Welcome!

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Louisiana Believes

Update on LEAP 2025 Social Studies, Grades 3-8
November 1, 2018
Agenda and Goals

Agenda:
• Explanation of Reduction Plan
• Comparison of Operational Design and Practice Test Design
• Instructional Considerations
• Resources

Goals: to help educators better understand the revisions to the grades 3-8 social studies tests and how to respond to those revisions instructionally
What changes were made to the Social Studies tests at grades 3-8?
As new summative assessments have been developed in recent years, the Department has worked to limit the amount of time students spend on assessments throughout the year.

The Department collects and analyzes a variety of assessment data throughout the year to make improvements:

- Statistical data
- Timing information
- Student performance
- Feedback from assessment@la.gov
- Feedback from teachers, principals, superintendents, networks, etc.
After analyzing the past two years of assessment data and holding many conversations with stakeholders, the Department is shortening the grades 3 and 4 social studies summative assessment to reduce testing time by approximately twenty-five percent.

Grades 5 to 8 will also be shortened by removing an item set. Additionally, rather than requiring all students and schools to participate in the field test, a sample of schools will participate in a short field test session during the existing testing window.

In 2018-2019, similar data will be collected and analyzed for the science assessments. As possible, similar reductions will also be applied to the science assessments in 2019-2020.
New Grades 3 and 4 Social Studies Assessment Designs

The new design will reduce the amount of time spent on the assessment by approximately twenty-five percent by

- reducing the number of sessions at grades 3 and 4 from three sessions to two sessions and
- eliminating the task set and one of the item sets.
## New Grades 3 and 4 Social Studies Assessment Designs

<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>16 SR and 1 CR</td>
<td>18</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td>9 SR</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>2 Item Sets</td>
<td>10 SR and 1 CR</td>
<td>12</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>1 Field Test Item Set*</td>
<td>4 SR and 1 CR or 6 SR or 2 SR</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Field Test Standalone Items*</td>
<td>2 SR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td>6 SR</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Operational Form</strong></td>
<td>5 Item Sets</td>
<td>41 SR, 2 CR</td>
<td>45</td>
<td>150 minutes</td>
</tr>
<tr>
<td></td>
<td>15 Standalone Items</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Grades 5 through 8
Social Studies Assessment Designs

The new design will shorten the test by eliminating one of the item sets.

Rather than requiring all students and schools to participate in the field test, a sample of schools will participate in a short field test session during the existing testing window.

Schools should assume they are participating; details for selected schools will be shared this winter.
New Grade 5
Social Studies Assessment Designs

<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>Session 1</td>
<td>2 Item Sets</td>
<td>8 SR, 1 TEI, and 1 CR</td>
<td>19</td>
<td>65 minutes</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td>7 SR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>1 Item Set</td>
<td>5 SR and 1 TEI</td>
<td>19</td>
<td>65 minutes</td>
</tr>
<tr>
<td></td>
<td>1 Task Set</td>
<td>4 SR and 1 ER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>2 Item Sets</td>
<td>9 SR, 1 TEI, and 1 CR</td>
<td>20</td>
<td>65 minutes</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td>7 SR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Operational Form</td>
<td>5 Item Sets</td>
<td>40 SR, 3 TEI, 2 CR, and 1 ER</td>
<td>58</td>
<td>195 minutes</td>
</tr>
</tbody>
</table>
## LEAP 2025 Social Studies Test Design for Grades 6 through 8

<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>13-15 SR, 1-2 TEI, and 1 CR</td>
<td>26</td>
<td>85 minutes</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td>7 SR</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>1 Item Set</td>
<td>5 SR and 1 TEI</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>10 SR, 1 TEI, and 1 CR</td>
<td>21</td>
<td>65 minutes</td>
</tr>
<tr>
<td></td>
<td>Standalone Items</td>
<td>7 SR</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 TEI, 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>14 Standalone Items</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Studies Assessment Designs

The 2018-2019 social studies assessments will continue to

• ask students 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;

• report student performance to five achievement levels; and

• provide ratings (strong, moderate, and weak) for four categories (i.e., History, Geography, Civics, and Economics).
How is the practice test design different than the operational test design?
### Social Studies Operational Test Design for Grades 3 and 4

<table>
<thead>
<tr>
<th>Session</th>
<th>Components</th>
<th>Operational Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item Sets and Standalone Items</td>
<td>75 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Item Sets and Standalone Items</td>
<td>75 minutes</td>
</tr>
</tbody>
</table>

### Social Studies Practice Test Design for Grades 3 and 4

<table>
<thead>
<tr>
<th>Session</th>
<th>Components</th>
<th>Practice Test Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item Sets and Standalone Items</td>
<td>75 minutes</td>
</tr>
<tr>
<td>2</td>
<td>1 Item Set and Task</td>
<td>60* minutes</td>
</tr>
<tr>
<td>3</td>
<td>Item Sets and Standalone Items</td>
<td>60** minutes</td>
</tr>
</tbody>
</table>

*Includes Task Set

** Reduced by 15 minutes to account for one less item set than the operational test.
### Social Studies Grades 5-8
#### Operational Test vs. Practice Test

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Components</th>
<th>Operational Test Timing</th>
<th>Practice Test Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item Sets and Standalones</td>
<td>65 minutes (gr. 5)</td>
<td>75* minutes (gr. 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85 minutes (grs. 6-8)</td>
<td>95* minutes (grs. 6-8)</td>
</tr>
<tr>
<td>2</td>
<td>Item Set and Task Set</td>
<td>65 minutes</td>
<td>65 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Item Sets and Standalones</td>
<td>65 minutes</td>
<td>65 minutes</td>
</tr>
</tbody>
</table>

*Grades 5-8 include additional time over the operational time to account for the inclusion of one extra item set, no longer part of the operational design.*
The practice tests allow teachers to do the following:
- Examine practice test content to evaluate their approach to instruction and assessment, using sources, making connections, expressing claims in social studies
- Examine practice test format to design instructional tasks and assessments that use similar features
- Simulate testing conditions to help students feel prepared for operational test administration

The practice tests allow students to do the following:
- Become familiar with the testing format
- Practice using the online tools for computer-based tests
- Respond to the types of questions they will answer on the LEAP 2025 tests
Practice Test Dos and Don’ts

The practice tests can be used to:

• compare sources to the sources used during instruction
• guide selection of purchased and open-source documents
• better understand the expectations for written responses
• facilitate testing discussions with students
• have students practice timing and pacing

The practice tests should not be used to:

• gather cumulative data about overall student performance and preparedness
• prioritize content based on the standards and GLEs assessed on the practice tests
• limit instructional strategies to only those required for the practice tests
What does this mean for instruction?
Every day, students in Louisiana should

- **build** knowledge of the world,
- **read** meaningful texts,
- **express** ideas through writing and speaking, and
- **solve** complex problems.
To be productive members of society, students must be critical consumers of information. They:

• use **sources** regularly to learn content.
• make **connections** among people, events, and ideas across time and place.
• express **informed opinions** supported by evidence from sources and outside knowledge.
Instructional Dos

Instruction should continue to align to the instructional shifts for social studies.

- Build content knowledge and skills.
- Use high-quality sources in the classroom on a regular basis.
- Have students make connections across and time and place.
- Allow classroom discussion time where students are given the opportunity to make claims.
- Support expression of content and claims through scaffolded activities.
- Provide opportunities for students to express claims in response to meaningful questions.
- Find positive qualities at every score point to help students identify their individual strengths and weaknesses.
Instructional Don’ts

Avoid the following practices:

- Focusing on rote memorization of facts without making deeper connections
- Using sources without scaffolded support
- Providing only timed-writing activities
- Limiting instructional practices based on content within the practice test
Extended-Response Tasks
Grades 3 and 4

It is essential that teachers continue to incorporate extended-response tasks into classroom instruction and formative classroom assessments.

Instructional Value of ER Task Sets

- Deepen students’ understanding of the content
- Help students better understand how to use and synthesize sources
- Offer opportunities for students to express claims while continuing to build knowledge of priority content
- Help students make connections across time and place
- Allow opportunities for students to apply key themes and historical thinking
- Help prepare students for expressing valid claims supported by well-chosen evidence in later grades
Sample ER Tasks at Grades 3 and 4

- Scope and Sequence Documents
- **EAGLE Sets** (developed by Teacher Leader Advisors)
- Released Operational Test Task Sets (items and scoring rubrics/notes available now; annotated student responses available in winter)
- **Annotated Extended-Response Items**
- Scoring Activity in **Practice Test Guidance**
- **Collaborative Scoring Presentation**
What resources are available?
Released Items

Released task sets for grade 3 and 4 can be found in EAGLE.
- Grade 3: de Soto
- Grade 4: Waterways and Settlement

For a list of all item and task sets in EAGLE, refer to the LEAP 360 Teacher's Guide.
- As new sets are added to EAGLE, they are noted in the Teacher Leader Newsletter, found in the Newsroom.
- Authentic student work with scoring annotations for released items will be available in winter.
Collaborative Scoring

Use the Scoring Activity in the Social Studies Practice Test Guidance document to
• establish common expectations for students’ writing,
• learn to use a writing rubric and identify qualities of writing that meet standards,
• reveal grade-specific expectations in a school, and
• learn about and discuss different approaches that can improve instruction.

Rubrics and scoring guides for CRs and ER s are in the answer keys. The Social Studies Assessment Results Make the Case session materials and answer keys for grades 3-8 also include sample student responses.
Social Studies Resources

Assessment Guidance Library
- Assessment guides
- Sample task sets and item sets

Practice Test Library
- Paper practice tests for grades 3 and 4
- Answer keys
- Accommodated materials
- Practice Test Guidance (updated)
- Practice Test Webinar
- Practice Test Quickstart Guide
- Annotated Practice Test Items

Assessment Library
- Achievement Level Descriptors

K-12 Social Studies Resource Library
- Student Standards for Social Studies
- Key Themes
- Companion documents
- Sample Scope and Sequence
- Instructional Tasks

Teacher Leader Collaboration Library
- Social Studies Assessment Results Make the Case (2018 Summit Session and Materials)
- Social Studies Companion Documents September 2018 Collaboration Session

Louisiana Believes
Questions?

• General Assessment Questions: send email to assessment@la.gov