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 U.S. History test.

**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.

For additional information about the high school assessment program, see the High School Assessment Frequently Asked Questions.

**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 build knowledge of the world by examining and evaluating information from an array of sources. The goal in social studies is to prepare students for civic life by helping them to become knowledgeable about the world, able to express reasoned arguments, and equipped to take informed action. To accomplish this, students must consistently do the following in their social studies class:

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

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 U.S. History assessment reflects 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 well-informed claims in a way that is logical and cohesive.

**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](#) 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 U.S. History test has 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 content and concepts.
- Item sets include selected-response questions (multiple choice, multiple select), one or two technology-enhanced items, and some sets culminate with a constructed-response item.
- The task set contains selected-response questions and an extended-response item. 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 U.S. History from Standards 2–6 are eligible for assessment. Standard 1 (Historical Thinking Skills) contains important social studies content and skills that are necessary to master in order to successfully answer items assessed under Standards 2–6.

Item sets that assess content from the final unit of the Social Studies Sample Scope and Sequence for U.S. History 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.

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 U.S. History have five to seven answer options; the question stem 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 0-2 point scale. 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 or near the end of 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, 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 the 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 design of the LEAP 2025 U.S. History assessment. The test will contain embedded field-test items (an item set and standalone items). The field-test items do **not** count toward a student’s final score on the test and may be placed anywhere in the designated session; they provide information that will be used to develop future test forms.

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Component</th>
<th>Numbers and Types of Questions</th>
<th>Number of Points</th>
<th>Time Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>4 Item Sets</td>
<td>21-22 SR, 4-5 TE, and 1 CR</td>
<td>32-33</td>
<td>80 minutes</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>1 Item Set</td>
<td>3-4 SR and 1 TE</td>
<td>5-6</td>
<td>65 minutes</td>
</tr>
<tr>
<td></td>
<td>Task Set</td>
<td>4 SR and 1 ER</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>2 Item Sets</td>
<td>13 SR, 2 TE, and 1 CR</td>
<td>19</td>
<td>80 minutes</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Test Item Set and Standalone Items</td>
<td>7-8 SR, 1 TE, 0-1 CR</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Total Operational Form</td>
<td>7 Item Sets</td>
<td>41-43 SR, 7-8 TE, 2 CR, and 1 ER</td>
<td>69</td>
<td>225 minutes</td>
</tr>
<tr>
<td></td>
<td>1 Task Set Standalone Items</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REPORTING CATEGORIES

The LEAP 2025 Social Studies report for U.S. History provides an overall score and achievement level as well as performance information for the categories related to Standards 2-6 so that teachers can better understand overall strengths and weaknesses. Scores are only reported for Standards 2-6, but it is important for students to demonstrate their competency with respect to Standard 1 in order to perform well on the assessment.

The approximate percentage of score points by reporting category is shown in the table below. As the standards assessed by constructed-response items and the task set varies by year, the percentages by reporting categories do not take constructed-response items and the task set into account.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Approximate Percentage of Score Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2 – Western Expansion to Progressivism</td>
<td>25</td>
</tr>
<tr>
<td>Standard 3 – Isolationism through the Great War</td>
<td>17</td>
</tr>
<tr>
<td>Standard 4 – Becoming a World Power through World War II</td>
<td>28</td>
</tr>
<tr>
<td>Standards 5 and 6 – Cold War Era and the Modern Age*</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

*Standards 5 and 6 are a combined reporting category, which reflects the instructional approach to content coverage for these standards exemplified in the Social Studies Sample Scope and Sequence for U.S. History. Combined reporting of these standards allows the U.S. History assessment to better support instruction by providing the opportunity for item sets that include items aligned to GLEs across Standards 5 and 6. Items aligned to GLEs in Standard 6 will comprise no less than one-fourth and no more than one-half of the percentage for the combined reporting category (30%).
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 LEAP 2025 U.S. History Achievement Level Descriptors are available in the Assessment library.

The list below 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 POLICIES**
**Administration Schedule**
The U.S. History test is given during three administrations. In response to the delay of school system openings due to COVID-19, the LEAP 2025 fall administration has two testing windows; school systems must select one of the two windows. The school or district test coordinator will communicate each school’s testing schedule. For more information about scheduling and administration policies, refer to the Online Scheduling Guidance document, found in the LDOE Assessment library.

<table>
<thead>
<tr>
<th>Administration</th>
<th>Testing Window</th>
<th>Release of Student-Level Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>December 1, 2020 – December 18, 2020 OR January 6, 2021 – January 26, 2021</td>
<td>In window</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>April 15, 2021 – May 14, 2021</td>
<td></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>June 21, 2021 – June 25, 2021</td>
<td></td>
</tr>
</tbody>
</table>

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., U.S. History Session 1 taken before U.S. History Session 2, U.S. History Session 2 taken before U.S. History 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., U.S. History Session 2, English I and II Session 1 and Session 2) in a day to an individual student.

Permitted 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 U.S. History constructed- or extended-response item, students 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, guide the reading of a text 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

The LEAP 2025 U.S. History Practice Test is available as a PDF in the DRC INSIGHT Portal (eDIRECT) and online through the teacher access link. A sample LEAP 2025 U.S. History Item Set – Political Machines and Progressive Reforms and sample LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries are available in the LDOE Assessment Guidance library. The practice test, sample item set, and sample task set provide examples of how content and claims may be assessed in U.S. History. They include source documents, technology-enhanced, selected-, constructed-, and extended-response questions.

Information associated with the sample item set and task set (i.e., answer keys/rubrics and alignment) is located in Appendix A.
Multiple-Choice Item

Source 4

Political Reforms during the Progressive Era

- 1883: Pendleton Civil Service Reform Act is passed for federal civil service
- 1884: New York is the first state to adopt a civil service system for state workers
- 1888: Louisville, Kentucky, is the first municipality to adopt the secret ballot
- 1889: Massachusetts is the first state to adopt the secret ballot
- 1892: South Dakota is the first state to adopt the initiative and the referendum on a statewide level
- 1893: Minnesota is the first state to adopt a mandatory statewide political primary system
- 1901: Wisconsin is the first state to hold direct primaries
- 1903: Florida is the first state to hold a presidential primary election
- 1904: Los Angeles is the first municipality to adopt recall elections
- 1908: Michigan and Oregon are the first states to adopt recall elections for state officials
- 1913: Congress ratifies the Seventeenth Amendment to the U.S. Constitution

Based on Source 4, which statement best explains how Progressive reformers influenced the political process?

- A. Reform efforts expanded suffrage to racial minorities.
- B. Reform efforts increased public participation in politics.
- C. Reform efforts restricted the power of the federal government.
- D. Reform efforts created a political system with two parties.
Multiple-Select Item

Source 1

Excerpt from To Hold Your District: Study Human Nature and Act Accordin'
by George Washington Plunkitt

This excerpt is from a speech given by George Washington Plunkitt, a member of the Tammany Hall machine, who also served as a state senator between 1884 and 1901.

There’s only one way to hold a district: you must study human nature and act accordin’... To learn real human nature you have to go among the people, see them and be seen. I know every man, woman, and child in the Fifteenth District... I know what they like and what they don’t like, what they are strong at and what they are weak in, and I reach them by approachin’ at the right side...

What tells in holdin’ your grip on your district is to go right down among the poor families and help them in the different ways they need help. I’ve got a regular system for this. If there’s a fire in Ninth, Tenth, or Eleventh Avenue, for example, any hour of the day or night, I’m usually there with some of my election district captains as soon as the fire engines. If a family is burned out I don’t ask whether they are Republicans or Democrats, and I don’t refer them to the Charity Organization Society, which would investigate their case in a month or two and decide they were worthy of help about the time they are dead from starvation. I just get quarters1 for them, buy clothes for them if their clothes were burned up, and fix them up till they get things runnin’ again. It’s philanthropy, but it’s politics, too—mighty good politics. Who can tell how many votes one of these fires bring me? The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs.

If there’s a family in my district in want I know it before the charitable societies do, and me and my men are first on the ground. I have a special corps to look up such cases. The consequence is that the poor look up to George W. Plunkitt as a father, come to him in trouble—and don’t forget him on election day.

Another thing, I can always get a job for a deservin’ man. I make it a point to keep on the track of jobs, and it seldom happens that I don’t have a few up my sleeve ready for use. I know every big employer in the district in the whole city, for that matter, and they ain’t in the habit of sayin’ no to me when I ask them for a job.

1 quarters: lodgings

Based on Source 1, which statements best describe the relationship between political machines and local communities in the late nineteenth century?

Select the two correct answers.

- A. Political machines provided aid to urban communities in exchange for votes.
- B. Political machines worked with labor unions to expand their influence in local communities.
- C. Political machines emerged among immigrant groups in rural communities.
- D. Political machines used a system of patronage to gain the support of voters and their communities.
- E. Political machines worked with voters to eliminate corruption in government.
- F. Political machines worked with voters to block immigrants from moving into their communities.
Political machines emerged in the late nineteenth century.

Drag and drop the four correct events into the flow chart in chronological order from earliest to most recent to show the rise of political machines and their effects.

Source 2

*The Spirit of Tweed is Mighty Still*
by Thomas Nast

This political cartoon was published by Harper's Weekly in 1886 with the caption: "The spirit of Tweed is mighty still...and even yet you don't know what you are going to do about it!"

Source: Library of Congress
Constructed-Response Item

Source 3

Excerpt from *What Will the Harvest Be?*
by Robert La Follette, Sr.

This excerpt is from campaign literature for Senator Robert La Follette that was published in the early twentieth century.

**What Will the Harvest Be?**

There was a time in Wisconsin when the boss and representatives of the railroads nominated the candidates for both parties. How? By intervening between the voter and the nomination and “getting” the delegates.

You remember how it was done: railroad passes, entertainment, money, influence. Men who could not be elected as delegates sat in conventions on proxies1 purchased as merchandise. Delegates honestly elected were unseated by fraud, and contesting delegates seated. These were some of the means.

There was a time in Wisconsin when the railroads ruled and ruled supreme. They openly boasted of their power. For more than thirty years no law was enacted except by consent of the railroads.

La Follette secured the anti-lobby law and drove from the capitol some of the most corrupt and notorious characters of the age. This law must be enforced.

La Follette secured the anti-pass law and thus did away with the common and wholesale bribery of public officials.

La Follette secured the corrupt practices acts designed to purify the caucuses2 and elections. This law must be strengthened and enforced. It has been flagrantly violated in recent years.

La Follette, with a clear vision, saw then what Roosevelt and Hughes3 see now—that the people must be freed from boss rule.

La Follette secured the primary election law. Under the primary law you vote direct for your choice, your vote is your own, if there is failure it is your failure. Make the fight for right men and right laws in the open, as you can, and you will win.

This great movement in Wisconsin has given Wisconsin a reputation throughout the nation. It is the Wisconsin Idea and other states are following in its wake.

1 proxies: substitutes, representatives

2 caucuses: meetings of political party members to select candidates

3 Hughes: Charles Evans Hughes, a Republican governor who was part of the Progressive movement

Based on the sources and your knowledge of U.S. history, describe **one** problem caused by political corruption and explain how Progressives proposed to reform that problem.
Extended-Response Item

Transportation Industry Statistics (1910–1940)

### Railroad Industry Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Railroad Employees</th>
<th>Number of Passengers Carried</th>
<th>Tons of Freight Carried</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>749,000</td>
<td>492,431,000</td>
<td>76,207,000,000</td>
</tr>
<tr>
<td>1900</td>
<td>1,018,000</td>
<td>576,831,000</td>
<td>141,597,000,000</td>
</tr>
<tr>
<td>1910</td>
<td>1,699,000</td>
<td>971,683,000</td>
<td>255,017,000,000</td>
</tr>
<tr>
<td>1920</td>
<td>2,076,000</td>
<td>1,269,918,000</td>
<td>413,699,000,000</td>
</tr>
<tr>
<td>1930</td>
<td>1,517,000</td>
<td>707,987,000</td>
<td>385,815,000,000</td>
</tr>
<tr>
<td>1940</td>
<td>1,046,000</td>
<td>456,088,000</td>
<td>375,369,000,000</td>
</tr>
</tbody>
</table>

*Source: U.S. Census Bureau*

### Automobile Industry Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Passenger Cars Produced</th>
<th>Number of Manufacturing Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900*</td>
<td>2,000</td>
<td>4,192</td>
</tr>
<tr>
<td>1910*</td>
<td>76,000</td>
<td>101,000</td>
</tr>
<tr>
<td>1920*</td>
<td>343,000</td>
<td>1,905,500</td>
</tr>
<tr>
<td>1930</td>
<td>323,000</td>
<td>2,784,745</td>
</tr>
<tr>
<td>1940</td>
<td>465,000</td>
<td>3,717,385</td>
</tr>
</tbody>
</table>

*Information for employees is taken from previous year.

*Source: Automobile Manufacturers Associations*

### Domestic Airline Industry Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Airline Employees</th>
<th>Number of Passengers Carried</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>2,776</td>
<td>384,508</td>
</tr>
<tr>
<td>1932</td>
<td>4,020</td>
<td>476,041</td>
</tr>
<tr>
<td>1934</td>
<td>4,201</td>
<td>475,461</td>
</tr>
<tr>
<td>1936</td>
<td>7,079</td>
<td>931,683</td>
</tr>
<tr>
<td>1938</td>
<td>9,006</td>
<td>1,197,100</td>
</tr>
<tr>
<td>1940</td>
<td>15,984</td>
<td>2,802,781</td>
</tr>
</tbody>
</table>

*Source: U.S. Census Bureau*

Based on the sources and your knowledge of U.S. history, analyze how the development of the transportation system in the United States affected the country economically and culturally in the late nineteenth and early twentieth centuries.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of U.S. history.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.
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 U.S. History Item Set – Political Machines and Progressive Reforms and LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries: 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 U.S. History Practice Test Answer Key: includes answer keys, scoring rubrics, alignment, and annotated student responses
- LEAP 2025 Social Studies Practice Test Guidance: provides guidance using the practice test 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
- 2020–2021 Louisiana Assessment Calendar: includes information on testing windows for test administrations
- LEAP 2025 U.S. History Achievement Level Descriptors: contains 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

LEAP 360
- 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 U.S. History 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
- U.S. History Companion Document: assists educators in interpreting the GLEs; contains prioritized content and concepts
- Key Themes for U.S. History: shows thematic connections among the U.S. History GLEs
- Social Studies Sample Scope and Sequence: U.S. History: provides a yearlong overview unit topics and instructional tasks to support teachers in creating opportunities for students to explore the content and develop and support claims about U.S. History concepts
- U.S. History Distance Learning Packet: supports continuous learning by providing teachers with low-tech materials that include standards-aligned content experiences

Contact Us
- assessment@la.gov for assessment questions
- 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
# 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>B</td>
<td>US.2.8</td>
<td></td>
</tr>
<tr>
<td>Multiple-Select Item</td>
<td>A, D</td>
<td>US.2.6</td>
<td></td>
</tr>
<tr>
<td>Technology-Enhanced Item</td>
<td></td>
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<td><strong>Rise of Political Machines</strong></td>
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<td>The Industrial Revolution leads to increased economic development in the Northeast.</td>
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<td>Cities in the Northeast grow quickly and experience problems with rapid urbanization.</td>
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<td></td>
<td>Political machines emerge in northeastern cities to help immigrant voters with their problems.</td>
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<td>Party bosses use political machines to encourage immigrant voters to elect them to local government offices.</td>
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<td>Corruption and graft become common in local government.</td>
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<td>Constructed-Response Item</td>
<td>Sample Constructed-Response Item Rubric and Scoring Notes</td>
<td>US.4.3</td>
<td>LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries</td>
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# APPENDIX B

## Update Log

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<th>Date</th>
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<th>Summary</th>
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<td>8/3/2020</td>
<td>All</td>
<td>Assessment Guides available for the 2020-2021 school year</td>
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<tr>
<td>9/23/2020</td>
<td>6</td>
<td>Updated information on the fall test administration</td>
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