

This guide includes the following information:

- [Purpose](#)
- [Assessment Design](#)
- [Reporting Categories](#)
- [Test Administration](#)
- [Sample Test Items](#)
- [Resources](#)

## PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessments for grades 3–8.

### Introduction

Students in grades 3–8 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; and
- information for educators and parents about student readiness in social studies and whether students are “on track” for the next level of study.

**The final administration of the LEAP 2025 Social Studies assessments in grades 3–8 will take place in spring 2023; the spring 2023 assessments will have the same design as in past administrations with items that continue to align to the [2011 Louisiana Standards for Social Studies](#).**

Information about the new LEAP Social Studies assessments is available in the [Social Studies Assessment Updates](#) document.

## Social Studies Vision

To be ready for success, students must build knowledge of the world; thoughtfully examine the information they read, hear, and observe; and develop and express their ideas through speaking and writing. Through regular analysis and evaluation of information from an array of high-quality primary and secondary sources and engaging learning experiences, students will develop the required knowledge, skills, and abilities to demonstrate understanding of important content and concepts. A leading goal in social studies is to prepare students for civic life by helping them to become knowledgeable about the world, reason through complex questions, and effectively express their ideas.

To accomplish this goal, students must consistently do the following in their social studies class:

- Learn content through the exploration of high-quality, complex sources and meaningful learning opportunities
- Engage in the majority of the thinking, speaking, and writing
- Practice using well-chosen evidence from sources and content knowledge to support claims in a way that is logical and cohesive

Simply stated, students must develop a broad and deep knowledge of the content so that they are able to express and support claims about social studies concepts.

## ASSESSMENT DESIGN

### Supporting the Vision

The LEAP 2025 Social Studies assessments reflect the vision and instructional priorities for social studies by providing students with opportunities to

- answer meaningful questions that allow them to demonstrate and apply their understanding of social studies content and concepts and
- express and develop claims supported by evidence from sources and social studies knowledge in a way that is logical and cohesive.

### Approach to the Design

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

- Related source documents provide the context from which students answer sets of questions. Sets in grades 3–5 may contain one to four sources, and sets in grades 6–8 may contain two to six sources.
- 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 [Grade-Level Expectations \(GLEs\)](#) across more than one category or within a single category.
- Item sets include selected-response questions (multiple choice, multiple select). Some sets in grades 3–8 culminate with a short constructed-response item, and some sets in grades 5–8 culminate in a technology-enhanced item.
- The task set (grades 5–8) 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.

Standalone selected-response items, which are not part of task or item sets, are also part of the test to provide for greater coverage of assessable content.

### 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

### Assessable Content

All [Louisiana Student Standards for Social Studies](#) for the relevant grade level are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Sample Scope and Sequence](#) documents include carefully chosen source documents that allow students to respond using their social studies skills and content knowledge from previous units. The task set (grades 5–8), 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.

### Item Types in Grades 3–8

- **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 grades 3–4 have five to six answer options, and MS questions for grades 5–8 have five to seven answer options. The stem of the question identifies the number of correct answers required. All SR items are worth one point each and students cannot earn partial credit.
- **Constructed Response (CR):** This item type appears at the end of some item sets and asks students to write a brief response to a question that is scored using an item-specific rubric with a scale of 0–2 points. Some CR items may include two parts in order to support the assignment of two score points.

### Item Types in Grades 5–8 Only

- **Technology Enhanced (TE):** This item type appears at the end of some item sets at grades 5-8 only 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 at grades 5-8 only 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 tables in this section outline the test designs of the LEAP 2025 Grades 3–8 Social Studies assessments.

LEAP 2025 Social Studies Test Design for Grade 3 and 4				
Test Session	Component	Numbers and Types of Questions	Points	Time Allowed
Session 1	3 Item Sets	16 SR and 1 CR	27	75 minutes
	Standalone Items	9 SR		
Session 2	2 Item Sets	10 SR and 1 CR	12	75 minutes
	Item Set, Standalone Items*	6 SR and 1 CR	N/A	
	Standalone Items	6 SR	6	
<b>Total Operational Form</b>	5 Item Sets, 15 Standalone Items	41 SR, 2 CR	45	150 minutes

\*Additional items used for research purposes may appear anywhere within the test session and do not count toward a student’s final score on the test.

LEAP 2025 Social Studies Test Design for Grade 5				
Test Session	Component	Numbers and Types of Questions	Points	Time Allowed
Session 1	2 Item Sets	15 SR, 1 TE, and 1 CR	19	65 minutes
	Standalone Items			
Session 2	1 Item Set	5 SR and 1 TE	19	65 minutes
	Task Set	4 SR and 1 ER		
Session 3	2 Item Sets	16 SR, 1 TE, and 1 CR	20	65 minutes
	Standalone Items			
<b>Total Operational Form</b>	5 Item Sets, 1 Task Set, 14 Standalone Items	40 SR, 2 CR, 3 TE, and 1 ER	58	195 minutes

LEAP 2025 Social Studies Test Design for Grade 6–8				
Test Session	Component	Numbers and Types of Questions	Points	Time Allowed
Session 1	3 Item Sets	20–22 SR, 1–2 TE, 1 CR	26	85 minutes
	Standalone Items			
Session 2	1 Item Set	5 SR and 1 TE	19	65 minutes
	Task Set	4 SR and 1 ER		
Session 3	2 Item Sets	17 SR, 1 TE, and 1 CR	21	65 minutes
	Standalone Items			
<b>Total Operational Form</b>	6 Item Sets, 1 Task Set, Standalone Items	46–48 SR, 3–4 TE, 2 CR, and 1 ER	66	215 minutes

### Field Testing

In the past, a sample of students taking the grades 5–8 social studies assessments were required to participate in a short field-test session. This spring, no field testing will take place at grades 5–8 in social studies. A sample of students at grades 3–4 will participate in a short research session during the existing testing window. The questions will **not** count toward a student’s final score on the test; they will provide information that will be used to inform the development of the new assessments. Additional information will be provided in the fall.

## REPORTING CATEGORIES

The LEAP 2025 Social Studies reports at grades 3–8 provide an overall score and achievement level as well as performance information for the categories of History, Geography, Civics, and Economics so that teachers can better understand overall strengths and weaknesses. The table that follows shows the approximate percentage of points in each reporting category for the LEAP 2025 Grade 3–8 Social Studies assessments.

Reporting Category	Approximate Percentage of Score Points					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
History	25	25	50	52	50	55
Geography	25	25	15	22	13	15
Civics	25	25	15	13	24	15
Economics	25	25	20	13	13	15
Total	100	100	100	100	100	100

## Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana’s five achievement levels:

- **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

Achievement level descriptors (ALDs) are content specific and describe the knowledge, skills, and processes that students typically demonstrate at each achievement level. The [LEAP 2025 Social Studies Achievement Level Descriptors](#) are available in the LDOE [Assessment library](#).

## TEST ADMINISTRATION

### Administration Schedule

All LEAP 2025 assessments are computer-based tests (CBT), but school systems may choose to administer paper-based tests (PBT) for grade 3. School systems have until October 31, 2022, to choose CBT or PBT. The **computer-based testing window opens April 25, 2023, and runs through May 26, 2023**. 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)

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.

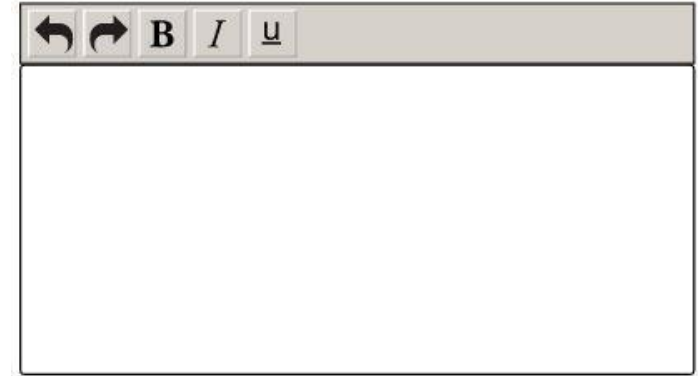
For more information about scheduling and administration policies, refer to the [Online Scheduling Guidance](#) document, found in the LDOE [Assessment library](#). All LEAP 2025 testing date modifications are available in the [2022–2023 Assessment Calendar](#).



### Computer-Based 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 an item, and guide the reading of a source or an item line by line. A help tool is also featured to assist students as they use the online system.

- Pointer tool



- Highlighter tool



- Cross-Off tool



- Sticky Note tool



- Magnifying tool



- Line Guide



- Help Tool



All students should work through the Online Tools Training (OTT), available in INSIGHT or through this [link](#) using the Chrome browser, to practice using the online tools so they are well prepared to navigate the online testing system.

### Administration Schedule for Paper-Based Tests

The LEAP 2025 **paper-based testing window** is **April 26, 2023, through May 2, 2023**. The [2022–2023 Assessment Calendar](#) and the table below show the PBT schedule for grade 3.

Testing Window: April 26, 2023–May 2, 2023		Session Time
<b>Day 1</b> <b>April 26</b>	English Language Arts Session 1: Literary Analysis Task <b>OR</b> Research Simulation Task	75 minutes
	Mathematics Session 1	75 minutes
<b>Day 2</b> <b>April 27</b>	English Language Arts Session 2: Research Simulation Task <b>OR</b> Narrative Writing Task <b>and</b> a passage set with one text	75 minutes
	Mathematics Session 2	85 minutes
<b>Day 3</b> <b>April 28</b>	English Language Arts Session 3: Reading Literary and Informational Texts	60 minutes
	Mathematics Session 3	75 minutes
<b>Day 4</b> <b>May 1</b>	Science Session 1	70 minutes
	Science Session 2	70 minutes
<b>Day 5</b> <b>May 2</b>	Social Studies Session 1	75 minutes
	Social Studies Session 2	75 minutes

### Paper-Based Tests

Students taking the paper-based tests will enter all answers in their test booklets. There will be no separate answer documents. Instructions for how to manage the test booklets will be outlined in the Test Administration Manual.

### Entering Responses in the PBT Booklet

**Multiple-choice** questions for grade 3 have four answer options. Students will shade the bubble of the **one** correct answer.

- Option A
- Option B
- Option C
- Option D

**Multiple-select** questions for grade 3 have five or six options. Students will fill in the number of correct answers identified in the stem of the question. **The number of correct answers will vary from task to task.** The sample asks for two correct answers.

- Option A
- Option B
- Option C
- Option D
- Option E

The following information presents guidelines for marking/writing in the LEAP 2025 social studies test booklets:

- Students are encouraged to mark the sources and questions in the test booklet (e.g., highlight or underline evidence, annotate the source document, circle key words in the questions, etc.).
- Students may use yellow highlighters to highlight text in the test booklet.
- Highlighting text in options and placing an X to the right of the text in an option are recommended ways for students to eliminate options. However, crossing out options could create scoring issues if students mark through answer circles.
- When students are answering items requiring written responses, they should make sure to write their responses in the space(s) provided. Any information written outside the space or which has been scratched out in the printed test booklet will not be scored.

### Testing Materials

For paper- and computer-based testing, 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.

### SAMPLE TEST ITEMS

The LEAP 2025 practice tests allow teachers to better understand the expectations of the social studies tests. The practice test for grade 3 is available as a PDF in the LDOE [Assessment Guidance library](#) and in the [DRC INSIGHT Portal \(eDIRECT\)](#). The practice tests for grades 4–8 are available as PDFs in the [DRC INSIGHT Portal \(eDIRECT\)](#) and online through the [teacher access link](#). Information about how to incorporate the practice test content into instruction can be found in the [Social Studies Practice Test Guidance](#).

Sample task and item sets for each grade are also available in the LDOE [Assessment Guidance library](#). The [practice tests](#), sample [item sets](#), and sample [task sets](#) provide examples of how content and claims may be assessed. They include source documents, technology-enhanced, selected-, constructed-, and extended-response questions.

## RESOURCES

### Assessment Guidance Library

- [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
- [LEAP 2025 Social Studies Sample Task and Item Sets](#): offer 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 Social Studies Practice Test Answer Keys](#): includes 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

- [2022–2023 Assessment Calendar](#): includes information on testing windows for test administrations
- [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

### LEAP 360 Library

- includes the [EAGLE item banks](#) with high-quality questions that teachers can integrate into classroom instruction and assessments; contact your test coordinator for instructions on accessing the files

### DRC INSIGHT Portal (eDIRECT)

- includes access to tutorials, manuals, and user guides

### INSIGHT™

- LEAP 2025 Social Studies Practice Tests: help students prepare for the test
- Online Tools Training: helps students become familiar with the online testing platform; access the [link](#) using the Chrome browser

### K-12 Social Studies Resources Library

- [K-12 Louisiana Student Standards for Social Studies](#): provides the 2011 standards and GLEs for all grade levels
- [Social Studies Companion Documents](#): assists educators in interpreting the GLEs and contains prioritized content and concepts
- [Social Studies Distance Learning Packets](#): supports continuous learning by providing teachers with low-tech materials that include standards-aligned content experiences
- [Social Studies Key Themes](#): shows thematic connections among the social studies GLEs
- [Social Studies Sample Scope and Sequence Documents](#): 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](mailto:assessment@la.gov) for assessment questions
- [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) for curriculum and instruction questions
- [AskLDOE](#) for general questions

Newsroom: offers archived copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter