

This guide includes the following information:

- Purpose
- Assessment Design
- Reporting Categories
- Test Administration
- Sample Test Items
- Resources
- Appendix A: Answer Key/Rubrics

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 5.

Introduction

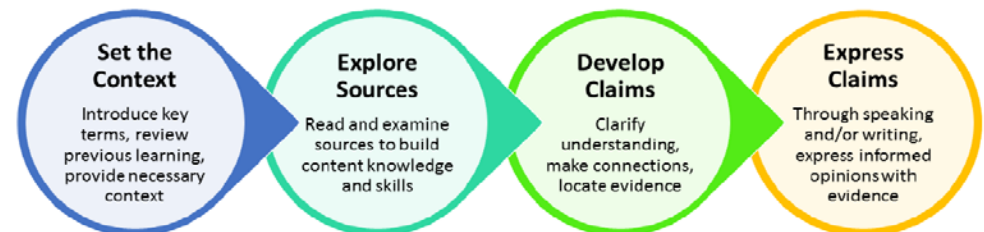
Students in grades 3–8 and high school U.S. history will take the LEAP 2025 Social Studies assessments, which provide

- 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 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 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 5 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, 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.

Assessment Guide for Grade 5 Social Studies

- **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 a text highlight.
- **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 5 test contains six item sets, twelve 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 5 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Sample 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, 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
Winter 2018-2019

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 5 Social Studies Achievement Level Descriptors](#) are available in the [Assessment Library](#). The following list 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 1, 2019 and runs through May 3, 2019**. Your school or district test coordinator will communicate your school's 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 assessments 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.

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 5](#), and teachers may choose to use it as a classroom tool to guide and support students in learning to express content and claims.

Online Testing Platform

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 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.

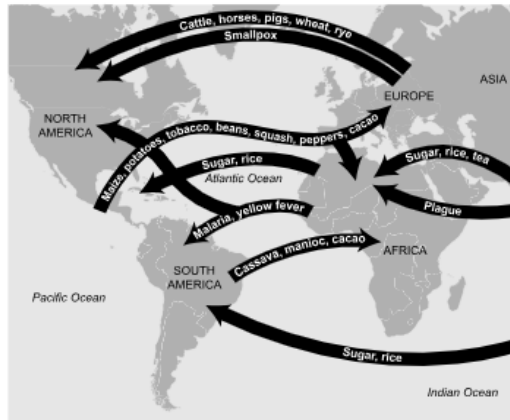
SAMPLE TEST ITEMS

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 [Assessment Guidance 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

...were carried across the Atlantic Ocean. **More Text Above** directions. This "Columbian Exchange" soon had global effects.



Enlarge

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 Teneilhuil. Large humps spread over the face. **More Text Below** were entirely covered. The

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?

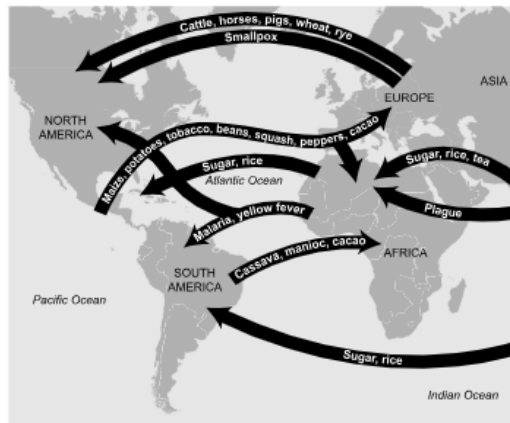
- (a) Many Native Americans died from smallpox and other European diseases.
- (b) The European colonists helped Native Americans build huge cities and develop their empire.
- (c) The majority of Native Americans moved west to create a better life for themselves.
- (d) Many Native Americans adopted European 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.



Enlarge

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.

Source 3

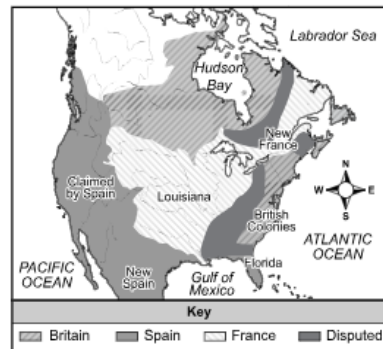
The En... More Text Below Spain

Technology-Enhanced Item

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

Source 1

Claims of European Empires in North America, 1754



Enlarge

Source 2

Map of the Columbian Exchange

With European exploration and settlement of the Americas, goods and diseases were carried across the Atlantic Ocean. [More Text Below](#) directions. This “Columbian

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.

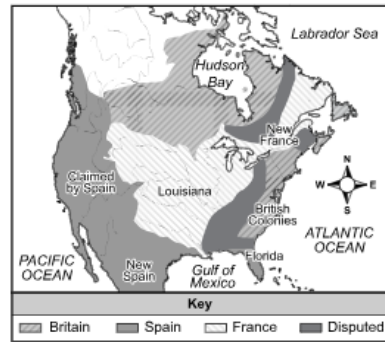
?		
British Colonial Achievements	Spanish Colonial Achievements	French Colonial Achievements
Tobacco farming		Roman Catholic religion
Gold and silver mining		Fur trading
<i>Click To Respond</i>		

Constructed Response Item

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

Source 1

Claims of European Empires in North America, 1754



Enlarge

Source 2

Map of the Columbian Exchange

With European exploration and settlement of the Americas, goods and diseases were carried across the Atlantic. **More Text Below** directions. This “Columbian

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.

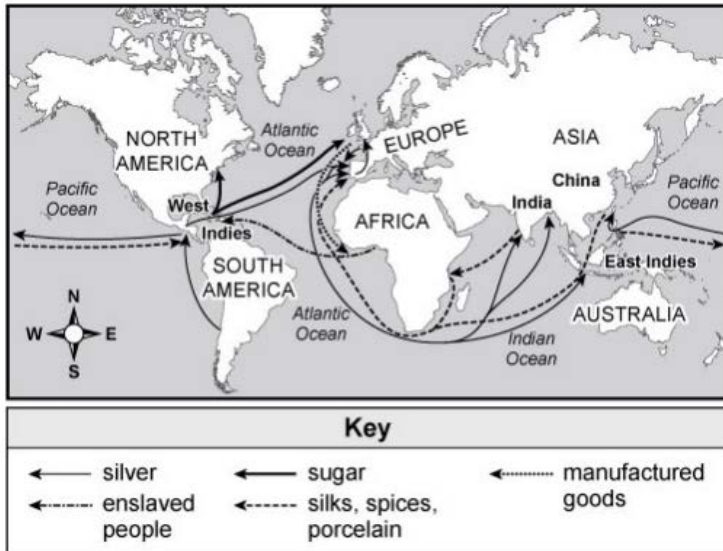
← → **B** *I* U

Empty response box for the student's answer.

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.

↩ ↪ **B** *I* U

RESOURCES

Assessment Guidance Library

- [Social Studies Grade 5 Item Set - The Columbian Exchange](#) and [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
- [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 Grade 5 Practice Test Answer Key](#): includes answer keys, scoring rubrics, and alignment information for each item on the practice test as well as authentic student responses and annotations to support teacher scoring of CR and ER items
- [LEAP 2025 Social Studies Practice Test Guidance](#) and [LEAP 2025 Annotated Social Studies Practice Test Items](#): provides guidance on how teachers might better use the practice tests to support their instructional goals
- [Practice Test Quick Start Guide](#): provides information regarding administration and scoring for the online practice tests

Assessment Library

- [2018-2019 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
- [LEAP Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [LEAP 2025 Technology Enhanced Item Types](#): provides a summary of technology-enhanced items students may encounter in any of CBT across courses and grade levels

eDIRECT

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

INSIGHT™

- LEAP 2025 Social Studies Grade 5 Practice Test: helps prepare students for the spring assessments
- Online Tools Training: provides students and teachers opportunities to become familiar with the online testing platform

K-12 Social Studies Resources Library

- [2011 Social Studies Grade-Level Expectations](#): provides the standards and GLEs for all grade levels
- [Social Studies Key Themes for Grade 5](#): shows thematic connections among the social studies GLEs
- [Social Studies Sample Scope and Sequence for Grade 5](#): provides yearlong support of GLEs categorized into instructional units which supports the development of content and claims
- [Grade 5 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	A	5.2.4	Social Studies Grade 5 Item Set – The Columbian Exchange						
Multiple-Select Item	A, E								
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
	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							
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						