



Office of Assessments, Accountability, and Analytics

LEAP Assessment Guide for Social Studies Grades 3-4

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Purpose

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Grade 3 and Grade 4 Social Studies assessments.

Introduction

All students in grades 3-4 will take the LEAP 2025 social studies assessments, which provide

- questions that have been reviewed by Louisiana educators to ensure their alignment to the [K-12 Louisiana Student Standards for Social Studies](#) (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 social studies and whether students are “on track” for college and careers.

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.

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 Social Studies assessments include [item sets](#) 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 social studies content knowledge. Some test items require students to not only demonstrate their understanding of social studies content knowledge, but to also apply their social studies skills and practices. Test items will **not** direct students to “use your social studies content knowledge” because the expectation is for students to use their social studies 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 social studies content knowledge; rather, the sources are provided to support or add to their social studies 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 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 social studies knowledge and some may include a source that serves to stimulate thinking or to increase accessibility for students with disabilities and English Learners. The social studies 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 social studies assessments in grades 3 and 4 include the following item types. Students taking the grade 3 paper-based test will not interact with technology-enhanced items.

- **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 ways previously difficult to score by machine for large-scale assessments. TE items are worth up to two points. 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 social studies knowledge and will be scored using a [4-point rubric](#). Check out the [Using LEAP Social Studies Rubrics](#) for more details about using LEAP Social Studies CR rubrics.

Test Design

Test Session	Time	Description of Session Components
Session 1	80 minutes	Each session contains a mix of stand-alone items and item sets. Each session has one Constructed Response question, one of which is a field-test question. Each test in grades 3 and 4 contain about 16-22 standalone items and 4-6 item sets.
Session 2	80 minutes	

Test Components	MC, MS, TEI, TPI, TPD	CR	Total All
Number of Operational Items	43	1	44
Number of Operational Points	49	4	53
Number of Field-Test Items	6	1	9

Grade-Band Assessments Starting in 2027-2028

For the 2025-2026 and 2026-2027 LEAP social studies test administrations, all students in grades 3-8 will take grade-specific LEAP social studies tests. So, students in grade 3 will take the LEAP Social Studies Grade 3 test; students in grade 4 will take the LEAP Social Studies Grade 4 test, and so on. All operational items that appear on the LEAP social studies tests have been field-tested and vetted by educators in various assessment committees. Every LEAP test includes field test items mixed in with the operational items to eliminate the need for additional test sessions.

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In March 2025, the Louisiana State Board of Elementary and Secondary Education (BESE) approved a motion to implement grade-band tests for social studies. **Beginning in the 2027-2028 school year**, students in

- Grade 3 will take the LEAP social studies test that includes content from kindergarten through grade 3.
- Grade 5 will take the LEAP social studies test that includes content from grades 4 through 5.
- Grade 8 will take the LEAP social studies test that includes content from grades 6 through 8.
- Grades 4, 6, and 7 will no longer take a LEAP social studies test.

Off-grade-level content must be field tested in grades 3, 5, and 8; therefore, in the Spring 2026 and 2027 grade-specific LEAP test administrations, students testing in grades 3, 5, and 8 will encounter a few questions with social studies content from the previous grade level(s) mixed in with the on-grade-level content. Field-test items **do not** contribute to the students' test scores.

Reporting Categories

All LEAP 2025 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 social studies 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.

Grade 3 Reporting Structures

The content for grade 3 social studies introduces students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the

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common good. Students focus on building their geographic knowledge of North America and the wider world while further developing an understanding of how the environment affects its inhabitants. Grade 3 groups the LS4 into four domains - History, Civics, Economics, and Geography - but the course framework structures the teaching of the content by time periods. For reporting purposes, social studies content knowledge is grouped by major events detailed in the LS4 and in chronological order.

In order to map the history content included in standards 3.6 and 3.7 to appropriate LEAP reporting categories, those standards were split by specific content and notations have been added to the end of the LS4 code: “-1” to signify correspondence to LEAP Content Reporting Category 1, “-2” to signify correspondence to LEAP Content Reporting Category 2, and “-3” to signify correspondence to LEAP Content Reporting Category 3. The LEAP test blueprints exclude content from Unit 7 of the course framework for grade 3 to assuage concerns that teachers will not have enough time to get through Unit 7 before the LEAP test window opens. Teachers are expected to teach through Unit 7 by the end of the school year.

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, Papers, and Places of the United States of America	the people, places, symbols, and events of the American Revolutionary War period	3.6a-1, 3.6b-1, 3.6c-1, 3.6d-1, 3.6e-1, 3.7-1, 3.10a-d, 3.11, 3.13, 3.14, 3.16, 3.21 – 3.24	36-42%
Content 2 - A Growing and Changing Nation	the people, places, symbols, and events of the Louisiana Purchase, Lewis and Clark Expedition, expansion, and the abolition of slavery	3.6a-2, 3.6b-2, 3.6d-2, 3.7-2, 3.8, 3.12, 3.20, 3.25, 3.27, 3.28	24-34%
Content 3 - Industry, Innovation, and a More Perfect Union	the people, places, symbols, and events of the women’s suffrage movement, the second Industrial Revolution, and the Civil Rights Movement	3.6a-3, 3.6b-3, 3.6c-3, 3.6d-3, 3.6e-3, 3.7-3, 3.9, 3.10e, 3.15, 3.17, 3.26	30-38%
Skills and Practices A - Establishing Context	apply chronological reasoning; examine continuity and change; make comparisons and connections; and apply spatial understanding	3.1, 3.2, 3.5, 3.19	45-55%
Skills and Practices B - Examining Sources and Claims	examine and use primary, secondary, and tertiary sources; evaluate claims and counterclaims; use evidence to support claims; distinguish between relevant and irrelevant information; and construct and express claims	3.3, 3.4	30-40%

Grade 4 Reporting Structures

After building knowledge in grades K-3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and examine key characteristics of society, government, and culture in the ancient Near East, Egypt, India, Greece, Rome, China, and the Americas. For reporting purposes, social studies content knowledge for the course is grouped mainly on relative location and/or relationships between civilizations.

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 - Prehistory and Early Civilizations in the Near East and India	elements of prehistory that led to the development of ancient civilizations and the development of early civilizations in Mesopotamia and India	4.9 - 4.13, 4.15	28-36%
Content 2 - Early Civilizations in Egypt and the Americas	development of early civilizations in Egypt and the Americas	4.14, 4.19	36-42%
Content 3 - Empire Building in China, Greece, and Rome	development of civilizations and empires in China, Greece, and Rome	4.16 - 4.18	26-34%
Skills and Practices A - Establishing Context	apply chronological reasoning; examine continuity and change; make comparisons and connections; and apply spatial understanding	4.1, 4.3, 4.4, 4.6, 4.7, 4.8	45-55%
Skills and Practices B - Examining Sources and Claims	examine and use primary, secondary, and tertiary sources; evaluate claims and counterclaims; use evidence to support claims; distinguish between relevant and irrelevant information; and construct and express claims	4.2, 4.5	30-40%

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 indicate what typical students should know and be able to do at each of Louisiana’s five achievement levels: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. Descriptors for each achievement-level will be available upon completion of Standards Setting in summer 2025.

Test Administration

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)

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

Administration Schedule for Paper-Based Testing

The table below shows the paper-based testing schedule for **grade 3**.

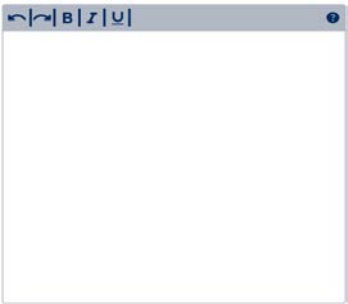
Test Dates	Subjects and Sessions	Test Time
Wednesday, April 15, 2026	English Language Arts, Session 1	75 minutes
	Mathematics, Session 1	65 minutes
Thursday, April 16, 2026	English Language Arts, Session 2	45 minutes
	Mathematics, Session 2	65 minutes
Friday, April 17, 2026	English Language Arts, Session 3	45 minutes
	Mathematics, Session 3	65 minutes
Monday, April 20, 2026	Science, Session 1	70 minutes
	Science, Session 2	70 minutes
Tuesday, April 21, 2026	Social Studies, Session 1	80 minutes
	Social Studies, Session 2	80 minutes

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 2025 expectations for written responses and timing. The character count is not included on the response box so students focus on the quality of their responses rather than the amount of writing.



The 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

- Highlighter

- Sticky note

- Masking

- Cross-off

- Magnifier

- Line guide

- 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.

Paper-Based Tests

Paper-based tests are available to students in **grade 3 only**. Students taking the paper-based tests will enter all answers in their test booklets. There will be no separate answer documents. Instructions for how to manage the test booklets will be outlined in the Test Administration Manual.

Multiple-choice questions for grade 3 have four answer options. Students will shade the bubble of the one correct answer.

Multiple-select questions for grade 3 have five options. Students will fill in the number of correct answers identified in the stem of the question. The number of correct answers will vary from item to item. The sample asks for two correct answers.

- ☒ Option A
- ☐ Option B
- ☐ Option C
- ☐ Option D

General Guidelines

The following information presents guidelines for marking/writing in the LEAP 2025 consumable test booklet.

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

Sample Test Items

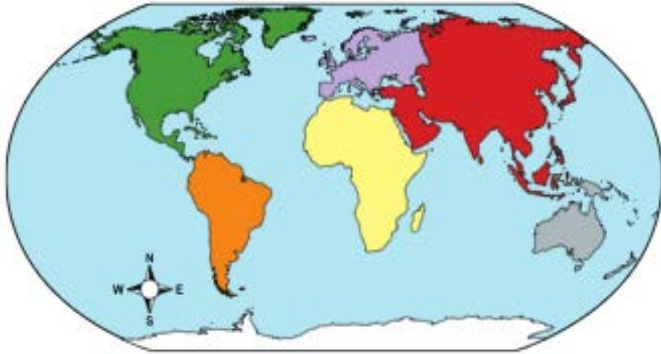
This section includes sample test items. With each item and item set, is alignment information and the answer indicated by an asterisk, where possible. Rubrics for CRs are included with the items. All sample test items can be found in the [Online Tools Training](#) and the [LEAP Practice Questions](#).

Standalone Items

Multiple Choice Item

Content Alignment: 3.22; Skills and Practices Alignment: 3.19

Use the **map** to answer the question.



In which hemispheres is North America located?

- A. Northern and Western Hemispheres*
- B. Southern and Western Hemispheres
- C. Northern and Eastern Hemispheres
- D. Southern and Eastern Hemispheres

Multiple-Select Item

Content Alignment: 4.19e; Skills and Practices Alignment: 4.3

Use the **picture** to answer the question.

Poverty Point



Which words **best** describe the people of Poverty Point?

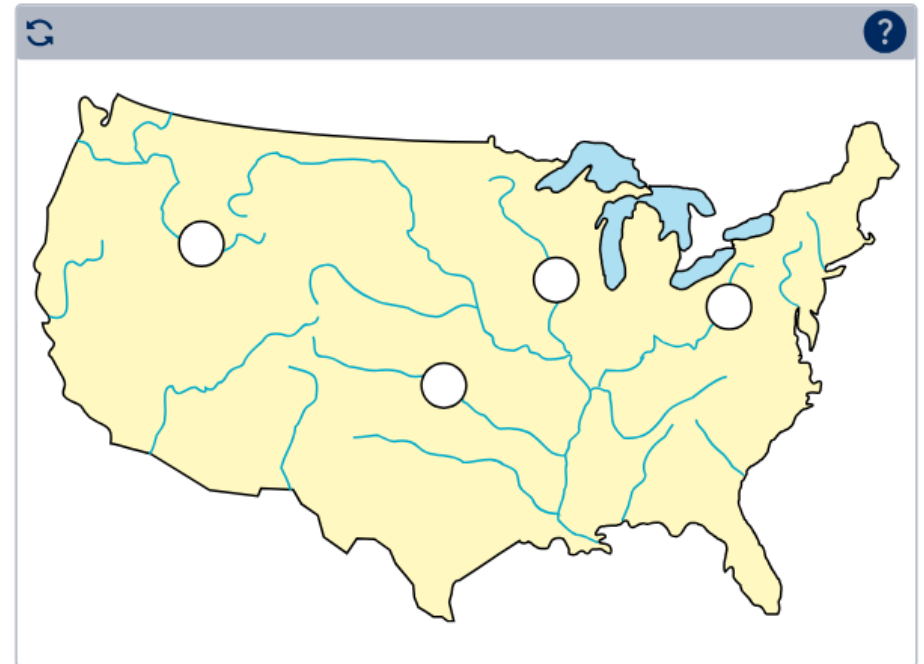
Select the **two** correct answers.

- A. scribes (writers)
- B. hunter-gatherers*
- C. farmers
- D. mound builders*
- E. warriors

Technology Enhanced Item

Content Alignment: 3.6e-1; Skills and Practices Alignment: 3.19

Select the spot on the map that shows the location of the Mississippi River.

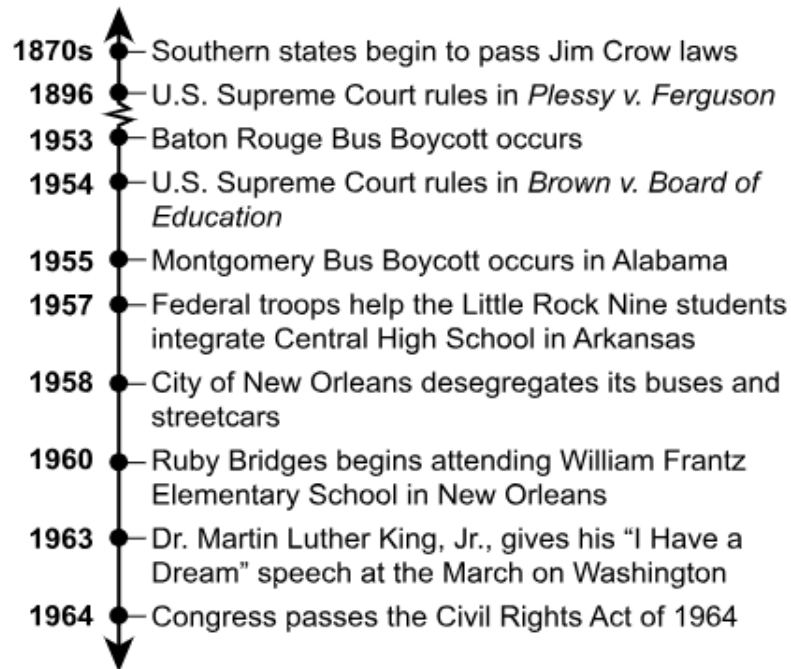


Two-part Independent Item

Content Alignment: 3.7-3; Skills and Practices Alignment: 3.1

Use the **timeline** to answer the questions.

Events Related to Civil Rights in Louisiana and the United States



Part A

Which statement **best** describes a cause of the civil rights movement in Louisiana and other states?

- A. People wanted to end segregation and discrimination. *
- B. People wanted to create different ways to travel.
- C. People wanted to lower the voting age.
- D. People wanted to make farm and factory work better.

Part B

How did the civil rights movement affect the people of Louisiana and other states?

- A. Fewer people participated in elections.
- B. Fewer people moved from place to place.
- C. Equality and freedom increased for people.*
- D. Prices for goods and services increased for people.

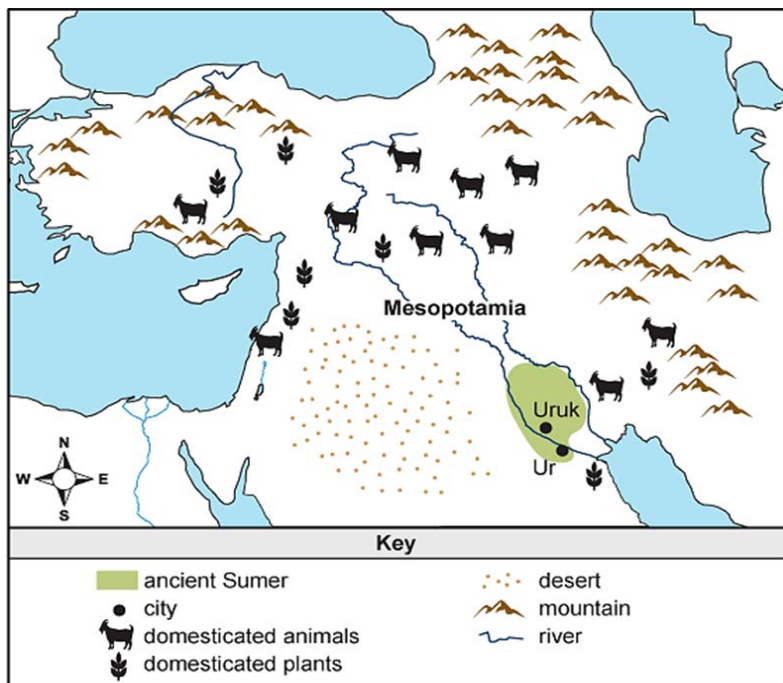
Item Set

Read and study the sources about ancient Mesopotamia. Then use the sources to answer the questions.

Source 1

Ancient Mesopotamia and Near East

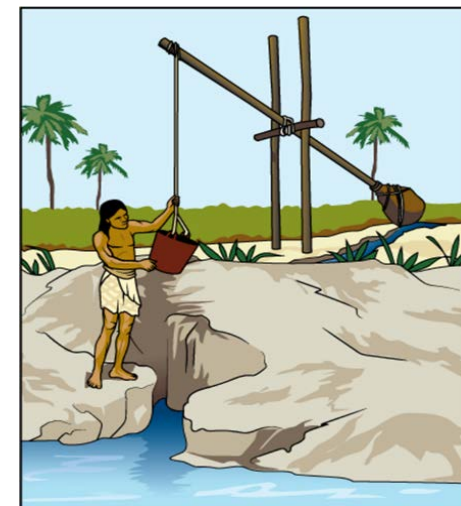
This map shows ancient Mesopotamia and surrounding areas. Evidence of agriculture and of domesticated plants and animals has been found throughout the region. These achievements first occurred in Sumer, which is the earliest known civilization in Mesopotamia.



Source 2

Zirigum

This picture shows a person using a zirigum or shaduf, believed to be invented in ancient Mesopotamia. It is a tool used to lift water from a well, river, or other water source. It has a long pole attached to a frame like a seesaw. One end of the pole has a rope and container connected to it. The other end of the pole has a weight attached. A person could lower the container to fill it with water and lift the container back onto higher land. They could then empty the container into watering systems for crops, drinking, or other purposes.



Source 3

Adapted from the Code of Ur-Nammu (c. 2100 BCE)

This excerpt is from the Code of Ur-Nammu. It is a written set of laws from ancient Mesopotamia. Sumerian King Ur-Nammu and his son created the laws and had them written on clay tablets. Archeologists have found copies in different parts of Mesopotamia. The Code of Ur-Nammu is one of the oldest written law codes. It was made long before the famous Code of Hammurabi in Babylon.

King Ur-Nammu established fairness in the land. He got rid of violence and conflict. He set the monthly temple fees at fixed amounts. He created standards for weighing and measuring.

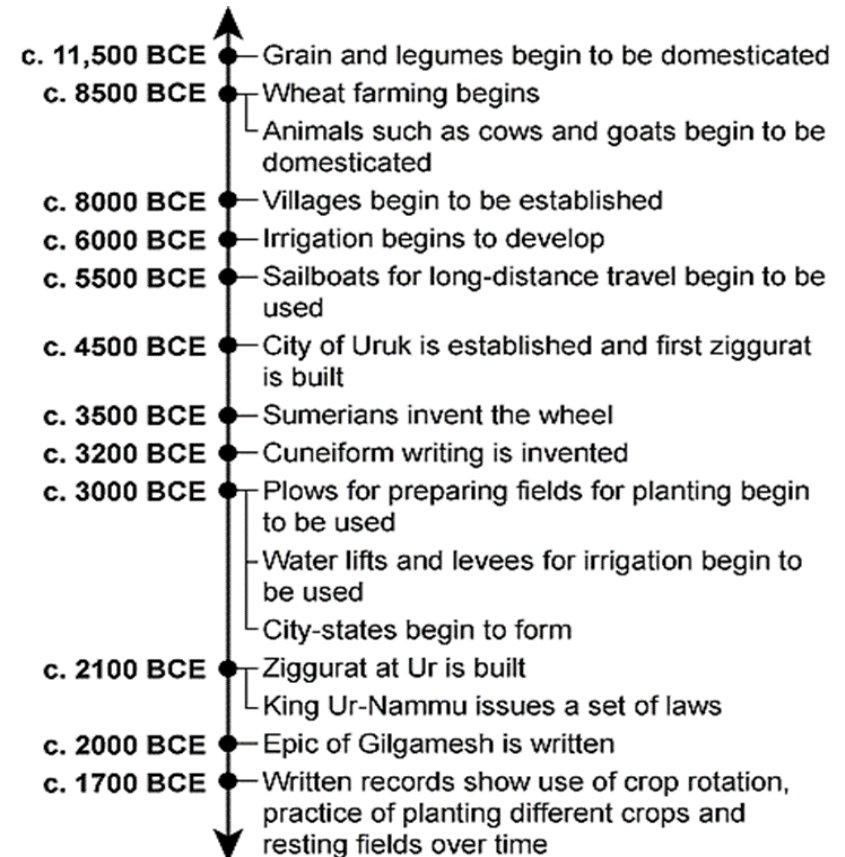
If a man secretly grows crops in the field of another man and complains, then the complaint will be rejected. The man will lose whatever money he spent farming the field.

If a man floods the field of another man with water, then he shall pay for the damage to each field.

If a man rented farmlands to another man, but the other man did not farm it and turned it into wasteland, then the other man shall pay for the damage to each field.

Source 4

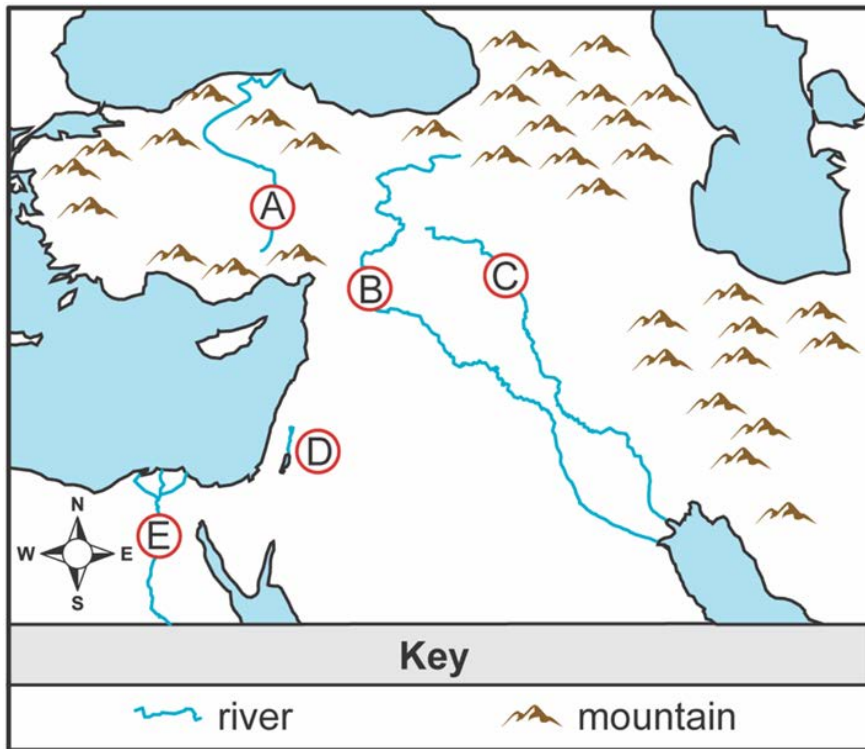
Events Related to Ancient Mesopotamia



Technology Enhanced Item

Content Alignment: 4.13a; Skills and Practices Alignment: 4.06

Fill in the **two** circles on the map to show the correct locations of the Tigris River and the Euphrates River.



Answer Key: B and C

Multiple Choice Item

Content Alignment: 4.13b; Skills and Practices Alignment: 4.06

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

Which physical characteristic is **most closely** related to the region known as the Fertile Crescent?

- A. rich soil near rivers*
- B. many herds of wild animals
- C. high mountain ranges
- D. seas surrounding the area

Two-part Dependent Item / Technology Enhanced Item

Content Alignment: 4.13c; Skills and Practices Alignment: 4.02b

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

Part A

Which conclusion about the purpose of the zirigum can **best** be made from Source 2?

- A. It allowed people to stop the rivers from flooding.
- B. It allowed people to find new sources of water.
- C. It allowed people to supply water for irrigation.*
- D. It allowed people to make the rivers deeper.

Part B

Four sentences are underlined in the excerpt. Select the **one** sentence that **best** supports the answer to Part A.

It is a tool used to lift water from a well, river, or other water source. It has a long pole attached to a frame like a seesaw. One end of the pole has a rope and container connected to it. The other end of the pole has weight attached. A person could lower the container to fill it with water and lift the container back onto higher land. They could then empty the container into watering systems for crops, drinking, or other purposes.

Answer Key: They could then empty the container into watering systems for crops, drinking, or other purposes.

Multiple Choice Item

Content Alignment: 4.12; Skills and Practices Alignment: 4.02b

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

Which statement about life in ancient Mesopotamia does Source 3 **best** support?

- A. Law codes made sure that farmers had plentiful harvests.
- B. Citizens who owned land could ignore the law codes.
- C. Law codes gave people rules in order to create a stable society.*
- D. Citizens who were wealthy could change the law codes.

Technology Enhanced Item

Content Alignment: 4.13c; Skills and Practices Alignment: 4.03

Drag in the chart **one** correct description for **each** advancement to show how the advancement helped agriculture in ancient Mesopotamia.

Advancement	How the Advancement Helped Agriculture
crop rotation	
cuneiform	
plow	
wheel	

Descriptions of how advancements helped agriculture:

- helped to keep records of crop production and trade
- helped to break apart hard soil
- helped to move crops from place to place
- helped to keep the soil fertile

Answer Key:

crop rotation	<i>helped to keep the soil fertile</i>
cuneiform	<i>helped to keep records of crop production and trade</i>
plow	<i>helped to break apart hard soil</i>
wheel	<i>helped to move crops from place to place</i>

Multiple Select Item

Content Alignment: 4.11; Skills and Practices Alignment: 4.03

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

Which statements **best** explain how agriculture affected the development of civilization in ancient Mesopotamia?

Select the **two** correct answers.

- A. It led to a surplus of food, allowing some people to specialize in non-farm jobs.*
- B. It led to the invention of the first stone tools, allowing people to do important tasks more easily.
- C. It led to a surplus of time, allowing farmers to do more hunting and gathering.
- D. It led to the creation of settled communities, allowing large populations and governments to form.*
- E. It led to the discovery of fire, allowing the development of new methods to cook and prepare food.

Constructed Response Item

Content Alignment: 4.11; Skills and Practices Alignment: 4.1

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

Explain **two** different ways that advancements in agriculture affected the development of Mesopotamian civilization.

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

Sample Response

One way that advancements in agriculture affected the development of Mesopotamian civilization is the domestication of plants and animals led to food surpluses which allowed Mesopotamian civilization to grow. Another way that advancements in agriculture affected the development of Mesopotamian civilization is the use of the zirigum to water crops onto higher land. This led to food surpluses which allowed Mesopotamian civilization to grow.

Constructed Response Rubric

Score	Scoring Description
4	Student correctly explains two different ways that advancements in agriculture affected the development of Mesopotamian civilization.
3	Student correctly explains one way AND correctly identifies a second way that advancements in agriculture affected the development of Mesopotamian civilization without explaining it.
2	Student correctly identifies two different ways that advancements in agriculture affected the development of Mesopotamian civilization without explaining either. OR Student correctly explains only one way that advancements in agriculture affected the development of Mesopotamian civilization.
1	Student correctly identifies only one way that advancements in agriculture affected the development of Mesopotamian civilization without explaining it. OR Response includes correct information that is not directly relevant to the prompt, but that demonstrates some student content knowledge about Mesopotamian civilization.
0	The response contained only incorrect or irrelevant information or the item was left blank.

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 Social Studies Practice Questions [Grade 3](#) and [Grade 4](#): examples of how social studies knowledge and skills may be assessed
- [Using LEAP Social Studies Rubrics](#): details how to use LEAP Social Studies CR and ER rubrics

Assessment Resources Webpage

- [2025-2026 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [LEAP 2025 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 \(LS4\)](#): 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.
- [Bayou Bridges](#): Louisiana Social Studies curriculum for whole-class instruction aligned with 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 2025-2026

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