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UPDATES INCLUDED [10/4/2017]

- ❖ [Test Design Update](#)
- ❖ [Fall Testing Window Update](#)
- ❖ [New Resources and Links](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 U.S. History test.

Introduction

In order to create a more cohesive grades three through high school assessment system, the high school assessments are transitioning from four-level to five-level tests. These new tests provide

- consistency with the approach and design of the LEAP 2025 Social Studies assessments at grades 3-8;
- 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;
- consistency in graduation requirements;
- ability to measure the full range of student performance, including the performance of high- and low-performing students;
- information for educators and parents about student readiness in U.S. history and whether students are “on track” for college and careers.

For additional information about the high school assessment program, see the [2017-2018 High School Assessment Frequently Asked Questions](#).

ASSESSMENT DESIGN

The LEAP 2025 U.S. History test continues to assess the [2011 Social Studies Grade-Level Expectations for U.S. History](#), 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. Louisiana’s Student Standards for Social Studies are broad statements of expectations for student learning. To further delineate what students should know and be able to do, each standard is divided into GLEs that define the knowledge and skills students are expected to know at the end of the U.S. History course.

The U.S. History test provides students with opportunities to demonstrate their understanding of United States history 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 U.S. history **content** and concepts.

The LEAP 2025 U. S. History test reflects the instructional priorities for social studies.

- **Content:** Students answer meaningful questions to demonstrate an understanding of **content** and concepts.
- **Claims:** Students apply understanding of **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.

Set-Based Design

The LEAP 2025 U.S. History test has a **set-based** design.

- Three or more related source documents anchor sets of five to seven questions.
- Questions ask students to use prior content knowledge and the source documents to show an understanding of content and concepts.
- Item sets include selected-response questions (i.e., multiple choice, multiple select), one or two technology-enhanced items, and some sets culminate with a constructed-response item.
- The task set contains selected-response questions and an extended-response item.

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
- illustrations, paintings, and/or photographs
- historical posters and/or political cartoons
- graphic organizers and/or diagrams

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 have five to seven answer options. The question stem 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 is scored using an item-specific rubric with a 0-2 point scale. 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 or near the end of item sets in Sessions 1, 2, and 3, and uses interactive technology to capture students' understanding in ways that cannot be accomplished by selected-response (SR) 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, and text select.
- **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 the 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 0- 4 point rubric.

Test Design

The LEAP 2025 U.S. History test contains item sets, discrete stand-alone items, and a task set. The table below outlines the test design of the LEAP 2025 U.S. History assessment.

LEAP 2025 U.S. History Test Design					
Test Session	Component	Number of Sources per Set or Discrete Item	Numbers and Types of Questions	Number of Points	Time Allowed
Session 1	4 Item Sets	3 to 4	16 SR, 4 TE, and 1 CR	31	80 minutes
	Discrete Items	0 to 2	5 SR		
Session 2	1 Item Set	3 to 4	3 SR and 1 TE	17	65 minutes
	Task Set	4 to 6	4 SR and 1 ER		
Session 3	2 Item Sets	3 to 4	8 SR, 3 TE, and 1 CR	21	80 minutes
	Discrete Items	0 to 2	5 SR		
	1 Field Test Item Set	3 to 4	6 SR and 1 TE; 5 SR and 2 TE; OR 5 SR, 1 TE, and 1 CR	N/A	
	3 Field Test Discrete Items	0 to 2	3 SR		
Total Operational Form	7 Item Sets 1 Task Set 10 Discrete Items		41 SR, 8 TE, 2 CR, and 1 ER	69	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

Student performance on the LEAP 2025 U.S. History test is reported by standard. All [2011 Social Studies Grade-Level Expectations for U.S. History](#) Standards 2–6 are eligible for assessment. Standard 1 (Historical Thinking Skills) contains important social studies content and skills that are necessary to master in order to successfully answer items assessed under Standards 2–6. Scores are only reported for Standards 2–6, but it is important for students to demonstrate their competency with respect to Standard 1 in order to perform well on the assessment.

The approximate percentage of score points by reporting category is shown in the table below. As the standards assessed by constructed-response items and the task set varies by year, the percentages by reporting categories do not take constructed-response items and the task set into account.

Reporting Category	Approximate Percentage of Score Points
Standard 2 – Western Expansion to Progressivism	23
Standard 3 – Isolationism through the Great War	15
Standard 4 – Becoming a World Power through World War II	26
Standard 5 – Cold War Era	23
Standard 6 – The Modern Age	13
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 Information

The U.S. History test is administered during three testing windows. 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](#). Students taking the LEAP 2025 U.S. History test in 2017-2018 will receive results in Summer 2018. Because the results for the U.S. History test in 2017-2018 will not be released until the summer, they will not be used in course grades. The table below shows the testing window and release of student-level results by administration.

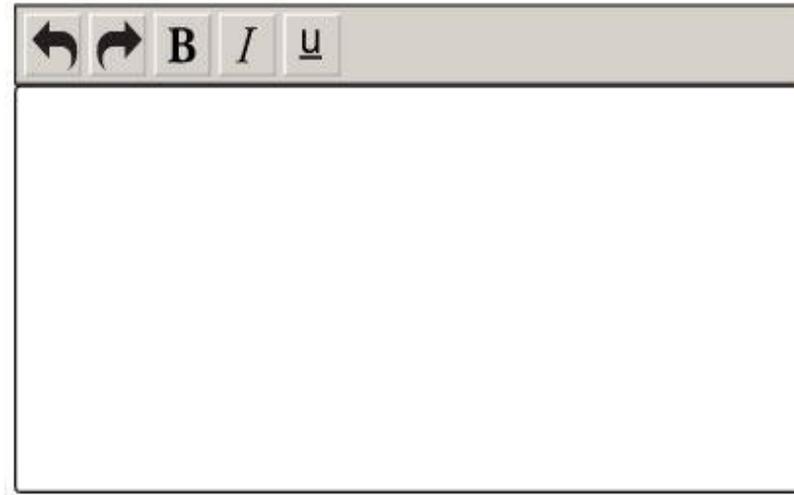
Administration and Reporting for LEAP 2025 U.S. History (five-level)

Administration	Testing Window	Student-Level Results
Fall	November 29, 2017 – December 15, 2017	Summer 2018
Spring	April 23, 2018 – May 18, 2018	
Summer	June 18, 2018 – June 22, 2018	

In 2017-2018, retesters who are not enrolled in a U.S. History course and graduating seniors will take the EOC U.S. History test. The EOC U.S. History Assessment Guide is available in the LDOE [Assessment Guidance Library](#).

The LEAP 2025 U.S. History test is **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 constructed- or extended-response item on the U.S. History test, students 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 an 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 an 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.

Permitted Testing Materials

All students should receive scratch paper and two pencils from their test administrator. Students taking the U.S. History test will have access to the U.S. History 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
school-issued scratch paper and two pencils	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
U.S. History Extended-Response Checklist	online and/or by Test Administrator	NO	YES	NO	

SAMPLE TEST ITEMS

Sample Sets

A sample [LEAP 2025 U.S. History Item Set – Political Machines and Progressive Reforms](#) and sample [LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries](#) are available in the LDOE [Released and Sample Test Items Library](#).

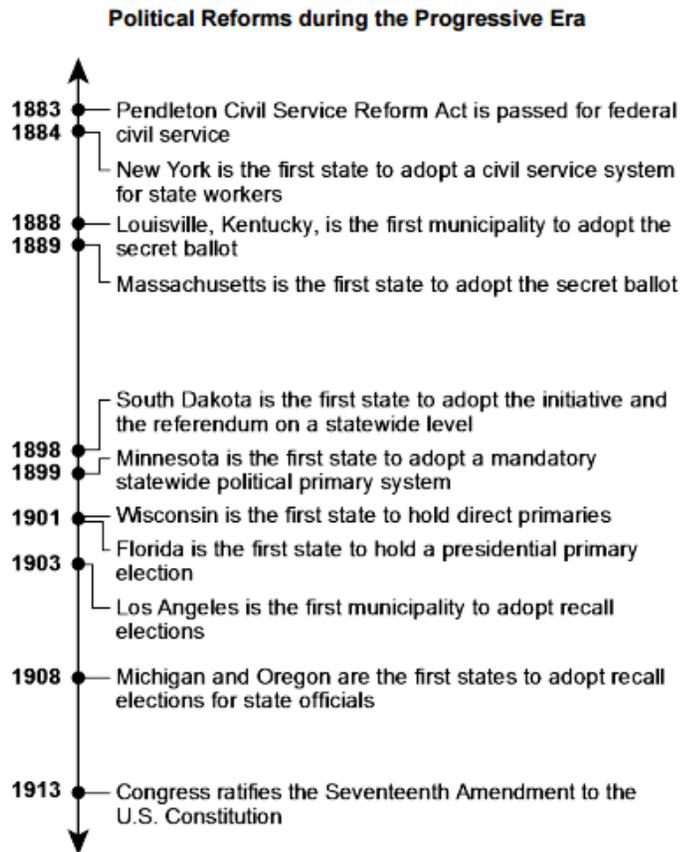
Sample Items

This section includes samples of each item type: a multiple choice (MC), a multiple select (MS), a technology enhanced (TE), a constructed-response (CR), and an extended response (ER).

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 U.S. History sample item set, sample task set, and OTT.

Multiple-Choice Item

Source 4



Based on Source 4, which statement **best** explains how Progressive reformers influenced the political process?

- A. Reform efforts expanded suffrage to racial minorities.
- B. Reform efforts increased public participation in politics.
- C. Reform efforts restricted the power of the federal government.
- D. Reform efforts created a political system with two parties.

Multiple-Select Item

Source 1

Excerpt from *To Hold Your District: Study Human Nature and Act Accordin'*
by George Washington Plunkitt

This excerpt is from a speech given by George Washington Plunkitt, a member of the Tammany Hall machine, who also served as a state senator between 1884 and 1904.

THERE's only one way to hold a district: you must study human nature and act accordin'

To learn real human nature you have to go among the people, see them and be seen. I know every man, woman, and child in the Fifteenth District . . . I know what they like and what they don't like, what they are strong at and what they are weak in, and I reach them by approachin' at the right side. . . .

What tells in holdin' your grip on your district is to go right down among the poor families and help them in the different ways they need help. I've got a regular system for this. If there's a fire in Ninth, Tenth, or Eleventh Avenue, for example, any hour of the day or night, I'm usually there with some of my election district captains as soon as the fire engines. If a family is burned out I don't ask whether they are Republicans or Democrats, and I don't refer them to the Charity Organization Society, which would investigate their case in a month or two and decide they were worthy of help about the time they are dead from starvation. I just get quarters¹ for them, buy clothes for them if their clothes were burned up, and fix them up till they get things runnin' again. It's philanthropy, but it's politics, too—mighty good politics. Who can tell how many votes one of these fires bring me? The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs.

If there's a family in my district in want I know it before the charitable societies do, and me and my men are first on the ground. I have a special corps to look up such cases. The consequence is that the poor look up to George W. Plunkitt as a father, come to him in trouble—and don't forget him on election day.

Another thing, I can always get a job for a deservin' man. I make it a point to keep on the track of jobs, and it seldom happens that I don't have a few up my sleeve ready for use. I know every big employer in the district and in the whole city, for that matter, and they ain't in the habit of sayin' no to me when I ask them for a job.

¹quarters: lodgings

Based on Source 1, which statements **best** describe the relationship between political machines and local communities in the late nineteenth century?

Select the **two** correct answers.

- A. Political machines provided aid to urban communities in exchange for votes.
- B. Political machines worked with labor unions to expand their influence in local communities.
- C. Political machines emerged among immigrant groups in rural communities.
- D. Political machines used a system of patronage to gain the support of voters and their communities.
- E. Political machines worked with voters to eliminate corruption in government.
- F. Political machines worked with voters to block immigrants from moving into their communities.

Technology-Enhanced Item

Source 2

The Spirit of Tweed is Mighty Still by Thomas Nast

This political cartoon was published by *Harper's Weekly* in 1886 with the caption: "The spirit of Tweed is mighty still . . . and even yet you don't know what you are going to do about it!"



Source: Library of Congress.

Political machines emerged in the late nineteenth century.

Drag and drop the **four** correct events into the flow chart in chronological order from earliest to most recent to show the rise of political machines and their effects.

📄?

Rise of Political Machines

The Industrial Revolution leads to increased economic development in the Northeast.

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Cities in the Northeast grow quickly and experience problems with rapid urbanization.

Party bosses use political machines to encourage immigrant voters to elect them to local government offices.

Political machines accuse local party bosses of corruption.

Political machines emerge in northeastern cities to help immigrant voters with their problems.

Corruption and graft become common in local government.

Immigrants move to small rural towns and have difficulty looking for work.

OK

Constructed Response

Source 3

Excerpt from *What Will the Harvest Be?* by Robert La Follette, Sr.

This excerpt is from campaign literature for Senator Robert La Follette that was published in the early twentieth century.

What Will the Harvest Be?

There was a time in Wisconsin when the boss and representatives of the railroads nominated the candidates for both parties. How? By intervening between the voter and the nomination and "getting" the delegates.

You remember how it was done; railroad passes, entertainment, money, influence. Men who could not be elected as delegates sat in conventions on proxies¹ purchased as merchandise. Delegates honestly elected were unseated by fraud, and contesting delegates seated. These were some of the means.

There was a time in Wisconsin when the railroads ruled and ruled supreme. They openly boasted of their power. For more than thirty years no law was enacted except by consent of the railroads.

La Follette secured the anti-lobby law and drove from the capitol some of the most corrupt and notorious characters of the age. This law must be enforced.

La Follette secured the anti-pass law and thus did away with the common and wholesale bribery of public officials.

La Follette secured the corrupt practices acts designed to purify the caucuses² and elections. This law must be strengthened and enforced. It has been flagrantly violated in recent years.

La Follette, with a clear vision, saw then what Roosevelt and Hughes³ see now—that the people must be freed from boss rule.

La Follette secured the primary election law. Under the primary law you vote direct for your choice, your vote is your own, if there is failure it is your failure. Make the fight for right men and right laws in the open, as you can, and you will win.

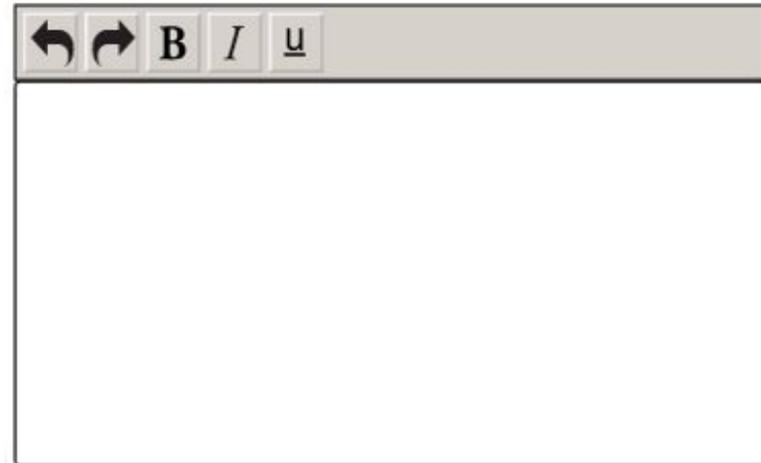
This great movement in Wisconsin has given Wisconsin a reputation throughout the nation. It is the Wisconsin Idea and other states are following in its wake.

¹proxies: substitutes, representatives

²caucuses: meetings of political party members to select candidates

³Hughes: Charles Evans Hughes, a Republican governor who was part of the Progressive movement

Based on the sources and your knowledge of U.S. history, describe **one** problem caused by political corruption and explain how Progressives proposed to reform that problem.



A text entry box with a toolbar containing icons for undo, redo, bold, italic, and underline.

Extended Response

Source 4

Transportation Industry Statistics (1910–1940)

Railroad Industry Statistics

Year	Number of Railroad Employees	Number of Passengers Carried	Tons of Freight Carried
1890	749,000	492,431,000	76,207,000,000
1900	1,018,000	576,831,000	141,597,000,000
1910	1,699,000	971,683,000	255,017,000,000
1920	2,076,000	1,269,918,000	413,699,000,000
1930	1,517,000	707,987,000	385,815,000,000
1940	1,046,000	456,088,000	375,369,000,000

Source: U.S. Census Bureau.

Automobile Industry Statistics

Year	Number of Passenger Cars Produced	Number of Manufacturing Employees
1900*	2,000	4,192
1910*	76,000	181,000
1920*	343,000	1,905,560
1930	323,000	2,784,745
1940	465,000	3,717,385

*Information for employees is taken from previous year

Source: Automobile Manufacturers Associations.

Domestic Airline Industry Statistics

Year	Number of Airline Employees	Number of Passengers Carried
1930	2,778	384,506
1932	4,020	476,041
1934	4,201	475,461
1936	7,079	931,683
1938	9,008	1,197,100
1940	15,984	2,802,781

Source: U.S. Census Bureau.

Based on the sources and your knowledge of U.S. history, analyze how the development of the transportation system in the United States affected the country economically and culturally in the late nineteenth and early twentieth centuries.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of U.S. history.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

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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 U.S. History Practice Test and [Answer Key](#): offers a computer-based practice test to help prepare students for the U.S. History test; accessed through INSIGHT
- [LEAP 2025 Social Studies Practice Test Guidance](#): provides guidance on how teachers might use the practice test to support their instructional goals
- [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
- [Computer-based Test Scheduling Guidance](#): provides guidelines and recommendations for the scheduling and administration of computer-based tests
- [Grades 9-12 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
- [Key Themes for U.S. History](#): shows how the U.S. History GLEs are connected to help teachers prepare for the new assessment
- [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 U.S. History Item Set – Political Machines and Progressive Reforms](#): offers a sample item set with examples of how content and claims may be assessed in an item set; includes a constructed-response question
- [LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries](#): offers a sample task set with examples of how content and claims may be assessed in a task set; includes an extended-response question
- [LEAP Accessibility and Accommodations Manual](#): provides information about Louisiana’s accessibility features and accommodations for testing
- [Practice Test Quick Start Guide](#): provides information regarding the administration and scoring process needed for the online practice tests
- [Social Studies Scope and Sequence: United States History](#): provides a yearlong overview of the GLEs categorized into units to show how they support the development of content and claims
- [U.S. History Extended-Response Checklist](#): provides students with support when developing their written response to an extended-response item for U.S. history

APPENDIX A

Item Type	Answer Keys/Rubric	Primary Alignment	Resource
Multiple-Choice Item	B	US.2.8	LEAP 2025 U.S. History Item Set – Political Machines and Progressive Reforms
Multiple-Select Item	A, D	US.2.6	
Technology-Enhanced Item	<p style="text-align: center;">Rise of Political Machines</p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">The Industrial Revolution leads to increased economic development in the Northeast.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Cities in the Northeast grow quickly and experience problems with rapid urbanization.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Political machines emerge in northeastern cities to help immigrant voters with their problems.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Party bosses use political machines to encourage immigrant voters to elect them to local government offices.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px;">Corruption and graft become common in local government.</div> </div>	US.2.8	
Constructed-Response Item	Sample Constructed-Response Item Rubric and Scoring Notes		
Extended-Response Item	Sample Extended-Response Task Rubric and Scoring Notes	US.4.3	

APPENDIX B

Update Log		
Date	Page	Summary of Changes
10/4/2017	2	Added partial credit and session information
	3	Updated test design Added testing time allowed
	5	Reporting category update
	6	Fall testing window update
	14	Added resources Updated links