

Welcome!

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Louisiana Believes

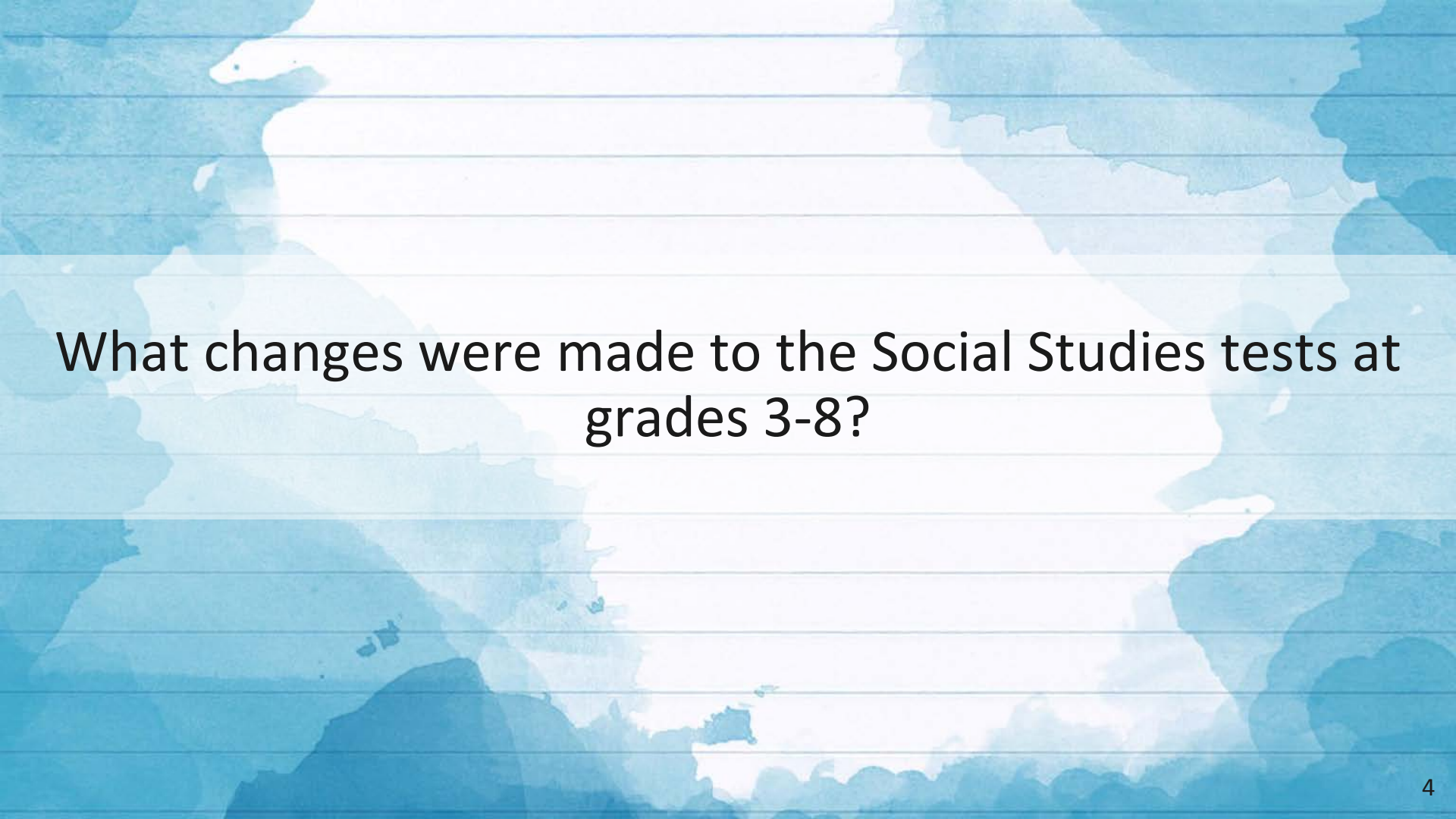
**Update on LEAP 2025 Social Studies, Grades 3-8
November 1, 2018**

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?

Annual Assessment Evaluation

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.

New Social Studies Assessment Designs

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

LEAP 2025 Social Studies Test Design for Grade 3 and 4				
Test Session	Component	Numbers and Types of Questions	Points	Time Allowed
Session 1	3 Item Sets	16 SR and 1 CR	18	75 minutes
	Standalone Items	9 SR	9	
Session 2	2 Item Sets	10 SR and 1 CR	12	75 minutes
	1 Field Test Item Set* 2 Field Test Standalone Items*	4 SR and 1 CR or 6 SR 2 SR	N/A	
	Standalone Items	6 SR	6	
Total Operational Form	5 Item Sets 15 Standalone Items	41 SR, 2 CR	45	150 minutes

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

LEAP 2025 Social Studies Test Design for Grade 5				
Test Session	Component	Numbers and Types of Questions	Points	Time Allowed
Session 1	2 Item Sets	8 SR, 1 TEI, and 1 CR	19	65 minutes
	Standalone Items	7 SR		
Session 2	1 Item Set	5 SR and 1 TEI	19	65 minutes
	1 Task Set	4 SR and 1 ER		
Session 3	2 Item Sets	9 SR, 1 TEI, and 1 CR	20	65 minutes
	Standalone Items	7 SR		
Total Operational Form	5 Item Sets 1 Task Set 14 Standalone Items	40 SR, 3 TEI, 2 CR, and 1 ER	58	195 minutes

New Grades 6 through 8 Social Studies Assessment Designs

LEAP 2025 Social Studies Test Design for Grades 6 through 8				
Test Session	Component	Numbers and Types of Questions	Points	Time Allowed
Session 1	3 Item Sets	13-15 SR, 1-2 TEI, and 1 CR	26	85 minutes
	Standalone Items	7 SR		
Session 2	1 Item Set	5 SR and 1 TEI	19	65 minutes
	Task Set	4 SR and 1 ER		
Session 3	2 Item Sets	10 SR, 1 TEI, and 1 CR	21	65 minutes
	Standalone Items	7 SR		
Total Operational Form	6 Item Sets 1 Task Set 14 Standalone Items	46-48 SR, 3-4 TEI, 2 CR, and 1 ER	66	215 minutes

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 Grades 3 and 4 Operational Test vs. Practice Test

Social Studies Operational Test Design for Grades 3 and 4

Session	Components	Operational Timing
1	Item Sets and Standalone Items	75 minutes
2	Item Sets and Standalone Items	75 minutes

Social Studies Practice Test Design for Grades 3 and 4

Session	Components	Practice Test Timing
1	Item Sets and Standalone Items	75 minutes
2	1 Item Set and Task	60* minutes
3	Item Sets and Standalone Items	60** minutes

*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

Session	Session Components	Operational Test Timing	Practice Test Timing
1	Item Sets and Standalones	65 minutes (gr. 5) 85 minutes (grs. 6-8)	75* minutes (gr. 5) 95* minutes (grs. 6-8)
2	Item Set and Task Set	65 minutes	65 minutes
3	Item Sets and Standalones	65 minutes	65 minutes

*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.

Purposes of the Practice Tests

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

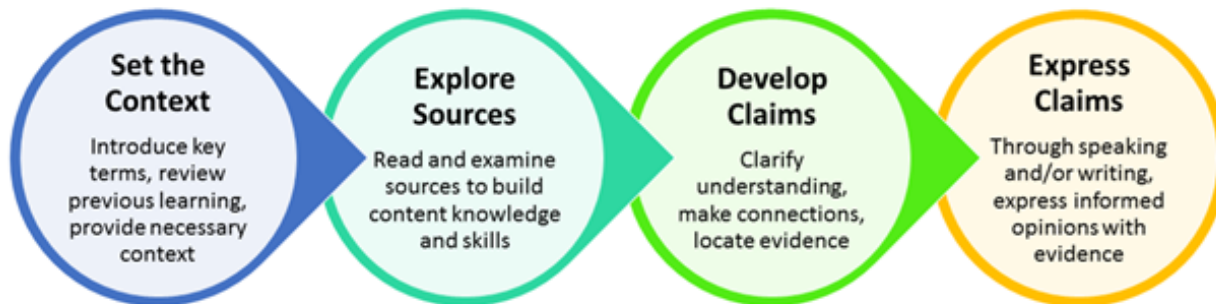


solve complex problems.

Social Studies Vision

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](#)

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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

Questions?

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