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PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Humanities assessment for grade 7.

Introduction: Why introduce a new type of assessment?

For many years, the English Language Arts (ELA) assessments taken by students in grades 3-12 across the United States have been of a similar design: they provide excerpts of texts drawn from a wide variety of sources, which students are then required to analyze.

ELA teachers work extremely hard to dive deeply into unit texts with their students, but many also devote valuable instructional time to teaching skills in isolation—believing that by doing so they will better prepare their students for statewide assessments and help their students become better readers. However, there is no strong research to suggest that focusing on such skills exclusively makes students better prepared, either as readers or test takers.

Rather, the more knowledge about the world through history, geography, literature, the sciences, and the arts that students possess, the better they tend to do when analyzing texts they haven't seen before. Why? Because every text is about *something in particular*, and thus requires background knowledge to be better understood. This is one reason why students who have been exposed to many cultural experiences and a variety of texts and multi-media often perform better on skills-based ELA assessments; it is not because they may be better at “finding the main idea,” but because they are far more likely to know the subject matter assumed in any given text. In short, the achievement gap is actually a knowledge gap: students who know more are stronger readers.

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Goal of English Language Arts

The goal of English Language Arts is that all students—including those who struggle—can read, understand, and express understanding of complex, grade-level texts. Through reading and understanding a variety of fiction and nonfiction texts, students will gain insights into many aspects of our world and have an opportunity to explore human nature and identity. To ensure that all students are able to reach this goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers and support students throughout the instructional process by using quality instructional materials, which for the LEAP 2025 Humanities assessment are the [ELA Guidebooks](#).

Goal of Social Studies

To be productive members of society, students must be critical consumers of the information they read, hear, and observe. The ability to understand and express understanding of complex, grade-level sources is an essential part of preparing students for civic life; however, preparation for civic life also requires students to make connections between what happened in the past and what is occurring in the present. To accomplish both of these ends, students must use primary and secondary sources (including maps) as the main vehicles through which to investigate ideas and events and how events happen. In addition to building knowledge from the sources they read, students must be able to weigh evidence and integrate ideas from multiple sources to develop and express informed arguments. Students do this by delving deeply into content so that they are able to develop and support claims about social studies concepts.

ASSESSMENT DESIGN

Approach of the LEAP 2025 Humanities Assessments

The LEAP 2025 Humanities assessment includes three innovative features that make it quite different from existing assessments.

First, End-of-Unit assessments ask students to interpret texts and topics they have studied with their teachers shortly after having completed a 7th Grade ELA Guidebook unit of instruction. Students take three End-of-Unit assessments throughout the year.

Second, the design of the LEAP 2025 Humanities assessment recognizes that knowledge building on a topic is not confined to the walls of any single classroom. Thus, where the subject matter of ELA instruction complements social studies instruction, the assessment asks students to draw upon learning from both content areas. In addition to encouraging deeper knowledge through cross-curricular integration, the shared items also result in a reduction in testing time.

Third, the assessment motivates teachers and students to demonstrate knowledge of their readings through an End-of-Year Essay that requires both critical thinking skills and the capacity to synthesize across multiple units.

LEAP 2025 Humanities Assessment Design

The three components of the LEAP 2025 Humanities include:

- **End-of-Unit Assessments** — Administered in three windows during the year (fall, early winter, and spring)
- **Social Studies Supplement** — Administered during the third window.
- **End-of-Year Essay** — Administered during the third window.

End-of-Unit Assessments

End-of-Unit assessments are designed to measure students' ability to read, understand, and express understanding of complex, grade-level texts and to integrate new sources that relate to the unit content. Each unit assessment centers around the texts and topics of a particular ELA Guidebook unit and introduces related text(s) allowing students to apply their knowledge.

Students will take three End-of-Unit assessments. They will be offered throughout the school year, providing teachers and schools with the opportunity to administer the assessment soon after a unit of study. Two of the End-of-Unit assessments will be chosen from a list of units while the third unit assessment is required and includes material from students' social studies class, thus bridging the two subjects and reinforcing cross-disciplinary knowledge.

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Each End-of-Unit assessment has two sections. (See [Table 1](#))

- **The first section** draws upon the unit’s texts that students have read and encourages teachers to ensure that students master the language and essential ideas of the texts they study in each unit. There are selected-response questions based on a previously studied Guidebook unit. Additionally, students are introduced to new text(s) that are topically or thematically related to the unit. The text(s) may be either fiction (e.g., short stories, novel and drama excerpts, poems) or nonfiction (e.g., informational texts from across the disciplines of science, history, and the arts), depending on the unit to which the section is linked. Students answer selected-response questions and a constructed-response question allowing them to reflect on the new readings and their connection to the unit topic or theme.
- **The second section** consists of a single end-of-unit essay question that requires students to use the knowledge they have built from their readings in the Guidebook unit and/or the text(s) in Section 1 of the assessment in order to analyze and synthesize concepts presented in those readings. Knowing that the essay question assumes knowledge of the materials in each unit strongly encourages teachers and students to view the unit readings as providing cumulative knowledge. During section two, students **do not** have access to texts.

Social Studies Supplement (See [Table 2](#))

In order to ensure coverage of the grade 7 social studies content, the LEAP 2025 Humanities assessment also includes a social studies supplement. The social studies supplement consists of a subset of items from the [LEAP 2025 Social Studies assessment for grade 7](#). The sets and items have been [reviewed by Louisiana educators](#) to ensure their alignment to the [Louisiana Student Standards for Social Studies](#) and appropriateness for Louisiana students.

The social studies supplement has a set-based design in which two to six related sources provide the context from which students answer sets of questions and may also include standalone items. Item sets may contain selected-response items (multiple choice, multiple select) and technology-enhanced items. The supplement reflects the instructional priorities for social studies in that students are asked to answer meaningful questions that require them to use both their content knowledge and the sources embedded in the assessment to demonstrate their understanding of social studies content and concepts.

End-of-Year Essay (See [Table 3](#))

The End-of-Year Essay consists of a single essay question that requires students to use and extend the knowledge built through the texts they have read throughout the year in their English Language Arts class. Students have the opportunity to show that they can synthesize knowledge across multiple texts in order to address a global concept.

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LEAP 2025 Humanities Assessment

Table 1: End-of-Unit Assessment: Students take three End-of-Unit Assessments ([3 administration windows](#))

Unit Assessments				
Test Section	Focus of Section	Number of Texts	Number/Type of Items	Assessable ELA Student Standards and Social Studies Standards
1	Unit Text(s) (<i>provided in classroom</i>); Unit-Related Text(s) (<i>included in test form</i>)	1-3	7 SR 1 CR	RL/RI standards; vocabulary standards R.4, L.4, L.5 Behind the Scenes unit: All K-12 Louisiana Student Standards for Social Studies for grade 7 are eligible for assessment.
2	Writing: Students use knowledge from unit texts <i>(no texts allowed in Section 2)</i>	--	1 Essay	RL and RI standards, Writing standards 1, 2, 4, and 9, and Language standards 1, 2, and 3 Behind the Scenes unit: All K-12 Louisiana Student Standards for Social Studies for grade 7 are eligible for assessment.

SR: [Selected Response Items](#)—includes two-part items (EBSR), multiple choice, multiple select items, and technology-enhanced items
CR: [Constructed Response](#)

Table 2: Social Studies Supplement (administered during the third window)

Social Studies Supplement			
Test Sections	Components	Types of Items	Assessable Social Studies GLEs
1 and 2	Item Sets Standalone Items <i>(no outside materials allowed; sources are part of the online test)</i>	SR, TE	All K-12 Louisiana Student Standards for Social Studies for grade 7 are eligible for assessment.

SR: Selected-Response Items (multiple choice, multiple select)
TE: Technology-Enhanced Items

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Table 3: End-of-Year Assessment (administered during the third window)

ELA END-OF-YEAR (EOY) ASSESSMENT				
Test Section	Focus of Session	Number of Texts	Number/Type of Items	Assessable ELA Student Standards
1	Writing (<i>no texts allowed</i>)	--	1 Essay	RL and RI standards, Writing standards 1, 2, 4, and 9, and Language standards 1,2, and 3

REPORTING CATEGORIES

The intent of the LEAP 2025 Humanities assessment is to provide information on student performance after each unit assessment and at the end of the year. At minimum, student-level reporting will include (1) a summary of performance after each unit, and (2) a summative achievement level classification that accounts for student performance on all of the unit assessments and end of year essay, provided after the end of the school year.

The Department is currently engaged in research to determine reporting categories that can support valid and reliable inferences about what students know and can do. As the research unfolds, the Department will update this guide.

Achievement-Level Definitions

The LEAP 2025 Humanities assessment uses the achievement-level definitions common to all LEAP 2025 assessments, which 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 studies 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 studies 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 studies 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 studies 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 studies in this content area.

Achievement-Level Descriptors

Achievement-Level Descriptors (ALDs) indicate what a typical student at each level should be able to demonstrate based on his or her command of grade-level standards. The Grade 7 Social Studies ALDs describe the knowledge, skills, and cognitive processes that students should exhibit with relative consistency and accuracy in a variety of contexts. The Grade 7 ELA ALDs are written for the two assessment categories of Reading and Writing. In addition, a new Knowledge ALD is applied to the written responses of the pilot assessment. (See the table below.)

LEAP 2025 Humanities Grade 7 KNOWLEDGE ALD

Students demonstrate the ability to draw on multiple readings to demonstrate coherent knowledge of the unit content.

Grade 7 Achievement Level Descriptors for Knowledge			
Level 5: Advanced	Level 4: Mastery	Level 3: Basic	Level 2: Approaching Basic
<p>A student who achieves at Level 5 exceeds expectations for the assessed standards.</p> <p>Students demonstrate <u>clear understanding</u> of new texts and related topics by <u>effectively applying knowledge</u> gained from unit instruction and texts.</p> <p>The student effectively demonstrates the ability to:</p> <ul style="list-style-type: none"> ● <u>think critically</u> about the unit topic and <u>effectively integrate knowledge</u> of big ideas and themes with new texts; ● <u>synthesize full understanding</u> across multiple texts and disciplines; ● <u>accurately analyze and evaluate multiple perspectives</u> on a topic. 	<p>A student who achieves at Level 4 meets expectations for the assessed standards.</p> <p>Students demonstrate <u>general understanding</u> of most new texts and related topics by <u>applying general knowledge</u> gained from unit instruction and texts.</p> <p>The student generally demonstrates the ability to:</p> <ul style="list-style-type: none"> ● <u>think critically</u> about the unit topic and <u>integrate general knowledge</u> of most big ideas and themes with most new texts; ● <u>synthesize a general understanding</u> across multiple texts and disciplines; ● <u>analyze and evaluate multiple perspectives</u> on a topic. 	<p>A student who achieves at Level 3 approaches expectations for the assessed standards.</p> <p>Students demonstrate <u>basic understanding</u> of some new texts and related topics by <u>applying basic knowledge</u> gained from unit instruction and texts.</p> <p>The student demonstrates basic ability to:</p> <ul style="list-style-type: none"> ● <u>think somewhat critically</u> about the unit topic and <u>integrate basic knowledge</u> of some big ideas and themes with some new texts; ● <u>synthesize basic understanding</u> across some texts and disciplines; ● <u>analyze and evaluate some perspectives</u> on a topic. 	<p>A student who achieves at Level 2 partially meets expectations for the assessed standards.</p> <p>Students demonstrate <u>minimal understanding</u> of new texts and related topics by <u>attempting to apply minimal knowledge</u> gained from unit instruction and texts.</p> <p>The student demonstrates minimal ability to:</p> <ul style="list-style-type: none"> ● <u>connect</u> the unit topic and <u>minimal knowledge</u> of ideas and themes with new texts; ● <u>synthesize minimal understanding</u> across some texts and disciplines; ● <u>identify and understand multiple perspectives</u> on a topic.

TEST ADMINISTRATION

Administration Schedule

The testing windows and the units assessed during each window for the LEAP 2025 Humanities assessment are as follows:

- Window 1: October 21-November 1 (Written in Bone or The Giver)
- Window 2: January 27-February 7 (Written in Bone, The Giver, Christmas Carol, or Memoir)
- Window 3: April 6-May 1 (Behind the Scenes, Social Studies Supplement, End-of-Year Essay, and ELA Supplement)

The school or district test coordinator will communicate the testing schedule. All LEAP 2025 Humanities tests are timed. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

The table below shows the section information for the grade 7 LEAP 2025 Humanities assessment.

TESTING WINDOW: APRIL 6, 2020 – MAY 1, 2020		
WINDOW 3 COMPONENT*	TEST CONTENT	TESTING TIME
Behind the Scenes End-of-Unit Test (Day 1)**	Section 1: questions about unit texts and unit-related texts	60 minutes
	Section 2: Writing Prompt	60 minutes
Social Studies Supplement (Day 2)	Section 1: LEAP 2025 item sets and standalone items	30 minutes
	Section 2: LEAP 2025 item sets and standalone items	30 minutes
End-of-Year (EOY) Writing Task and English Language Arts (ELA) Supplement (Day 3)	Section 1: EOY Essay	60 minutes
	Section 2: LEAP 2025 ELA passage set and items	20 minutes

*Components must be administered in this order, but they do not have to be administered on consecutive days.

**Both sections of each component must be administered on the same day.

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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 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 sections
- 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 section once it is opened (i.e., limiting the reopening of test sections)
- Taking the sections in the correct order (e.g., Session 1 taken before Session 2)
- Completing Session 1 and Session 2 on the same day

Online Tools

All students should work through the [Online Tools Training](#) to practice using the online tools so that they are well prepared to navigate the online testing system.

The screenshot shows the 'Online Tools Training' interface. On the left, there is a passage titled 'Oranges' by Gary Soto. A 'Line Reader' button is at the top left. A scroll bar is on the right side of the passage. A 'Highlight' tool is shown at the bottom left of the passage. On the right, there is a question: 'How does "Oranges" exemplify Zinsser's advice to "think small"? Write a paragraph to answer the question. Be sure to use evidence from the text to support your response.' Below the question is a rich text editor with a toolbar. A 'Tools' menu is on the right side of the editor, listing 10 tools. At the bottom, there is a navigation bar with buttons for 'P', '2', '3', '4', '5', '6', '7', and 'Next'.

Annotations:

- Line Reader:** Line Reader will be available for items with passages. Student can click button to use the tool.
- Scroll Bar:** Scroll Bar to view entire passage.
- Highlight:** Students can select text and apply a Highlight Color. The arrow to the right of "Highlight" allows students to change the color of the Highlight.
- Spell Check:** The red line under a word means the word is misspelled. Spell Check in the lockdown browser will not suggest words only point out that the word is misspelled.
- Tools Menu:** Tools available to students in order of the icons: 1. Review Screen, 2. Accessibility, 3. Flag Item, 4. Notepad, 5. Add Sticky Note, 6. Delete Sticky Note, 7. Drawing Tool, 8. Hide Drawings, 9. Response Masking, 10. Text To Speech (not pictured here) will only be available to students with the tool turned on.
- Expand menu:** Click to expand the tools menu.
- Student Pause:** Click to "Student Pause".
- P Item:** P is any item that only contains a passage or instructions, students will not answer a question on a P item.
- Attempted Item:** Grey line under the item means the item has been attempted by student.
- Not Attempted Item:** No line means the item has not been attempted by the student.
- Navigation:** Click back arrow to go to previous item.

Permitted Testing Materials

Students will be permitted to have school-issued scratch paper only, which can be used to help students prepare their written responses. Students will **not** be allowed to use dictionaries and thesauruses on any part of the test. Because the LEAP 2025 Humanities tests integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student’s understanding of a text. Definitions will be provided as footnotes for words that are important to understanding the text but do not have sufficient context. The scoring of the written responses takes into account the absence of such resources and the time constraints.

ELA Item Types

The LEAP 2025 Humanities tests include several types of items.

- 1) **Selected Response (SR):** This item type may include **multiple choice items** that ask students to select the correct response from among several answer choices (typically four answer choices). A student can earn one score point for a correctly answered item with four answer choices. This item type may also include **multiple select items** that ask students to choose more than one correct answer. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The multiple select items are worth two points, and students can earn partial credit (one point). This item type may also include **evidence-based selected response** items. This item type consists of two parts; one part asks students to show their understanding of a text, and the other part asks students to identify evidence to support that understanding. The evidence-based selected response items are worth two points, and students can earn partial credit (one point). However, they must answer correctly the part that asks them to show their understanding of a text and not only the part that asks for evidence. This means that if part A asks students to identify the theme of a text and part B asks for evidence of that theme, students must answer part A correctly to receive any credit; they cannot receive partial credit for answering only part B correctly. This item type may also include **technology enhanced (TE) items**. This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (one point). The Online Tools Training will allow students to practice answering TE questions to prepare for the test. For more information about how to score the TE items, see the [LEAP 2025 ELA Practice Test Guidance](#). For a summary of the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#).
- 2) **Constructed Response (CR):** This item appears in the End-of-Unit assessments and asks students to respond to a question in writing. As this response is not as lengthy as an essay, it is scored for comprehension only and not for writing. This item type is worth four points. The [Rubric for Constructed Response Items](#) is used to score these items.

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- 3) **Essay:** This item type appears in Section 2 of the End-of-Unit Assessments. This End-of-Unit Essay asks students to create an extended and complete written response. It elicits evidence that students have understood and can analyze texts they have read and can communicate that analysis well, both in terms of written expression and knowledge of language and conventions. The rubric for this item type is at the end of this section. The item type also appears in Section 1 of the End-of-Year Essay. The End-of-Year Essay asks students to create an extended and complete written response. It elicits evidence that students have built on the knowledge they have gained through the unit readings and can use that knowledge to consider an issue that extends beyond those readings.

There are two grade 7 rubrics used to score the Essay. The [Essay Rubric](#) for Written in Bone, The Giver, Christmas Carol, Memoir, and the End-of-Year Essay is used to score student-written responses for the Written in Bone, The Giver, Christmas Carol, and Memoir units and the End-of-Year Essay. The [Essay Rubric](#) for Behind the Scenes is used to score student written responses for the Behind the Scenes unit.

Social Studies Item Types

- 1) **Selected Response (SR):** This item type includes **multiple choice (MC) items** with four answer options and only one correct answer, as well as **multiple select (MS) items** with more than four answer options and two or more correct answers. MS questions for grade 7 have five to seven answer options; the stem of the question identifies the number of correct answers required.
- 2) **Technology enhanced (TE):** This item type appears in 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.
- 3) **Constructed Response (CR):** This item appears in the End-of-Unit assessment for the Behind the Scenes unit. The item asks students to write a brief response to a question that is not expected to be as in-depth as an essay response. The item is scored for understanding of ideas and information. This item type is worth up to four points. The [Rubric for Constructed Response Items](#) is used to score these items.
- 4) **Essay:** This item type appears in Section 2 of the Behind the Scenes End-of-Unit assessment. This End-of-Unit Essay 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 ideas and information from source documents. The [Essay Rubric](#) for Behind the Scenes is used to score student responses to this prompt.

RUBRICS

Rubric for Constructed Response Items

SCORE	DESCRIPTION
4	The response includes a thorough and accurate explanation or analysis, supported by relevant and specific evidence from the text(s).
3	The response includes a mostly complete and accurate explanation or analysis, supported by relevant but often general evidence from the text(s).
2	The response is partial; includes limited evidence from the text(s) and may include misinterpretations.
1	The response is minimal; with little or no evidence from the text(s) and may include misinterpretations or the response relates minimally to the task.
0	The response is blank, incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

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Essay Rubric for Written in Bone, The Giver, Christmas Carol, Memoir, and the End-of-Year Essay

CONSTRUCT	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
READING COMPREHENSION AND WRITTEN EXPRESSION	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience; uses clear reasoning supported with relevant references to ideas and information from unit(s) to develop claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, purpose, and audience; uses mostly clear reasoning supported with relevant references to ideas and information from unit(s) to develop claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience; uses some reasoning and references to ideas and information from unit(s) to develop claim or topic; demonstrates some organization with somewhat coherent writing; style is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; minimally addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task, purpose, and audience; uses limited reasoning and reference to ideas and information from unit(s); demonstrates limited organization and coherence; style is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little or no reasoning or reference to ideas and information from unit(s); lacks organization and coherence; has an inappropriate style.

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<p>KNOWLEDGE OF LANGUAGE AND CONVENTIONS</p>		<p>The student response</p> <ul style="list-style-type: none"> • demonstrates full command of the conventions of standard English at an appropriate level of complexity; • may include a few minor errors in mechanics, grammar, and usage, but meaning is clear. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates some command of the conventions of standard English at an appropriate level of complexity; • may include errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited command of the conventions of standard English at an appropriate level of complexity; • may include errors in mechanics, grammar, and usage that often impede understanding. 	<p>The student response</p> <ul style="list-style-type: none"> • does not demonstrate command of the conventions of standard English at the appropriate level of complexity; • includes frequent and varied errors in mechanics, grammar, and usage that impede understanding.
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Essay Rubric for Behind the Scenes

CONSTRUCT	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
WRITTEN EXPRESSION	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed and is consistently appropriate to the task; uses clear reasoning supported with relevant references to ideas and information from unit(s) to develop claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed and is mostly appropriate to the task; uses mostly clear reasoning supported with relevant references to ideas and information from unit(s) to develop claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is somewhat developed and is generally appropriate to the task; uses some reasoning and references to ideas and information from unit(s) to develop claim or topic; demonstrates some organization with somewhat coherent writing; style is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed and is limited in its appropriateness to the task; uses limited reasoning and reference to ideas and information from unit(s); demonstrates limited organization and coherence; style is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; includes little or no reasoning or reference to ideas and information from unit(s); lacks organization and coherence; has an inappropriate style.
KNOWLEDGE OF LANGUAGE AND CONVENTIONS		<p>The student response</p> <ul style="list-style-type: none"> demonstrates full command of the conventions of standard English at an appropriate level of complexity; may include a few minor errors in mechanics, grammar, and usage, but meaning is clear. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates some command of the conventions of standard English at an appropriate level of complexity; may include errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited command of the conventions of standard English at an appropriate level of complexity; may include errors in mechanics, grammar, and usage that often impede understanding. 	<p>The student response</p> <ul style="list-style-type: none"> does not demonstrate command of the conventions of standard English at the appropriate level of complexity; includes frequent and varied errors in mechanics, grammar, and usage that impede understanding.

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<p>Social Studies Content Rubric</p>	<p>The student response:</p> <ul style="list-style-type: none"> develops a valid claim and provides a cohesive and thorough analysis of the topic; effectively supports the claim with ample and focused factual information from social studies content knowledge; contains accurate understandings with no errors significant enough to detract from the overall content of the response; fully addresses all parts of the prompt. 	<p>The student response:</p> <ul style="list-style-type: none"> develops a reasonable claim and provides a general and logical analysis of the topic; sufficiently supports the claim with adequate and relevant evidence from social studies content knowledge; contains mostly accurate understandings and may have minimal errors that do not substantially detract from the overall content of the response; addresses all parts of the prompt. 	<p>The student response:</p> <ul style="list-style-type: none"> develops a claim and provides a basic or imprecise analysis of the topic; supports the claim with some relevant but limited factual information from social studies content knowledge; contains some accurate understandings and may have a few errors that detract from the overall content of the response; addresses part of the prompt. 	<p>The student response:</p> <ul style="list-style-type: none"> provides a claim and a vague, unclear, or illogical analysis of the topic; supports the claim with minimal factual information from social studies content knowledge; contains few accurate understandings and may have several errors that detract from the overall content of the response; minimally addresses part of the prompt. 	<p>The student response lacks a claim that addresses the prompt and contains no accurate understandings that address the prompt.</p>
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LEAP 2025 Humanities: Cumulative Score of Three Unit Assessments and End-of-Year (EOY) Essay

GRADE 7 UNIT ASSESSMENT		
Students take a total of three End-of-Unit assessments (district/school choice of two unit assessments; all students take Behind the Scenes)		
SECTION 1	Items	POINTS
Unit Text(s) <i>(provided in classroom)</i>	5 items (SR) based on unit texts	8
Unit-Related Text(s) <i>(included in test form)</i>	3 items (SR/CR)based on warm-read texts	8
SECTION 2	Item	POINTS
Students use knowledge from unit texts <i>(no texts allowed in Section 2)</i>	Essay	TBD
ONE SECTION	End-of-Year Essay	POINTS
Students use knowledge from unit texts <i>(no texts)</i>	Essay	TBD
ONE SECTION	Social Studies Supplement	POINTS
	Item sets and stand-alone items	TBD

SAMPLE TEST ITEMS

This section includes samples of each of these item types: selected response (SR), constructed response (CR), and essay.

Information associated with the sample items (i.e., answer keys/rubric and standards alignment) is located in the [Appendix](#).

This is an example of a question that would be included in section one; this excerpt is taken from one of the unit texts.

Read the excerpt from Chapter 18 of *The Giver* and answer the question that follows.

“Giver,” Jonas asked the next afternoon, “Do you ever think about release?” . . .

“I guess I do think about it occasionally,” the Giver said. “I think about my own release when I’m in an awful lot of pain. I wish I could put in a request for it, sometimes. But I’m not permitted to do that until the new Receiver is trained.”

“Me,” Jonas said in a dejected voice. He was not looking forward to the end of the training, when he would become the new Receiver. It was clear to him what a terribly difficult and lonely life it was, despite the honor.

Sample Selected Response Item:

Why does the author use the word **dejected** rather than a synonym like the word ‘sad’?

- A. to emphasize the confusion Jonas was feeling
- B. to present a stronger, more negative connotation
- C. to convey the responsibility Jonas has accepted in his role as Receiver
- D. to employ a more professional tone, respectful of Jonas’s role as Receiver

Sample Technology Enhanced Item:

Jonas and Jonas’s father each view release differently.

Match each adjective to the character’s view it describes. Each column should have **two** responses.

How Jonas views release	How Jonas’s father views release

normal

violent

pleasant

cruel

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This text is an example of a unit-related text that would be included in section one. It is a new text that presents a different perspective on the same topic as the unit texts.

Read the text below and answer the questions that follow.

Excerpt from *The Count of Monte Cristo* by Alexandre Dumas

Suddenly, about nine o'clock in the evening, Edmond heard a hollow sound in the wall against which he was lying.

So many loathsome animals inhabited the prison, that their noise did not, in general, awake him; but whether abstinence had quickened his faculties, or whether the noise was really louder than usual, Edmond raised his head and listened. It was a continual scratching, as if made by a huge claw, a powerful tooth, or some iron instrument attacking the stones.

Although weakened, the young man's brain instantly responded to the idea that haunts all prisoners—liberty! ... Some hours afterwards it began again, nearer and more distinct. Edmond was intensely interested. Suddenly the jailer entered.

Fortunately, he fancied that Dantès was delirious; and placing the food on the rickety table, he withdrew. Edmond listened, and the sound became more and more distinct.

"There can be no doubt about it," thought he; "it is some prisoner who is striving to obtain his freedom. Oh, if I were only there to help him!"

Suddenly another idea took possession of his mind, so used to misfortune, that it was scarcely capable of hope—the idea that the noise was made by workmen the governor had ordered to repair the neighboring dungeon.

Edmond rose again, but this time his legs did not tremble, and his sight was clear; he went to a corner of his dungeon, detached a stone, and with it knocked against the wall where the sound came. He struck thrice.

At the first blow the sound ceased, as if by magic.

Edmond listened intently; an hour passed, two hours passed, and no sound was heard from the wall—all was silent there.

Full of hope, Edmond swallowed a few mouthfuls of bread and water, and, thanks to the vigor of his constitution, found himself well-nigh recovered.

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The day passed away in utter silence—night came without recurrence of the noise.

“It is a prisoner,” said Edmond joyfully. His brain was on fire, and life and energy returned.

Sample Multiple Select (MS) Item:

What are **two** reasons Edmond is able to regain his energy?

- A. He hears an encouraging sound.
- B. He begins to take food and drink again.
- C. His knock on the wall is met with silence.
- D. His sleep is no longer disturbed by the animals.
- E. He is encouraged by the presence of the workmen.

Sample Evidence-Based Selected Response (EBSR) Item:

Part A

In *The Count of Monte Cristo*, how does the noise in the wall affect Edmond Dantès?

- A. It causes him to summon the jailer.
- B. It gives him a sense of hope.
- C. It frightens him into behaving foolishly.
- D. It proves he will escape.

Part B

Which sentence from the text supports the correct answer in Part A

- A. “So many loathsome animals inhabited the prison, that their noise did not, in general, awake him.” (paragraph 2)
- B. “It was a continual scratching, as if made by a huge claw, a powerful tooth, or some iron instrument attacking the stones.”(paragraph 2)
- C. “Although weakened, the young man’s brain instantly responded to the idea that haunts all prisoners—liberty!” (paragraph 3)
- D. “Edmond listened intently; an hour passed, two hours passed, and no sound was heard from the wall.” (paragraph 9)

Sample Constructed Response (CR) Item:

Based on the excerpt from "The Count of Monte Cristo," answer the following constructed response question in the space provided.

Read this excerpt from paragraph 5 of the text:

“There can be no doubt about it,” thought he; “it is some prisoner who is striving to obtain his freedom. Oh, if I were only there to help him!”

Write a paragraph in which you explain why the presence of the prisoner is important to Edmond. Support your explanation with details from the excerpt from "The Count of Monte Cristo."

Sample End-of-Unit Essay Item:

Session TWO has ONE essay question. Answer the essay question based on the materials you have studied in the unit.

Be sure to

- organize and fully develop your ideas and claims with thoughtful analysis
- include relevant information from the texts you have read in class
- identify the text you are referencing
- use correct grammar, punctuation, and spelling

Answer the following essay question based on the materials you have studied in the unit.

In this unit, you have studied texts in which individuals have been treated unfairly in some way. Think about how the individuals reacted to being treated unfairly and whether their actions were effective.

Write a well-constructed essay explaining how the individuals in the texts reacted to being treated unfairly and whether their actions were effective. Support your essay with references to the texts you have studied.

Sample End-of-Year Essay Item:

For the End-of-Year Essay you will answer ONE essay question. Read the essay question carefully. Then think about the many texts you have read and topics you have studied throughout the year in your English Language Arts class. Write a well-developed essay based on the knowledge you built from the texts and units of study.

Be sure to:

- organize and fully develop your ideas and claims with thoughtful analysis

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- include relevant information from the texts you have read in class
- identify the text you are referencing
- use correct grammar, punctuation, and spelling

Answer the following essay question based on the materials you have studied in class this year.

In your ELA class this year, you have studied texts in which individuals have found themselves in seemingly hopeless situations. Write a well-constructed essay explaining how the following statement could apply to the individuals in those texts:

“We must accept finite disappointment, but we must never lose infinite hope.”

– Martin Luther King

Support your analysis by referencing relevant ideas and information from the materials you have studied this year.

RESOURCES

K-12 ELA Resources Library

- [Louisiana Student Standards in ELA](#): offers comprehensive information about interpreting and implementing the standards
- [K-12 ELA Planning Resources](#): guides for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- [ELA Guidebooks 2.0](#): a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- [Instructional Materials Review Rubrics](#): provides links to rubrics used to evaluate K-12 instructional, assessment, and intervention materials
- [EL Guidebook](#): provides guidance to schools in how to implement high-quality instruction for English Learners

K-12 Social Studies Resources Library

- [K-12 Louisiana Student Standards for Social Studies](#): provides the standards and GLEs for all grade levels
- [Grade 7 Social Studies Companion Document](#): assists educators in interpreting the standards and GLEs and contains prioritized content and concepts
- [Social Studies Sample Scope and Sequence for Grade 7](#): provides a yearlong overview along with unit topics and instructional tasks to support teachers in creating opportunities for students to explore the content

Assessment Library

- [LEAP 2025 Technology-Enhanced Item Types](#): provides a summary of the different kinds of technology-enhanced items students may encounter in any CBT across courses and grade- levels
- [LEAP 2025 Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations

ADAM

- [Online Tools Training](#): allows students to become familiar with the tools available in the online testing platform. Students navigate to <https://adamexam.com/tester> or open up the lockdown browser on their device. Non-TTS students will type ELA2019 as the test code, and click the NEXT button. TTS students will type ELA2019TTS as the test code, and click the NEXT button.type ELA2019 as the test code, and click the NEXT button.

Contact Us

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions

[Newsroom](#): offers archive copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

APPENDIX: Answer Key for Sample Items

Answer Key/Rubric and Alignment Information for Sample Items

Item Type	Answer Keys/Rubric	Alignment				
Selected Response Item	B	RL.7.4, L.7.4				
Technology Enhanced Item	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">How Jonas views release</td> <td style="width: 50%; vertical-align: top;">How Jonas’s father views release</td> </tr> <tr> <td style="text-align: center; vertical-align: top;"> violent cruel </td> <td style="text-align: center; vertical-align: top;"> normal peaceful </td> </tr> </table>	How Jonas views release	How Jonas’s father views release	violent cruel	normal peaceful	RL.7.6
How Jonas views release	How Jonas’s father views release					
violent cruel	normal peaceful					
Multiple select Item	A, B	RL.7.3				
Evidence-Based Selected Response Item	Part A: B Part B: C	RL.7.3 RL.7.1				
Constructed Response Item	RUBRIC	RL.7.2; RL.7.1				
End-of-Unit Essay	RUBRIC	RL.7.2; RL.7.1; W.7.2; W.7.4; W.7.9; L.7.1; L.7.2; L.7.3				

End-of-Year Essay	RUBRIC	RL.7.2; RL.7.1; W.7.1; W.7.4; W.7.9; L.7.1; L.7.2; L.7.3
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