

This guide includes the following information:

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- Sample Test Items
- Resources
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- Appendix B: Update Log (describes ongoing updates to the guide)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Social Studies assessment for grade 4.

Introduction

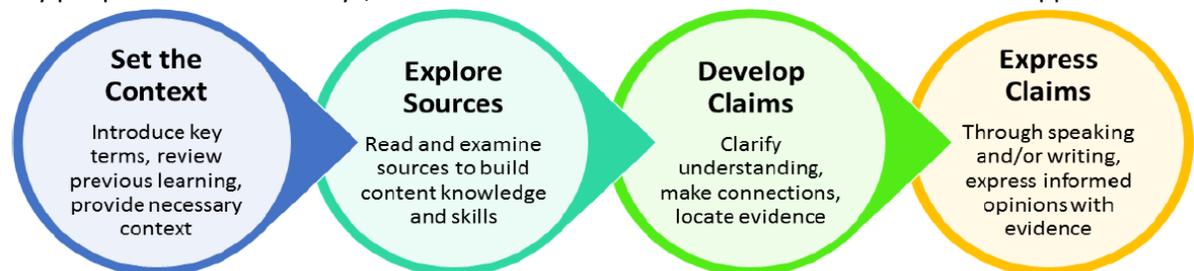
Students in grades 3–8 and U.S. history will take the LEAP 2025 Social Studies assessments, which provide

- questions that have been [reviewed by Louisiana educators](#) to ensure their alignment to the [K-12 Louisiana Student Standards for Social Studies](#) and appropriateness for Louisiana students;
- ability to measure the full range of student performance, including the performance of high- and low-performing students; and
- information for educators and parents about student readiness in social studies and whether students are “on track” for college and careers.

Social Studies Vision for Instruction and Assessment

To be productive members of society, students must be critical consumers of the information they read, hear, and observe. To develop and express informed opinions, they need to examine and evaluate information from an array of sources and connect that information with their background knowledge. To understand how events happen and why people act in certain ways, students must also make connections between what happened in the past and what is occurring in the present. To accomplish this, students must:

- Use sources regularly to learn content.
- Make claims that demonstrate connections among people, events, and ideas across time and place.
- Express informed opinions using evidence from sources and outside knowledge.



Simply stated, students must delve deeply into **content** so that they are able to develop and support **claims** about social studies concepts.

The LEAP 2025 Social Studies assessments reflect the instructional priorities for social studies:

- **Content:** Students answer meaningful questions to demonstrate an understanding of social studies **content** and concepts.
- **Claims:** Students apply understanding of social studies **content** and concepts by expressing and developing **claims** that make connections and/or show relationships among ideas, people, and events within and across time and place.

ASSESSMENT DESIGN

Supporting Key Shifts in Social Studies Instruction

Louisiana students in grades 3-8 and U.S. History take LEAP 2025 social studies assessments, which measure students' 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 Social Studies assessments have a set-based design:

- One to four related source documents provide the context from which students answer sets of questions.
- Questions ask students to use content knowledge and the source documents to show an understanding of social studies content and concepts.
- Item sets include selected-response questions (multiple choice, multiple select) and some sets culminate with a short constructed-response question.

Source Documents

Sets and discrete items include a variety of source documents, such as:

- excerpts from text-based primary or secondary sources
- authentic and/or 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

Item Types

- **Selected Response (SR):** This item type includes traditional [multiple-choice](#) (MC) questions with four answer options and only one correct answer, as well as [multiple-select](#) (MS) questions with more than four answer options and two or more correct answers. MS questions for grade 4 have five or six answer options; the stem of the question identifies the number of correct answers required. All SR items are worth one point each and partial credit cannot be earned.
- **Constructed Response (CR):** This item type appears at the end of some item sets and asks students to write a brief response to a question that is scored using an item-specific rubric with a scale of 0-2 points. Some CR items may include two parts in order to support the assignment of two score points.
- **Technology Enhanced (TE):** This item type may appear in an item set or as a standalone item. TE items use technology to capture students' understanding in ways that cannot be accomplished by selected-response items. TE items may include interactive features such as, but not limited to, drag and drop, drop-down menus, hot spots, and text highlight. For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#). TE items in grade 4 are worth 1 point and partial credit cannot be earned.

Test Design

The table below outlines the test design of the LEAP 2025 Grade 4 Social Studies Assessment.

LEAP 2025 Social Studies Test Design for Grade 4				
Test Session	Component	Numbers and Types of Questions	Points	Time Allowed
Session 1	3 Item Sets	16 SR and 1 CR or 15 SR, 1 TE, and 1 CR	27	75 minutes
	Standalone Items	9 SR or 8 SR and 1 TE		
Session 2	2 Item Sets	10 SR and 1 CR or 9 SR, 1 TE, and 1 CR	12	75 minutes
	1 Field Test Item Set* 2 Field Test Standalone Items*	4 SR and 1 CR; or 2-3 SR, 1-2 TE, and 1 CR; or 6 SR 2 SR or TE	N/A	
	Standalone Items	6 SR or 5 SR and 1 TE	6	
Total Operational Form	5 Item Sets 15 Standalone Items	37- 41 SR, 0-4 TE, 2 CR	45	150 minutes

*Field test items may be placed anywhere within the test session and do not count toward a student's final score on the test.

The design of the [LEAP 2025 Grade 4 Social Studies Practice Test](#) differs from the design of the operational test since it includes a task set with an extended-response item. Because students should learn how to make claims supported by evidence from sources and content knowledge, it is essential that teachers incorporate extended-response tasks into classroom instruction and formative classroom assessments. Having students work through task sets in grade 4 offers opportunities for students to express claims while continuing to build knowledge of priority content found in the [Grade 4 Social Studies–Companion Document](#). The use of extended-response task sets in the classroom will deepen students’ understanding of the content and help students make connections across time and place, which will prepare students for expressing valid claims in later grades.

REPORTING CATEGORIES

All [K-12 Louisiana Student Standards for Social Studies](#) for grade 4 are eligible for assessment. Item sets that assess content from the final unit of the [Social Studies Scope and Sequence for Grade 4](#) include carefully chosen source documents that allow students to respond using their social studies skills and content knowledge from previous units.

The table below shows the approximate percentage of points in each reporting category for the LEAP 2025 Grade 4 Social Studies assessment.

Reporting Category	Approximate Percentage of Score Points
History	25
Geography	25
Civics	25
Economics	25
Total	100

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. [Grade 4 Social Studies Achievement Level Descriptors](#) are available in the [Assessment](#) library.

The following list identifies the achievement-level definitions for the LEAP 2025 assessment program.

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations, and are well prepared for the next level of study in this content area.

- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of study in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of study in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of study in this content area.

TEST ADMINISTRATION

Administration Schedule

All LEAP 2025 assessments are computer-based tests (CBT), but school systems may choose to administer paper-based tests (PBT) for grade 4. School systems have until October 31, 2019, to choose CBT or PBT. The **computer-based testing window opens March 30, 2020, and runs through May 1, 2020**. The school or district test coordinator will communicate each school’s testing schedule. All LEAP 2025 tests 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., ELA Session 1 taken before ELA Session 2)

We also recommend:

- limiting sessions to no more than three in one day for a student; and
- administering no more than one session that includes an extended-response task or writing prompt (i.e., grades 5-8 Social Studies Session 2, ELA Session 1, ELA Session 2) in a day to an individual student.

For more information about the scheduling of the CBT and online administration policies, refer to the [Computer-Based Test Scheduling Guidance](#), found in the LDOE [Assessment](#) library.

Administration Schedule for Paper-Based Tests

The paper-based testing window will be April 27–May 1. Specific information regarding the content area session schedule will be updated in the fall.

To Be Updated
Fall 2019

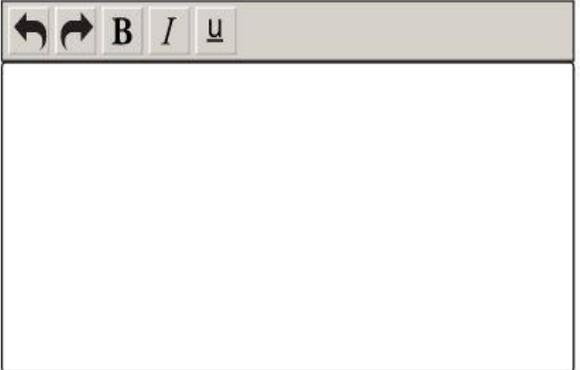
Testing Materials

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.

Computer-Based Tests

Students will enter their answers into the online testing system. The way each answer is entered depends on the item type. When composing their written responses for a social studies constructed-response item, students will type their responses into an answer box, like the one shown.

The toolbar at the top of the response box allows students to undo or redo an action and add boldface, italics, or underlining to their response. There is a limit to the amount of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the LEAP 2025 expectations for written responses and timing. The character count is not included on the response box so students focus on the quality of their responses rather than the amount of writing.



The image shows a rectangular response box with a toolbar at the top. The toolbar contains five icons: a left-pointing arrow (undo), a right-pointing arrow (redo), a bold 'B' icon, an italic 'I' icon, and an underlined 'u' icon. Below the toolbar is a large, empty white area for entering text.

The following online tools allow students to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line (similar to what a student can do on the paper-based tests). 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.

Paper-Based Tests

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

Multiple-choice questions for grade 4 have four answer options. Students will shade the bubble of the **one** correct answer.

- (A) Option A
- (B) Option B
- (C) Option C
- (D) Option D

Multiple-select questions for grade 4 have five or six options. Students will fill in the number of correct answers identified in the stem of the question. **The number of correct answers will vary from item to item.** The sample asks for two correct answers.

- (A) Option A
- (B) Option B
- (C) Option C
- (D) Option D
- (E) Option E

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

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

SAMPLE TEST ITEMS

A sample [Social Studies Grade 4 Item Set - The Boston Tea Party](#) and sample [Social Studies Grade 4 Task Set - Inventions and the Great Plains](#) are available in the LDOE [Assessment Guidance](#) library and provide examples of how content and claims may be assessed in grade 4. The sets include source documents, selected-response items, and constructed-response questions. Information associated with the sample items (i.e., answer keys/rubrics and alignment) is located in [Appendix A](#). Look for these items and related source documents in the LEAP 2025 Social Studies Grade 4 sample item set, task set, and OTT. While there is no extended-response item on the operational assessment, students should be responding to task sets with extended-response questions in the classroom to better understand how to make claims supported by evidence.

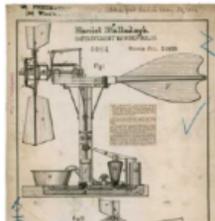
Multiple-Choice Item

Read and study the sources about inventions from the late 1800s. As you read the three sources, think about the effects that the inventions had on the American economy. After you read the sources, answer the questions.

Source 1

Patent for Daniel Halladay's Improvement on the Windmill (1870)

The windmill that Daniel Halladay developed was self-controlled, so farmers and ranchers did not have to use manual labor to make it work.



Why was the invention shown in Source 1 useful to settlers in the Great Plains?

- (a) It allowed farmers to read signs of approaching storms.
- (b) It generated electrical power to homes and barns.
- (c) It provided access to underground sources of water.
- (d) It marked boundary lines on farms and ranches.

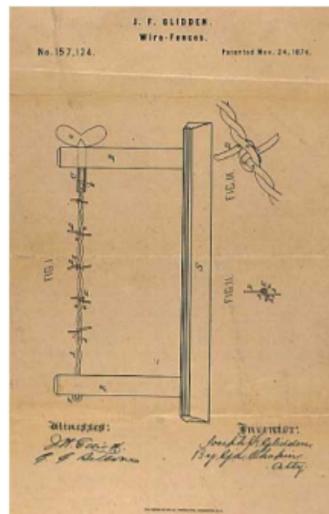
Multiple-Select Item

More Text Above

Source 2

Joseph Glidden Patent for Barbed Wire (1874)

Illinois farmer Joseph Glidden patented an improved design for barbed wire in 1874. His design held the wire barbs in place, and it became the barbed wire that was most often used in the American West. Since then, few changes have been made to his design.



Which statements describe major effects of the invention shown in Source 2?

Select the **two** correct answers.

- (a) It lowered the cost of fencing large tracts of land.
- (b) It helped farmers mark their fields for crop rotation.
- (c) It replaced lumber as a main building material on the Great Plains.
- (d) It forced ranchers to sell their herds, driving many people out of business.
- (e) It required large work crews to install it, making more jobs available for immigrants.
- (f) It ended the open range, resulting in ranchers no longer having open grazing land for cattle in the western United States.

Constructed-Response Item

More Text Above

Use the three sources and your knowledge of social studies to answer the questions.

Source 1

Boston Tea Party Engraving

This engraving from 1789 shows the events of December 16, 1773. Dressed as Native Americans, colonists dumped nearly 90,000 pounds of British East India Company tea into Boston Harbor in protest against the Tea Act.



Source: Library of Congress

More Text Below

Explain how two ideas from the events leading up to the American Revolution became the foundation of democracy for the new nation's government.

← → **B** *I* u

Empty response area for the constructed-response item.

RESOURCES

Assessment Guidance Library

- [Social Studies Grade 4 Item Set - The Boston Tea Party](#) and [Social Studies Grade 4 Task Set - Inventions and the Great Plains](#): provides examples of how content and claims may be assessed
- [2019 Summit Session: Social Studies 101](#): includes guidance on how to use essential social studies resources to plan instruction and how to score student responses using the LEAP 2025 social studies rubrics
- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committees, includes information on applying for participation

Practice Test Library

- [LEAP 2025 Social Studies Practice Test Guidance](#) and [LEAP 2025 Social Studies Annotated Practice Test Items](#): provides guidance on using the practice tests to support instructional goals
- [Practice Test Quick Start Guide](#): provides information regarding administration and scoring for the online practice tests
- [LEAP 2025 Grade 4 PBT Practice Test](#) and [Answer Key](#) and CBT Practice Test [Answer Key](#): helps prepare students for the spring assessments, includes correct answers, alignment information, and annotated student responses

Assessment Library

- [LEAP 2025 Technology Enhanced Item Types](#): provides a summary of technology enhanced items students may encounter in any CBT across courses and grade-levels
- [Achievement Level Descriptors](#): contains descriptions of the knowledge, skills, and cognitive processes that students should demonstrate with relative consistency and accuracy at each level of achievement
- [LEAP Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations

- [2019-2020 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations

eDIRECT

- includes access to tutorials, manuals, and user guides

INSIGHT™

- Online Tools Training: allows students to become familiar with the tools available in the online testing platform; access [here](#) using the Chrome browser
- LEAP 2025 Grade 4 CBT Practice Test: helps prepare students for the spring assessments

K-12 Social Studies Resources Library

- [Fourth Grade Teacher Library](#): provides links to grade-specific resources for all content areas
- [Social Studies Sample Scope and Sequence for Grade 4](#): provides yearlong support for teachers
- [Social Studies Key Themes for Grade 4](#): shows how the social studies GLEs are connected
- [K-12 Louisiana Student Standards for Social Studies](#): provides the social studies standards and GLEs for all grade levels
- [Grade 4 Social Studies Companion Document](#): assists educators in interpreting the standards and GLEs and contains prioritized content and concepts

Contact Us

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions
- [AskLDOE](#) for general question
- ldoecommunications@la.gov to subscribe to newsletters; include the newsletter(s) you want to subscribe to in your email

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

APPENDIX A

Item Type	Answer Keys/Rubric	Primary Alignment	Resource
Multiple-Choice Item	C	4.3.1	Social Studies Grade 4 Task Set - Inventions and the Great Plains
Multiple-Select Item	A, F	4.3.1	Social Studies Grade 4 Task Set - Inventions and the Great Plains
Constructed-Response Item	Rubric and Scoring Notes	4.7.2	Social Studies Grade 4 Item Set - The Boston Tea Party

APPENDIX B

Update Log		
Date	Page(s)	Summary
07/22/2019	All	Assessment Guides available for the 2019-2020 school year