LOUISIANA DEPARTMENT OF EDUCATION

Office of Assessments, Analytics, and Accountability

LEAP Assessment Guide for Civics

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Purpose

This document is designed to assist Louisiana educators in understanding the LEAP civics assessment.

Introduction

All students enrolled in a civics course will take the LEAP civics assessment, which provides questions that have been reviewed by Louisiana educators to ensure their alignment to the K-12 Louisiana Student Standards for Social Studies (LS4) and appropriateness for all Louisiana students, measurement of the full range of student performance, and information for educators and parents about student readiness in civics and whether students are “on track” for college and careers.

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Vision for Social Studies Standards and Assessment

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; and
- practice using accurate and relevant information from their social studies knowledge and well-chosen evidence from sources to support claims about social studies concepts.

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.

LEAP Civics and U.S. History Assessments – Course Requirements and Accountability

There are two reasons why students must take the LEAP assessment for a course.

1. Bulletin 741 requires that all students must take the LEAP 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 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 assessment 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; and 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; and Biology or Civics.

    All initial tests, regardless of reason for assessment, are included in the School Performance Score (SPS) with one exception for Civics. Initial scores for Civics will only be included in the SPS for students who require Civics instead of U.S. History to meet graduation requirements.

Assessment Design

Supporting Social Studies Instruction

The LEAP Social Studies assessments will reflect the vision and instructional priorities for social studies by providing students with opportunities to answer questions that allow them to demonstrate knowledge of social studies content and concepts, apply social studies skills and practices, and express and develop claims supported by information and evidence with explanation and reasoning.

Set Based Design, Content Knowledge, and Sources

The LEAP civics assessment includes item sets, tasks, and standalone items, which are not part of a set. Sets are designed around one to five related sources and include three to six questions. First and foremost, all test items require students to demonstrate their understanding of civics content knowledge. Some test items require students to, not only demonstrate their understanding of civics content knowledge, but to also apply their social studies skills and practices. Test items will **not** direct students to "use your civics content knowledge" because the expectation is for students to use their civics content knowledge on every test item. The majority of questions within a set will include a purpose-setting statement directing students to "use" a given source or sources. Students are not expected to go to a source to find civics content knowledge; rather, the sources are provided to support or add to their civics content knowledge. In some cases, such as two-part dependent items or extended-response items, students are expected to deliberately and decisively use the sources to support or refute claims. Some item sets or tasks may contain one or two questions that do not have purpose-setting statements directing them to a source or sources. These are foundational items intended to provide a low-difficulty entry point for all students, but particularly for students with disabilities and English learners. Some standalone items will require students to use only their civics knowledge and some may include a source that serves to stimulate thinking or to increase accessibility for students with disabilities and English Learners. The civics assessment will include a variety of source types, such as adapted excerpts from texts, maps, charts, tables, graphs, diagrams, historical propaganda, timelines, and lists of events.

Students may engage with excerpts from course-relevant and grade-appropriate primary, secondary, and tertiary texts, which may be presented in original or adapted format, as appropriate. Excerpts in their original format may include footnotes to define unfamiliar words or phrases, may introduce clarifying text in brackets or parentheses, and may omit extraneous text as shown by ellipses. *Adapted*, a term which refers to a text or excerpt that is changed from its original format, promotes accessibility and comprehension. Excerpts that are in an adapted format may include features such as using familiar words or phrases directly in place of those that are unfamiliar, adjusting capitalization and punctuation, and/or separating especially long sentences into two or more shorter sentences.

Students will also engage with a wide range of visual sources, such as maps, graphs, bar graphs, double bar graphs, histograms, circle/pie graphs, linear and nonlinear line graphs, and simplified scatter plots. When creating graphics, the designers use color palettes that take colorblindness into account as well as apps and software to evaluate the accessibility of the graphics.

Referencing the Gulf in Sources and Test Items

To keep historical sources accurate, all primary and secondary sources, created before May 20, 2025, used on the LEAP tests will stay exactly as they were when created—nothing is being changed.

Here's what that means for test questions:

- If a source includes the term **"Gulf of Mexico,"** and the test question is directly tied to that source, the question will also use **"Gulf of Mexico."**
- If a test question says **"Gulf of Mexico,"** but the source does **not** use that term, the question has been **revised** to say **"Gulf of America"** or removed.
- If the question mentions **"Gulf of Mexico"** and there's **no source** involved, it has been changed to **"Gulf of America"** or removed.

Please teach students the difference between **"Gulf of Mexico"** (used in historical sources) and **"Gulf of America"** (used in updated content where needed). Be sure to point this out throughout the year so students are comfortable seeing both terms.

These changes will begin with the **2025–2026 LEAP Social Studies and Civics tests**.

Educator review committees review all potential sources and graphics to determine whether the materials are appropriate for all Louisiana students, including English Learners and students with disabilities. Test content developers only use sources and graphics that have been approved for use by the source review committees.

Item Types

The civics assessments include the following item types.

- **Selected Response (SR):** includes traditional multiple-choice (MC) questions with four answer options and only one correct answer, as well as multiple-select (MS) questions with five to seven answer options and more than one correct answer. For MS items, the question identifies the number of correct answers. All SR items are worth one point each.
- **Technology Enhanced (TE):** uses technology to capture student comprehension in authentic ways, previously difficult to score by machine for large-scale assessments. TE items are worth up to three points. A student may receive partial credit based on item-specific scoring rules. The Online Tools Training allows students to experience TE items and practice answering them to prepare for the computer-based test.
    - **Drag and Drop:** students select and move (drag) options and place (drop) them in answer areas.
    - **Dropdown:** students open a list (menu) of options and select a choice.

- **Hot Spot:** students select spots within a graphic.
- **Match Interaction:** students select areas or "buttons" within a chart/table.
- **Text Highlight:** students choose from pre-identified portions of text within an excerpt to support an idea or show a concept.

- **Two-part item:** requires students to answer two related questions, worth two points. Two-part items may combine SR and TE item types.
  - **Two-part Dependent (TPD):** requires students to answer two related questions in which the answer to the second question is dependent on the answer to the first question. A student may receive partial credit by answering the first part correctly.
  - **Two-part Independent (TPI):** requires students to answer two related questions in which the answer to the second question does not depend on the answer to the first question. A student may receive partial credit by answering either part correctly.
- **Constructed Response:** requires students to write a short response to a prompt in which they provide an answer that shows their civics knowledge and will be scored using a 4-point rubric.
- **Extended Response**: requires students to write a response to a prompt in which they present their claim and include supporting information with evidence from their civics knowledge and the sources with analysis and reasoning. Extended Response items will be scored using a 4-point rubric.

Check out the Using LEAP Social Studies Rubrics for more details about using LEAP Civics CR and ER rubrics.

Test Design

Test Session	Time	Description of Session Components
Session 1	80 minutes	Each session contains a mix of standalone items and item sets, and each session has one Extended Response or Constructed Response question, one of which is a field-test question. The complete test contains about 12-16 standalone items and 5-7 item sets.
Session 2	80 minutes	
Session 3	70 minutes	

Test Components	MC, MS, TEI, TPI, TPD	CR	ER	Total All
Number of Operational Items	42	1	1	44
Number of Operational Points	55	4	4	63
Number of Field-Test Items	9	1		10

Reporting Categories

All LEAP Social Studies tests for grades 3-8 and Civics will be reported using two types of reporting categories.

- **Content Reporting Categories** - The Louisiana Student Standards for Social Studies (LS4) were written with the goal of producing individuals who have (1) a broad and deep knowledge of U.S. and world history, (2) a firm grasp and appreciation of the civic principles that underlie our system of government, (3) a solid understanding of fundamental economic principles and the ability to make wise financial decisions, and (4) a proficiency in both physical and human geography. All assessment items have a primary content reporting alignment.
- **Skills and Practices Reporting Categories** - To achieve the goals outlined in the LS4, students should build content knowledge through engagement with authentic primary and secondary sources and express arguments about civics topics. The skills and practices for each grade and course are specified in the LS4. A subset of assessment items have a primary skills and practices reporting alignment.

Civics Reporting Structures

In the high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with both the practical knowledge about how the American system of government functions on local, state, and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic.

The following table includes the description and LS4 alignment for each reporting category, as well as the approximate percentage of test points devoted to the content and skills and practices reporting categories.

Reporting Category	Description	Content	Test
Content 1 - Foundations and Civil Rights	Content in this reporting category focuses on the foundations of the United States government and how civil rights and civil liberties in the United States have developed and been protected by the U.S. government over time.	C.8, C.10	28-36%
Content 2 - Structure, Functions, and Policies	Content in this reporting category focuses on the structure and functions of the United States government and the role of the U.S. government in developing and implementing domestic, foreign, and economic policies	C.9, C.12, C.13	36-44%
Content 3 - Political Processes and Public Participation	Content in this reporting category focuses on national, state, and local political processes and how the citizenry participates in those political processes.	C.11	24-32%

Reporting Category	Description	Content	Test
Skills and Practices A - Establishing Context	Skills and practices in this reporting category focus on applying chronological reasoning; examining continuity and change; making comparisons and connections; and applying spatial understanding.	C.1 - C.5	25-35%
Skills and Practices B - Examining Sources and Claims	Skills and practices in this reporting category focus on examining and using primary, secondary, and tertiary sources; evaluating claims and counterclaims; using evidence to support claims; distinguishing between relevant and irrelevant information; and constructing and expressing claims.	C.6, C.7	35-45%

Achievement-Level Definitions

Achievement-Level definitions 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 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.

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. ALDs are written for the three assessment reporting categories. Access the ALDs on the Assessment Resources Webpage for a breakdown of the knowledge, skills, and practices associated with each achievement level.

Administration Information

The testing window opens April 1, 2026, and runs through May 15, 2026 for all computer-based tests. The school or district test coordinator will communicate each school's testing schedule. For updates to the testing schedule, refer to the 2025-2026 Louisiana Assessment Calendar. All LEAP assessments 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., Math Session 1 taken before Math Session 2)

The following is also recommended:

- 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 (e.g., ELA Sessions 1 and 2, English I/II Sessions 1 and 2, and U.S. History Session 2) in a day to an individual student.

For more information about scheduling and administration policies, refer to the Online Assessment Scheduling Guidance, found on the LDOE Assessment Resources webpage.

Testing Materials

For paper-based and computer-based testing, 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.

Computer-Based Testing Platform

Students will enter their answers into the online testing system. When composing their written responses, 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 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 computer-based tests include the following online tools, which allow a student 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. A help tool is also featured to assist students as they use the online system.

- Pointer
- Cross-off
- Highlighter
- Sticky note
- Magnifier
- Line guide
- Masking
- Help

All students taking the computer-based test should work through the Online Tools Training, using the online tools so students are well prepared to navigate the online testing system.

Sample Test Items

This section includes sample test items. With each item and item set, is alignment information and the answer indicated by an asterisk, where possible. Rubrics for CRs are included with the items. All sample test items can be found in the Online Tools Training and the LEAP Practice Questions.

Standalone Items

Technology Enhanced Item
Content Alignment: C.9d; *Skills and Practices Alignment:* C.6b

Use the **excerpt** to answer the question.

Four phrases are underlined in the excerpt. Select the **one** phrase that **best** shows how the Louisiana Purchase represents a power of the president.

Adapted from Message to Congress (1803)

by Thomas Jefferson

Two million dollars was made available by Congress. . . . As a result, the property and control of all Louisiana have become part of the United States by a treaty. . . . Control of the Mississippi River and its waters secures an opening for the products of the western states and assures that travel on the river will be free from conflict with other powers and the dangers to our peace.

**Answer Key: the property and control of all Louisiana have become part of the United States by treaty*

Multiple Choice Item

Content Alignment: C.12d; *Skills and Practices Alignment:* C.6a

Use the **political cartoon** to answer the question.

Our Part of the World (1948)

by D. R. Fitzpatrick

Select to Enlarge

Source: Granger.

Which phrase **best** describes the purpose of the international organization shown in the political cartoon?

A. to rebuild postwar Europe

B. to defend against Communism*

C. to develop environmental protocols

D. to decrease tariffs between trade partners

Multiple Select Item

Content Alignment: C.11a

Which actions are civic duties of U.S. citizens?

Select the **two** correct answers.

A. serving on a jury*

B. paying bills

C. registering for a political party

D. obeying laws*

E. giving political campaign donations

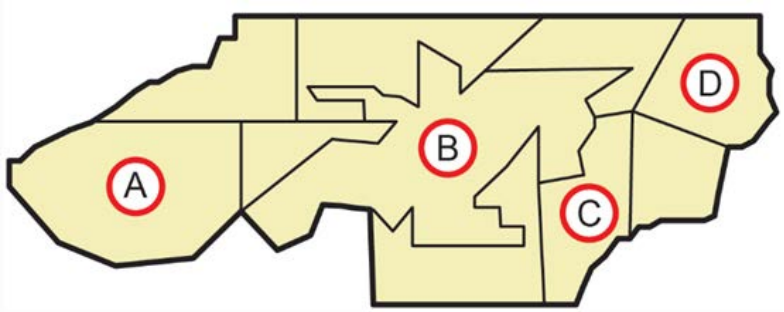
Two-part Independent Item/ Technology Enhanced Item

Content Alignment: C.11g; *Skills and Practices Alignment:* C.4

Part A

The map shows the congressional districts for an imaginary state.

Fill in the Circle of the district that is **most likely** gerrymandered.



**Answer Key: B*

Part B

Which phrase explains why gerrymandering **most likely** occurs in some congressional districts?

A. to make sure candidates have similar demographic traits to the population in the district

B. to make congressional elections more competitive between the two parties in the district

C. to create an electoral advantage for one of the parties or candidates in the district*

D. to account for estimated future population growth in the district

Two-part Dependent Item

Content Alignment: C.11b; *Skills and Practices Alignment:* C.6a

Use **the excerpt** to answer the questions.

Adapted from the Oath of Allegiance

I hereby declare, on oath, that I absolutely give up all allegiance and devotion to any foreign prince, leader, state, or sovereignty, of whom or which I have ever before been a subject or citizen. I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic. . . . I will bear arms on behalf of the United States when required by the law. . . . I will perform work of national importance under civilian direction when required by the law. . . .

Part A

Which phrase **best** explains the purpose of the Oath of Allegiance?

A. to have new citizens pledge their loyalty to the United States*

B. to offer new citizens an opportunity to learn about U.S. culture

C. to allow new citizens a chance to be employed by the government

D. to ensure new citizens uphold their promise to help foreign nations

Part B

Which phrase **best** describes a way new citizens can fulfill the purpose in Part A?

A. by voting in local and state elections

B. by working in industries with high demand

C. by serving in the military if needed*

D. by showing support for the current president

Item Set

Read and study the sources about participation in government. Then, use your social studies knowledge and the sources to answer the questions.

Source 1

Voting in Ancient Greece (c. 490 BCE)

This image of a painting on an ancient Greek vase shows the Greek goddess Athena watching two Greek warriors place a pebble on a platform. Citizens of ancient Athens would cast their votes by placing a pebble in one of two vases. Scholars believe there may have also been a screen to allow each citizen to vote in private.

Source 1: Heritage Images/Getty.

Source 2

Excerpt from "How Native American Women Inspired Women's Rights"

by Dr. Sally Roesch Wagner

This excerpt is from an article about the Haudenosaunee (Iroquois) Confederacy, a group of Native American nations in North America that united in the late 1500s under the Great Law of Peace.

The Six Nation Haudenosaunee [Iroquois] Confederacy had, and still have today, a family/governmental structure based on female authority. Haudenosaunee women controlled the economy in their nations through their responsibilities for growing and distributing the food. They had the final authority over land transfers and decisions about engaging in war. . . . Political power was shared equally among everyone in the Nation, with decisions made by consensus in this pure democracy, the oldest continuing one in the world.

Still today, the chief and clan mother share leadership responsibilities. The clan mother chooses and advises the chief, placing and holding him in office. These men, appointed by the women, carry out the business of government. The clan mother also has the responsibility of removing a chief who doesn't listen to the people and make good decisions.

Source 2: Sally Roesch Wagner, Author, We Want Equal Rights: The Haudenosaunee (Iroquois) Influence on the Women's Rights Movement, Native Voices, 2020. Reprinted by permission of the author.

Source 3

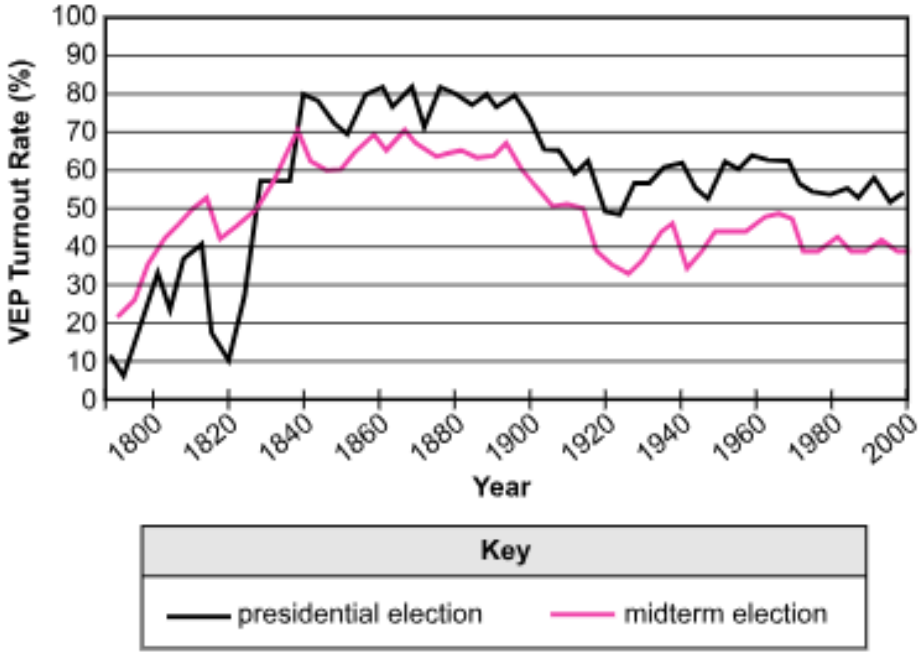
U.S. Constitution and Amendments

Article or Amendment	Text
Article I, Section 2 (1788)	The House of Representatives shall be composed of members chosen every second year by the people of the several states. The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.
Fifteenth Amendment (1870)	The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.
Nineteenth Amendment (1920)	The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.
Twenty-Fourth Amendment (1964)	The right of citizens of the United States to vote in any primary or other election for president or vice president, for electors for president or vice president, or for senator or representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll tax or other tax.
Twenty-Sixth Amendment (1971)	The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any state on account of age.

Source 4

U.S. Voter Turnout (1790-2000)

This graph shows voter turnout rates by the voting-eligible population (VEP) in U.S. presidential elections and midterm elections. The voting-eligible population includes all U.S. citizens who are allowed to vote.



Multiple Choice Item
Content Alignment: C.8b; *Skills and Practices Alignment:* C.6a

Use **Source 1** to answer the question.

Which form of government **most closely** relates to Source 1?

A. autocracy

B. democracy*

C. monarchy

D. oligarchy

Multiple Select Item
Content Alignment: C.11; *Skills and Practices Alignment:* C.5

Use **Source 4** to answer the question.
Which statements about elections in the United States are **best** supported by Source 4?
Select the **two** correct answers.

A. Presidential campaigns spend less money to encourage voter participation.

B. Congressional campaigns advertise more to promote voter participation.

C. Presidential elections have fewer polling places than congressional elections do.

D. Congressional elections occur more frequently than presidential elections do.*

E. Voters participate more in presidential elections than in congressional elections.*

Two-part Dependent Item
Content Alignment: C.8b; *Skills and Practices Alignment:* C.6b

Use **Source 2** to answer the questions.

Part A
Which conclusion about the Haudenosaunee (Iroquois) Confederacy can **best** be made from Source 2?

A. Women can limit the power of male leaders.*

B. Men have complete control of the government.

C. Each person has an opportunity to serve as leader.

D. Each person receives the same amount of resources.

Part B
Which evidence from Source 2 **best** supports the answer to Part A?

A. “Haudenosaunee women controlled the economy in their nations through their responsibilities”

B. “Political power was shared equally among everyone in the Nation”

C. “These men, appointed by the women, carry out the business of government.”

D. “The clan mother also has the responsibility of removing a chief who doesn’t listen to the people and make good decisions.”

Technology Enhanced Item

Content Alignment: C.10c; *Skills and Practices Alignment:* C.1

Use **Source 3** to answer the question.

Drag into the chart the event that **most** influenced the passage of the amendments to the U.S. Constitution.

Event	Amendment
	Fifteenth Amendment
	Nineteenth Amendment
	Twenty-Sixth Amendment

The enlightenment movement led to voting rights for people of every social class.

The victory in the American Revolution led to voting rights for noncitizens.

The Vietnam antiwar movement led to voting rights for younger people.

The end of the Civil War and abolition led to voting rights for African American men.

The suffragist movement led to voting rights for women.

**Answer Key:*

Event	Amendment
The end of the Civil War and abolition led to voting rights for African American men.	Fifteenth Amendment
The suffragist movement led to voting rights for women.	Nineteenth Amendment
The Vietnam antiwar movement led to voting rights for younger people.	Twenty-Sixth Amendment

Constructed Response Item

Content Alignment: C.11; *Skills and Practices Alignment:* C.1

Use the **sources** to answer the question.

Explain **one** way that civic participation has changed over time, **and** explain **one** reason why civic participation has changed over time.

As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of civics.

Sample Response

One way that civic participation has changed over time is that voter participation has increased. One reason why is because more people are eligible to vote since the US Constitution was first written with the addition of the 15th and 19th amendments.

Constructed Response Rubric

Score	Scoring Description
4	Student correctly **explains** one way that **and explains** one reason why civic participation has changed over time.
3	Student correctly **explains** one way that civic participation has changed over time **and** correctly **identifies** one reason why civic participation has changed over time without explaining it. **OR** Student correctly **identifies** one way that civic participation has changed over time without explaining it **and** correctly **explains** one reason why civic participation has changed over time.
2	Student correctly **identifies** one way that **and identifies** one reason why civic participation has changed over time without explaining either. **OR** Student correctly **explains** one way that **or explains** one reason why civic participation has changed over time.
1	Student correctly **identifies** one way that **or identifies** one reason why civic participation has changed over time. **OR** Response includes **correct information** that is not directly relevant to the prompt, but that demonstrates some student content knowledge about civic participation.
0	The response contained only incorrect or irrelevant information or the item was left blank.

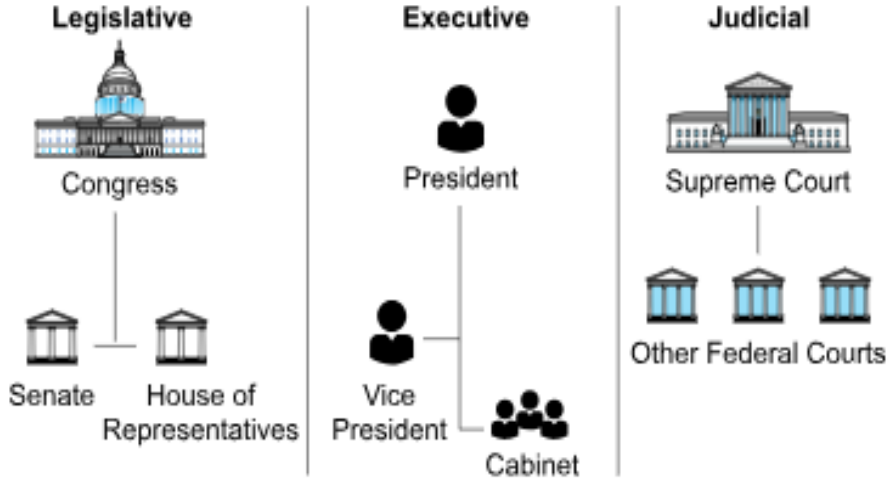
Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

Task

Read and study the sources about the constitutions of the United States and Louisiana. Use the sources to answer the questions. Then, use your social studies knowledge and the sources to answer the questions.

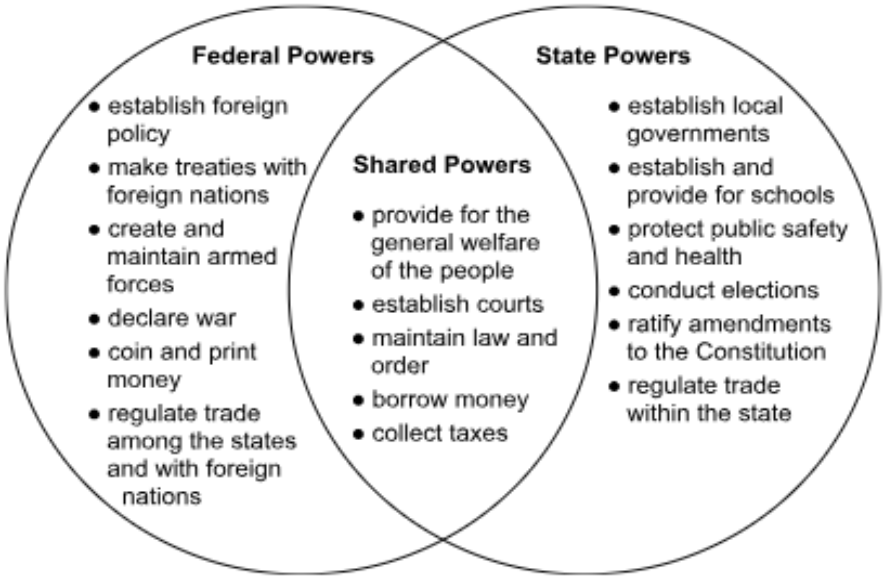
Source 1

Branches of the U.S. Federal Government



Source 2

Powers of the Federal and State Governments



Source 3

Excerpt from the Louisiana State Constitution of 1974

This excerpt is from the Louisiana State Constitution of 1974. The first Louisiana State Constitution was ratified in 1812. Over the years, it has undergone many revisions, with the first being in 1845 and the second in 1852.

Article I.

Section 3. No person shall be denied the equal protection of the laws. No law shall discriminate against a person because of race or religious ideas, beliefs, or affiliations. . . .

Section 5. Every person shall be secure . . . against unreasonable searches, seizures, or invasions of privacy. . . .

Section 7. No law shall curtail or restrain the freedom of speech or of the press. Every person may speak, write, and publish his sentiments on any subject. . . .

Section 9. No law shall impair the right of any person to assemble peaceably or to petition government for a redress of grievances.

Section 10. Every citizen of the state, upon reaching eighteen years of age, shall have the right to register and vote, except that his right may be suspended while a person . . . is under an order of imprisonment for convictions of a felony. . . .

Section 12. In access to public areas, accommodations, and facilities, every person shall be free from discrimination based on race, religion, or national ancestry. . . .

Section 16. Every person charged with a crime is presumed innocent until proven guilty and is entitled to a speedy, public, and impartial trial. . . .

Source 4

Events related to the Constitutions of the United States and Louisiana

Multiple Choice Item
Content Alignment: C.8g; *Skills and Practices Alignment:* C.6a

Use **Source 1** to answer the question.

Which principle of the U.S. Constitution does Source 1 **best** show?

A. separation of powers*

B. individual rights

C. popular sovereignty

D. civic duty

Multiple Choice Item
Content Alignment: C.10b; *Skills and Practices Alignment:* C.4

Use **Source 3** to answer the question.

Which founding document **most closely** relates to Article I of the Louisiana State Constitution of 1974?

A. Declaration of Independence

B. *Common Sense*

C. Federalist Papers

D. Bill of Rights*

Technology Enhanced Item
Content Alignment: C.9b; *Skills and Practices Alignment:* C.3

Use **Source 1 and Source 2** to answer the question.

Select the correct branch of the federal government and the state governments for each power in the chart. Select **one** branch for **each** power.

	Legislative Branch	Executive Branch	Judicial Branch
enforces and carries out laws regarding taxes	☐	☐	☐
evaluates and interprets laws involving tax fraud	☐	☐	☐
makes laws about taxes	☐	☐	☐
determines the constitutionality of tax laws	☐	☐	☐

**Answer Key:*

	Legislative Branch	Executive Branch	Judicial Branch
enforces and carries out laws regarding taxes	☐	☑	☐
evaluates and interprets laws involving tax fraud	☐	☐	☑
makes laws about taxes	☑	☐	☐
determines the constitutionality of tax laws	☐	☐	☑

Extended Response Item

Content Alignment: C.9; *Skills and Practices Alignment:* 7.7a

Use **the sources** to answer the question.

Analyze how the Louisiana state government is similar to the federal government **and** how it is different from the federal government.

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Scoring Notes

A strong response:

- Presents a claim (or argument) that clearly addresses the prompt.
- Includes accurate information and examples from civics knowledge beyond what the sources provide.
- Includes relevant evidence from the sources to support the claims and ideas.

Sample Response:

Both the Louisiana state government and the federal government can create and uphold laws, but the federal government can overturn state laws that conflict with the United States Constitution. Louisiana can create, pass, and uphold laws that pertain to all citizens of the state. The federal government can challenge any law created by a state government and find it unconstitutional. Source 1 shows the Judicial Branch, which interprets the laws.

Extended Response Rubric

Score	Scoring Description
4	Response includes a **correct claim** about how the Louisiana state government is similar **and** different from the federal government. Response includes a **correct explanation** that addresses the prompt and includes at least one reference to a given **source and** relevant content **knowledge** that is not directly provided in the given sources.
3	Response includes a **correct claim** about how the Louisiana state government is similar **and** different from the federal government. Response includes a **correct explanation** that addresses the prompt and includes at least one reference to a given **source or** relevant content **knowledge** that is not directly provided in the given source, but not both. OR Response includes a **correct explanation** to address how the Louisiana state government is similar **and** different from the federal government. The explanation includes at least one reference to a given **source and** relevant content **knowledge** that is not directly provided in the given source.
2	Response includes a **correct claim** about how the Louisiana state government is similar **and** different from the federal government with at least one reference to a given **source or** relevant content **knowledge** that is not directly provided in the given source. OR Response includes a **correct explanation** to address how the Louisiana state government is similar **and** different from the federal government. The explanation includes at least one reference to a given **source or** relevant content **knowledge** that is not directly provided in the given source.
1	Response includes a **correct claim** about how the Louisiana state government is similar **and** different from the federal government. OR Response includes **correct information** that is **not** directly relevant to the prompt, but that demonstrates some student content knowledge about the Louisiana state government **and** the federal government.
0	Response does not include any elements described above.

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

Resources

Assessment Guidance Webpage

- Assessment Development Educator Review Committees: describes the item development process and the associated committees, includes information on applying for participation
- LEAP Practice Questions for Civics: examples of how civics knowledge and skills may be assessed
- Using LEAP Social Studies Rubrics: details how to use LEAP Civics CR and ER rubrics

Assessment Resources Webpage

- 2025-2026 Louisiana Assessment Calendar: includes information on testing windows for test administrations
- LEAP 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

DRC INSIGHT Portal:

- includes access to tutorials, manuals, and user guides
- Online Tools Training: allows students to become familiar with the tools available in the online testing platform

K-12 Social Studies Planning Webpage

- Louisiana Student Standards for Social Studies (LSSS): outline what students should know and be able to do in social studies
- Social Studies Learning Progression: outline social studies knowledge progressions from kindergarten through high school
- Social Studies Course Frameworks: suggested resources designated to support teachers in implementing the LS4

Contact the LDOE

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions
- Newsroom and LDOE Newsletters: subscribe to newsletters; include the newsletter(s) you want to subscribe to in your email; includes archived copies of newsletters including LDOE Weekly School System Newsletters and Teacher Leader Newsletters

Updates Log

The table below lists any updates made to this document after the original posting date.

Available	Description of Updates
July 2025	Document original posting for 2025-2025
February 2026	SPS exception regarding LEAP Civics assessment

Email assessment@la.gov with any questions or comments about this assessment guide.