LOUISIANA DEPARTMENT OF EDUCATION

Office of Assessments, Accountability, and Analytics

LEAP Assessment Guide for Civics

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Purpose

This document is designed to assist Louisiana educators in understanding the LEAP social studies assessments for civics. All students enrolled in a civics course will take the LEAP social studies 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 (LSSSS) and appropriateness for all Louisiana students;
- measurement of 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.

Vision for Social Studies Standards and Assessment

The Louisiana Student Standards for Social Studies represent the knowledge, and skills students need to successfully transition to post-secondary education, the workplace, and civic life. The standards provide appropriate content for all grades or courses, maintain high expectations, and create a logical connection of content across and within grades. Students are able to

- build knowledge of the United States of America and the world;
- analyze, evaluate, and reason with information from high-quality primary and secondary sources;
- engage in meaningful speaking and writing; and
- use accurate content knowledge and relevant evidence to express and support claims about important social studies concepts.

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

Assessment Design

This chart summarizes how LEAP social studies assessments are designed around content knowledge, supported by sources, and organized through item sets, tasks, and standalone items.

Content Knowledge	Sources	Set Based Design
Social studies content provides the foundation for each item set, task, or standalone item. The sources are not intended to replace students' social studies content knowledge; rather, they support, extend, or add context to the knowledge students bring to the assessment. Some questions also require students to apply social studies skills and practices, such as analyzing sources, evaluating evidence, reasoning through claims, and supporting conclusions.	Sources related to the assessed content provide context and focus for item sets and tasks. A variety of primary, secondary, and tertiary source types, such as adapted excerpts from texts, maps, charts, tables, graphs, diagrams, historical propaganda, timelines, and lists of events, are used on the assessment.	The LEAP Civics assessment includes item sets, tasks, and standalone items. Item sets and tasks are designed around one to five related sources and include three to six questions. Each test also includes standalone items, which are not part of an item set or task.

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**.

Item Types

The civics assessment includes 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. TE items may come in the form of drag and drop; dropdown; hot spot, where students select spots within a graphic; match interaction; and text highlighting. The Online Tools Training allows students to experience TE items and practice answering them to prepare for the computer-based test.
- **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 (CR)**: Some sets culminate in a Constructed Response (CR), these items require students to write a short response to a prompt in which they provide an answer that shows their social studies knowledge and will be scored using a 4-point rubric.
- **Extended Response (ER)**: A task culminates in an Extended Response (ER), these items require students to write a response to a prompt in which they present their claim and include supporting information with evidence from their social studies knowledge and the sources with analysis and reasoning. Extended Response items will be scored using a 4-point rubric.

For more details about LEAP CR and ER rubrics, review Using LEAP Social Studies Rubrics for more details about using LEAP Social Studies CR and ER rubrics.

Session Descriptions

Test Session	Time	Description of Sessions
Session 1	65 minutes	Each LEAP Social Studies assessment consists of approximately 5-7 item sets or tasks and 12-16 standalone items. Sessions contain a mix of standalone items and items within a set or task, which may include Extended Response or Constructed Response questions.
Session 2	65 minutes	
Session 3	65 minutes	

The test will contain embedded field-test questions, including one Extended Response or Constructed Response question. Field-test questions do not count towards a student's final score on the test and may be placed in any session; they provide information that will be used to develop future test forms.

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 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 LSSSS, students should build content knowledge through engagement with authentic primary and secondary sources and express arguments about social studies topics. The skills and practices for each grade and course are specified in the LSSSS. A subset of assessment items have a primary skills and practices reporting alignment.

Civics Reporting Structures

The table below shows the reporting category titles and descriptions as well as the content standards and skills and practices standards associated with each reporting category.

Reporting Category	Description	Content
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
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
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
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
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

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. Access the ALDs on the Assessment Resources Webpage for a breakdown of the knowledge, skills, and practices associated with each achievement level. Use this link for more information about Civics Achievement-Level Descriptors.

Test Administration

Administration Information

The school or district test coordinator will communicate each school's testing schedule. For updates to the testing schedule, refer to the 2026-2027 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).

Administration	Testing Window	Student-Level Results
Fall	November 30 - December 18, 2026	In window
Spring	April 1 - May 12, 2027	Near the end of the test window
Summer	June 21 - June 25, 2027	In window

Scheduling Requirements for 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 are 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

All students should receive scratch paper and pencils from their test administrator for each test session.

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 number 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 in 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. The table below contains alignment information for the sample items.

Item Type	Content Standard	Skills and Practice
TPI	C.11 Analyze political processes and the role of public participation in the United States; C.11.g: Analyze issues and challenges of the election process, including gerrymandering; at-large voting; voter turnout; and voter access policies.	C.4 Explain connections between ideas, events, and developments related to U.S. history and government, and analyze recurring patterns, trends, and themes.
TPD	C.11 Analyze political processes and the role of public participation in the United States; C11.b Describe U.S. citizenship requirements and the naturalization process in the United States.	C.6a Use a variety of primary and secondary sources to: Analyze social studies content.
MC	C.8b Compare different systems and structures of government, including constitutional republic and autocracy, direct democracy and representative democracy, presidential system and parliamentary system, unicameral and bicameral legislatures, and unitary, federal, and confederate systems.	C.6a Use a variety of primary and secondary sources to: Analyze social studies content.
MS	C.11 Analyze political processes and the role of public participation in the United States.	C.5 Use geographic representations, demographic data, and geospatial representations to analyze civic issues and government processes.
TEI	C10c Evaluate restrictions and expansions of civil liberties and civil rights in the United States and the role of the legislative, executive, and judicial branches of the government in related events and developments over time, including the Thirteenth, Fourteenth, and Fifteenth Amendments; *Plessy v. Ferguson* (1896); the Espionage and Sedition Acts; *Schenck v. United States* (1919); the Nineteenth Amendment; Executive Order 9066; Executive Order 10730; *Brown v. Board of Education* (1954); the Civil Rights Act of 1964; the Voting Rights Act of 1965; the Twenty-Fourth Amendment; and Twenty-Sixth Amendment.	C.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.

CR	C.11 Analyze political processes and the role of public participation in the United States.	C.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.
MC	C.8g Evaluate the fundamental principles and concepts of the U.S. government including Creator-endowed unalienable rights of the people, due process, equal justice under the law, equal protection, federalism, frequent and free elections in a representative government, individual responsibility, individual rights, limited government, private property rights, popular sovereignty, right to privacy, rule of law, the supremacy clause, and the separation of powers with checks and balances.	C.6a Use a variety of primary and secondary sources to: Analyze social studies content.
TEI	C.9b Explain the structure and processes of the U.S. government as outlined in the U.S. Constitution, including the branches of government; federalism; how a bill becomes a law at the federal level; and the process for amending the U.S. Constitution.	C3 Compare and contrast events and developments in U.S. history and government.
ER	C.9 Analyze the structure, roles, responsibilities, powers, and functions of governments in the United States.	C.7a Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: Demonstrate an understanding of social studies content.

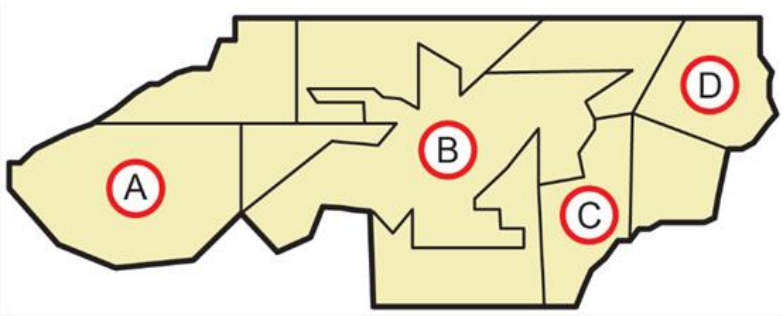
Standalones

Two-part Independent Item

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

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

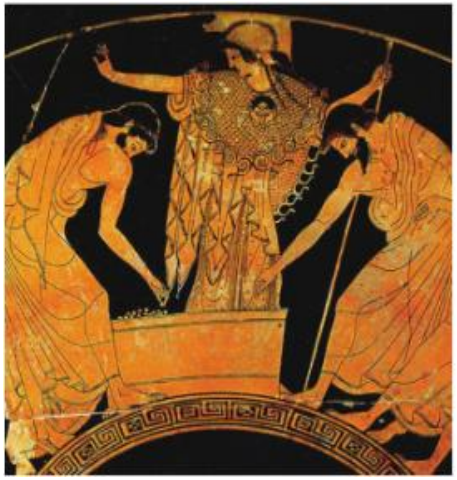
Item Set

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

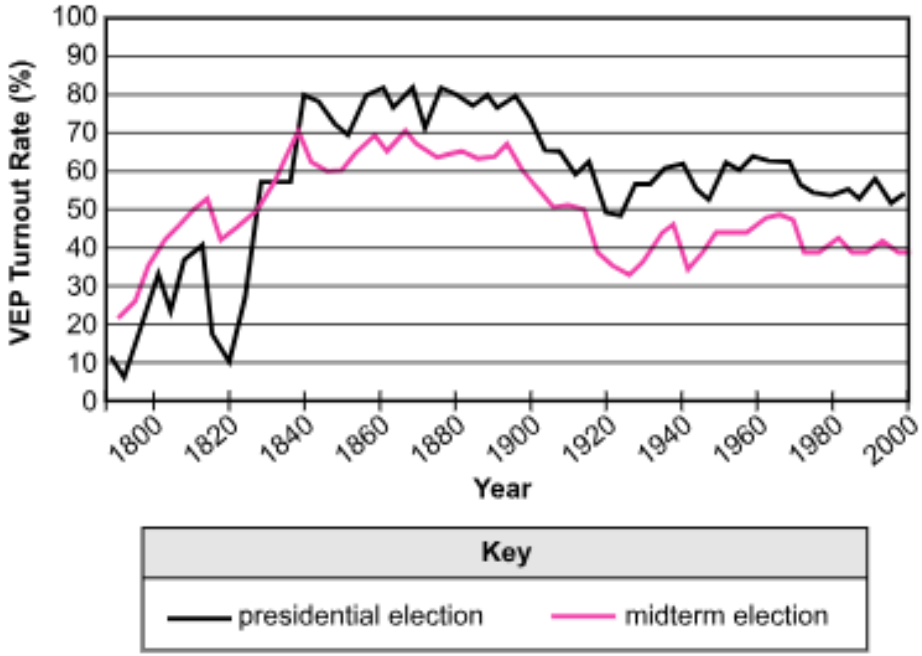
U.S. Constitution and Amendments

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

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

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. *

Technology Enhanced Item

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

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 civic participation has changed over time **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.

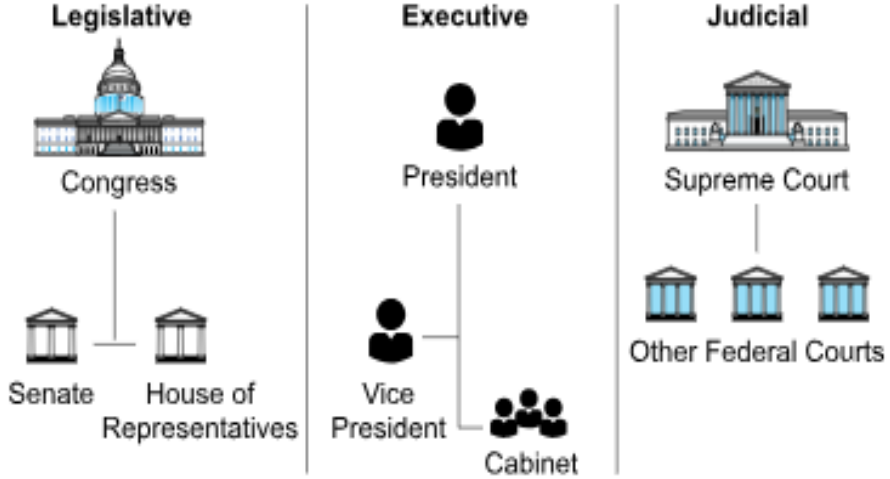
Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

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.

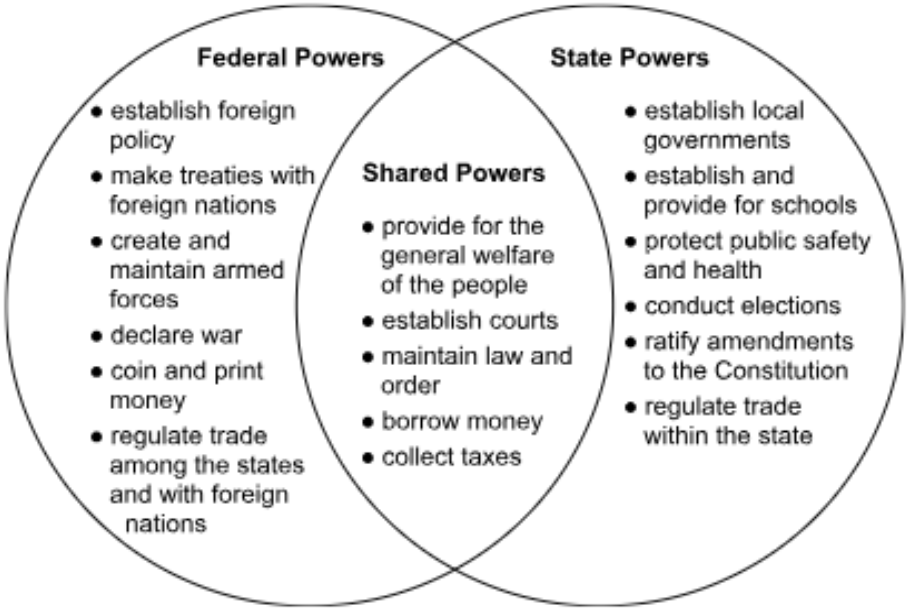
Source 1

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

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

Technology Enhanced Item

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

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

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

Assessment Resources

- 2026-2027 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 online testing platform and its available tools; also available through this link using the Chrome browser

K-12 Social Studies Planning

- 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
- Foundations of Freedom: a Louisiana civics curriculum for whole-class instruction aligned with LSSS.

Contact the LDOE

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