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- Test Administration
- Sample Test Items
- Resources
- Appendix A: Answer Key/Rubrics
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UPDATES INCLUDED 9/23/2020

- ❖ [Information on field testing](#)
- ❖ [Test Administration Schedule](#)

## PURPOSE

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

### Introduction

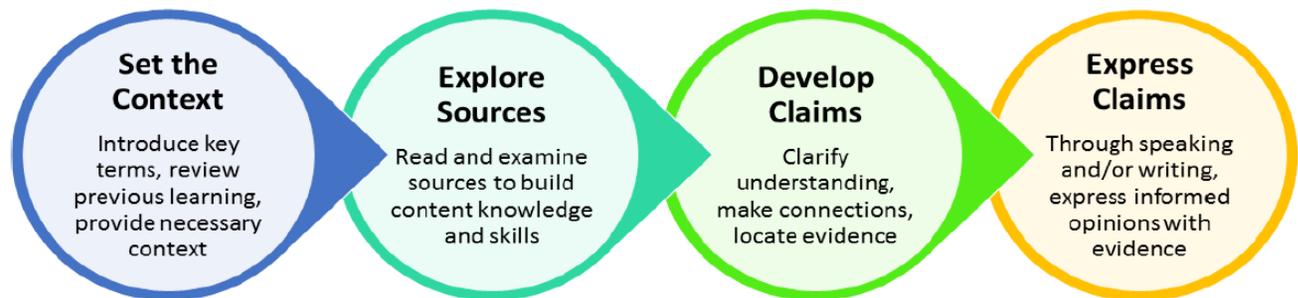
Students in grades 3–8 and U.S. history will take the LEAP 2025 Social Studies assessments, which provide

- questions that have been [reviewed by Louisiana educators](#) to ensure their alignment to the [K-12 Louisiana Student Standards for Social Studies](#) 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 build knowledge of the world by examining and evaluating information from an array of sources. The goal in social studies is to prepare students for civic life by helping them to become knowledgeable about the world, able to express reasoned arguments, and equipped to take informed action. To accomplish this, students must consistently do the following in their social studies class:

- Learn content through the exploration of high-quality, complex sources
- Engage in the majority of the thinking and speaking
- Practice using well-chosen evidence to support claims in a way that is logical and cohesive



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 well-informed **claims** in a way that is logical and cohesive

## ASSESSMENT DESIGN

### Supporting Key Shifts in Social Studies Instruction

Louisiana students in grades 3-8 and U.S. History take LEAP 2025 social studies assessments, which measure students' knowledge of the [K-12 Louisiana Student Standards for Social Studies](#) and provide students with opportunities 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 provide the context from which students answer sets of 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.

Standalone selected-response items, which are not part of task or item sets, are also part of the test to provide for greater coverage of assessable content.

### Source Documents

Sets and standalone items include a variety of source documents, such as:

- excerpts from text-based primary and/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

## Assessable Content

All [K-12 Louisiana Student Standards for Social Studies](#) 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.

## 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. MS questions for grade 5 have five to seven answer options. The stem of the question identifies the number of correct answers required. All SR items are worth one point each and students cannot earn partial credit.
- **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.
- **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. For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).
- **Extended Response (ER):** This item type appears at the end of the task set and 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 table below outlines the new test design of the LEAP 2025 Grade 5 Social Studies assessment.

LEAP 2025 Social Studies Test Designs for Grade 5				
Test Session	Component	Numbers and Types of Questions	Points	Time Allowed
Session 1	2 Item Sets	15 SR, 1 TEI, and 1 CR	19	65 minutes
	Standalone Items			
Session 2	1 Item Set	5 SR and 1 TEI	19	65 minutes
	Task Set	4 SR and 1 ER		
Session 3	2 Item Sets	16 SR, 1 TEI, and 1 CR	20	65 minutes
	Standalone Items			
<b>Total Operational Form</b>	5 Item Sets 1 Task Set 14 Standalone Items	40 SR, 2 CR ,3 TEI, and 1 ER	58	195 minutes

## Field Testing

In the past, a sample of students taking the grades 5-8 social studies assessments were required to participate in a short field-test session. **This spring, no field testing will take place at grades 5-8 in social studies.**

## REPORTING CATEGORIES

The LEAP 2025 Social Studies reports at grades 3-8 provide an overall score and achievement level as well as performance information for the categories of History, Geography, Civics, and Economics so that teachers can better understand overall strengths and weaknesses. The table below shows the approximate percentage of points in each reporting category for the LEAP 2025 Grade 5 Social Studies assessment.

Reporting Category	Approximate Percentage of Score Points
History	50
Geography	15
Civics	15
Economics	20
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. [Grade 5 Social Studies Achievement Level Descriptors](#) are available in the [Assessment](#) Library.

The following list identifies 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 study 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 study 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 study 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 study 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 study in this content area.

## TEST ADMINISTRATION

### Administration Schedule

In response to the delay of school system openings due to COVID-19, the LEAP 2025 spring testing dates have been rescheduled. The **computer-based testing window opens April 26, 2021, and runs through May 26, 2021**. The school or district test coordinator will communicate each school’s testing schedule. 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 school systems some flexibility in scheduling. However, to reduce incidences of testing irregularities, school systems 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., Social Studies Session 1 taken before Social Studies Session 2, Social Studies Session 2 taken before Social Studies Session 3)

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., grades 5-8 Social Studies Session 2, ELA Session 1, ELA Session 2) in a day to an individual student.

For more information about scheduling and administration policies, refer to the [Online Scheduling Guidance](#) document, 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 must be returned to the school test coordinator.

### 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.

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 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. 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 (OTT), 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.**

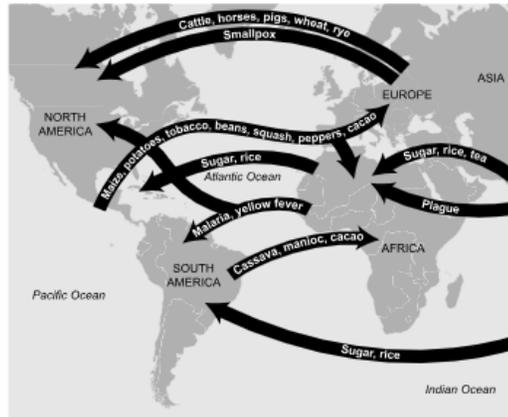
### SAMPLE TEST ITEMS

The LEAP 2025 Grade 5 Social Studies Practice Test is available as a PDF in the [DRC INSIGHT Portal \(eDIRECT\)](#) and online through the [teacher access link](#). 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 [practice test](#), sample [item set](#) and sample [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 and task set (i.e., answer keys/rubrics and alignment) is located in the [Appendix](#).

Multiple-Choice Item

were carried across the Atlantic Ocean to the Americas. 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 pustules<sup>1</sup>. It began in the month of Tepetilhuil. Large humps spread over the face 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?

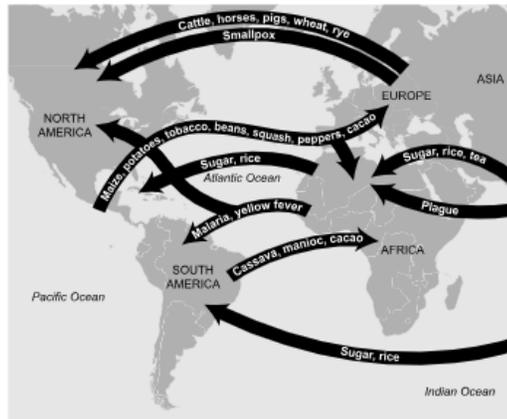
- (a) Many Native Americans died from smallpox and other European diseases.
- (b) The European colonists helped Native Americans build huge cities and develop their empire.
- (c) The majority of Native Americans moved west to create a better life for themselves.
- (d) Many Native Americans adopted European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

**Source 3**

The Epicurean More Text Below Spain

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.

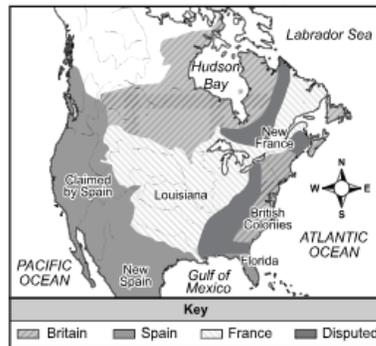
- a The crops helped Europeans have more balanced diets.
- b The crops led to the development of large-scale agriculture in Europe.
- c The crops increased slavery in Europe.
- d Wheat crops and rye crops transformed farming methods in Europe.
- e Different types of crops could be produced on small European farms.

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. [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

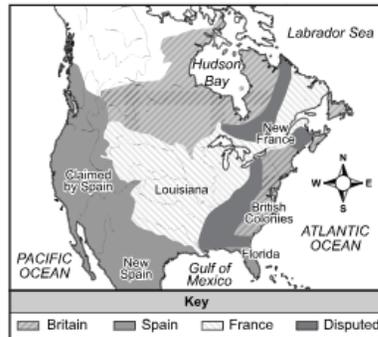
*Click To Respond*

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 Ocean. [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.

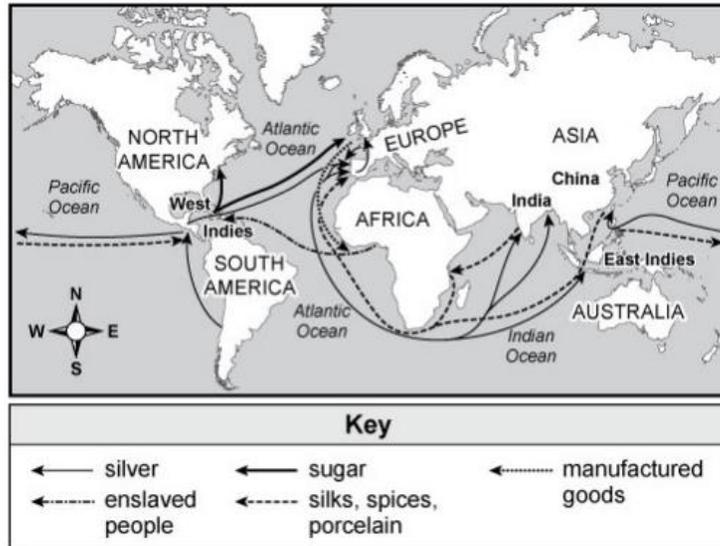


Empty response area for the student's answer.

Extended-Response Item

Source 4

World Trade Patterns, 1500s and 1600s



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
- [2019 Summit Session: Social Studies 101](#): includes guidance on how to use essential social studies resources to plan instruction and how to score student responses using the LEAP 2025 social studies rubrics
- [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

- [2020-2021 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [Achievement Level Descriptors](#): contains 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

### LEAP 360 Library

- includes the [EAGLE item banks](#) with high-quality questions that teachers can integrate into classroom instruction and assessments; contact your test coordinator for instructions on accessing the files

### DRC INSIGHT Portal (eDirect)

- includes access to tutorials, manuals, and user guides

### 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; access [here](#) using the Chrome browser

### K-12 Social Studies Resources Library

- [K-12 Louisiana Student Standards for Social Studies](#): 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
- [Grade 5 Social Studies Distance Learning Packet](#): supports continuous learning by providing teachers with low-tech materials that include standards-aligned content experiences

### Contact Us

- [assessment@la.gov](mailto:assessment@la.gov) for assessment questions
- [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) for curriculum and instruction questions
- [AskLDOE](#) for general questions
- [ldoecommunications@la.gov](mailto:ldoecommunications@la.gov) to subscribe to newsletters; include the newsletter(s) you want to subscribe to in your email

[Newsroom](#): offers archived 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	<a href="#">Social Studies Grade 5 Item Set – The Columbian Exchange</a>						
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	<a href="#">Sample Constructed-Response Item Rubric and Scoring Notes</a>	5.8.1							
Extended-Response Item	<a href="#">Sample Extended-Response Task Rubric and Scoring Notes</a>	5.2.2	<a href="#">Social Studies Grade 5 Task Set – The Age of Exploration in the Americas</a>						

**APPENDIX B**

Update Log		
Date	Page(s)	Summary
8/3/2020	All	Assessment Guides available for the 2020-2021 school year
9/23/20	4	Updated field testing information
	6	Updated test administration dates