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PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 4.

Introduction

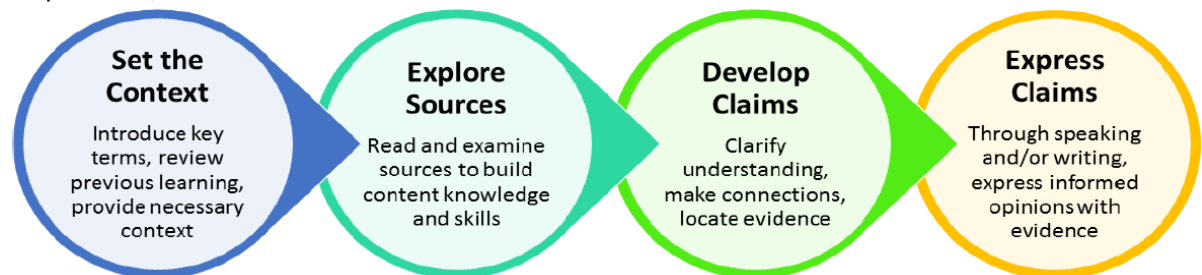
Students in grades 3–8 and high school U.S. history will take the LEAP 2025 Social Studies assessments, which provide

- 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.

Social Studies Vision for Instruction and Assessment

To be productive members of society, students must be critical consumers of the information they read, hear, and observe. To develop and express informed opinions, they need to examine and evaluate information from an array of sources and connect that information with their background knowledge. To understand how events happen and why people act in certain ways, students must also make connections between what happened in the past and what is occurring in the present. To accomplish this, students must:

- Use sources regularly to learn content.
- Make claims that demonstrate connections among people, events, and ideas across time and place.
- Express informed opinions using evidence from sources and outside knowledge.



Simply stated, students must delve deeply into **content** so that they are able to develop and

support **claims** about social studies 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.

ASSESSMENT DESIGN

Supporting Key Shifts in Social Studies Instruction

Louisiana students in grades 3-8 and US History take LEAP 2025 social studies assessments that measure their knowledge of the [2011 Louisiana Social Studies Standards and Grade-Level Expectations \(GLEs\)](#) and provide students with opportunities to demonstrate their understanding of social studies through a variety of item types and to engage with source documents while developing **claims** about social studies **content** and concepts. The social studies vision is reflected in the summative assessment as students are presented with questions that ask them to apply their understanding of social studies **content** and concepts by making connections and showing relationships among ideas, people, and events within and across time and place. Students use both their **content knowledge** and the **sources** embedded in the assessment to develop their ideas and support their **claims**.

Set-Based 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 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 8 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 a text-based primary or secondary sources
- authentic and/or 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 partial credit cannot be earned. MS questions for grade 4 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 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.

Test Design

The LEAP 2025 Social Studies Grade 4 test contains six item sets, eleven standalone items, and one task set. The test may be two or three sessions; a final decision will be made and communicated in Fall 2018. All LEAP 2025 tests are **timed**. The test will contain a field-test task set which **will not** count toward a student's final score on the test; the field-test task set will provide information that will be used to develop future test forms.

To Be Updated
Fall 2018

REPORTING CATEGORIES

All [2011 Louisiana Social Studies standards and Grade Level Expectations \(GLEs\)](#) for grade 4 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Scope and Sequence for Grade 4](#) 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, may address key themes covered throughout the course, but it will not assess specific content from the final unit. Specific information about reporting categories for 2018-2019 will be included Fall 2018.

To Be Updated
Fall 2018

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. [Grade 4 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 Schedule

All LEAP 2025 tests are computer-based (CBT), but districts may choose to administer paper-based tests (PBT) for grade 4. School systems have until October 31, 2018 to choose CBT or PBT. The **computer-based testing window opens April 1, 2019 and runs through May 3, 2019**. Your school or district test coordinator will communicate your school’s testing schedule. All LEAP 2025 tests are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

Scheduling Requirements for Computer-Based Testing

Computer-based testing allows districts some flexibility in scheduling. However, to reduce incidences of testing irregularities, districts must adhere to the following scheduling and administration practices:

- Testing students in the same grade level across the school at or very close to the same time
- Completing makeup testing for students immediately upon their return
- Limiting student interaction during breaks between test sessions
- Isolating students who have not completed testing for the day (e.g., students with extended time accommodation)
- Preventing interaction between groups of students taking the same tests at different times within a testing day
- Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)

- Taking the sessions within a content area in the correct order (e.g., ELA Session 1 taken before ELA Session 2)

We also recommend:

- limiting sessions to no more than three in one day for a student; and
- administering no more than one session that includes an extended-response task or writing prompt (i.e., ELA Session 1, and ELA Session 2) in a day to an individual student.

For more information about the scheduling of the CBT and online administration policies, refer to the [Computer-Based Test Scheduling Guidance](#), found in the LDOE [Assessment](#) library.

Testing Materials

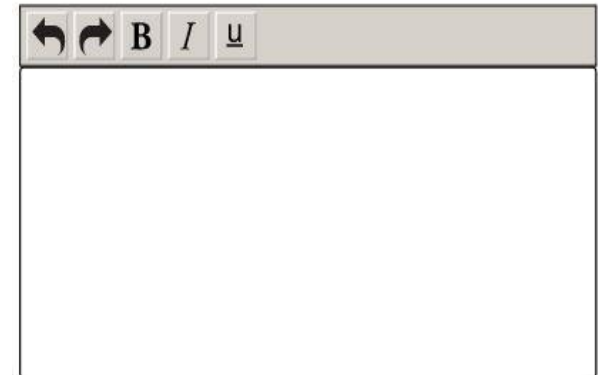
All students must receive scratch paper and two pencils from their test administrator for each test session. Provided scratch paper must **not** have any writing on it. Scratch paper must be collected at the end of each session and any scratch paper with writing are secure materials and must be returned to the school test coordinator. Because the assessments are timed and the information contained within the Extended-Response Checklist appears in the bulleted list on each extended-response item, the checklist has been removed from the assessment. However, the checklist is available in the [Social Studies Sample Scope and Sequence for Grade 4](#), and teachers may choose to use it as a classroom tool to guide and support students in learning to express content and claims

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 following online tools allow students to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line (similar to what a student can do on the paper-based tests). 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



- Help Tool



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.

Paper-Based Tests

Students taking the paper-based tests will enter all answers in their test booklets. There will be no separate answer documents. Instructions for how to manage the test booklets will be outlined in the Test Administration Manual.

Entering Responses in the PBT Booklet

Multiple-choice questions for grade 4 have four answer options. Students will shade the bubble of the **one** correct answer.

(A) Option A

(B) Option B

(C) Option C

(D) Option D

Multiple-select questions for grade 4 have five to six options. Students will fill in the number of correct answers identified in the stem of the question. **The number of correct answers will vary from task to task.** The sample asks for two correct answers.

(A) Option A

(B) Option B

(C) Option C

(D) Option D

(E) Option E

General Guidelines

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.

SAMPLE TEST ITEMS

A sample [Social Studies Grade 4 Item Set - The Boston Tea Party](#) and sample [Social Studies Grade 4 Task Set - Inventions and the Great Plains](#) are available in the LDOE [Assessment Guidance](#) library and provide examples of how content and claims may be assessed in grade 4. 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 4 sample item set, task set, and OTT.

Multiple-Choice Item

Read and study the sources about inventions from the late 1800s. As you read the three sources, think about the effects that the inventions had on the American economy. After you read the sources, answer the questions.

Source 1

Patent for Daniel Halladay's Improvement on the Windmill (1870)

The windmill that Daniel Halladay developed was self-controlled, so farmers and ranchers did not have to use manual labor to make it work.



Why was the invention shown in Source 1 useful to settlers in the Great Plains?

- (a) It allowed farmers to read signs of approaching storms.
- (b) It generated electrical power to homes and barns.
- (c) It provided access to underground sources of water.
- (d) It marked boundary lines on farms and ranches.

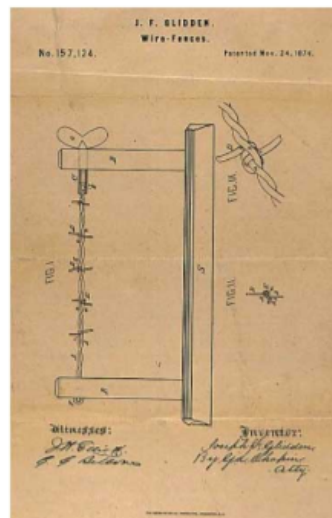
Multiple-Select Item

More Text Above

Source 2

Joseph Glidden Patent for Barbed Wire (1874)

Illinois farmer Joseph Glidden patented an improved design for barbed wire in 1874. His design held the wire barbs in place, and it became the barbed wire that was most often used in the American West. Since then, few changes have been made to his design.



Which statements describe major effects of the invention shown in Source 2?

Select the **two** correct answers.

- (a) It lowered the cost of fencing large tracts of land.
- (b) It helped farmers mark their fields for crop rotation.
- (c) It replaced lumber as a main building material on the Great Plains.
- (d) It forced ranchers to sell their herds, driving many people out of business.
- (e) It required large work crews to install it, making more jobs available for immigrants.
- (f) It ended the open range, resulting in ranchers no longer having open grazing land for cattle in the western United States.

Constructed-Response Item

More Text Above

Use the three sources and your knowledge of social studies to answer the questions.

Source 1

Boston Tea Party Engraving

This engraving from 1789 shows the events of December 16, 1773. Dressed as Native Americans, colonists dumped nearly 90,000 pounds of British East India Company tea into Boston Harbor in protest against the Tea Act.



Source: Library of Congress

More Text Below

Explain how two ideas from the events leading up to the American Revolution became the foundation of democracy for the new nation's government.

← → **B** *I* u

Empty response area for the student's answer.

Extended-Response Item

Source 3

Homestead in the Great Plains (about 1900)



Source: Library of Congress.

How did the geography of the Great Plains affect its settlement by Americans in the late 1800s and the early 1900s? What role did inventions, like those shown in Source 1 and Source 2, play in the settlement of the Great Plains?

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.

RESOURCES

Assessment Guidance Library

- [Social Studies Grade 4 Item Set - The Boston Tea Party](#) and [Social Studies Grade 4 Task Set - Inventions and the Great Plains](#): provides examples of how content and claims may be assessed
- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committees, includes information on applying for participation

Practice Test Library

- [LEAP 2025 Social Studies Practice Test Guidance](#) and [LEAP 2025 Social Studies Annotated Practice Test Items](#): provides guidance on using the practice tests to support instructional goals
- [Practice Test Quick Start Guide](#): provides information regarding administration and scoring for the online practice tests
- [LEAP 2025 Grade 4 PBT Practice Test](#) and [Answer Key](#) and CBT Practice Test [Answer Key](#): helps prepare students for the spring assessments, includes correct answers, alignment information, and annotated student responses

Assessment Library

- [LEAP 2025 Technology Enhanced Item Types](#): provides a summary of technology enhanced items students may encounter in any CBT across courses and grade-levels
- [Achievement Level Descriptors](#): descriptions of the knowledge, skills, and cognitive processes that students should demonstrate with relative consistency and accuracy at each level of achievement
- [LEAP Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [2018-2019 Assessment Calendar](#): includes information on testing windows for test administrations

eDIRECT

- includes access to tutorials, manuals, and user guides
- [EAGLE](#): part of the LEAP 360 system allows teachers to integrate high-quality questions into daily lessons through teacher-created tests, premade assessments, and items for small group instruction

INSIGHT™

- Online Tools Training: allows students to become familiar with the tools available in the online testing platform
- LEAP 2025 Grade 4 CBT Practice Test: helps prepare students for the spring assessments

K-12 Social Studies Resources Library

- [Fourth Grade Teacher Library](#): provides links to grade-specific resources for all content areas
- [Social Studies Sample Scope and Sequence for Grade 4](#): provides yearlong support for teachers
- [Social Studies Key Themes for Grade 4](#): shows how the social studies GLEs are connected
- [2011 Social Studies Grade-Level Expectations](#): provides the social studies standards and GLEs for all grade levels
- [Grade 4 Social Studies Companion Document](#): assists educators in interpreting prioritized content and concepts

Contact Us

- [AskLDOE](#) electronic ticket system
- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions

[Newsroom](#): offers archive copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

APPENDIX A

Item Type	Answer Keys/Rubric	Primary Alignment	Resource
Multiple-Choice Item	C	4.3.1	Social Studies Grade 4 Task Set - Inventions and the Great Plains
Multiple-Select Item	C, F	4.7.2	Social Studies Grade 4 Item Set - The Boston Tea Party
Constructed-Response Item	Rubric and Scoring Notes		
Extended-Response Item	Rubric and Scoring Notes	4.3.1	Social Studies Grade 4 Task Set - Inventions and the Great Plains