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UPDATES INCLUDED 10/3/2018

- ❖ [Test Design](#)
- ❖ [Reporting Category Table](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 7.

Introduction

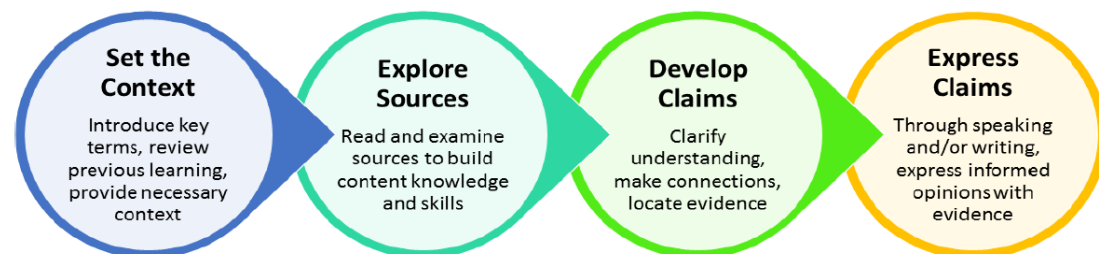
Students in grades 3–8 and U.S. History will take the LEAP 2025 Social Studies assessments, which provide

- 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 that measure their knowledge of the [K-12 Louisiana Student Standards for Social Studies](#) and provide students with opportunities to demonstrate their understanding of social studies through a variety of item types and to engage with source documents while developing **claims** about social studies **content** and concepts. The social studies vision is reflected in the summative assessment as students are presented with questions that ask them to apply their understanding of social studies **content** and concepts by making connections and showing relationships among ideas, people, and events within and across time and place. Students use both their **content knowledge** and the **sources** embedded in the assessment to develop their ideas and support their **claims**.

Set-Based Design

The LEAP 2025 Social Studies assessments have a **set-based** design.

- Two to six related source documents provide the context from which students answer sets of five to six 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. All SR items are worth one point each and students cannot earn partial credit. MS questions for grade 7 have five to seven answer options. The stem of the question identifies the number of correct answers required.
- **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 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. The ER item asks students to write an in-depth response that expresses and develops a claim, incorporating their knowledge of social studies content and concepts along with evidence from the source documents. The ER item is worth up to eight points and is scored using a two-dimensional rubric that measures content and claims. Each dimension is scored using a rubric with a scale of 0-4 points.

Test Design

The table below outlines the new test design of the LEAP 2025 Grade 7 Social Studies assessment.

LEAP 2025 Social Studies Test Design for Grade 7				
Test Session	Component	Numbers and Types of Questions	Points	Time Allowed
Session 1	3 Item Sets	13-15 SR, 1-2 TE, 1 CR	26	85 minutes
	Standalone Items	7 SR		
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	10 SR, 1 TE, and 1 CR	21	65 minutes
	Standalone Items	7 SR		
Total Operational Form	6 Item Sets 1 Task Set 14 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 an embedded field test, a **sample** of schools will participate in a short field test session during the existing testing window. Additional information will be shared in late fall with the schools participating in the field test session.

REPORTING CATEGORIES

All [K-12 Louisiana Student Standards for Social Studies](#) for grade 7 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Scope and Sequence for Grade 7](#) 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 LEAP 2025 Grade 7 Social Studies assessment.

Reporting Category	Approximate Percentage of Score Points
History	50
Geography	13
Civics	24
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 7 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

The **computer-based testing window opens April 1, 2019, and runs through May 3, 2019**. 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., ELA Session 1 taken before ELA Session 2)

We also recommend

- limiting sessions to no more than three in one day for a student; and
- administering no more than one session that includes an extended-response task or writing prompt (e.g., 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 [Computer-Based Test Scheduling Guidance](#) document, found in the LDOE [Assessment library](#).

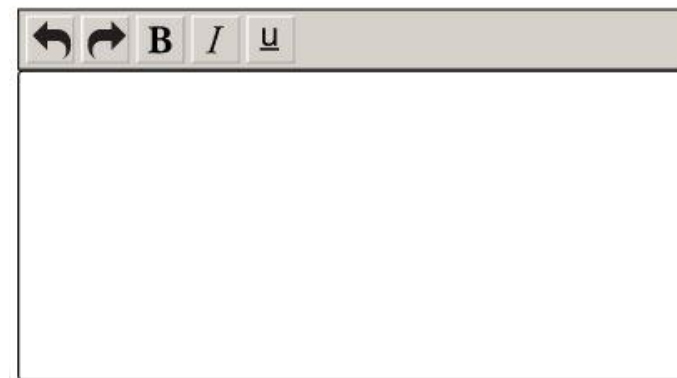
Testing Materials

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. Because the assessments are timed and the information contained within the Extended-Response Checklist appears in the bulleted list on each extended-response item, the checklist has been removed from the assessment.








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 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**, 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 7 Item Set – Key Ideas Leading to Independence](#) and sample [Social Studies Grade 7 Task Set – Women’s Rights Movement](#) 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 7. 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 7 sample item set, task set, and OTT.

Multiple-Choice Item

Source 1

Excerpt from *The Rights of the Colonists*
by Samuel Adams, November 20, 1772

Among the natural rights of the Colonists are these: first, a right to life; secondly to liberty; thirdly to property; together with the right to support and defend them in the best manner they can. Those are evident branches of, rather than deductions from, the duty of self-preservation, commonly called the first law of nature.

All men have a right to remain in a state of nature as long as they please. And in case of intolerable oppression, civil or religious, to leave the society they belong to, and enter into another.

Source 2

Excerpt from *Boston Massacre Oration*
by John Hancock, March 5, 1774

What tenderness, what regard, respect, or consideration has Great Britain shown . . . for the security of the persons or properties of the inhabitants of the Colonies? Or rather what have they omitted doing to destroy that security? They have declared that they have always had, and should always have, full power to make laws to bind the Colonies in all cases whatever. They have exercised this pretended right by imposing a tax upon us without our consent. And in case we show some reluctance at parting with our property, her fleets and armies are sent to enforce their mad claims.

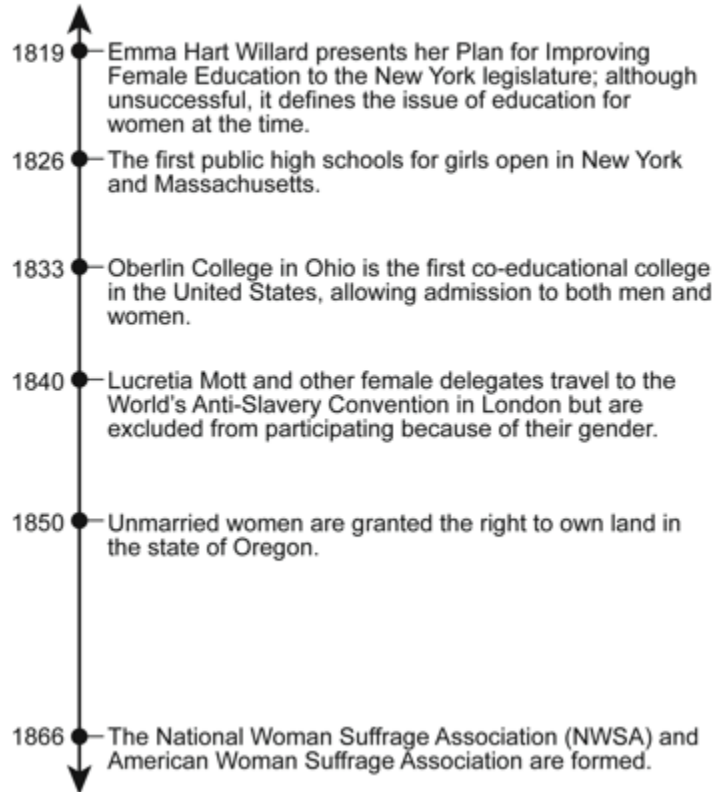
Which phrase from Source 1 or Source 2 is **most closely** associated with the rights that colonists believed they were guaranteed as citizens?

- A. "they have always had, and should always have, full power to make laws to bind the Colonies in all cases whatever" (Source 2)
- B. "exercised this pretended right by imposing a tax upon us without our consent" (Source 2)
- C. "a right to life; secondly to liberty; thirdly to property; together with the right to support and defend them" (Source 1)
- D. "evident branches of, rather than deductions from, the duty of self-preservation" (Source 1)

Multiple-Select Item

Source 4

Women's Rights



Which statements **best** describe the women's rights movement during the 1800s?

Select the **two** correct answers.

- A. It opposed the prohibition of the production and sale of alcohol.
- B. It had many members who supported other social-reform movements.
- C. It had strong support throughout the southern states.
- D. It wanted to discourage the teaching of Christianity.
- E. It had diverse membership that included men and women of different races.

Technology-Enhanced Item

The American colonists and the British shared many common principles about government. However, by 1775 some of these principles differed. Based on the sources and your knowledge of social studies, categorize the principles held by the American Colonial Assemblies and the principles held by the British government.

Drag each principle to the correct category. Each principle will be used once.

?	
Principles of American Colonial Assemblies	Principles of the British Government
All citizens share in the costs of defending the British Empire.	Citizens should attempt to change the government when the rights of the people are infringed.
There are certain natural rights that belong to all citizens.	Citizens must obey the laws made by the government without question.
The people should not be taxed without representation.	
<div style="border: 1px solid black; padding: 5px; display: inline-block; background-color: #0070C0; color: white; border-radius: 5px;">OK</div>	

Constructed-Response Item

Based on the sources and your knowledge of social studies, describe **two** actions taken by the colonists in response to the violations of rights by the British.

← → **B** *I* u

Extended-Response Item

Source 1

Excerpt from *The Declaration of Sentiments* (July 1848)

by Elizabeth Cady Stanton

This excerpt is from The Declaration of Sentiments, which was adopted at the first Women's Rights Convention, held in Seneca Falls, New York, in July 1848.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; . . .

The history of mankind is a history of repeated injuries and usurpations¹ on the part of man toward woman. . . . To prove this, let facts be submitted to a candid² world.

He has never permitted her to exercise her inalienable right to the elective franchise³.

He has compelled her to submit to laws, in the formation of which she had no voice. . . .

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides. . . .

He has taken from her all right in property, even to the wages she earns. . . .

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her. . . .

Now, in view of this entire disfranchisement⁴ of one-half the people of this country, . . . in view of the unjust laws above mentioned, . . . we insist that they have immediate admission⁵ to all the rights and privileges which belong to them as citizens of these United States.

¹usurpations: taking of power

²candid: open

³elective franchise: vote

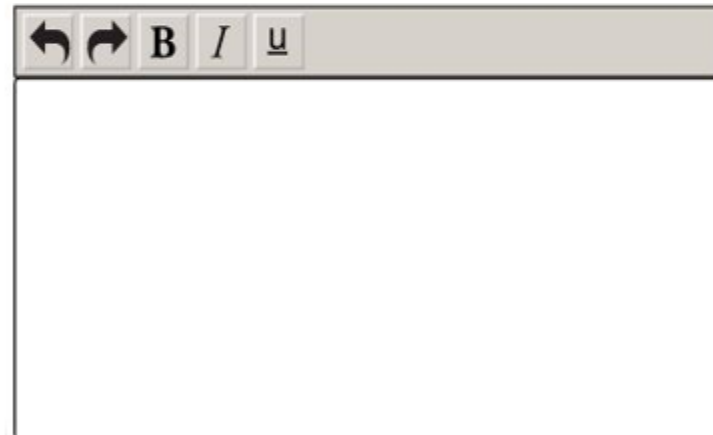
⁴disfranchisement: denial of rights, usually the right to vote

⁵admission: access

Based on the sources and your knowledge of social studies, analyze the influences on and goals of the women's rights movement during the 1800s.

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.



RESOURCES

Assessment Guidance Library

- [Social Studies Grade 7 Item Set – Key Ideas Leading to Independence](#) and [Social Studies Grade 7 Task Set – Women’s Rights Movement](#): offers examples of how content and claims may be assessed
- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committees, includes information on applying for participation

Practice Test Library

- [LEAP 2025 Grade 7 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 of the online practice tests

Assessment Library

- [2018-2019 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [Grade 7 Social Studies Achievement Level Descriptors](#): descriptions of the knowledge, skills, and processes that students demonstrate with relative consistency and accuracy at each level of achievement
- [LEAP Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [LEAP 2025 Technology Enhanced Item Types](#): provides a summary of technology enhanced items students may encounter in any of the computer-based tests (CBTs)

eDIRECT

- includes access to tutorials, manuals, and user guides

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

INSIGHT™

- LEAP 2025 Social Studies Grade 7 Practice Test: helps students prepare for the test
- Online Tools Training: helps students become familiar with the online testing platform

K-12 Social Studies Resources Library

- [K-12 Louisiana Student Standards for Social Studies](#): provides the standards and GLEs for all grade levels
- [Grade 7 Social Studies Companion Document for Units 1 and 2](#): assists educators in interpreting the standards and GLEs and contains prioritized content and concepts
- [Social Studies Key Themes for Grade 7](#): shows thematic connections among the social studies GLEs
- [Social Studies Sample Scope and Sequence for Grade 7](#): 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 about social studies concept

Contact Us

- [AskLDOE](#): electronic ticket system
- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions

[Newsroom](#): offers archive copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

APPENDIX A

Item Type	Answer Keys/Rubric	Primary Alignment	Resource								
Multiple-Choice Item	C	7.2.1	Social Studies Grade 7 Item Set – Key Ideas Leading to Independence								
Multiple-Select Item	B, E	7.3.3	Social Studies Grade 7 Task Set – Women’s Rights Movement								
Technology-Enhanced Item	<table border="1"> <thead> <tr> <th>Principles of American Colonial Assemblies</th> <th>Principles of the British Government</th> </tr> </thead> <tbody> <tr> <td>The people should not be taxed without representation.</td> <td>All citizens share in the costs of defending the British Empire.</td> </tr> <tr> <td>There are certain natural rights that belong to all citizens.</td> <td>Citizens must obey the laws made by the government without question.</td> </tr> <tr> <td>Citizens should attempt to change the government when the rights of the people are infringed.</td> <td></td> </tr> </tbody> </table>	Principles of American Colonial Assemblies	Principles of the British Government	The people should not be taxed without representation.	All citizens share in the costs of defending the British Empire.	There are certain natural rights that belong to all citizens.	Citizens must obey the laws made by the government without question.	Citizens should attempt to change the government when the rights of the people are infringed.		7.2.1	Social Studies Grade 7 Item Set – Key Ideas Leading to Independence
	Principles of American Colonial Assemblies	Principles of the British Government									
The people should not be taxed without representation.	All citizens share in the costs of defending the British Empire.										
There are certain natural rights that belong to all citizens.	Citizens must obey the laws made by the government without question.										
Citizens should attempt to change the government when the rights of the people are infringed.											
Constructed-Response Item	Sample Constructed-Response Item Rubric and Scoring Notes										
Extended-Response Item	Sample Extended-Response Item Rubric and Scoring Notes	7.3.3	Social Studies Grade 7 Task Set – Women’s Rights Movement								

APPENDIX B

Update Log		
Date	Page	Summary of Changes
10/03/2018	3	Updated test design information and added table
	4	Added reporting category table with approximate percentages
	5	Updated administration recommendations with social studies example Added section on Testing Material
	12	Added link for the Grade 7 Social Studies Companion Document for Units 1 and 2
	Throughout	Inserted updated links