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UPDATES INCLUDED [08/22/2017]

- ❖ [Field Test Update](#)
- ❖ [Achievement Level Descriptors](#)
- ❖ [New Resources and Links](#)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 8, which will be administered each 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, technology enhanced, and constructed and extended response. In this summative assessment, students use prior knowledge and source documents to develop **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 four 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 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 discrete items include a variety of source documents, such as:

- excerpts from text-based primary and/or secondary sources
- authentic and/or reproductions of historical maps
- charts, tables, and/or graphs
- timeline and/or series of events
- graphic organizers and/or diagrams
- illustrations, paintings, and/or photographs
- historical posters and/or political cartoons

The operational Grade 8 Social Studies test contains seven item sets, twelve discrete stand-alone items, and a task set. The table below outlines the operational test design of the Grade 7 Social Studies assessment.

LEAP 2025 Social Studies Test Design for Grade 8					
Test Session	Component	Number of Source Documents per Set or Discrete Item	Numbers and Types of Questions	Points	Time Allowed
Session 1	Item Set	1 to 4	5 Selected Response and 1 Technology Enhanced	7	90 minutes
	Item Set	1 to 4	5 Selected Response and 1 Constructed Response	7	
	Item Set	1 to 4	6 Selected Response or 4 Selected Response and 1 Technology Enhanced	6	
	Item Set	1 to 4	4 Selected Response and 1 Technology Enhanced	6	
	Item Set	1 to 4	4 Selected Response	4	
Session 2	Task Set	3 to 4	4 Selected Response and 1 Extended Response	12	45 minutes
Session 3	Item Set	1 to 4	5 Selected Response and 1 Constructed Response	7	90 minutes
	Item Set	1 to 4	5 Selected Response and 1 Technology Enhanced	7	
	Discrete Items	0, 1, or 2	12 Selected Response	12	
Total Operational Form	7 Item Sets 1 Task Set 12 Discrete Items		48-50 Selected Response 3-4 Technology Enhanced 2 Constructed Response 1 Extended Response	68	225 minutes
Total Embedded Item Sets and Discrete Items	2 Item Sets 3 Discrete Items (embedded across Sessions 1 and 3)		13 Selected Response 2 Constructed Response or Technology Enhanced		

NOTE: The test will contain embedded field-test questions. The field-test questions do **not** count toward a student’s final score on the test; they provide information that will be used to develop future test forms.

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 8 have five to seven 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.
- **Technology Enhanced (TE):** This item type appears at the end of some item sets in Sessions 1 and 3 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.
- **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.

REPORTING CATEGORIES

All 2011 Louisiana Social Studies Standards and Grade Level Expectations (GLEs) for grade 8 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Scope and Sequence for Grade 8](#) 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 Based on Item Sets and Discrete Items for Grade 8
History	55
Geography	15
Civics	15
Economics	15
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.

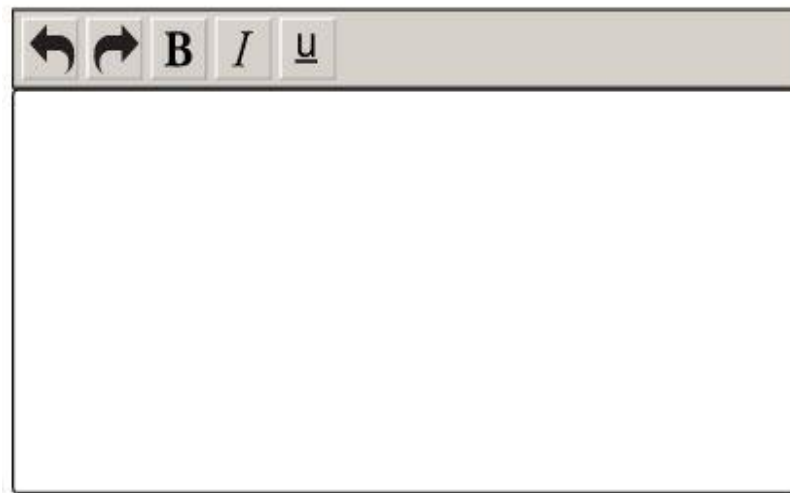
TEST ADMINISTRATION POLICIES

Administration Information

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









All LEAP 2025 tests, 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).

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, 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 6, 7, and 8	online and/or by Test Administrator	NO	YES	NO	

SAMPLE TEST ITEMS

A sample [Social Studies Grade 8 Item Set – Louisiana During WWII](#) and sample [Social Studies Grade 8 Task Set – Louisiana Economy during the Antebellum Period](#) are available in the LDOE [Released and Sample Test Items Library](#). The [item set](#) and [task set](#) provide examples of how content and claims may be assessed in a grade 8. 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 the [Appendix](#). Look for these items and related source documents in the LEAP 2025 Social Studies Grade 8 sample item set, task set, and OTT.

Multiple-Choice Item

Source 1

Higgins Boats in World War II

This photograph shows Allied troops in Higgins Boats landing on the beaches of Normandy, France for the D-Day invasion on June 6, 1944.



Source: National Archives.

Source 2

Higgins Boats Quotations

These quotations discuss Andrew Jackson Higgins and what are commonly referred to as Higgins Boats which were constructed at Higgins Industries in New Orleans during World War II.

In a 1964 interview, President Dwight D. Eisenhower said, "Andrew Higgins is the man who won the war for us. If Higgins had not designed and built those LCVPs¹, we never could have landed over an open beach. The whole strategy of the war would have been different."

Colonel Joseph H. Alexander, USMC (Ret) said, "The Higgins boats broke the gridlock on the ship-to-shore movement. It is impossible to overstate the tactical advantages this craft gave U.S. amphibious commanders in World War II."

Jerry E. Strahan, the author *Andrew Jackson Higgins and the Boats That Won World War II*, wrote, "It was (Higgins') boats that made D-Day and the landings at Guadalcanal, Iwo Jima, Tarawa, Okinawa, Leyte, Guam and thousands of lesser-known assaults possible."

On June 6, 2001, in a speech to the U.S. House of Representatives, Louisiana representative William Jefferson stated, "Higgins employed more than 20,000 workers around the clock for over four years. They built over 20,000 landing craft and trained over 30,000 military personnel on the operation of the boats."

¹ LCVP: Landing Craft Vehicle and Personnel

Based on Source 1 or Source 2, how did Louisiana **most** impact the events of World War II?

- A. Louisiana industries contributed to the success of the Allies.
- B. Politicians in Louisiana encouraged people to move to cities.
- C. Louisiana residents purchased bonds to fund the war effort.
- D. Military leaders from Louisiana planned the D-Day invasion.

Multiple-Select Item

Source 3

Louisiana's Population, 1930–1950

Year	Total Population	Percent of Population Living in Urban Areas	Percent of Population Living in Rural Areas
1930	2,101,593	39.70%	60.30%
1940	2,363,880	41.50%	58.50%
1950	2,683,616	54.80%	45.20%

Source: U.S. Census Bureau.

Which factors influenced the trend shown in Source 3?

Select the **two** correct answers.

- A. announcement of a military draft
- B. growth of jobs in war production
- C. decline in the demand for agricultural products
- D. development of new educational institutions
- E. expansion of the shipbuilding industry

Technology-Enhanced Item

Based on the sources and your knowledge of social studies, identify the ways Louisiana **most** influenced the war effort during World War II.

Drag the correct answers from the list to the chart titled Contributions of Louisiana during World War II. Fill every space in the chart. All options will not be used from the list.

Contributions of Louisiana during World War II

Constructed boats for the transportation of troops

Created propaganda to increase patriotism

Manufactured tanks for use in combat

Produced uniforms for soldiers

Served as a location for training military forces

Supplied the armed forces with ammunition

Provided ports for shipping equipment

OK

Constructed Response

Based on the sources and your knowledge of social studies, describe **two** ways that World War II affected Louisiana.

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Extended Response

Source 2

Sugar Production in Louisiana (1823–1854)

This table shows amounts of sugar, in hogsheads (hhds), that were produced in Louisiana between 1823 and 1854 for domestic use and export. A hogshead is a large barrel, at least four feet high, that holds between 1,400 and 1,700 pounds of sugar.

Year	Amount of Sugar Produced in Louisiana (in hogsheads)
1823	30,000 hhds
1839	119,947 hhds
1844	204,913 hhds
1852	236,922 hhds
1854	448,324 hhds

Source: U.S. Census Bureau.

Based on the sources and your knowledge of social studies, analyze the factors that influenced the economic growth of agriculture and the Port of New Orleans in Louisiana during the antebellum period.

As you write, follow the directions below.

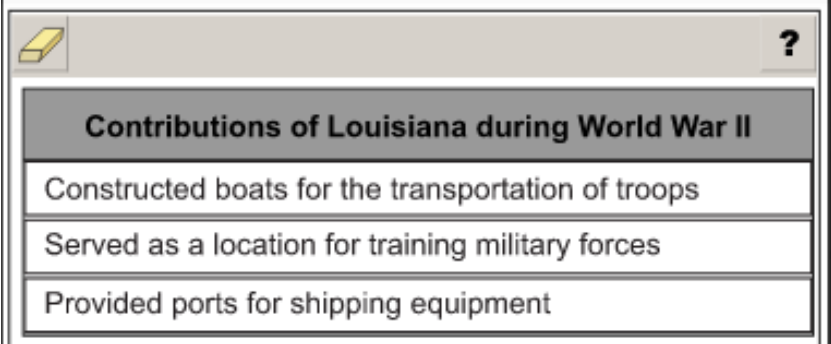
- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

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RESOURCES

- Online Tools Training: provides students and teachers opportunities to become familiar with the tools available in the online testing platform; currently available in INSIGHT or [here](#) using the Chrome browser
- LEAP 2025 Grade 8 Computer-Based Practice Test and [Answer Key](#): offers a computer-based grade-level practice test to help prepare students for the spring assessments; 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
- [LEAP Accessibility and Accommodations Manual](#): provides information about Louisiana’s accessibility features and accommodations for testing
- [2011 Social Studies Grade-Level Expectations](#): provides the standards and GLEs for all grade levels
- [2017-2018 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [Achievement Level Descriptors](#): descriptions of the knowledge, skills, and processes that students 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
- [Grades 6-8 Social Studies Teacher Library](#): provides links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [K-12 Social Studies Resources](#): provides links to social studies resources for each grade-level, including instructional tasks that show how to incorporate the instructional priorities of content and claims
- [LEAP 2025 Technology Enhanced Item Types](#): provides a summary of technology enhanced items students may encounter in any of the computer-based tests across courses and grade-levels
- [LEAP 2025 Social Studies Assessment Framework](#): illustrates the connection between the social studies vision and to support teachers in their use of the practice tests
- [LEAP 2025 Social Studies Grades 6-8 Extended Response Checklist](#): provides students in grades 6, 7, and 8 with support when developing their extended response
- [Practice Test Quick Start Guide](#): provides information regarding the administration and scoring process needed for the online practice tests
- [Social Studies Grade 8 Item Set – Louisiana During WWII](#): offers a sample item set with examples of how content and claims may be assessed in a grade 8 item set; includes a constructed-response question
- [Social Studies Grade 8 Task Set – Louisiana Economy during the Antebellum Period](#): offers a sample task set with examples of how content and claims may be assessed in a grade 8 task set; includes an extended-response question
- [Social Studies Key Themes for Grade 8](#): shows how the social studies GLEs are connected to help teachers prepare for the new assessments
- [Social Studies Scope and Sequence for Grade 8](#): includes a yearlong overview along with unit topics and tasks to support teachers in creating instructional opportunities for students to explore the content and develop and support claims about social studies concepts

APPENDIX A

Item Type	Answer Keys/Rubric	Primary Alignment	Resource
Multiple-Choice Item	A	8.2.8	Social Studies Grade 8 Item Set – Louisiana During WWII
Multiple-Select Item	B, E	8.2.8	Social Studies Grade 8 Item Set – Louisiana During WWII
Technology-Enhanced Item		8.2.8	Social Studies Grade 8 Item Set – Louisiana During WWII
Constructed-Response Item	Sample Constructed-Response Item Rubric and Scoring Notes	8.2.8	Social Studies Grade 8 Item Set – Louisiana During WWII
Extended-Response Item	Sample Extended-Response Item Rubric and Scoring Notes	8.2.6	Social Studies Grade 8 Task Set – Louisiana Economy during the Antebellum Period

APPENDIX B

Update Log		
Date	Page	Summary of Changes
8/22/2017	3	Removed field-test task session Added column to table showing points Corrected numbers and types of questions for third item set in session 1 and total operational form
	4	Added partial credit and session information
	5	Added information about achievement-level definitions and achievement level descriptors (ALDs)
	12	Added resources Updated links