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UPDATES INCLUDED [10/4/2017]

- ❖ [Field Test Update](#)
- ❖ [New Resources and Links](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 7, which will be administered each 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 **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 four 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 item.
- The task set contains selected-response questions and an extended response. The extended-response item is worth up to eight points and scored using a two-dimensional rubric that measures content and claims.

Source Documents

Sets and discrete items include a variety of source documents, such as:

- excerpts from text-based primary and/or secondary sources
- authentic and/or reproductions of historical maps
- charts, tables, and/or graphs
- timelines and/or series of events
- graphic organizers and/or diagrams
- illustrations, paintings, and/or photographs
- historical posters and/or political cartoons

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 and students cannot earn partial credit. MS questions for grade 7 have five to seven 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 in Sessions 1 and 3 and asks students to write a brief response to a question that will be 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 in Sessions 1 and 3 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 highlight.
- **Extended Response (ER):** This item type appears at the end of the task set in Session 2. 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.

The operational Grade 7 Social Studies test contains seven item sets, twelve discrete stand-alone items, and a task set. The table below outlines the operational test design of the Grade 7 Social Studies assessment.

LEAP 2025 Social Studies Test Design for Grade 7					
Test Session	Component	Number of Sources per Set or Discrete Item	Numbers and Types of Questions	Points	Time Allowed
Session 1	5 Item Sets	3 to 4	5 SR and 1 TE	7	90 minutes
			5 SR and 1 CR	7	
			6 SR or 4 SR and 1 TE	6	
			4 SR and 1 TE	6	
			4 SR	4	
Session 2	Task Set	4 to 5	4 SR and 1 ER	12	45 minutes
Session 3	2 Item Sets	3 to 4	5 SR and 1 CR	7	90 minutes
			5 SR and 1 TE	7	
	Discrete Items	0 to 2	12 SR	12	
	1 Field Test Item Set AND Field Test Discrete Items	3 to 4 OR 0 to 2	5-6 SR and 0-1 CR or TE	N/A	
Total Operational Form	7 Item Sets 1 Task Set 12 Discrete Items		48-50 SR, 3-4 TE, 2 CR, and 1 ER	68	225 minutes

NOTE: The test will contain embedded field-test questions. The field-test questions do **not** count toward a student’s final score on the test and may be placed anywhere in the designated session; they provide information that will be used to develop future test forms.

REPORTING CATEGORIES

All 2011 Louisiana Social Studies standards and Grade Level Expectations (GLEs) for grade 7 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Scope and Sequence for Grade 7](#) 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 varies by year, the percentages by reporting categories **do not** take the task set into account.

Reporting Category	Approximate Percentage of Score Points
History	50
Geography	12
Civics	26
Economics	12
Total	100

Achievement Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana's five achievement levels. The achievement levels are part of Louisiana's cohesive assessment system and indicate a student's ability to demonstrate proficiency on the Louisiana student standards defined for a specific course. Achievement level descriptors (ALDs) are content specific and describe the knowledge, skills, and processes that students typically demonstrate at each achievement level. Social Studies Achievement Level Descriptors are available in the [Assessment](#) Library.

The list below shows the achievement-level definitions for the LEAP 2025 assessment program.

- **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.

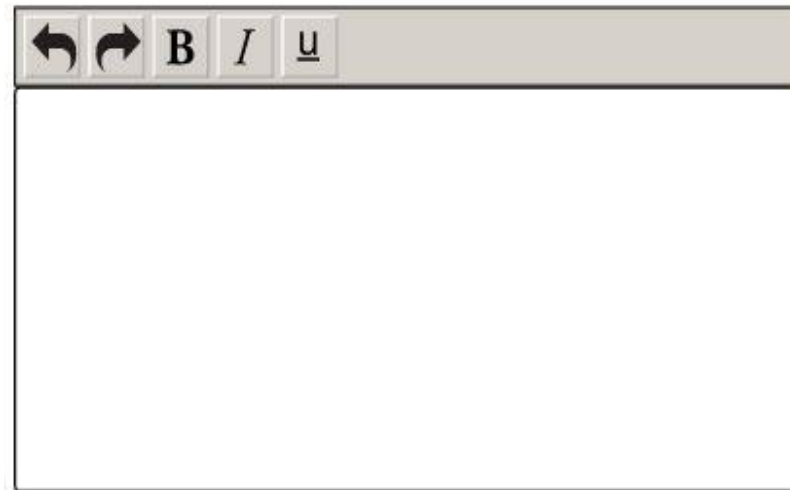
TEST ADMINISTRATION

Administration Information

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](#).

All LEAP 2025 tests, including the science field test, 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.

A screenshot of a text response box. At the top, there is a toolbar with five icons: a left-pointing arrow (undo), a right-pointing arrow (redo), a bold letter 'B', an italic letter 'I', and an underlined letter 'u'. Below the toolbar is a large, empty rectangular text area for writing.

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



- 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"> • 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 6, 7, and 8	online and/or by Test Administrator	NO	YES	NO	

SAMPLE TEST ITEMS

A sample [Social Studies Grade 7 Item Set – Key Ideas Leading to Independence](#) and sample [Social Studies Grade 7 Task Set – Women’s Rights Movement](#) are available in the LDOE [Released and Sample Test Items Library](#). The [item set](#) and [task set](#) provide examples of how content and claims may be assessed in a grade 7. 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 7 sample item set, task set, and OTT.

Multiple-Choice Item

Source 1

Excerpt from *The Rights of the Colonists*

by Samuel Adams, November 20, 1772

Among the natural rights of the Colonists are these: first, a right to life; secondly to liberty; thirdly to property; together with the right to support and defend them in the best manner they can. Those are evident branches of, rather than deductions from, the duty of self-preservation, commonly called the first law of nature.

All men have a right to remain in a state of nature as long as they please. And in case of intolerable oppression, civil or religious, to leave the society they belong to, and enter into another.

Source 2

Excerpt from *Boston Massacre Oration*

by John Hancock, March 5, 1774

What tenderness, what regard, respect, or consideration has Great Britain shown . . . for the security of the persons or properties of the inhabitants of the Colonies? Or rather what have they omitted doing to destroy that security? They have declared that they have always had, and should always have, full power to make laws to bind the Colonies in all cases whatever. They have exercised this pretended right by imposing a tax upon us without our consent. And in case we show some reluctance at parting with our property, her fleets and armies are sent to enforce their mad claims.

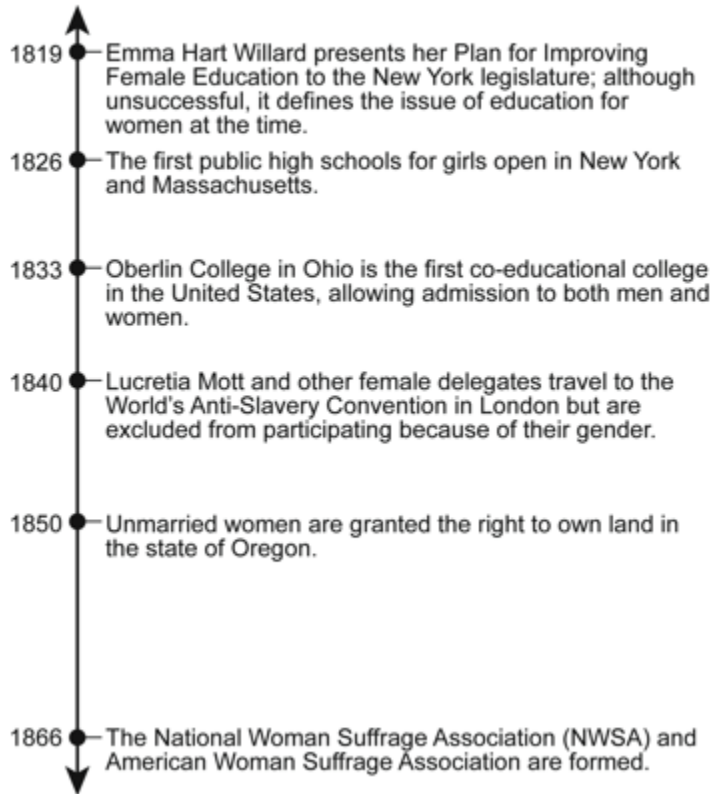
Which phrase from Source 1 or Source 2 is **most closely** associated with the rights that colonists believed they were guaranteed as citizens?

- A. "they have always had, and should always have, full power to make laws to bind the Colonies in all cases whatever" (Source 2)
- B. "exercised this pretended right by imposing a tax upon us without our consent" (Source 2)
- C. "a right to life; secondly to liberty; thirdly to property; together with the right to support and defend them" (Source 1)
- D. "evident branches of, rather than deductions from, the duty of self-preservation" (Source 1)

Multiple-Select Item

Source 4

Women's Rights



Which statements **best** describe the women's rights movement during the 1800s?

Select the **two** correct answers.

- A. It opposed the prohibition of the production and sale of alcohol.
- B. It had many members who supported other social-reform movements.
- C. It had strong support throughout the southern states.
- D. It wanted to discourage the teaching of Christianity.
- E. It had diverse membership that included men and women of different races.

Technology-Enhanced Item

The American colonists and the British shared many common principles about government. However, by 1775 some of these principles differed. Based on the sources and your knowledge of social studies, categorize the principles held by the American Colonial Assemblies and the principles held by the British government.

Drag each principle to the correct category. Each principle will be used once.

Principles of American Colonial Assemblies	Principles of the British Government
<p>All citizens share in the costs of defending the British Empire.</p> <p>There are certain natural rights that belong to all citizens.</p> <p>The people should not be taxed without representation.</p>	<p>Citizens should attempt to change the government when the rights of the people are infringed.</p> <p>Citizens must obey the laws made by the government without question.</p>

OK

Constructed Response

Based on the sources and your knowledge of social studies, describe **two** actions taken by the colonists in response to the violations of rights by the British.

← → **B** *I* u

Extended Response

Source 1

Excerpt from *The Declaration of Sentiments* (July 1848)

by Elizabeth Cady Stanton

This excerpt is from The Declaration of Sentiments, which was adopted at the first Women's Rights Convention, held in Seneca Falls, New York, in July 1848.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; . . .

The history of mankind is a history of repeated injuries and usurpations¹ on the part of man toward woman. . . . To prove this, let facts be submitted to a candid² world.

He has never permitted her to exercise her inalienable right to the elective franchise³.

He has compelled her to submit to laws, in the formation of which she had no voice. . . .

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides. . . .

He has taken from her all right in property, even to the wages she earns. . . .

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her. . . .

Now, in view of this entire disfranchisement⁴ of one-half the people of this country, . . . in view of the unjust laws above mentioned, . . . we insist that they have immediate admission⁵ to all the rights and privileges which belong to them as citizens of these United States.

¹**usurpations:** taking of power

²**candid:** open

³**elective franchise:** vote

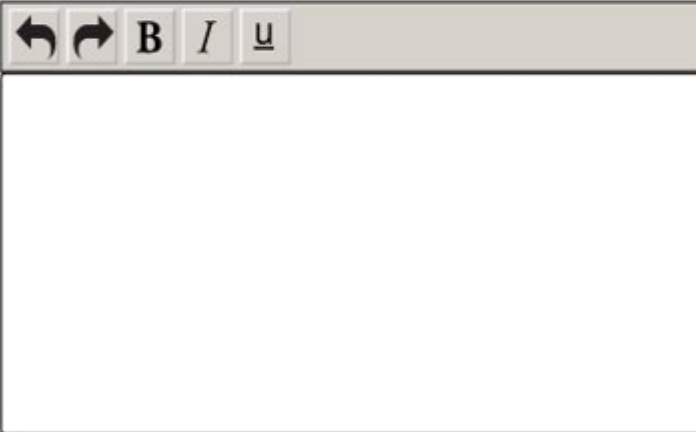
⁴**disfranchisement:** denial of rights, usually the right to vote

⁵**admission:** access

Based on the sources and your knowledge of social studies, analyze the influences on and goals of the women's rights movement during the 1800s.

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.



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 7 Computer-Based Practice Test and [Answer Key](#): offers a computer-based grade-level practice test accessed through INSIGHT to help prepare students for the spring assessments and an answer key updated to include authentic student responses and annotations to support teacher scoring of CR and ER items
- [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
- [LEAP Accessibility and Accommodations Manual](#): provides information about Louisiana’s accessibility features and accommodations for testing
- [2011 Social Studies Grade-Level Expectations](#): provides the standards and GLEs for all grade levels
- [2017-2018 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [Achievement Level Descriptors](#): descriptions of the knowledge, skills, and processes that students demonstrate with relative consistency and accuracy at each level of achievement
- [Computer-based Test Scheduling Guidance](#): provides guidelines and recommendations for the scheduling and administration of computer-based tests
- [EAGLE Sample Test Items](#): a part of the LEAP 360 system, which allows teachers to integrate high-quality questions into day-to-day classroom experiences and curricula through teacher-created tests, premade assessments, and individual items for small group instruction
- [Grades 6-8 Social Studies Teacher Library](#): provides links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [K-12 Social Studies Resources](#): 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
- [LEAP 2025 Technology Enhanced Item Types](#): provides a summary of technology enhanced items students may encounter in any of the computer-based tests across courses and grade-levels
- [LEAP 2025 Social Studies Assessment Framework](#): offers annotated items from the Grades 3-8 Social Studies Practice Tests to support teachers in their use of the practice tests and to illustrate the connection between the social studies vision and the assessment
- [LEAP 2025 Social Studies Grades 6-8 Extended Response Checklist](#): provides students in grades 6, 7, and 8 with support when developing their extended response
- [Practice Test Quick Start Guide](#): provides information regarding the administration and scoring process needed for the online practice tests
- [Social Studies Grade 7 Item Set – Key Ideas Leading to Independence](#): offers a sample item set with examples of how content and claims may be assessed in a grade 7 item set; includes a constructed-response question
- [Social Studies Grade 7 Task Set – Women’s Rights Movement](#): offers a sample task set with examples of how content and claims may be assessed in a grade 7 task set; includes an extended-response question
- [Social Studies Key Themes for Grade 7](#): shows how the social studies GLEs are connected to help teachers prepare for the new assessments
- [Social Studies Scope and Sequence for Grade 7](#): includes a yearlong overview along with unit topics and tasks to support teachers in creating instructional opportunities for students to explore the content and develop and support claims about social studies concepts

APPENDIX A

Item Type	Answer Keys/Rubric	Primary Alignment	Resource								
Multiple-Choice Item	C	7.2.1	Social Studies Grade 7 Item Set – Key Ideas Leading to Independence								
Multiple-Select Item	B, E	7.3.3	Social Studies Grade 7 Task Set – Women’s Rights Movement								
Technology-Enhanced Item	<table border="1"> <thead> <tr> <th data-bbox="422 483 850 581">Principles of American Colonial Assemblies</th> <th data-bbox="850 483 1255 581">Principles of the British Government</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 581 850 711">The people should not be taxed without representation.</td> <td data-bbox="850 581 1255 711">All citizens share in the costs of defending the British Empire.</td> </tr> <tr> <td data-bbox="422 711 850 841">There are certain natural rights that belong to all citizens.</td> <td data-bbox="850 711 1255 841">Citizens must obey the laws made by the government without question.</td> </tr> <tr> <td data-bbox="422 841 850 1060">Citizens should attempt to change the government when the rights of the people are infringed.</td> <td data-bbox="850 841 1255 1060"></td> </tr> </tbody> </table>	Principles of American Colonial Assemblies	Principles of the British Government	The people should not be taxed without representation.	All citizens share in the costs of defending the British Empire.	There are certain natural rights that belong to all citizens.	Citizens must obey the laws made by the government without question.	Citizens should attempt to change the government when the rights of the people are infringed.		7.2.1	Social Studies Grade 7 Item Set – Key Ideas Leading to Independence
Principles of American Colonial Assemblies	Principles of the British Government										
The people should not be taxed without representation.	All citizens share in the costs of defending the British Empire.										
There are certain natural rights that belong to all citizens.	Citizens must obey the laws made by the government without question.										
Citizens should attempt to change the government when the rights of the people are infringed.											
Constructed-Response Item	Sample Constructed-Response Item Rubric and Scoring Notes										
Extended-Response Item	Sample Extended-Response Item Rubric and Scoring Notes	7.3.3	Social Studies Grade 7 Task Set – Women’s Rights Movement								

APPENDIX B

Update Log		
Date	Page	Summary of Changes
8/22/2017	3	Removed field-test task session Added column to table showing points Corrected numbers and types of questions for third item set in session 1 and total operational form
	4	Added partial credit and session information
	5	Added information about achievement-level definitions and achievement level descriptors (ALDs)
	12	Added resources Updated links
10/4/2017	3	Removed field-test item set
	11	Added resources Updated links