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)**

**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, which measure their knowledge of the [K-12 Louisiana Student Standards for Social Studies](https://www.louisiana.gov) 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
- 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. 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. 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 8 Social Studies assessment.

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Component</th>
<th>Numbers and Types of Questions</th>
<th>Points</th>
<th>Time Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>3 Item Sets</td>
<td>20-22 SR, 1-2 TE, 1 CR</td>
<td>26</td>
<td>85 minutes</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>1 Item Set</td>
<td>5 SR and 1 TE</td>
<td>19</td>
<td>65 minutes</td>
</tr>
<tr>
<td></td>
<td>Task Set</td>
<td>4 SR and 1 ER</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td>2 Item Sets</td>
<td>17 SR, 1 TE, and 1 CR</td>
<td>21</td>
<td>65 minutes</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Operational Form</strong></td>
<td>6 Item Sets</td>
<td>46-48 SR, 3-4 TE, 2 CR, and 1 ER</td>
<td>66</td>
<td>215 minutes</td>
</tr>
<tr>
<td></td>
<td>1 Task Set</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 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.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Approximate Percentage of Score Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>55</td>
</tr>
<tr>
<td>Geography</td>
<td>15</td>
</tr>
<tr>
<td>Civics</td>
<td>15</td>
</tr>
<tr>
<td>Economics</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
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 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 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 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
- Sticky Note tool
- Line Guide
- Highlighter tool
- Magnifying tool
- Help Tool
- Cross-Off 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 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.
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.
Source 3

Louisiana’s Population, 1930–1950

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population</th>
<th>Percent of Population Living in Urban Areas</th>
<th>Percent of Population Living in Rural Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>2,101,593</td>
<td>39.70%</td>
<td>60.30%</td>
</tr>
<tr>
<td>1940</td>
<td>2,363,880</td>
<td>41.50%</td>
<td>58.50%</td>
</tr>
<tr>
<td>1950</td>
<td>2,683,616</td>
<td>54.80%</td>
<td>45.20%</td>
</tr>
</tbody>
</table>

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

Constructed-Response Item

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount of Sugar Produced in Louisiana (in hogsheads)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1823</td>
<td>30,000 hhds</td>
</tr>
<tr>
<td>1839</td>
<td>119,947 hhds</td>
</tr>
<tr>
<td>1844</td>
<td>204,913 hhds</td>
</tr>
<tr>
<td>1852</td>
<td>236,922 hhds</td>
</tr>
<tr>
<td>1854</td>
<td>448,324 hhds</td>
</tr>
</tbody>
</table>

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.
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
- 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 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
- 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 8 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 that 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 8 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 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 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 archive copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter
## APPENDIX A

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

### Update Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Page(s)</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/22/2019</td>
<td>All</td>
<td>Assessment Guides available for the 2019-2020 school year</td>
</tr>
<tr>
<td>09/30/2019</td>
<td>12</td>
<td>Information added to Resources section</td>
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</table>