

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 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 8.

Introduction

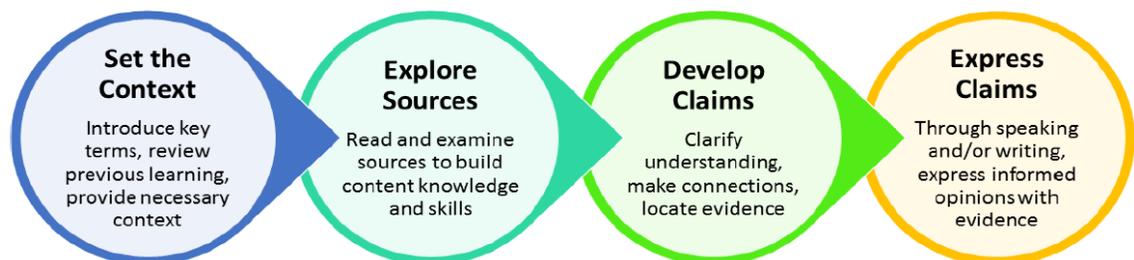
Students in grades 3–8 and U.S. History will take the LEAP 2025 Social Studies assessments, which provide

- 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
- timeline 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 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 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 8 Social Studies assessment.

LEAP 2025 Social Studies Test Design for Grade 8				
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 8 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Sample 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, 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 8 Social Studies assessment.

Reporting Category	Approximate Percentage of Score Points
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. The [Grade 8 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](#).

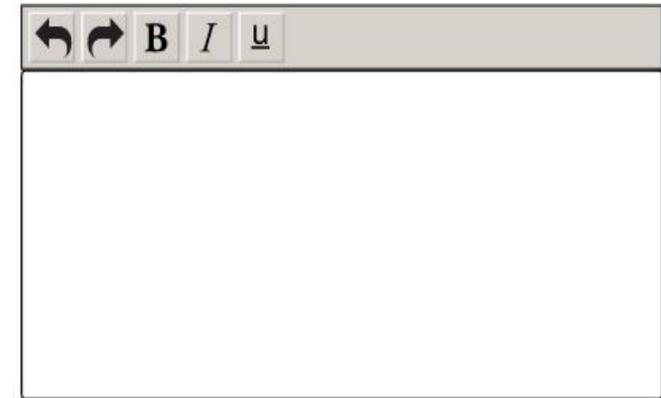
Testing Materials

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 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 [Assessment Guidance library](#). The [item set](#) and [task set](#) provide examples of how content and claims may be assessed in 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 [Appendix A](#). 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 Item

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

← → B I u

Extended-Response Item

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.

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RESOURCES

Assessment Guidance Library

- [Social Studies Grade 8 Item Set – Louisiana During WWII](#) and [Social Studies Grade 8 Task Set – Louisiana Economy during the Antebellum Period](#): 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 8 Practice Test Answer Key](#): includes answer keys, scoring rubrics, alignment information, and annotated 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 8 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 8 Practice Test: helps students prepare for the test
- Online Tools Training: provides students and teachers opportunities to become familiar with the online testing platform

K-12 Social Studies Resources Library

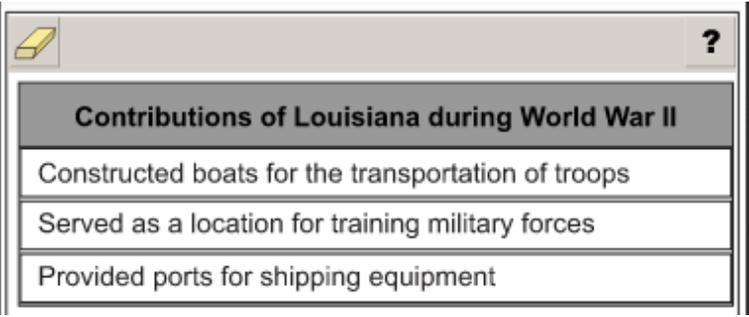
- [K-12 Louisiana Student Standards for Social Studies](#): provides the standards and GLEs for all grade levels
- [Grade 8 Social Studies Companion Document](#): assists educators in interpreting the standards and GLEs and contains prioritized content and concepts
- [Social Studies Key Themes for Grade 8](#): shows how thematic connections among the social studies GLEs
- [Social Studies Sample Scope and Sequence for Grade 8](#): 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 concepts

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	A	8.2.8	Social Studies Grade 8 Item Set – Louisiana During WWII
Multiple-Select Item	B, E		
Technology-Enhanced Item			
Constructed-Response Item	Sample Constructed-Response Item Rubric and Scoring Notes		
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
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 Updated testing materials information
	11	Added link for the Grade 8 Social Studies Companion Document
	Throughout	Inserted updated links