British colonies shown in Source 1, identify **two** resources found in these locations and explain why each resource was in high demand in Europe.

↶ ↷ **B** *I* u

Extended Response

Source 4

World Trade Patterns, 1500s and 1600s



Source: Houghton Mifflin Harcourt Publishing Co.

Based on the sources and your knowledge of social studies, analyze how European explorers contributed to the trade that developed between the Americas and Europe.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- 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 5 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 5 Item Set - The Columbian Exchange](#): offers a sample item set with examples of how content and claims may be assessed in a grade 5 item set; includes a constructed-response question
- [Social Studies Grade 5 Task Set - The Age of Exploration in the Americas](#): offers a sample task set with examples of how content and claims may be assessed in a grade 5 task set; includes an extended-response question
- [Fifth 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 5
- [Social Studies Scope and Sequence for Grade 5](#): 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 5](#): 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	A	5.2.4	Social Studies Grade 5 Item Set – The Columbian Exchange						
Multiple-Select Item	A, E	5.2.4	Social Studies Grade 5 Item Set – The Columbian Exchange						
Technology-Enhanced Item	<table border="1"> <thead> <tr> <th>British Colonial Achievements</th> <th>Spanish Colonial Achievements</th> <th>French Colonial Achievements</th> </tr> </thead> <tbody> <tr> <td>Tobacco farming</td> <td>Gold and silver mining Roman Catholic religion</td> <td>Fur trading</td> </tr> </tbody> </table>	British Colonial Achievements	Spanish Colonial Achievements	French Colonial Achievements	Tobacco farming	Gold and silver mining Roman Catholic religion	Fur trading	5.3.3	Social Studies Grade 5 Item Set – The Columbian Exchange
British Colonial Achievements	Spanish Colonial Achievements	French Colonial Achievements							
Tobacco farming	Gold and silver mining Roman Catholic religion	Fur trading							
Constructed-Response Item	Sample Constructed-Response Item Rubric and Scoring Notes	5.8.1	Social Studies Grade 5 Item Set – The Columbian Exchange						
Extended-Response Item	Sample Extended-Response Task Rubric and Scoring Notes	5.2.2	Social Studies Grade 5 Task Set – The Age of Exploration in the Americas						