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UPDATES INCLUDED 2/16/2018

- ❖ [Science Field Test Update](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 4, which will be administered in the 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, 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 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 three 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 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 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 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 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 Grade 4 test contains six item sets, twelve discrete stand-alone items, and a task set. The table below outlines the operational test design of the Grade 4 Social Studies assessment.

LEAP 2025 Social Studies Test Design for Grade 4					
Test Session	Component	Number of Source Documents per Set or Discrete Item	Numbers and Types of Questions	Points	Time Allowed
Session 1	4 Item Sets	1 to 4	6 SR	6	85 minutes
			6 SR	6	
			4 SR and 1 CR	6	
			4 SR and 1 CR	6	
Session 2	Task Set	3 to 4	3 SR and 1 ER	11	45 minutes
Session 3	2 Item Sets	1 to 4	6 SR	6	85 minutes
	Discrete Items	0 to 2	4 SR	4	
	1 Field Test Item Set OR 5 Field Test Discrete Items	1 to 4 OR 0 to 2	12 SR	12	
			5 SR	N/A	
Total Operational Form	6 Item Sets 1 Task Set 12 Discrete Items		45 SR, 2 CR, and 1 ER	57	215 minutes

NOTE: The test will contain field-test questions. The field-test questions do **not** count toward a student’s final score on the test and may be placed anywhere within 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 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, 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 set varies by year, the percentages by reporting categories **do not** take the task set into account.

Reporting Category	Approximate Percentage of Score Points
History	25
Geography	25
Civics	25
Economics	25
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 POLICIES

Administration Schedule

The LEAP 2025 ELA, mathematics, and social studies assessments will be available to districts as paper-based tests (PBT) or computer-based tests (CBT) for grade 4. School and district test coordinators will provide information on the delivery method selected by their district. The table below lists the PBT administration schedule for the grade 4 LEAP 2025 tests, including the science field test.

Paper-Based Test Administration Schedule: Grade 4

Testing Window: April 30, 2018 – May 4, 2018			Session Time (minutes)
Day 1 April 30	English Language Arts Session 1:	Literary Analysis Task OR Research Simulation Task	90
	Mathematics Session 1		75
Day 2 May 1	English Language Arts Session 2:	Research Simulation Task OR Narrative Writing Task + 1 passage set	90
	Mathematics Session 2		85
Day 3 May 2	English Language Arts Session 3: Reading Literary and Informational Texts		60
	Mathematics Session 3		75
Day 4 May 3	Social Studies Session 1: Item Sets		85
	Social Studies Session 2: Task Set		45
	Social Studies Session 3: Item Sets and Discrete Items		85
Day 5 May 4	Science Field Test Session 1: Discrete Items and Item Sets		60
	Science Field Test Session 2: Discrete Items and Task Set		45

The **computer-based testing window opens April 9, 2018 and runs through May 4, 2018**. If your school is participating in computer-based testing, the school or district test coordinator will communicate the testing schedule. For more information about the scheduling of the CBT and online administration policies, refer to the [CBT Guidance](#) document, found in the LDOE [assessment library](#).

All LEAP 2025 assessments, 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).

Paper-Based Tests

Students taking the paper-based tests, except those using braille test materials, will enter all answers in their test booklets. There will be no separate answer documents. Each social studies test booklet will be sealed, and session-indicator bars will appear on the outside margins of the pages. Instructions for how to manage the test booklets, including how to break the seals, will be outlined in the Test Administration Manual.

- Option A
- Option B
- Option C
- Option D

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

- Option A
- Option B
- Option C
- Option D
- Option E
- Option F

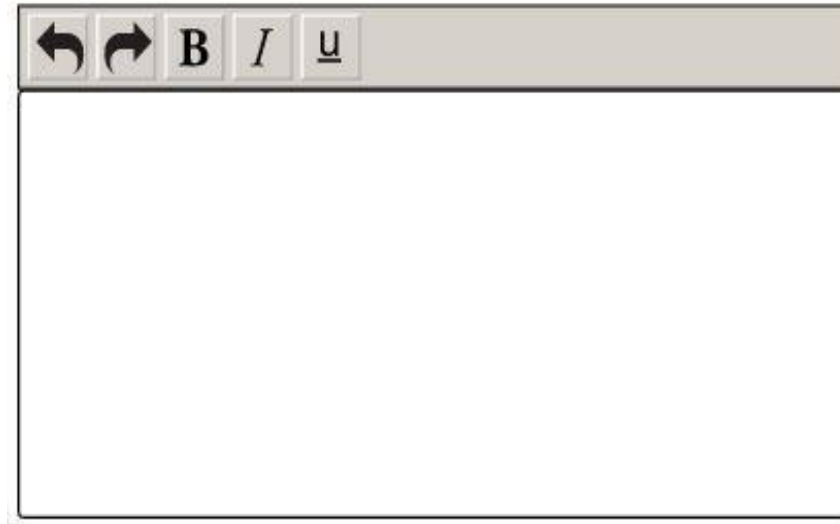
Multiple-select questions for grade 4 have five or six options. Students will fill in the number of correct answers identified in the stem of the question. The sample below asks for two correct answers.

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.









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 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 (similar to what a student can do on the paper-based tests), 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.

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 3, 4, and 5	online and/or by Test Administrator	NO	YES	NO	

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 [Released and Sample Test Items Library](#). The [item set](#) and [task set](#), providing examples of how content and claims may be assessed in a grade 4. The sets include source documents, selected-, constructed-, and extended-response questions.

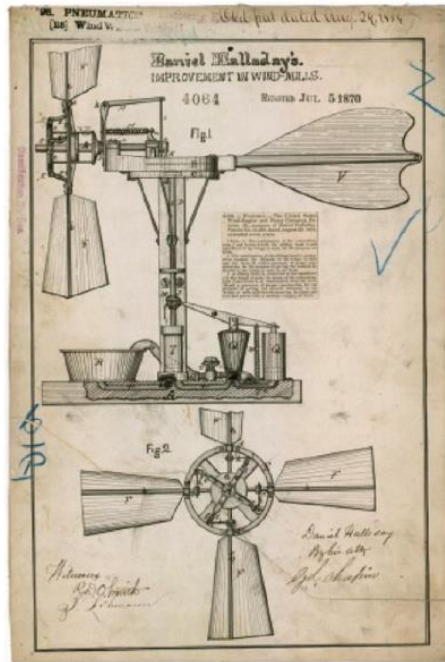
Information associated with the sample items (i.e., answer keys/rubrics and alignment) is located in the [Appendix](#). Look for these items and related source documents in the LEAP 2025 Social Studies Grade 4 sample item set, task set, and OTT.

Multiple-Choice Item

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.



Source: National Archives.

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

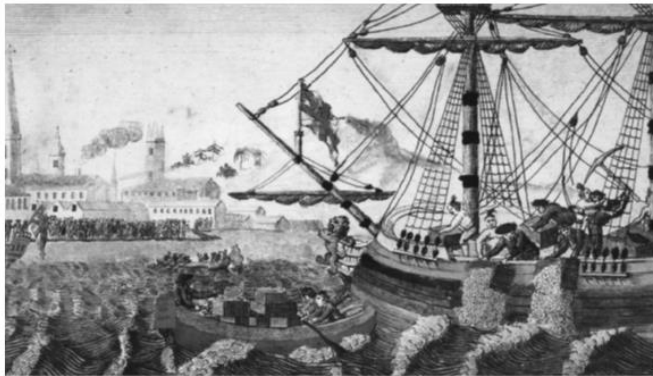
- A. It allowed farmers to read signs of approaching storms.
- B. It generated electrical power to homes and barns.
- C. It provided access to underground sources of water.
- D. It marked boundary lines on farms and ranches.

Multiple-Select Item

Source 1

Boston Tea Party Engraving

This engraving from 1789 shows the events of December 16, 1773. Dressed as American Indians, 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

Why did the Boston colonists feel justified in destroying the tea cargo?

Select the **two** correct answers.

- A. They knew Parliament planned to declare war on them soon.
- B. They were able to buy tea from the Dutch and Spanish at much cheaper prices.
- C. They believed Parliament was giving an unfair advantage to British merchants.
- D. They wanted to control all of the merchandise that came into and out of the port of Boston.
- E. They disliked having to provide quarters for British officers and soldiers in their homes.
- F. They felt that they had not been represented in the decisions about taxes made by Parliament.

Constructed Response

Source 3

Timeline of Events Leading to American Revolution

Year	Event
1764	Britain passes the Sugar Act on colonists.
1765	Britain passes the Stamp Act on colonists.
1767	Britain passes Townshend Acts on colonists.
1770	Boston Massacre occurs when the British Army kills five colonists.
1773	Colonists protest at the Boston Tea Party.
1774	First Continental Congress meets in Philadelphia, Pennsylvania.
1775	Battles of Lexington and Concord occur.
1776	Declaration of Independence signed and adopted.

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

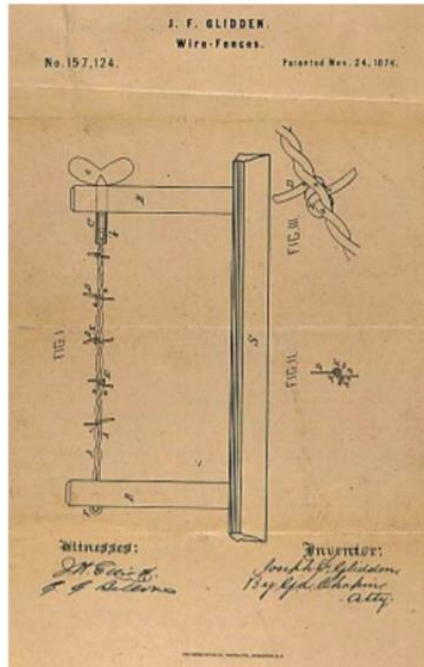
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Extended Response

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.



Source: National Archives.

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.
- Follow the steps on the Checklist as you write your response.

↶ ↷ **B** *I* u

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 4 Paper-Based Practice Test](#) and [Answer Key](#): offers samples of paper-based grade-level practice tests to help prepare students for the spring assessments; available through INSIGHT and on LDOE website
- LEAP 2025 Grade 4 Computer-Based Practice Test and [Answer Key](#): offers a computer-based grade-level practice test to help prepare students for the spring assessments updated to include authentic student responses and annotations to support teacher scoring of CR and ER items; accessed through INSIGHT
- [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
- [Practice Test Quick Start Guide](#): provides information regarding the administration and scoring process needed for the online practice tests
- [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 Accessibility and Accommodations Manual](#): provides information about Louisiana’s accessibility features and accommodations for testing
- [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
- [2011 Social Studies Grade-Level Expectations](#): provides the Social Studies 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 cognitive processes that students should 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
- [LEAP 2025 Social Studies Grade 3-5 Extended Response Checklist](#): provides students in grades 3, 4, and 5 with support when developing their extended response
- [Social Studies Grade 4 Item Set - The Boston Tea Party](#): provides examples of how content and claims may be assessed in a grade 4 item set; includes a constructed-response question
- [Social Studies Grade 4 Task Set - Inventions and the Great Plains](#): provides examples of how content and claims may be assessed in a grade 4 task set; includes an extended-response question
- [Fourth Grade Teacher Library](#): provides links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [Social Studies Resources page](#): 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; including instructional tasks for grade 4
- [Social Studies Scope and Sequence for Grade 4](#): provides yearlong support of GLEs categorized into instructional units which supports the development of content and claims
- [Social Studies Key Themes for Grade 4](#): shows how the social studies GLEs are connected to help teachers prepare for the new assessments

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	Sample Constructed-Response Item Rubric and Scoring Notes		
Extended-Response Item	Sample Extended-Response Task Rubric and Scoring Notes	4.3.1	Social Studies Grade 4 Task Set - Inventions and the Great Plains

APPENDIX B

Update Log		
Date	Page	Summary of Changes
8/22/2017	3	Stand-alone field task session removed as it will not be given in spring 2018 Column added with point values
	5	Information added about Achievement Level Definitions and connection to Achievement Level Descriptors
	6	Column added to the right of table to include session times Updates to ELA session content Row added to bottom of table to include science field test sessions
	13	Updated links Added resources
10/4/2017	3	Reduced field-test items
	12	Added resources Updated links
2/16/2018	5	Updated Science Field test session times