

Louisiana Believes

Social Studies Assessment Results Make the Case:
Scoring Student Responses to
Extended-Response Tasks

Objectives and Agenda

Objectives:

1. Based on statewide patterns in overall student responses, teachers understand the need to include more opportunities for students to develop claims supported by evidence and content knowledge in both instruction and assessment.
2. Teachers will learn and apply a collaborative scoring process to score student responses to practice test extended-response tasks.

Agenda:

1. Vision and Purpose
2. Results Make the Case
3. Couch to 5K & Networking
4. Be Bob

Louisiana's Approach

Louisiana believes access to the highest quality education allows all students, no matter their zip code, the opportunity for success.

The assessments school systems and teachers use must be connected to standards-aligned curriculum and professional development.

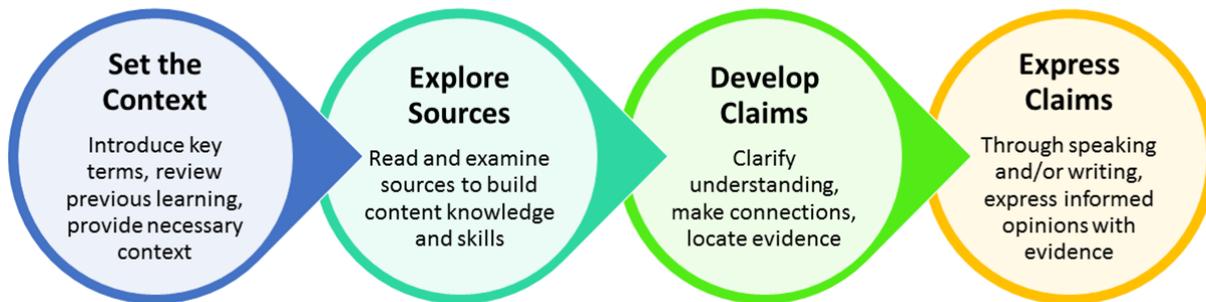
In this session, we will focus on applying best practices when scoring extended-response items in order to support scaffolded instruction that leads to success with content and claims.

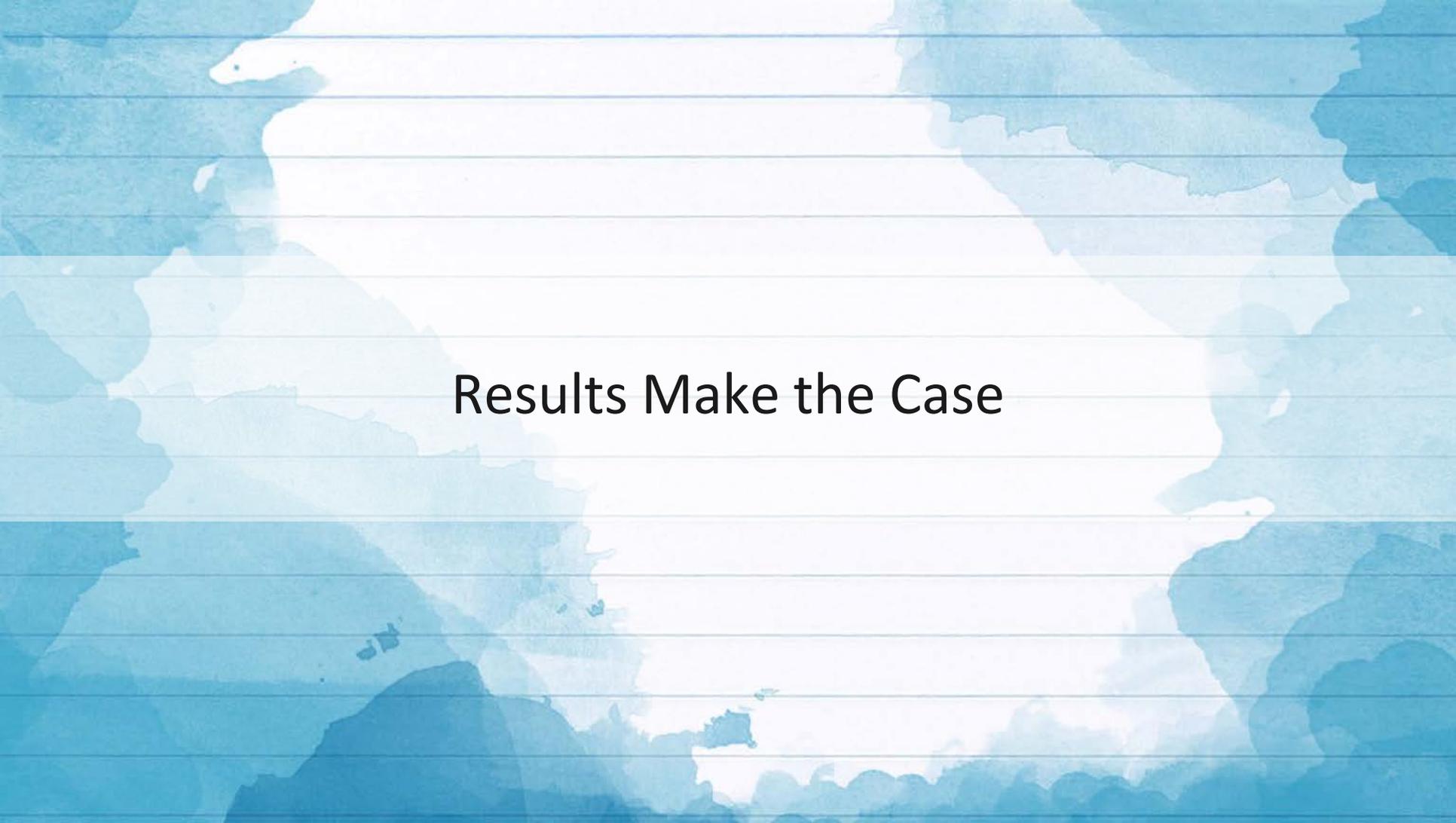


Social Studies Vision

To be productive members of society, students must be critical consumers of information. They:

- Use **sources** regularly to learn content.
- Make **connections** among people, events, and ideas across time and place.
- Express **informed opinions** supported by evidence from sources and outside knowledge.





Results Make the Case

Patterns and Feedback

What patterns are evident in student responses?

- Responds with mostly content recall
- Provides a summary of source material that lacks analysis
- Misunderstanding of sources
- Missing connections between claims and content
- Partially responds, leaving out key components for a full response

Couch to 5K

Teachers provide students with **scaffolded support** in responding to ER tasks.

Networking

Teachers facilitate **frequent, structured** opportunities for students to **talk through** the sources and content.

Be Bob

Teachers **measure student understanding** by scoring ER responses, **appraising patterns**, and **constructing future lessons with targeted feedback**.

Patterns and Feedback



Couch to
5K



Networking

Couch to 5K & Networking

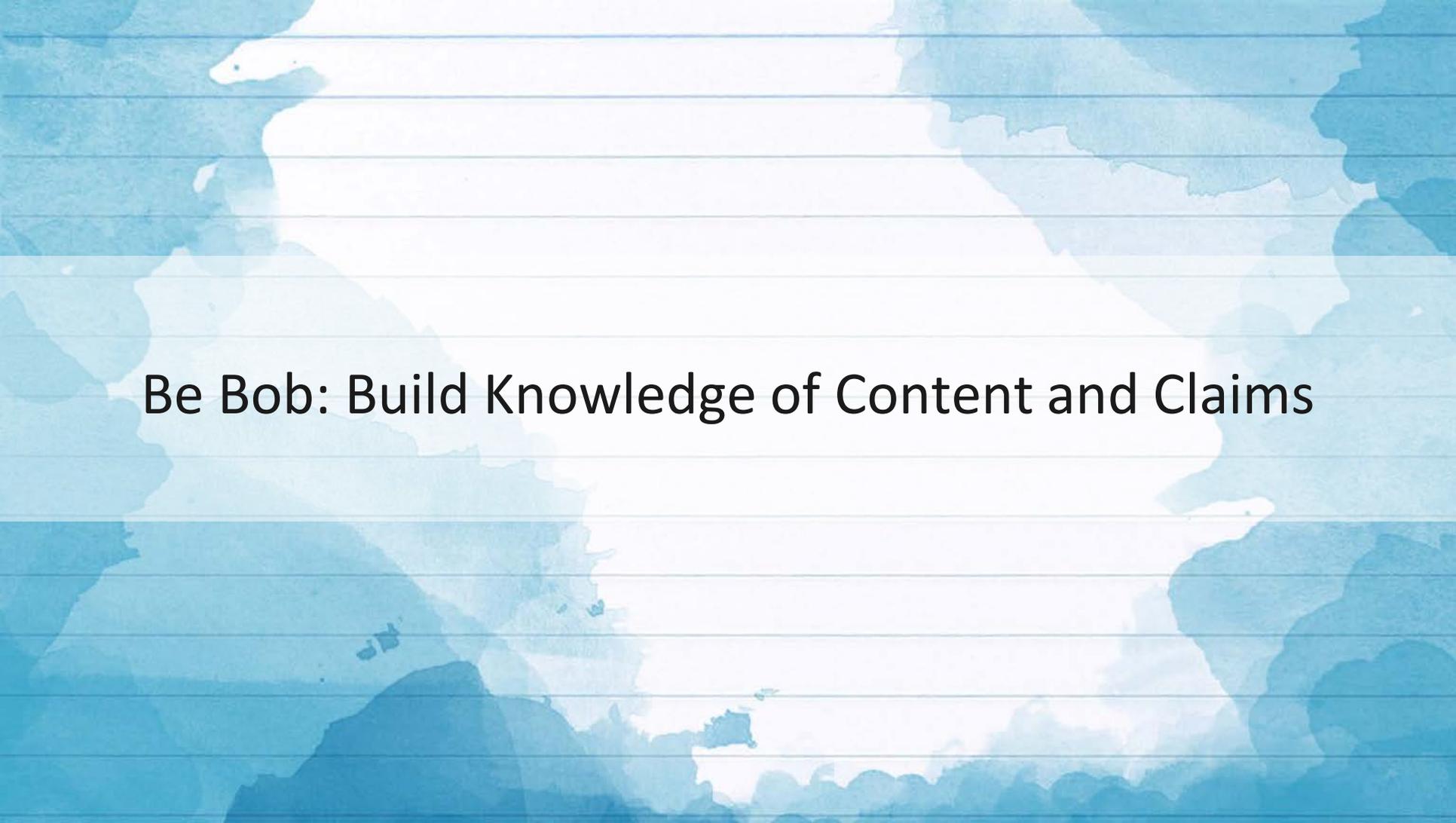


Couch to 5K

- Stay on grade or course level
- Start with smaller versions
- Add scaffolding to larger versions

Networking

- Facilitate scaffolded discussions
- Provide opportunities for students to score responses and to examine scored responses
- Design lessons around student discussion of smaller versions



Be Bob: Build Knowledge of Content and Claims

Rubric Overview



Content		Claims	
Score	Description	Score	Description
4	Thorough knowledge	4	Valid claim
3	General knowledge	3	Relevant claim
2	Limited knowledge	2	Inadequately developed claim
1	Minimal knowledge	1	Substantially flawed claim or unsubstantiated claim
0	Blank, incorrect, does not address prompt	0	Blank, incorrect, too brief to evaluate, lacks a claim that addresses the prompt

Characteristics of a Strong Response



A strong response shows understanding of the topic by **analyzing** required sources and including **well-chosen evidence** from the sources.



A strong response also includes important **information beyond what is presented** in the sources.



A strong response is **logically organized**. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

Working Through the Scoring Process

LEAP 2025
Louisiana Education Assessment
Grade 4 Social Studies Practice Test
Answer Key

Scoring

The response should be scored **1** only on its adherence to two dimensions: Content and Claims. Each dimension should be given the score that corresponds to the set of evidence descriptors that **best** describe the response.

Score	Description
1	The student's response: 1. Reflects limited knowledge of how the U.S. and social development of Europe and Asia. 2. Contains limited textual information from the passage. 3. Contains minimal understanding with no or limited use of the central content of the response. 4. Provides minimal evidence of the student's understanding of parts of the passage.
2	The student's response: 1. Reflects general knowledge of how the U.S. and social development of Europe and Asia. 2. Contains limited textual information from the passage. 3. Contains minimal understanding of the central content of the response. 4. Provides minimal evidence of the student's understanding of parts of the passage.
3	The student's response: 1. Reflects adequate knowledge of how the U.S. and social development of Europe and Asia. 2. Contains adequate textual information from the passage. 3. Contains adequate understanding of the central content of the response. 4. Provides adequate evidence of the student's understanding of parts of the passage.
4	The student's response is strong , consistent, or excellent .

LEAP 2025
Louisiana Education Assessment
Grade 4 Social Studies Practice Test
Answer Key

Scoring

The response should be scored **1** only on its adherence to two dimensions: Content and Claims. Each dimension should be given the score that corresponds to the set of evidence descriptors that **best** describe the response.

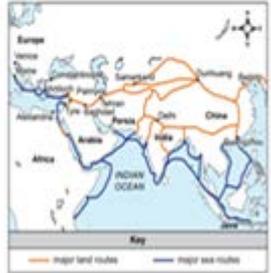
Score	Description
1	The student's response: 1. Contains a single claim that effectively expresses a weak understanding of the topic. 2. Provides a single explanation of the connections, patterns, trends, or other content within or across the passage. 3. Contains a single claim that expresses a general understanding of the topic. 4. Provides an incomplete explanation of the connections, patterns, trends, or other content within or across the passage. 5. Provides a single explanation of the connections, patterns, and other content within or across the passage.
2	The student's response: 1. Provides an incomplete explanation of the connections, patterns, trends, or other content within or across the passage. 2. Provides a single explanation of the connections, patterns, and other content within or across the passage.
3	The student's response: 1. Provides an adequate explanation of the connections, patterns, trends, or other content within or across the passage. 2. Provides a single explanation of the connections, patterns, and other content within or across the passage.
4	The student's response is strong , consistent, or excellent , as best to evidence, or claim that addresses the prompt.

Social Studies

Read and study the sources about the Silk Road. As you read the four sources, think about how the Silk Road affected the economic and social development of Europe and Asia. After you read the sources, answer the questions.

Source 1

Major Routes of the Silk Road (c. 200 B.C.–A.D. 1450)



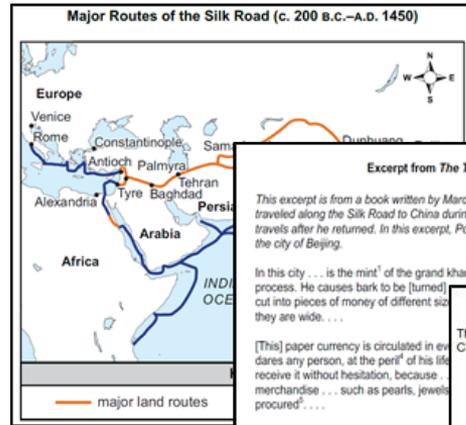
The map shows the Silk Road routes connecting Europe, Asia, and Africa. Major land routes are shown in orange, and major sea routes are shown in blue. The Indian Ocean is labeled. A key at the bottom identifies the colors: orange for major land routes and blue for major sea routes.

- Read and deconstruct the prompt.
- Read and examine the sources.
- Read responses.
- For each response
 - Identify the claim.
 - Identify the evidence.
 - Identify outside content knowledge.

Analyze Prompt and Sources

Prompt:

Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.



Excerpt from *The Travels of Marco Polo*

This excerpt is from a book written by Marco Polo, a merchant from Venice who traveled along the Silk Road to China during the thirteenth century. He wrote about his travels after he returned. In this excerpt, Polo describes how paper money was made in the city of Beijing.

In this city . . . is the mint¹ of the grand khan². . . [He produces] money by the following process. He causes bark to be [turned] cut into pieces of money of different size they are wide. . . .

[This] paper currency is circulated in every clare any person, at the peril³ of his life receive it without hesitation, because merchandise . . . such as pearls, jewels procured⁴. . . .

All his majesty's armies are paid with it were gold or silver. Upon these ground khan has . . . more . . . treasure than any

- ¹mint: factory where money is produced
- ²grand khan: highest emperor
- ³dominions: kingdoms
- ⁴peril: risk
- ⁵procured: obtained

A Customs Post on the Silk Road

This photograph shows an ancient Chinese customs post located near Dunhuang, China. Customs posts were places where traders paid taxes and tariffs on goods.



Source: Wikimedia Commons.

Excerpt from *Silk Road: Spreading Ideas and Innovations* by John Major

This excerpt is from an essay written by John Major, a scholar with the Asia Society. In this excerpt, he describes the historical importance of the Silk Road.

Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was . . . a multi-way street. In the process the Silk Road enriched not just the merchants who carried and exchanged goods, but the people of countries and cultures all across Eurasia¹.

¹Eurasia: Europe and Asia

Source: Excerpt from *Silk Road: Spreading Ideas and Innovations* by John Major. Copyright © 2016 Asia Society. Reprinted by permission of Asia Society.

Grade 6 Sample Response

Prompt:

Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.

Score

3 Content

3 Claims

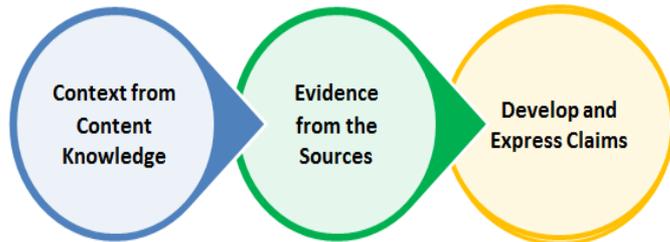
The Silk Road was the road of trade. It wasn't just the trade of goods, but the trade of ideas.

One way the Silk Road affected the social development of Europe and Asia is that they can spread their cultures with other cultures. This is called cultural diffusion. Socially, religion was spread, like Buddhism. For example, Buddhism was a popular religion in India. This religion traveled through out China because of the Silk Road. John Major, from source 4, stated, " Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street."

Economically, the countries of Eurasia procured resources that weren't available in their own countries. Intricate glass from Rome was traded for jade and horses from China. China set up many customs posts along the Silk road as stated in Source 3. At these places, traders paid taxes and terifs on goods.

Grade 6 Sample Response

Prompt: Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.



The Silk Road was the road of trade. It wasn't just the trade of goods, but the trade of ideas.

One way the Silk Road affected the social development of Europe and Asia is that they can spread their cultures with other cultures.

This is called **cultural diffusion**. Socially, **religion was spread, like Buddhism**. For example, **Buddhism was a popular religion in India**.

This religion traveled through out China because of the Silk Road.

John Major, from source 4, stated," Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street."

Economically, the countries of Eurasia procured resources that weren't available in their own countries. Intricate glass from Rome was traded for jade and horses from China. **China set up many customs posts along the Silk road as stated in Source 3. At these places, traders paid taxes and terifs on goods.**

Calibrating

1. Access your session packet.
2. Review the sources, prompt, and rubric.
3. Analyze each response for a claim, supported with evidence from sources and background knowledge.
4. Discuss how the response earned the given score, and what is missing to obtain a higher score.

Scoring

1. Access your session packet.
2. Review the sources, prompt, and rubric as needed.
3. Individually score each sample response, providing rationale for the scores for both the content and claim dimensions.
4. Once you a rationale for your scores, come together as a group. Read the first sample aloud and discuss each individual's rationale for the score.
5. As a group, come to a consensus on the scores for each response.

Reflect and Share



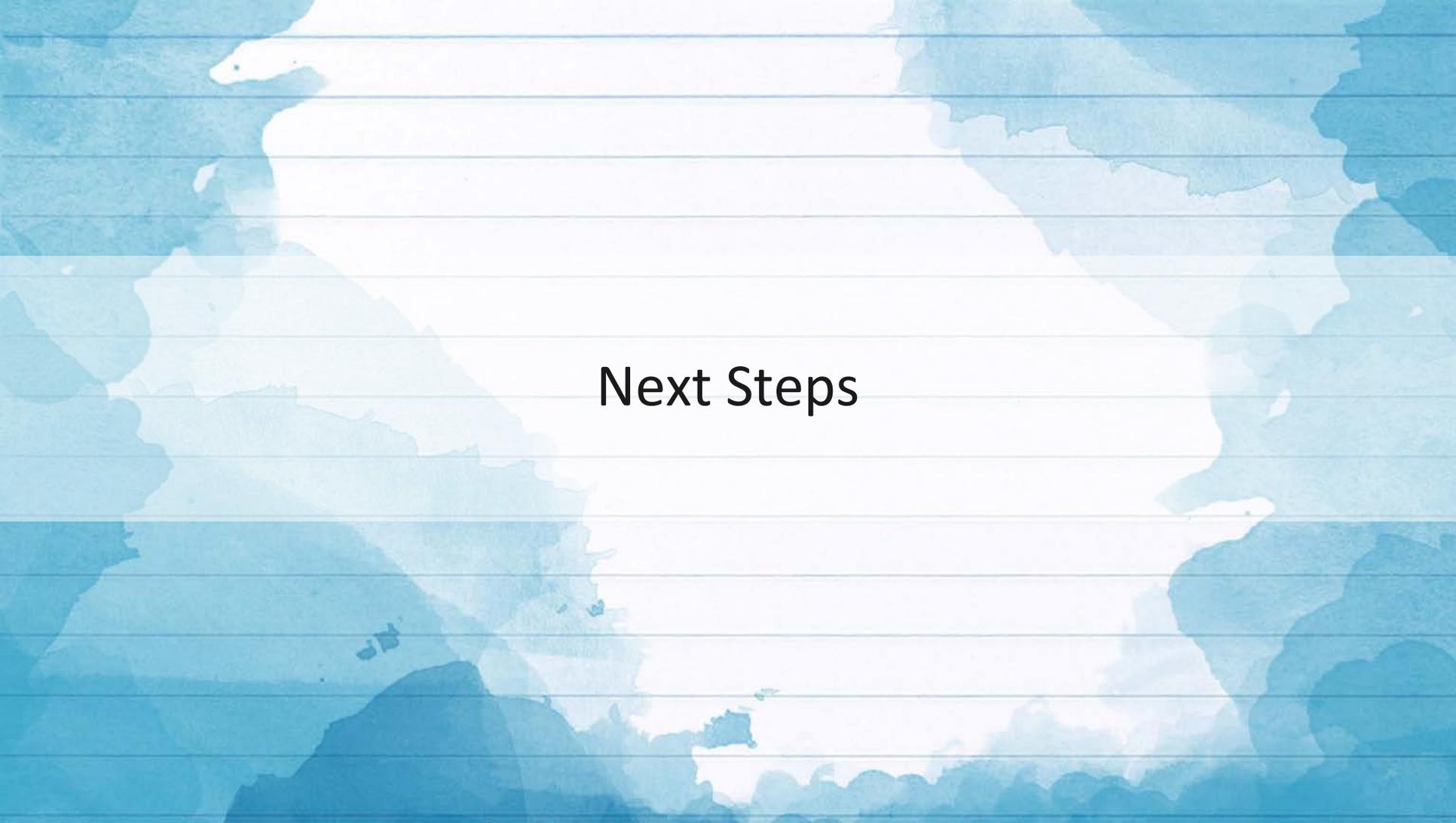
What “ah-ha” moments did you experience while engaging in the scoring process?



How is the collaborative scoring process beneficial for teachers and students?



What next steps will you take to help students build their skills in expressing content and claims?

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended and layered, giving the impression of soft, organic shapes and textures, similar to a watercolor wash or a stylized landscape. The overall effect is clean, modern, and calming.

Next Steps

Next Steps

- Consider ways to scaffold (Couch to 5K)
- Consider ways to develop frequent, structured student discussion (Networking)
- Consider ways to build content and claim knowledge (Be Bob)
- Email assessment@la.gov with any questions.