

This guide includes the following information:

- [Purpose](#)
- [Assessment Design](#)
- [Reporting Categories](#)
- [Test Administration](#)
- [Sample Test Items](#)
- [Resources](#)
- [Appendix A: Answer Key/Rubrics for Sample Items](#)
- [Appendix B: Update Log \(describes ongoing updates to the guide\)](#)

UPDATES INCLUDED 9/30/2019

- ❖ Additional information in [Resources section](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 6.

Introduction

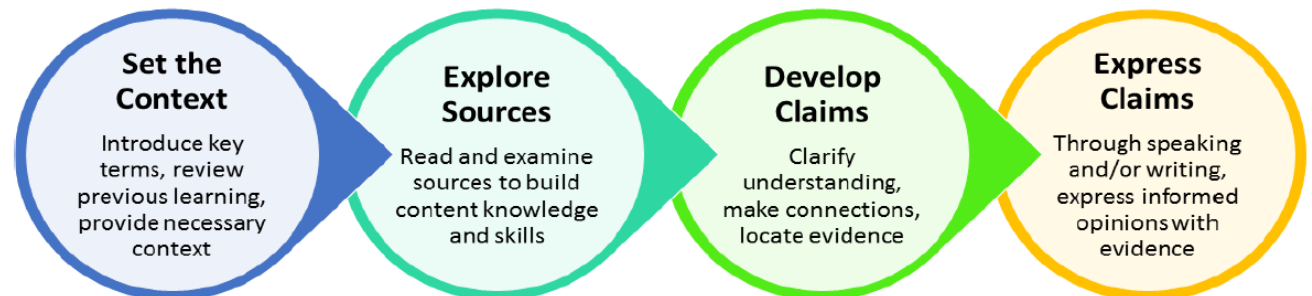
Students in grades 3–8 and U.S. history will take the LEAP 2025 Social Studies assessments, which provide

- 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 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 U.S. History take LEAP 2025 Social Studies assessments, which measure their 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:

- Two to six 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. Sets may contain items aligned to GLEs across more than one category or within a single category.
- Item sets include selected-response questions (multiple choice, multiple select) and some sets culminate with a short constructed-response or technology-enhanced item.
- The task set contains selected-response questions and an extended response. The extended-response item is worth up to eight points and scored using a two-dimensional rubric that measures content and claims.

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 reproductions of 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. MS questions for grade 6 have five or six 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 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, hot spots, and 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 test design of the LEAP 2025 Grade 6 Social Studies assessment.

LEAP 2025 Social Studies Test Design for Grade 6				
Test Session	Component	Number and Type of Questions	Points	Time Allowed
Session 1	3 Item Sets	20-22 SR, 1-2 TE, 1 CR	26	85 minutes
	Standalone Items			
Session 2	1 Item Set	5 SR and 1 TE	19	65 minutes
	Task Set	4 SR and 1 ER		
Session 3	2 Item Sets	17 SR, 1 TE, and 1 CR	21	65 minutes
	Standalone Items			
Total Operational Form	6 Item Sets 1 Task Set Standalone Items	46-48 SR, 3-4 TE, 2 CR, and 1 ER	66	215 minutes

Field Testing

Rather than requiring **all** students and schools to participate in field testing annually, a **sample** of students at grades 5-8 will be required to participate in a short field-test session during the existing testing window. Students will have 45 minutes to complete this session. The field-test questions do **not** count toward a student’s final score on the test; they provide information that will be used to develop future test forms. Additional information will be shared in the winter with the schools participating in grades 5-8 field testing.

REPORTING CATEGORIES

All [K-12 Louisiana Student Standards for Social Studies](#) for grade 6 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Sample Scope and Sequence for Grade 6](#) 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.

The table below shows the approximate percentage of points in each reporting category for the grade 6 LEAP 2025 Social Studies assessment.

Reporting Category	Approximate Percentage of Score Points
History	52
Geography	22
Civics	13
Economics	13
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. The [Grade 6 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 studies in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of studies in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

TEST ADMINISTRATION

Administration Schedule

The **computer-based testing window opens March 30, 2020, and runs through May 1, 2020**. 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 the scheduling of the CBT and online administration policies, refer to the [Computer-Based Test Scheduling Guidance](#) document, found in the LDOE [Assessment library](#).

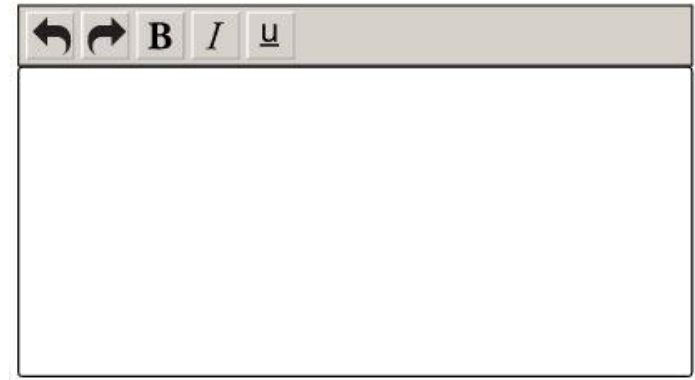
Testing Materials

All students must receive scratch paper and 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.

A screenshot of a text input box. At the top, there is a toolbar with five icons: a left-pointing arrow (undo), a right-pointing arrow (redo), a bold letter 'B', an italic letter 'I', and an underlined letter 'u'. Below the toolbar is a large, empty rectangular text area for writing.

The following online tools allow students to select answer choices, “mark” items, eliminate answer options, take notes, enlarge an item, and guide the reading of a source 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 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

A sample [Social Studies Grade 6 Item Set – West African Kingdoms](#) and sample [Social Studies Grade 6 Task Set – Catalhoyuk](#) are available in the LDOE [Assessment Guidance library](#). The [item set](#) and [task set](#) provide examples of how content and claims may be assessed in grade 6. 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 [Appendix A](#). Look for these items and related source documents in the LEAP 2025 Social Studies Grade 6 sample item set, task set, and OTT.

Multiple-Choice Item

Source 2

Equestrian Figure

This clay sculpture of an equestrian¹ figure was discovered in the Inland Niger Delta region of Mali and is dated between the 13th and 15th centuries.



Source: National Museum of African Art.

¹ **equestrian**: relating to the riding of horses

Which characteristic of the Mali Empire is **most closely** associated with Source 2?

- A. trade with North Africa
- B. powerful military
- C. wealth obtained from gold mines
- D. training wild animals for celebrations

Multiple-Select Item

Medieval West African Kingdoms




Source: National Park Service.

What do Source 1 and Source 2 suggest about the development of West African kingdoms?

Select the **two** correct answers.

- A. People specialized in different jobs as a result of the growth in trading cities.
- B. People often used camels for transportation.
- C. The armies of each kingdom used a wide variety of weapons in war.
- D. People had leisure time to develop arts.
- E. The kingdoms had powerful and rich leaders.

Technology-Enhanced Item

?


- Plentiful salt deposits
- Location near the Atlas Mountains
- Inland port cities on rivers
- Nearness to the Silk Road
- Abundance of gold
- Taxes collected from merchants
- Trans-Atlantic trade routes
- Nearness to trans-Saharan caravan routes

Geographic Factors Influencing Medieval West African Kingdoms

OK

Constructed-Response Item

Based on the sources and your knowledge of social studies, explain **two** reasons medieval West African kingdoms were successful.



Extended-Response Item

Source 1

Physical Features of Ancient Anatolia

The map shows the southern Anatolian Peninsula, including the location of Catalhoyuk. Catalhoyuk existed from approximately 7400 to 5600 B.C. Evidence suggests that the Carsamba River was once located near Catalhoyuk.

The map also shows the closeness of Catalhoyuk to the Fertile Crescent and Mesopotamia. The first settlements in Mesopotamia began to appear around 6000 B.C. Independent city-states began to appear in southern Mesopotamia around 3000 B.C.



Based on the sources and your knowledge of social studies, analyze the influence of geography on the achievements of the developing civilization of Catalhoyuk.

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 6 Item Set – West African Kingdoms](#) and [Social Studies Grade 6 Task Set – Catalhoyuk](#): offers 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 6 Practice Test Answer Key](#): includes answer keys, scoring rubrics, alignment, and annotated student responses
- [LEAP 2025 Social Studies Practice Test Guidance](#) and [LEAP 2025 Annotated Social Studies Practice Test Items](#): provides guidance on using the practice tests to support instructional goals
- [Practice Test Quick Start Guide](#): provides information regarding the administration and scoring for the online practice tests
- [Practice Test Webinars](#): provide information about how to use the practice tests instructionally and specific information about how the social studies practice tests differ from the operational assessments

Assessment Library

- [2019-2020 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [Grade 6 Social Studies Achievement Level Descriptors](#): contains descriptions of the knowledge, skills, and processes that students demonstrate with relative consistency and accuracy at each level
- [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 the computer-based tests

DRC INSIGHT Portal (eDIRECT)

- includes access to tutorials, manuals, and user guides
- [EAGLE](#): an item bank that is part of the LEAP 360 system and offers high-quality questions that teachers can integrate into classroom instruction and assessments; see the Appendix of [A Teacher’s Guide to LEAP 360](#) for available items

INSIGHT™

- LEAP 2025 Social Studies Grade 6 Practice Test: helps students prepare for the test
- Online Tools Training: helps students 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
- [Grade 6 Social Studies Companion Document](#): assists educators in interpreting the standards and GLEs and contains prioritized content and concepts
- [Social Studies Key Themes for Grade 6](#): shows thematic connections among the social studies GLEs
- [Social Studies Sample Scope and Sequence for Grade 6](#): provides a yearlong overview along with unit topics and instructional tasks to support teachers in creating opportunities for students to explore the content and develop and support claims in social studies

Contact Us

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions
- [AskLDOE](#) for general questions
- 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	B	6.2.7	Social Studies Grade 6 Item Set – West African Kingdoms
Multiple-Select Item	A, D	6.2.7	
Technology-Enhanced Item	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Geographic Factors Influencing Medieval West African Kingdoms</p> <p>Plentiful salt deposits</p> <p>Inland port cities on rivers</p> <p>Abundance of gold</p> <p>Nearness to trans-Saharan caravan routes</p> </div>	6.4.3	
Constructed-Response Item	Sample Constructed-Response Item Rubric and Scoring Notes	6.2.7	
Extended-Response Item	Sample Extended-Response Item Rubric and Scoring Notes	6.4.3	

APPENDIX B

Update Log		
Date	Page(s)	Summary
07/22/20219	All	Assessment Guides available for the 2019-2020 school year
09/30/2019	11	Information added to Resources section