

# LEAP

## SOCIAL STUDIES

# Civics

## Classroom Assessment Items

## Purpose and Use

The [LEAP Social Studies Classroom Assessment Items](#) are intended for use in classroom instruction and assessment, meaning that educators may choose to incorporate the sources and items into daily lessons or classroom tests as a to complement their instructional and assessment materials. The Social Studies Classroom Assessment Items offer examples of how social studies knowledge and skills may be assessed in alignment with the [2022 Louisiana Student Standards for Social Studies \(LSSSS\)](#) and provide students and teachers an opportunity to engage with the different source and item types on the LEAP Civics Field Test.

## Table of Contents

Unit of Study	Component and Group Name
Unit 1	<a href="#">Set: Key Compromises of the Constitutional Convention</a> (culminating item options: TE item #5, CR item #5)
Units 3, 4, 5	<a href="#">Standalone Items</a>
Units 1 and 2	<a href="#">Task: U.S. Government: Foundations, Systems, and Structures</a> (culminating item: ER item #6)
N/A	<a href="#">Answer Key and Rubrics</a>
N/A	<a href="#">Scoring Activity</a>



# **Civics**

## **Classroom Assessment Set**

**Read and study the sources about key compromises of the Constitutional Convention. Then use your civics knowledge and the sources to answer the questions.**

**Source 1****Adapted from the Virginia Plan (1787)**

*This excerpt includes resolutions from the Virginia Plan, drafted by James Madison and proposed by the Virginia delegates to the Constitutional Convention in 1787. In response, William Paterson proposed the New Jersey Plan.*














**Resolved**

1. That it is the opinion of this committee that a national government ought to be established consisting of a supreme legislative, judiciary, and executive. . . .
3. That the members of the first branch of the national legislature ought to be elected by the people of the several states for the term of three years.
4. That the members of the second branch of the national legislature ought to be chosen by the individual legislatures. . . .
7. That the right of suffrage in the first branch of the national legislature should be according to some equitable ratio of representation—namely, in proportion to the whole number of white and other free citizens.
8. That the right of suffrage in the second branch of the national legislature ought to be according to the rule established for the first.
9. That a national executive be instituted to consist of a single person. This person is to be chosen by the national legislature with power to carry into execution the national laws.

Source 2

**Voting Record on the Virginia Plan and Connecticut Compromise (1787)**

This table shows how each state voted on the Virginia Plan and Connecticut Compromise (Great Compromise), along with each state's population according to the 1790 census. States that chose not to vote are marked with a dash.

State	Population	Vote on Virginia Plan	Vote on Connecticut Compromise
Virginia	747,550 	yes	no
Pennsylvania	433,611 	yes	no
North Carolina	395,005 	yes	yes
Massachusetts	378,556 	yes	—
New York	340,241 	no	—
Maryland	319,728 	—	yes
South Carolina	249,073 	yes	no
Connecticut	237,655 	yes	yes
New Jersey	184,139 	no	yes
New Hampshire	141,899 	—	—
Georgia	82,548 	yes	no
Rhode Island	69,112 	—	—
Delaware	59,096 	no	yes

**Source 3****Adapted from Federalist Paper Number 54 (1788)**

*by James Madison*

*This excerpt from Federalist Paper Number 54 discusses how to count enslaved people in the census for the purposes of apportionment.*

In every state, a certain proportion of inhabitants are deprived of their rights by the constitution of the state. These people will be included in the census that the federal constitution uses to apportion the representatives. The southern states might respond to this situation by insisting that slaves, as inhabitants, should have been admitted into the census according to their full number. That would be in like manner with other inhabitants. However, these states are willing to waive part of their position. All that they ask is that compromise be made by both sides of the debate. Let the case of the slaves be considered a unique one. Let a compromise be adopted, which regards them as inhabitants, but below the equal level of free inhabitants.

**Source 4****Adapted from Federalist Number 68 (1788)**

*by Alexander Hamilton*

*In this excerpt, Hamilton discusses the process for selecting the president of the United States.*

According to the plan developed at the Constitutional Convention, the people of each state will choose a number of persons as electors. These electors will meet within the state and vote for the person they think is most fit to be president. Their votes will be handed over to the seat of the national government, and the person who has a majority of the votes will become the president. . . .

The process of election helps ensure that the office of president will never fall to any person who is not well qualified. Talents for manipulation and popularity alone may be sufficient to elevate a man to the top position in a single state. But it will require other talents to establish him in the confidence of the whole Union to make him a successful candidate for the distinguished office of president of the United States.

1. Use your **civics knowledge and Source 1** to answer the question.

**Part A**

Which statement **best** explains how the Virginia Plan would affect the structure of the new government?

- A. It would require two-year term limits for elected and appointed officials.
- B. It would establish two branches of government for a balanced distribution of power.
- C. It would create a bicameral legislature with proportional representation in the lower chamber.
- D. It would include a dual chief executive with separate roles and responsibilities.

**Part B**

Which statement **best** explains how the New Jersey Plan differed from the Virginia Plan?

- A. The New Jersey Plan placed all power with a single branch of government.
- B. The New Jersey Plan proposed a unicameral legislature with equal representation.
- C. The New Jersey Plan placed all power with states instead of the federal government.
- D. The New Jersey Plan proposed that the Supreme Court decide qualifications for representation.

1-9174



2. Use your **civics knowledge and Source 2** to answer the question.

Which statement **best** explains why the four most populous states supported the Virginia Plan?

- A. They wanted representation based on population.
- B. They wanted each person in the population to have a direct vote on every issue.
- C. They wanted the same representation regardless of population.
- D. They wanted every person counted in the population despite their social status.

1-9176

3. Use your **civics knowledge and Source 3** to answer the question.

Which phrase from Source 3 **best** explains how delegates at the Constitutional Convention agreed to resolve the representation of enslaved people?

- A. "a certain proportion of inhabitants are deprived of their rights"
- B. "included in the census that the federal constitution uses to apportion the representatives"
- C. "should have been admitted into the census according to their full number"
- D. "regards them as inhabitants, but below the equal level of free inhabitants"

1-9173

4. Use your **civics knowledge and Source 4** to answer the question.

Which statements **best** describe the Electoral College established at the Constitutional Convention?

Select the **two** correct answers.

- A. It makes sure that the president is elected by the popular vote.
- B. It attempts to ensure that a well-qualified individual is elected president.
- C. It guarantees each state has the same number of votes for president.
- D. It gives the upper chamber the power to appoint the president.
- E. It allows each state to independently decide who to support for president.

1-9177

5. Use your **civics knowledge and the sources** to answer the question.

Write in the chart the correct compromise and resolution for each issue debated at the Constitutional Convention.

Issue	Compromise	Resolution
How to represent states in Congress		
How to count the population for representation and taxation		
How to elect the president		

**Compromise Answer Choices:**

Commerce Compromise

Electoral College

Great Compromise

Three-Fifths Compromise

**Resolution Answer Choices:**

establish a system in which a select group of state officials vote for candidates

allow states to partially count enslaved people in the total population

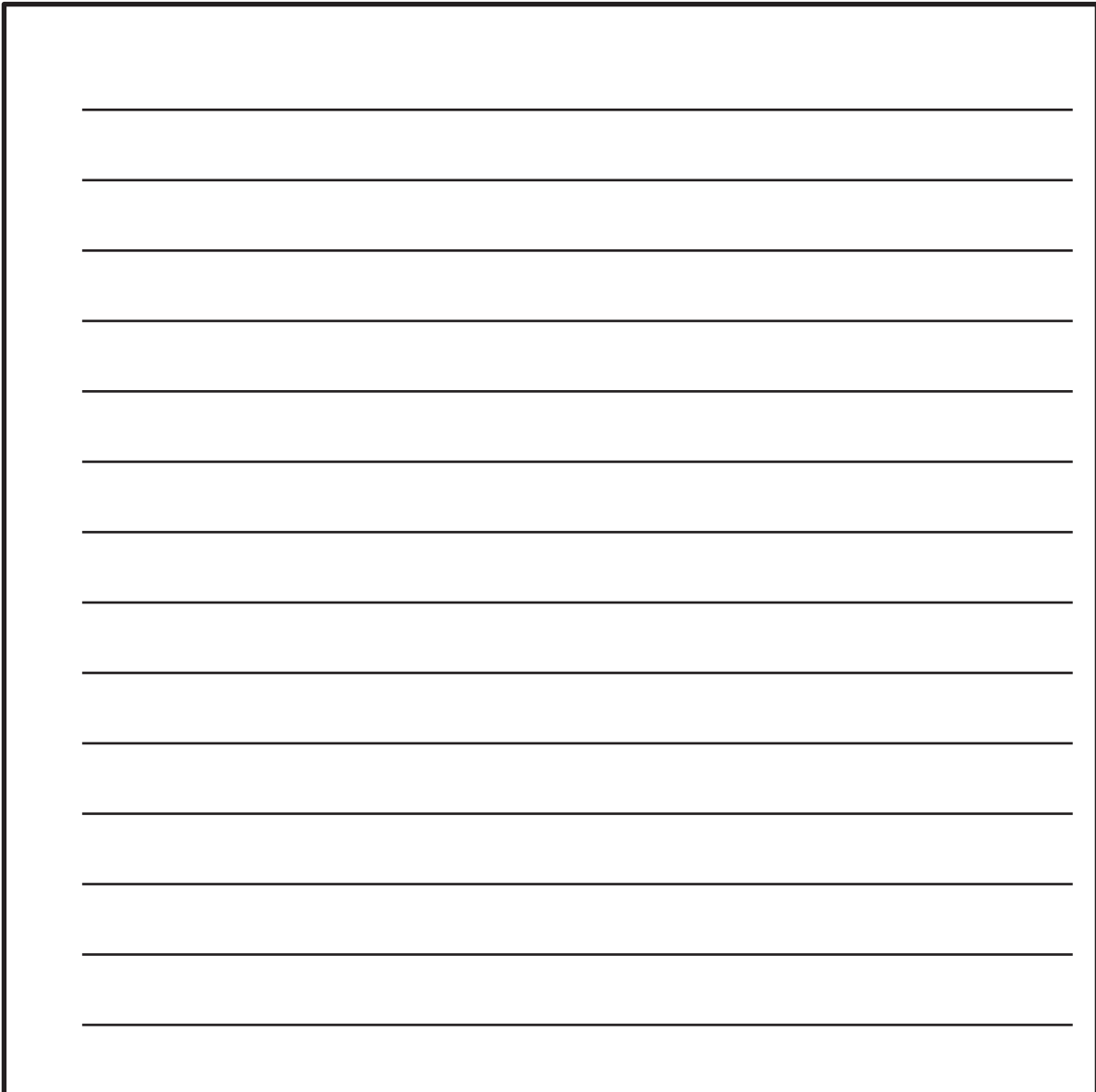
establish a two-chamber structure with one apportioned by population and one equally apportioned

allow for tariffs on imports to the United States

5. Use your **civics knowledge and the sources** to answer the question.

Explain **one** issue debated at the Constitutional Convention, **and** explain how a specific compromise at the Constitutional Convention addressed **that** issue.

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



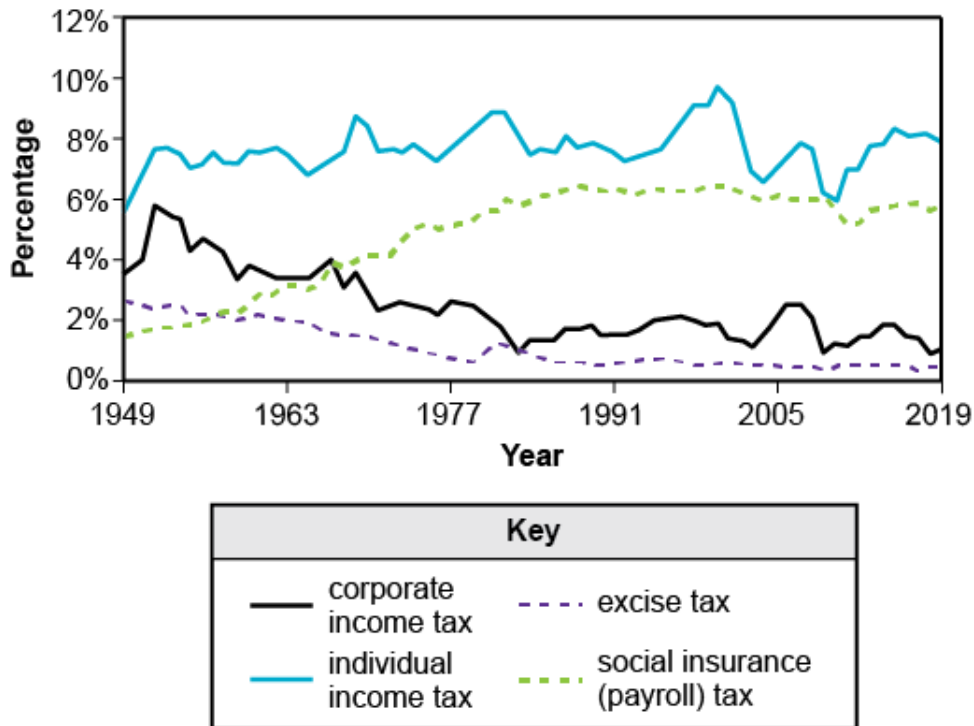


# **Civics**

## **Classroom Assessment Standalone Items**

Use your civics knowledge and the graph to answer the question.

**Sources of Federal Revenue as a Percentage of GDP, 1949–2019**



Which forms of taxation have **most likely** decreased between 1949 and 2019, according to the graph?

Select the **two** correct answers.

- A. taxes on the profits of private companies
- B. taxes on retirement investments by people
- C. taxes on luxury goods bought by consumers
- D. taxes on the property values of a home
- E. taxes on the incomes of a private citizens

3-9161

Use your **civics knowledge and the excerpt** to answer the question.

**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 citizen an opportunity to learn about U.S. culture
- C. to allow new citizen 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

4-9162

Use your **civics knowledge** to answer the question.

Write in the chart the correct type of primary election for each description.

Type of Primary Election	Description
	allows voters to meet, discuss issues, and coordinate support
	allows only voters registered for a specific party to participate
	allows voters of any party to participate

**Answer Choices:**

- open
- closed
- caucus
- blanket

5-9165

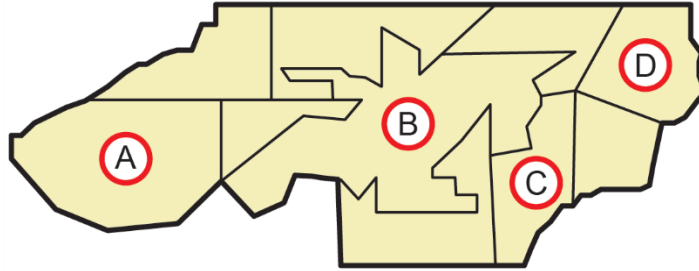


Use your **civics knowledge** to answer the questions.

**Part A**

The map shows the congressional districts for an imaginary state.

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

**Part B**

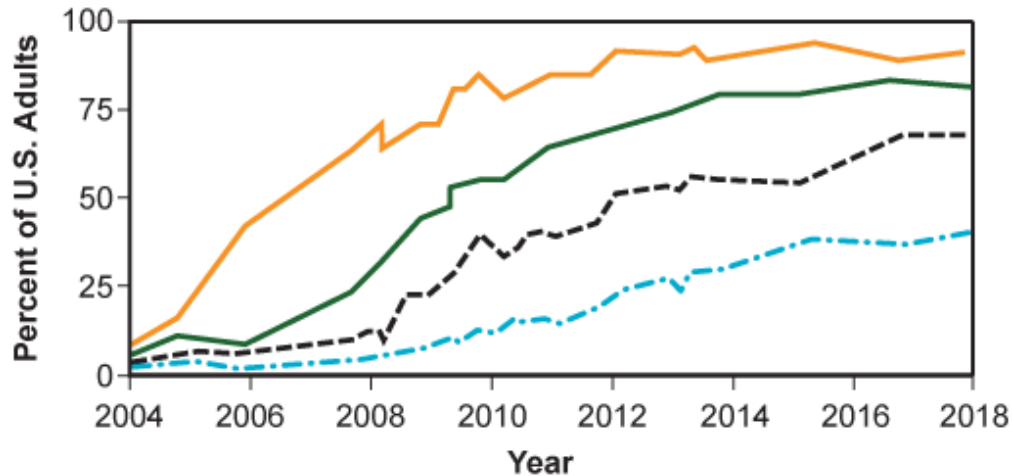
Which phrase explains why gerrymandering **most likely** occurs in some congressional districts?

- 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

5-9163

Use your **civics knowledge and the graph** to answer the question.

**Percent of U.S. Adults Who Say They Use Social Media**



Key	
<span style="color: orange;">—</span>	18–29 years old
<span style="color: green;">—</span>	30–49 years old
<span style="color: black;">- - -</span>	50–64 years old
<span style="color: cyan;">- · - · -</span>	65+ years old

Which statement **best** explains how the trend shown in the graph affected political campaigns?

- A. Campaigns increased social media use because they wanted to attract elderly voters.
- B. Campaigns decreased spending on television ads because of the growing popularity of social media.
- C. Campaigns increased social media use because voter turnout by younger people is usually high.
- D. Campaigns decreased spending on online ads because of rising costs to advertise on social media.

5-9164



# **Civics**

## **Classroom Assessment Task**

Read and study the sources about the foundations, systems, and structures of the U.S. government. Use your social studies knowledge and the sources to answer the questions. As you study the sources and answer the questions, get ready to write about how the systems or structures of the U.S. government show the fundamental principles of the United States.

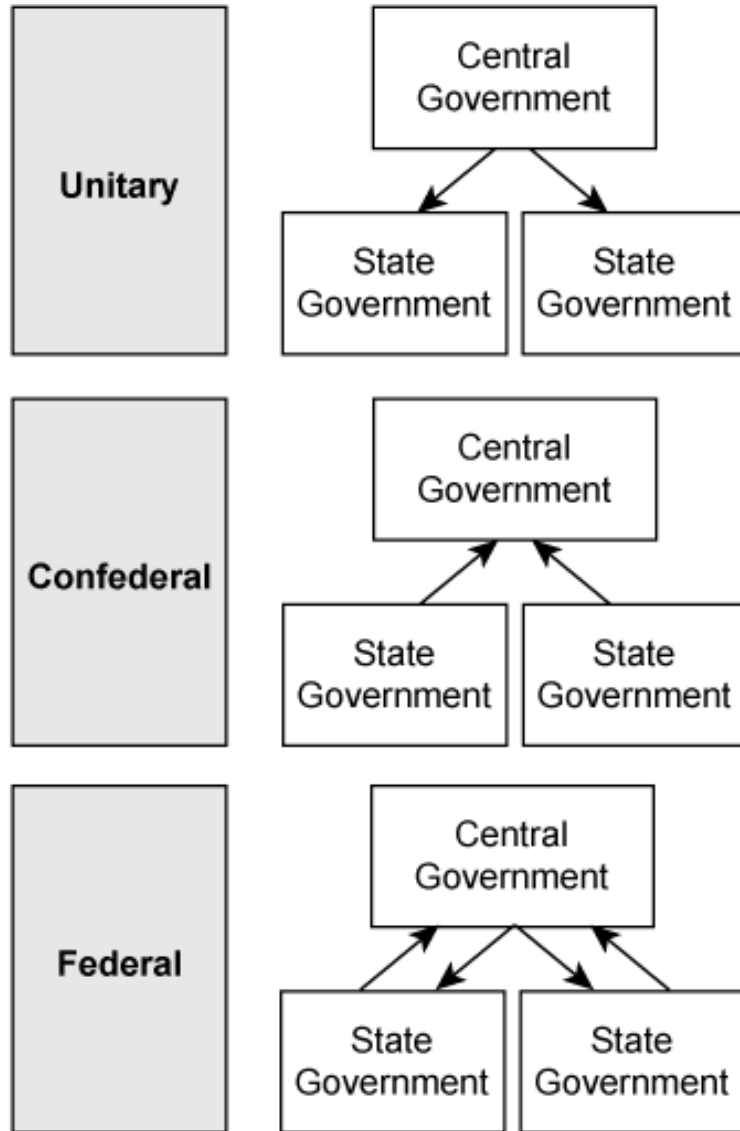
Source 1

**Systems and Structures of Government**

Characteristic	System or Structure	
Who can participate in the government?	democracy	direct democracy
		representative democracy (republic)
	autocracy	monarchy
		totalitarianism and dictatorship
What is the relationship between the legislative branch and the executive branch?	presidential	
	parliamentary	
What is the legislative structure?	unicameral	
	bicameral	

Source 2

**Distribution of Power in Three Systems of Government**



**Source 3****Adapted from *Common Sense* (1776)**

*by* Thomas Paine

*In this excerpt from Common Sense, Thomas Paine discusses monarchy as a system of government.*

In the early ages of the world, according to scripture, there were no kings. The consequence of this was that there were no wars. It is the pride of kings which throw mankind into confusion and war. Holland without a king has enjoyed more peace for this last century than any of the monarchical governments in Europe. The exalting of one man so greatly above the rest cannot be justified on the equal rights of nature.

To the evil of monarchy, we have added that of the right of the children of the present monarch to assume the throne. All men being originally equals, no one by birth should have a right to set up his own family as rulers forever.

But it is not so much the absurdity of this system which concerns us as the evil of it. Rather than ensuring that good and wise men have assumed the throne, it has opened a door for the foolish, wicked, and improper to become rulers and oppressors. Men who view themselves as born to reign and view others to obey soon become insolent. Selected from the rest of mankind, their minds are early poisoned by their own sense of importance. The world they act in differs so materially from the world at large that they have but little opportunity of understanding the real world. When they become rulers of the government, they are frequently the most ignorant and unfit of any throughout the land.

**Source 4****Adapted from Federalist Number 10 (1787)**

by James Madison

*In this excerpt from Federalist Number 10, Madison compares a pure democracy with a republic.*

It may be concluded that a pure democracy consisting of a small number of citizens, who assemble and administer the government in person, would not be able to avoid the mischiefs of faction. A common passion or interest will, in almost every case, be felt by a majority of people. And there is nothing to check the temptation to sacrifice the weaker party or the individual who disagrees with the majority. Hence, such democracies have ever been scenes of chaos and contention. They have been incompatible with personal security or the rights of property. They have in general been as short in their lives as they have been violent in their deaths.

A republic, a government in which representation takes place on behalf of the people, opens a different prospect, and it promises the cure that we are seeking.

There are two great points of difference between a direct democracy and a republic. First, in a republic, the delegation of the government belongs to a small number of citizens elected by the rest. Secondly, a republic extends to a greater number of citizens and a greater sphere of the country.

The effect is to refine and enlarge the public view by passing it through the medium of a chosen body of citizens whose wisdom may best discern the true interest of their country. Under such a regulation, the public voice pronounced by the representatives of the people may be more consistent with the public good than if pronounced by the people themselves.

1. Use your **civics knowledge and Source 1** to answer the question.

Which statements **best** describe the government of the United States?

Select the **two** correct answers.

- A. Government is ruled directly by the people.
- B. Laws are made by a bicameral legislature.
- C. State courts can declare a national law unconstitutional.
- D. The president appoints the legislature.
- E. Elected officials represent the interests of their constituents.

T-9168



2. Use your **civics knowledge and Source 1** to answer the question.

Select the system that **most closely** relates to each characteristic in the chart to compare the presidential system and parliamentary system. Select **one** answer for **each** characteristic.

Characteristic	Presidential System	Parliamentary System	Both Systems
A prime minister is selected by the legislature and serves as head of government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separation of powers exists between the executive and legislative branches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of the legislature are elected directly by people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separate elections are held for the legislature and executive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

T-6169

3. Use your **civics knowledge and Source 2** to answer the question.

Write in the chart **one** correct description for **each** system of government to compare the unitary, confederal, and federal systems.

System	Description
Unitary	
Confederal	
Federal	

**Descriptions:**

Power is centralized in a single national government.

Powers are divided equally among states in the absence of a national government.

Powers of national government are supreme, but powers are also reserved to state governments.

Power is concentrated in independent states, but powers are also given to the national government.

4. Use your **civics knowledge and Source 3** to answer the questions.

**Part A**

Which statement **best** describes the viewpoint about monarchy expressed by Thomas Paine in Source 3?

- A. Monarchy selects leaders based on their ability to govern large territories.
- B. Monarchy represents the interests of the people it rules.
- C. Monarchy reduces the loyalty of citizens to their government.
- D. Monarchy leads to poor decisions being made by leaders.

**Part B**

Which evidence from Source 3 **best** supports the answer to Part A?

- A. "In the early ages of the world, according to scripture, there were no kings."
- B. "The exalting of one man so greatly above the rest cannot be justified on the equal rights of nature."
- C. "All men being originally equals, no one by birth should have a right to set up his own family as rulers forever."
- D. "When they become rulers of the government, they are frequently the most ignorant and unfit of any throughout the land."

T-9167

5. Use your **civics knowledge and Source 4** to answer the question.

Which statement **most** accurately describes the claim made by James Madison in Source 4 about the best form of government?

- A. Direct democracy is best because elected officials will vote for what the majority wants.
- B. Direct democracy is best because it can unite a country with a large population.
- C. A republic is best because elected officials can make laws for the common good.
- D. A republic is best because it allows citizens to vote directly on laws.

T-9170

6. Use your **civics knowledge and the sources** to answer the question.

Analyze how the systems or structures of the U.S. government show the fundamental principles of the United States.

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.

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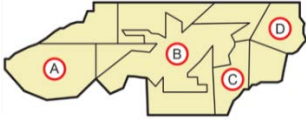
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Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID												
Key Compromises of the Constitutional Convention	C.8e	1	Making Connections	TPI	2	Part A Key: C Part B Key: B See <a href="#">Scoring Guidance</a> .	1. 1-9174												
	C.8e	1	Making Connections	MC	1	Key: A	2. 1-9176												
	C.8e (C.6a-b)	1	Examining Sources	MC	1	Key: D	3. 1-9173												
	C.11f	1	Establishing Context	MS	1	Key: B, E	4. 1-9177												
	C.8e	1	Making Connections	TE	3	<p>Key</p> <table border="1"> <thead> <tr> <th>Issue</th> <th>Compromise</th> <th>Resolution</th> </tr> </thead> <tbody> <tr> <td>How to represent states in Congress</td> <td>Great Compromise</td> <td>establish a two-chamber structure with one apportioned by population and one equally apportioned</td> </tr> <tr> <td>How to count the population for representation and taxation</td> <td>Three-Fifths Compromise</td> <td>allow states to partially count enslaved people in the total population</td> </tr> <tr> <td>How to elect the president</td> <td>Electoral College</td> <td>establish a system in which a select group of state officials vote for candidates</td> </tr> </tbody> </table> <p>Scoring Rules</p> <ul style="list-style-type: none"> <li>• Full (3 pts): 6 of 6 correct responses</li> <li>• Full (2 pts): 4 or 5 of 6 correct responses</li> <li>• Partial (1 pt): 3 of 6 correct responses</li> <li>• None (0 pts): 0–2 of 6 correct responses</li> </ul>	Issue	Compromise	Resolution	How to represent states in Congress	Great Compromise	establish a two-chamber structure with one apportioned by population and one equally apportioned	How to count the population for representation and taxation	Three-Fifths Compromise	allow states to partially count enslaved people in the total population	How to elect the president	Electoral College	establish a system in which a select group of state officials vote for candidates	5. 1-9172
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How to elect the president	Electoral College	establish a system in which a select group of state officials vote for candidates																	
C.8e	1	Making Connections	CR	3	See <a href="#">rubric</a> .	5. 1-9175													



Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item ID
Standalone Items	C.9h (C.6a-b)	3	Examining Sources	MS	1	Key: A, C	3-9161
Standalone Items	C.11b (C.6a)	4	Examining Sources	TPD	2	Part A Key: A Part B Key: C See <a href="#">Scoring Guidance</a> .	4-9162
Standalone Items	C.11e	5	Establishing Context	TE	2	Key <ul style="list-style-type: none"> <li>caucus: allows voters to meet, discuss issues, and coordinate support</li> <li>closed: allows only voters registered for a specific party to participate</li> <li>open: allows voters of any party to participate</li> </ul> Scoring Rules <ul style="list-style-type: none"> <li>Full (2 pts): 3 of 3 correct responses</li> <li>Partial (1 pt): 2 of 3 correct responses</li> <li>None (0 pts): 0 or 1 of 3 correct responses</li> </ul>	5-9165
Standalone Items	C.11g	5	Making Connections	TPI	2	Part A Key: Circle labeled B  Part B Key: C See <a href="#">Scoring Guidance</a> .	5-9163
Standalone Items	C.11h (C.6a-b)	5	Examining Sources	MC	1	Key: B	5-9164

Group Name	Alignment	Unit(s) of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID																			
U.S. Government: Foundations, Systems, and Structures	C.9	1, 2	Establishing Context	MS	1	Key: B, E	1. T-9168																			
	C.8b	1	Making Connections	TE	2	<p>Key</p> <table border="1"> <thead> <tr> <th>Characteristic</th> <th>Presidential System</th> <th>Parliamentary System</th> <th>Both Systems</th> </tr> </thead> <tbody> <tr> <td>A prime minister is selected by the legislature and serves as head of government</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Separation of powers exists between the executive and legislative branches</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Members of the legislature are elected directly by people</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Separate elections are held for the legislature and executive</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <p>Scoring Rules</p> <ul style="list-style-type: none"> <li>• Full (2 pts): 4 of 4 correct answers selected</li> <li>• Partial (1 pts): 2 or 3 of 4 correct answers selected</li> <li>• None (0 pts): 0 or 1 of 4 correct answers selected</li> </ul>	Characteristic	Presidential System	Parliamentary System	Both Systems	A prime minister is selected by the legislature and serves as head of government	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Separation of powers exists between the executive and legislative branches	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Members of the legislature are elected directly by people	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Separate elections are held for the legislature and executive	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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Group Name	Alignment	Unit(s) of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
U.S. Government: Foundations, Systems, and Structures	C.8b	1	Making Connections	TE	2	<p>Key</p> <ul style="list-style-type: none"> <li>Unitary: Power is centralized in a single national government.</li> <li>Confederal: Power is concentrated in independent states, but powers are also given to the national government.</li> <li>Federal: Powers of national government are supreme, but powers are also reserved to state governments.</li> </ul> <p>Scoring Rules</p> <ul style="list-style-type: none"> <li>Full (2 pts): 3 of 3 correct responses</li> <li>Partial (1 pts): 2 of 3 correct responses</li> <li>None (0 pts): 0 or 1 of 3 correct responses</li> </ul>	3. T-9166
	C.8a (9–12.SP1b, C.6b)	1	Examining Sources	TPD	2	<p>Part A Key: D Part B Key: D See <a href="#">Scoring Guidance</a>.</p>	4. T-9167
	C.8b (C.8d, C.6b)	1, 2	Examining Sources	MC	1	Key: C	5. T-9170
	C.9 (C.8g, C.7a)	1, 2	Making Connections	ER	8	See <a href="#">rubric</a> .	6. T-9171

**Scoring Guidance**

<b>Item Type</b>	<b>Scoring Rules</b>
Two-Part Independent (TPI)	<ul style="list-style-type: none"><li>• Full credit (2 pts): Both Part A and Part B have correct answers</li><li>• Partial credit (1 pt): Either Part A or Part B have correct answers</li><li>• No credit (0 pts): Neither Part A nor Part B have correct answers</li></ul>
Two-Part Dependent (TPD)	<ul style="list-style-type: none"><li>• Full credit (2 pts): Both Part A and Part B have correct answers</li><li>• Partial credit (1 pt): Part A has a correct answer, but Part B has an incorrect answer</li><li>• No credit (0 pts): Part A has an incorrect answer, and Part B has a correct answer OR neither Part A nor Part B has a correct answer</li></ul>

Constructed-Response Rubric for Item 1-9175

Score Point	Description
3	<p>To earn a score of 3, the response must <b>fully</b> answer <b>all parts</b> of the prompt. The student's response provides an <b>accurate</b> and <b>complete</b> answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include a few errors that do <b>not</b> detract from the overall response.</p> <p>Prompt-Specific: The student's response fully and correctly explains <b>one</b> issue debated at the Constitutional Convention, <b>and</b> the response fully and correctly explains how a specific compromise at the Constitutional Convention addressed <b>that</b> issue.</p>
2	<p>To earn a score of 2, the response may fully answer part of the prompt <b>or</b> partially answer all parts of the prompt. The student's response provides a <b>mostly accurate</b> but <b>partially complete</b> answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include errors.</p> <p>Prompt-Specific: The student's response correctly explains <b>one</b> issue debated at the Constitutional Convention, <b>OR</b> the response correctly explains how a specific compromise addressed an issue at the Constitutional Convention.</p>
1	<p>To earn a score of 1, the response minimally answers <b>at least one part</b> of the prompt. The student's response provides a <b>minimally accurate</b> and/or <b>minimally complete</b> answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include several errors that detract from the overall response.</p> <p>Prompt-Specific: The student's response correctly identifies/minimally addresses <b>one</b> issue debated at the Constitutional Convention, <b>and/or</b> the response correctly describes/minimally addresses a specific compromise at the Constitutional Convention that addressed an issue.</p>
0	<p>The student's response does not meet any criteria for a score of 1. The response is incorrect, too brief, or too unclear to evaluate.</p>

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

Draft Extended-Response Rubric

DRAFT LEAP Social Studies Rubric for Extended-Response (ER) Items in Grades 6–8 and Civics					
Dimension*	3	2	1	0	Scoring Guidance
	The student’s response:	The student’s response:	The student’s response:	The student’s response:	
<b>Claim</b>		Fully addresses the prompt with a claim that is accurate and clear for the grade/course	Addresses at least part of the prompt with a claim that may contain inaccuracies and/or may be vague	Does not present an identifiable claim that addresses the prompt <b>OR</b> is too brief or unclear to evaluate	To earn points for this dimension, the response must present a claim that addresses the prompt. The claim is the argument, answer, or main point(s). Students may restate the prompt as part of their claim, but restatement of the prompt alone is not a claim. Clear claims should be easy to identify and understand.
<b>Information and Evidence</b>	Uses accurate and relevant information from social studies content knowledge <b>and</b> relevant evidence from the sources that fully and effectively support the claim	Uses some accurate and relevant information from social studies content knowledge <b>and</b> some relevant evidence from the sources that are sufficient to support the claim	Addresses the prompt with at least one piece of accurate and relevant information from social studies content knowledge <b>and/or</b> at least one piece of relevant evidence from the sources, showing an accurate understanding in the student’s own words	Does not present accurate or relevant information from social studies knowledge or relevant evidence from the sources that addresses the prompt in the student’s own words <b>OR</b> is too brief or unclear to evaluate	To earn points for this dimension, the response must include accurate information from social studies content knowledge beyond what the sources provide and/or relevant evidence from one or more sources with accurate understanding in the student’s own words. Information and evidence should provide support for the claim or address the prompt. Responses should show understanding of the evidence and/or how it provides support for the claim and not simply list the source(s).
<b>Analysis and Reasoning</b>	Shows a strong understanding of social studies content by providing accurate analysis and clear reasoning to effectively develop the claim	Shows a general understanding of social studies content by providing analysis and reasoning to develop the claim that is generally accurate but may be uneven	Shows a limited understanding of social studies content by providing analysis and reasoning to develop the claim that is minimally accurate and may be vague or incomplete	Does not provide accurate analysis or reasoning that is relevant to develop the claim <b>OR</b> is too brief or unclear to evaluate	To earn points for this dimension, the response must demonstrate an understanding of social studies content by providing accurate analysis and reasoning to develop the claim. The response should make relevant connections among the claim, information, evidence, and ideas presented in a clear and cohesive way.
*Each dimension is scored individually: Claims: 0–2, Information and Evidence: 0–3, and Analysis and Reasoning: 0–3, totaling 0–8 points.					Due to the nature of timed, on-demand writing, responses at each score point may contain mistakes. Minimal to a few errors that do <b>not</b> detract from the overall response are acceptable at the higher score points, whereas several errors that do detract from the overall response may be present at the lowest score point.

## Scoring Activity

The scoring activity is recommended for use by educators to develop scoring materials. This activity, when done with a group of teachers who teach the same grade level/course, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of expectations for student writing, but they also discover strengths and weaknesses and how they might be addressed within their own classroom or within their schools or school systems.

This activity can be used with students as well. By having students work through the scoring process, they learn about what is expected, and they see the rubric in action as they score and discuss different responses.

School and school system leaders are also encouraged to incorporate the scoring activity into their professional development and/or to set aside time for teachers to engage in the kind of discussions about student work that are at the heart of the scoring activity.

**Purpose:** To establish common expectations for student writing in social studies

**Outcomes:**

- Learn to use the rubric and identify qualities of writing that meet the standards for social studies
- Reveal grade/course-specific expectations
- Learn about and discuss different approaches that can improve teaching and learning

**Process:**

1. Have students respond in writing to a common prompt. Suggested items:
  - a. Constructed-response items from the [classroom assessment materials](#)
  - b. Written- or extended-response items from the [classroom assessment materials](#)
  - c. Constructed-, written-, and/or extended-response items available in instructional materials or created at the school or school system level
2. Collect students' responses to the common prompt.

3. Work collaboratively to understand the rubric.
  - a. Review the scoring criteria on the chosen rubric. Read each part carefully. Highlight key words on the rubric that show the expectations and differences between each score point.
  - b. Create or gather anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., 2 points in Claims). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.
4. Score student responses collaboratively.
  - a. Individually score the responses using the rubric and anchor set.
  - b. Then come together as a group. Read each response aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
  - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
5. After the responses are scored, discuss the responses in general—strengths, weaknesses, different approaches to the prompt, etc. Determine any patterns that exist in the responses overall (e.g., ability to make claims, use of content knowledge, relevance of evidence from sources, development of claims, ability to make connections). Individual teachers should also consider their own students' papers to determine any patterns.
6. Finally, discuss the instructional implications: “How will we address the general weaknesses?” “How will I address my own students' weaknesses, etc.?” Develop a plan.