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## PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP U.S. History assessment. Email [assessment@la.gov](mailto:assessment@la.gov) with any questions or comments about this assessment guide.

## Introduction

Students in U.S. history will take the LEAP U.S. History assessment, which provides

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

## Remaining LEAP U.S. History Assessment Administrations, Course Requirements, and Accountability

The LEAP U.S. History assessment is aligned to [Louisiana’s 2011 social studies standards](#), and will maintain the same design, alignment, and reporting approach for its remaining administrations. There are two reasons why students must take the LEAP 2025 assessment for a course.

1. Bulletin 741 requires that all students must take the LEAP 2025 for all assessment-eligible courses (English I, English II, Algebra I, Geometry, Biology, Civics, U.S. History.) Please note that U.S. History will not be a course eligible for an assessment in 2027-2028 and thereafter when it becomes a district-administered assessment. School systems must select the weight for the final course as 15-30%. Entry date into high school and graduation requirements have [no relevance](#) to this requirement.
2. Bulletin 741 requires that all students take and pass 1 course in each of three subject pairs.
  - a. For students entering high school before 2024-2025, students must pass: English I or English II; Algebra I or Geometry; Biology or U.S. History
  - b. For students entering high school during or after 2024-2025, students must pass: English I or English II; Algebra I or Geometry; Biology or Civics

All initial tests, regardless of reason for taking the assessment, are included in the School Performance Score (SPS).

### Social Studies Vision

To be ready for success, students must build knowledge of the world; thoughtfully examine the information they read, hear, and observe; and develop and express their ideas through speaking and writing. Through regular analysis and evaluation of information from an array of high-quality primary and secondary sources and engaging learning experiences, students will develop the required knowledge, skills, and abilities to demonstrate understanding of important content and concepts. A leading goal in social studies is to prepare students for civic life by helping them to become knowledgeable about the world, reason through complex questions, and effectively express their ideas.

To accomplish this goal, students must consistently do the following in their social studies class:

- Build content knowledge and skills through meaningful learning opportunities and the exploration of high-quality, complex sources
- Engage in the majority of the thinking, speaking, and writing
- Practice using accurate and relevant information from their social studies knowledge and well-chosen evidence from sources to support claims in a way that is logical and cohesive

Simply stated, students must develop a broad and deep knowledge of the content so that they are able to express and support claims about social studies concepts.

## ASSESSMENT DESIGN

### Supporting the Vision

The LEAP U.S. History assessment reflects the vision and instructional priorities for social studies by providing students with opportunities to

- answer meaningful questions that allow them to demonstrate and apply their understanding of social studies content and concepts; and
- express and develop claims supported by social studies knowledge and evidence from sources in a way that is logical and cohesive.

### Approach to the Design

The LEAP U.S. History assessment has a **set-based** design.

- Two to six related source documents provide the context from which students answer sets of questions.
- Questions ask students to use content knowledge and the source documents to show an understanding of content and concepts.
- Item sets include selected-response questions (multiple choice, multiple select), one or two technology-enhanced items, and some sets culminate with a constructed-response item.
- The task set contains selected-response questions and an extended-response item. The extended-response item is worth up to eight points and scored using a two-dimensional rubric that measures content and claims.

Standalone selected-response items, which are not part of task or item sets, are also part of the test to provide for greater coverage of assessable content.

## Source Documents

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

- excerpts from text-based primary and/or secondary sources
- authentic and/or reproductions of historical maps
- charts, tables, and/or graphs
- timelines and/or series of events
- graphic organizers and/or diagrams
- illustrations, paintings, and/or photographs
- historical posters and/or political cartoons

## Assessable Content

All [Louisiana Student Standards for U.S. History](#) from Western Expansion to Progressivism, Isolationism through the Great War, Becoming a World Power through World War II, Cold War Era, and The Modern Age (Standards 2–6) are eligible for assessment. The Historical Thinking Skills (Standard 1) contain important social studies skills and practices that are necessary to master in order to answer the items successfully.

Item sets that assess content from the final unit of the [Social Studies Sample Scope and Sequence for U.S. History](#) include carefully chosen source documents that allow students to respond using their social studies skills and content knowledge from previous units. The task set, which contains the extended-response question, may address key themes covered throughout the course, but it will not assess specific content from the final unit.

## Item Types

- **Selected Response (SR):** This item type includes traditional [multiple-choice \(MC\)](#) questions with four answer options and only one correct answer as well as [multiple-select \(MS\)](#) questions with more than four answer options and two or more correct answers. MS questions for U.S. History have five to seven answer options; the question stem identifies the number of correct answers required. All SR items are worth one point each and students cannot earn partial credit.
- **Constructed Response (CR):** This item type appears at the end of some item sets and asks students to write a brief response to a question that is scored using an item-specific rubric with a 0–2 point scale. Some CR items may include two parts in order to support the assignment of two score points.
- **Technology Enhanced (TE):** This item type appears at or near the end of item sets and uses interactive technology to capture students' understanding in ways that cannot be accomplished by SR items. TE items are worth up to two points and may include interactive features such as, but not limited to, drag and drop, drop-down menus, and text highlight. For more information about the different kinds of TE items and where to find examples of each type, refer to [LEAP Technology-Enhanced Item Types](#).
- **Extended Response (ER):** This item type appears at the end of the task set and asks students to write an in-depth response that expresses and develops a claim, incorporating their knowledge of the content and concepts along with evidence from the source documents. The ER item is worth up to eight points and is scored using a two-dimensional rubric that measures content and claims. Each dimension is scored using a rubric with a scale of 0–4 points. The U.S. History ER rubric is available in [Appendix A](#).

### Test Design

The table below outlines the design of the LEAP U.S. History assessment.

Test Session	Components	Number of Points	Time Allowed
<b>Session 1</b>	Item Sets and Standalone Items	32–33	80 minutes
<b>Session 2</b>	Item Set	5–6	65 minutes
	Task Set	12	
<b>Session 3</b>	Item Sets and Standalone Items*	19	80 minutes
<b>Total Operational Form</b>	7 Item Sets, 1 Task Set, and Standalone Items	69	225 minutes

\*Additional items used for research purposes may appear anywhere within the test session and do not count toward a student’s final score on the test.

### REPORTING CATEGORIES

The LEAP Social Studies report for U.S. History provides an overall score and achievement level as well as performance information for the categories related to historical topics or time periods associated with Standards 2–6 so that teachers can better understand overall strengths and weaknesses. While scores are only reported for these categories, it is important for students to demonstrate their competency with respect to Historical Thinking Skills in order to perform well on the assessment.

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

Reporting Category	Approximate Percentage of Score Points
Western Expansion to Progressivism	25
Isolationism through the Great War	17
Becoming a World Power through World War II	28
Cold War Era and the Modern Age*	30
Total	100

\*The Cold War Era and the Modern Age are a combined reporting category, which reflects the instructional approach to content coverage exemplified in [instructional materials](#) and allows the assessment to better support instruction by providing the opportunity for item sets that include items aligned to GLEs across Standards 5 and 6. Items aligned to GLEs in Standard 6 will comprise no less than one-fourth and no more than one-half of the percentage for the combined reporting category (30%).

### Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana’s five achievement levels. The achievement levels are part of Louisiana’s cohesive assessment system and indicate a student’s ability to demonstrate proficiency on the Louisiana student standards defined for a specific course. Achievement level descriptors (ALDs) are content specific and describe the knowledge, skills, and processes that students typically demonstrate at each achievement level. The [LEAP U.S. History Achievement Level Descriptors](#) are available in the LDOE [Assessment library](#).

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

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

## TEST ADMINISTRATION POLICIES

### Administration Schedule

The U.S. History assessment is given during three administrations. The school or district test coordinator will communicate each school’s testing schedule.

**Administration and Reporting for LEAP U.S. History**

Administration	Testing Window	Release of Student-Level Results
Fall	December 2, 2024–December 20, 2024	In window
Spring	April 2, 2025–May 14, 2025	
Summer	June 23, 2025–June 27, 2025	

All LEAP assessments are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP). All LEAP testing date modifications are available in the [2024–2025 Assessment Calendar](#).

### Scheduling Requirements for Computer-Based Testing

Computer-based testing allows school systems some flexibility in scheduling. However, to reduce incidences of testing irregularities, school systems must adhere to the following scheduling and administration practices:

- Testing students in the same grade level across the school at or very close to the same time
- Completing makeup testing for students immediately upon their return
- Limiting student interaction during breaks between test sessions
- Isolating students who have not completed testing for the day (e.g., students with extended time accommodation)
- Preventing interaction between groups of students taking the same tests at different times within a testing day
- Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)
- Taking the sessions within a content area in the correct order (e.g., U.S. History Session 1 taken before U.S. History Session 2, U.S. History Session 2 taken before U.S. History Session 3)

We also recommend:

- limiting sessions to no more than three in one day for a student; and
- administering no more than one session that includes an extended-response task or writing prompt (i.e., U.S. History Session 2, English I and English II Session 1 and Session 2) in a day to an individual student.

For more information about scheduling and administration policies, refer to the [Online Scheduling Guidance](#) document, found in the LDOE [Assessment library](#).

### Testing Materials

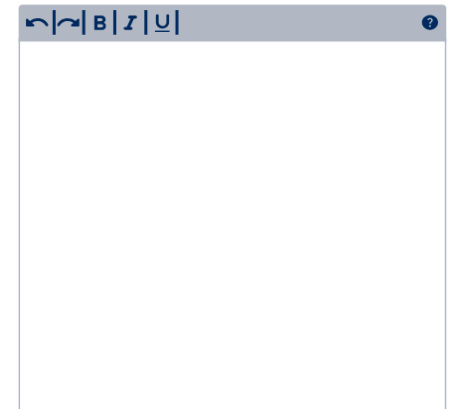
All students must receive scratch paper and pencils from their test administrator for each test session. Provided scratch paper must not have any writing on it. Scratch paper must be collected at the end of each session and any scratch paper with writing must be returned to the school test coordinator.

### Testing Platform

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

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

The following online tools allow students to select answer choices, “mark” items, eliminate answer options, take notes, enlarge an item, and guide the reading of a source or an item line by line. A help tool is also featured to assist students as they use the online system.



**All students should work through the Online Tools Training (OTT), available in INSIGHT or through this [link](#) using the Chrome browser to practice using the online tools so they are well prepared to navigate the online testing system.**

### SAMPLE TEST ITEMS


The LEAP 2025 U.S. History Practice Test is available as a PDF in the [DRC INSIGHT Portal \(eDIRECT\)](#) and online through the [teacher access link](#).

- Pointer  

- Cross-off  

- Highlighter  

- Sticky note  

- Magnifier  

- Line guide  

- Masking  

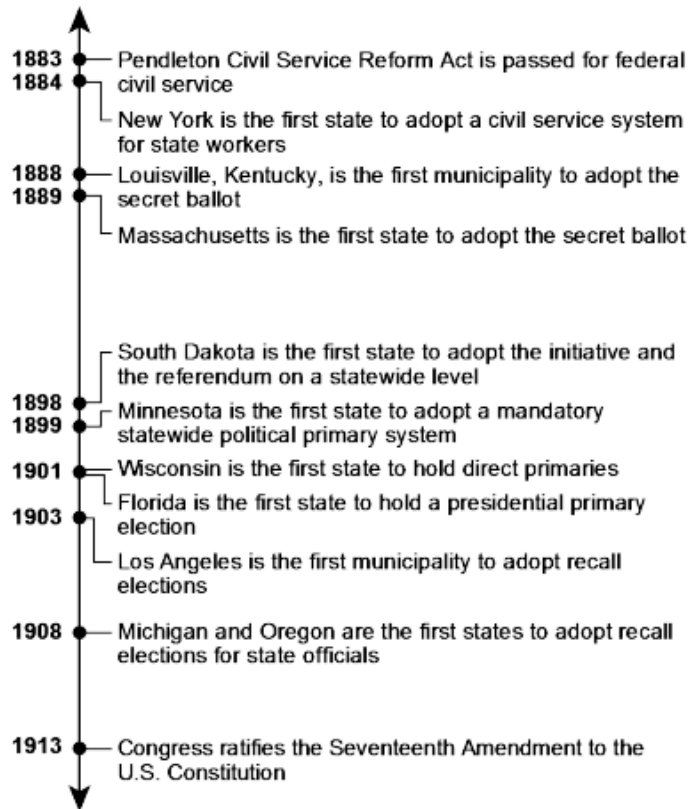
- Help  


A sample [LEAP 2025 U.S. History Item Set – Political Machines and Progressive Reforms](#) and sample [LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19<sup>th</sup> and Early 20<sup>th</sup> Centuries](#) are available in the LDOE [Assessment Guidance library](#). The [practice test](#), sample [item set](#), and sample [task set](#) provide examples of how the content may be assessed in U.S. History. They include source documents, technology-enhanced, selected-, constructed-, and extended-response questions. Information associated with the sample [item set](#) and [task set](#) (i.e., answer keys/rubrics and alignment) is located in [Appendix B](#).

Multiple-Choice Item

Source 4

**Political Reforms during the Progressive Era**



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

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



## Multiple-Select Item

### Source 1

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

*This excerpt is from a speech given by George Washington Plunkitt, a member of the Tammany Hall machine, who also served as a state senator between 1884 and 1904.*

THERE's only one way to hold a district: you must study human nature and act accordin' . . .

To learn real human nature you have to go among the people, see them and be seen. I know every man, woman, and child in the Fifteenth District . . . I know what they like and what they don't like, what they are strong at and what they are weak in, and I reach them by approachin' at the right side. . . .

What tells in holdin' your grip on your district is to go right down among the poor families and help them in the different ways they need help. I've got a regular system for this. If there's a fire in Ninth, Tenth, or Eleventh Avenue, for example, any hour of the day or night, I'm usually there with some of my election district captains as soon as the fire engines. If a family is burned out I don't ask whether they are Republicans or Democrats, and I don't refer them to the Charity Organization Society, which would investigate their case in a month or two and decide they were worthy of help about the time they are dead from starvation. I just get quarters<sup>1</sup> for them, buy clothes for them if their clothes were burned up, and fix them up till they get things runnin' again. It's philanthropy, but it's politics, too—mighty good politics. Who can tell how many votes one of these fires bring me? The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs.

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

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

<sup>1</sup>quarters: lodgings

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

Select the **two** correct answers.

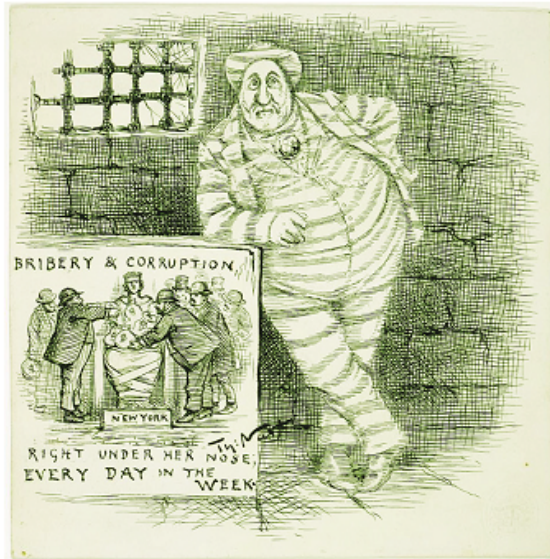
- A. Political machines provided aid to urban communities in exchange for votes.
- B. Political machines worked with labor unions to expand their influence in local communities.
- C. Political machines emerged among immigrant groups in rural communities.
- D. Political machines used a system of patronage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

Technology-Enhanced Item

Source 2

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

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



Source: Library of Congress.

Political machines emerged in the late nineteenth century.

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

✏
?

**Rise of Political Machines**

The Industrial Revolution leads to increased economic development in the Northeast.

↓

↓

↓

↓

Cities in the Northeast grow quickly and experience problems with rapid urbanization.

Party bosses use political machines to encourage immigrant voters to elect them to local government offices.

Political machines accuse local party bosses of corruption.

Political machines emerge in northeastern cities to help immigrant voters with their problems.

Corruption and graft become common in local government.

Immigrants move to small rural towns and have difficulty looking for work.

OK

## Constructed-Response Item

### Source 3

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

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

#### What Will the Harvest Be?

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

You remember how it was done; railroad passes, entertainment, money, influence. Men who could not be elected as delegates sat in conventions on proxies<sup>1</sup> purchased as merchandise. Delegates honestly elected were unseated by fraud, and contesting delegates seated. These were some of the means.

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

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

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

La Follette secured the corrupt practices acts designed to purify the caucuses<sup>2</sup> and elections. This law must be strengthened and enforced. It has been flagrantly violated in recent years.

La Follette, with a clear vision, saw then what Roosevelt and Hughes<sup>3</sup> see now—that the people must be freed from boss rule.

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

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

<sup>1</sup>**proxies:** substitutes, representatives

<sup>2</sup>**caucuses:** meetings of political party members to select candidates

<sup>3</sup>**Hughes:** Charles Evans Hughes, a Republican governor who was part of the Progressive movement

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

↶ ↷ **B** *I* u

**Extended-Response Item**

Source 4

**Transportation Industry Statistics (1910–1940)**

**Railroad Industry Statistics**

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

Source: U.S. Census Bureau.

**Automobile Industry Statistics**

Year	Number of Passenger Cars Produced	Number of Manufacturing Employees
1900*	2,000	4,192
1910*	76,000	181,000
1920*	343,000	1,905,560
1930	323,000	2,784,745
1940	465,000	3,717,385

\*Information for employees is taken from previous year

Source: Automobile Manufacturers Associations.

**Domestic Airline Industry Statistics**

Year	Number of Airline Employees	Number of Passengers Carried
1930	2,778	384,506
1932	4,020	476,041
1934	4,201	475,461
1936	7,079	931,683
1938	9,008	1,197,100
1940	15,984	2,802,781

Source: U.S. Census Bureau.

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

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of U.S. history.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

↶ ↷ **B** *I* U

## RESOURCES

### Assessment Guidance Library

- [LEAP 2025 U.S. History Sample Item Set](#) and [LEAP 2025 U.S. History Sample Task Set](#): offers examples of how the content may be assessed
- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committees, includes information on applying for participation

### Practice Test Library

- [LEAP 2025 U.S. History Practice Test Answer Key](#): includes answer keys, scoring rubrics, alignment, and annotated student responses
- [Practice Test Quick Start Guide](#): provides information regarding the administration and scoring of the online practice tests

### Assessment Library

- [2024–2025 Assessment Calendar](#): includes information on testing windows for test administrations
- [LEAP 2025 U.S. History Achievement Level Descriptors](#): contains descriptions of the knowledge, skills, and processes that students demonstrate with relative consistency and accuracy at each level
- [LEAP Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [LEAP 2025 Technology Enhanced Item Types](#): provides a summary of technology-enhanced items students may encounter

### LEAP 360 Library

- includes the [EAGLE item banks](#) with questions that teachers can integrate into classroom instruction and assessments; contact your test coordinator for instructions on accessing the files

### DRC INSIGHT Portal (eDIRECT)

- includes access to tutorials, manuals, and user guides

### INSIGHT™

- LEAP U.S. History Practice Test: helps students prepare for the test
- Online Tools Training: helps students become familiar with the online testing platform; access the [link](#) using the Chrome browser

### K-12 Social Studies Resources Library

- [U.S. History Companion Document](#): provides the standards and GLEs for U.S. History and assists educators in interpreting the GLEs
- [Social Studies Sample Scope and Sequence: U.S. History](#): provides a yearlong overview along with unit topics and instructional activities to support teachers in creating opportunities for students to explore the content and develop and support claims about U.S. History concepts

### Contact Us

- [assessment@la.gov](mailto:assessment@la.gov) for assessment questions
- [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) for curriculum and instruction questions
- [AskLDOE](#) for general questions

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

APPENDIX A

Dimension: Claims	
Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>Develops a valid claim that effectively expresses a solid understanding of the topic;</li> <li>Thoroughly supports the claim with well-chosen evidence from the sources;</li> <li>Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
3	The student's response: <ul style="list-style-type: none"> <li>Develops a relevant claim that expresses a general understanding of the topic;</li> <li>Supports the claim with sufficient evidence from the sources;</li> <li>Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
2	The student's response: <ul style="list-style-type: none"> <li>Presents a claim that expresses a basic understanding of the topic;</li> <li>Includes limited support for the claim by using some evidence from the sources;</li> <li>Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
1	The student's response: <ul style="list-style-type: none"> <li>Presents a claim with little or no evidence from the sources;</li> <li>Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
0	The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.

Dimension: Content	
Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>thorough</b> knowledge of <i>[insert prompt text or topic]</i> by incorporating ample, focused factual information from prior knowledge and the sources;</li> <li>Contains accurate understandings with no errors significant enough to detract from the overall content of the response;</li> <li>Fully addresses all parts of the prompt.</li> </ul>
3	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>general</b> knowledge of <i>[insert prompt text or topic]</i> by incorporating adequate factual information from prior knowledge and the sources;</li> <li>Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response;</li> <li>Addresses all parts of the prompt.</li> </ul>
2	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>limited</b> knowledge of <i>[insert prompt text or topic]</i> by incorporating some factual information from prior knowledge and the sources;</li> <li>Contains some accurate understandings with a few errors that detract from the overall content of the response;</li> <li>Addresses part of the prompt.</li> </ul>
1	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>minimal</b> knowledge of <i>[insert prompt text or topic]</i> by incorporating little or no factual information from prior knowledge and the sources;</li> <li>Contains few accurate understandings with several errors that detract from the overall content of the response;</li> <li>Minimally addresses part of the prompt.</li> </ul>
0	The student's response is blank, incorrect, or does not address the prompt.

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

APPENDIX B

Item Type	Answer Keys/Rubric	Resource
<a href="#">Multiple-Choice Item</a>	B	<a href="#">LEAP 2025 U.S. History Item Set – Political Machines and Progressive Reforms</a>
<a href="#">Multiple-Select Item</a>	A, D	
<a href="#">Technology-Enhanced Item</a>	<p style="text-align: center;"><b>Rise of Political Machines</b></p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">The Industrial Revolution leads to increased economic development in the Northeast.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Cities in the Northeast grow quickly and experience problems with rapid urbanization.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Political machines emerge in northeastern cities to help immigrant voters with their problems.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Party bosses use political machines to encourage immigrant voters to elect them to local government offices.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px;">Corruption and graft become common in local government.</div> </div>	
<a href="#">Constructed-Response Item</a>	<a href="#">Sample Constructed-Response Item Rubric and Scoring Notes</a>	
<a href="#">Extended-Response Item</a>	<a href="#">Sample Extended-Response Task Rubric and Scoring Notes</a>	