

LEAP

SOCIAL STUDIES

Grade 5

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 Social Studies Field Tests.

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Unit of Study	Component and Group Name
Unit 1	Set: Rule of Law in England (culminating item options: MS item #6, CR item #6)
Units 1, 2	Standalone Items
Units 3 and 4	Task: Civilizations of the Americas (culminating item: WR item #6)
N/A	Answer Key and Rubrics
N/A	Scoring Activity

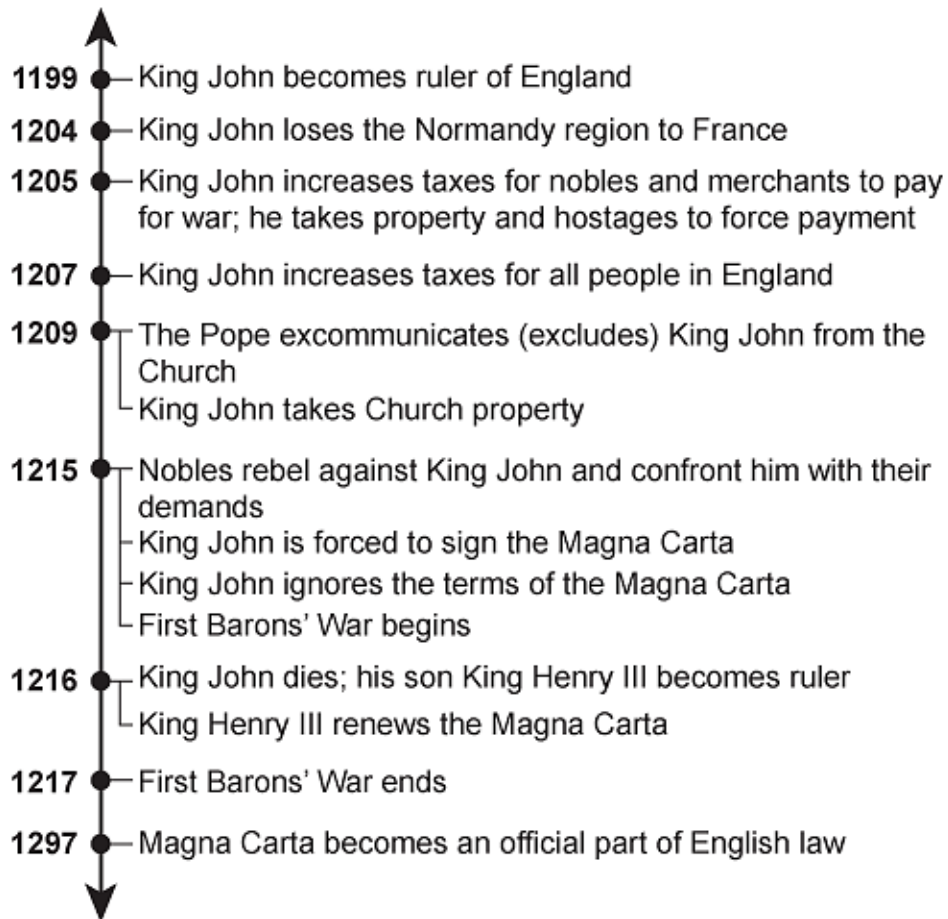


Grade 5
Classroom Assessment
Set

Read and study the sources about the rule of law in England during the medieval period. Then use your social studies knowledge and the sources to answer the questions.

Source 1

Events Related to the Magna Carta



Source 2

King John

This drawing shows King John of England, who ruled from 1199 to 1216. It was made in the 1500s, as part of a book with biographies and pictures of key people in Europe. In this picture, King John is shown wearing a crown and armor. He is holding a sword in one hand. In his other hand is an object known as a *globus cruciger* (orb and cross). It was a common symbol of authority during his time. King John's coat of arms with three lions is shown in the upper left corner.



Source 3**Adapted from the Magna Carta (1215)**

This excerpt is from the Magna Carta, or Great Charter. It was an agreement between King John of England and the people of England. It had 63 points describing rights of the people and powers of the king.

To all free men of our kingdom: We grant forever all the liberties written here. . . .

9. Neither we nor our officials will seize any land or rent in payment of a debt, as long as the person is able to pay the debt. . . .

13. The city of London will enjoy all its longstanding liberties and trade without fees, both by land and by water. . . .

20. A free man will be fined according to his offense. He will be fined more for a serious offense. But that fine will not be high enough to take away all his money. . . .

39. No free man will be arrested, imprisoned, or denied his rights or belongings. He will not be exiled. He will not be denied his freedom. We will not use force against him. We will not do these things unless he is legally judged by his equals or by the law of the land. . . .

40. To no one will we deny or delay right or justice. . . .

45. We will only appoint judges, sheriffs, and other officials that know the law and are able to keep it. . . .

49. We will return all hostages immediately. . . .

52. We will return lands, liberties, and rights to any man who we have taken them from, without the legal judgement of his equals.

1. Use your **social studies knowledge, Source 1, and Source 2** to answer the question.

Which words **best** describe the political and social systems in England during the reign of King John?

Select the **two** correct answers.

- A. feudalism
- B. democracy
- C. monarchy
- D. republic
- E. theocracy

1-5242

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

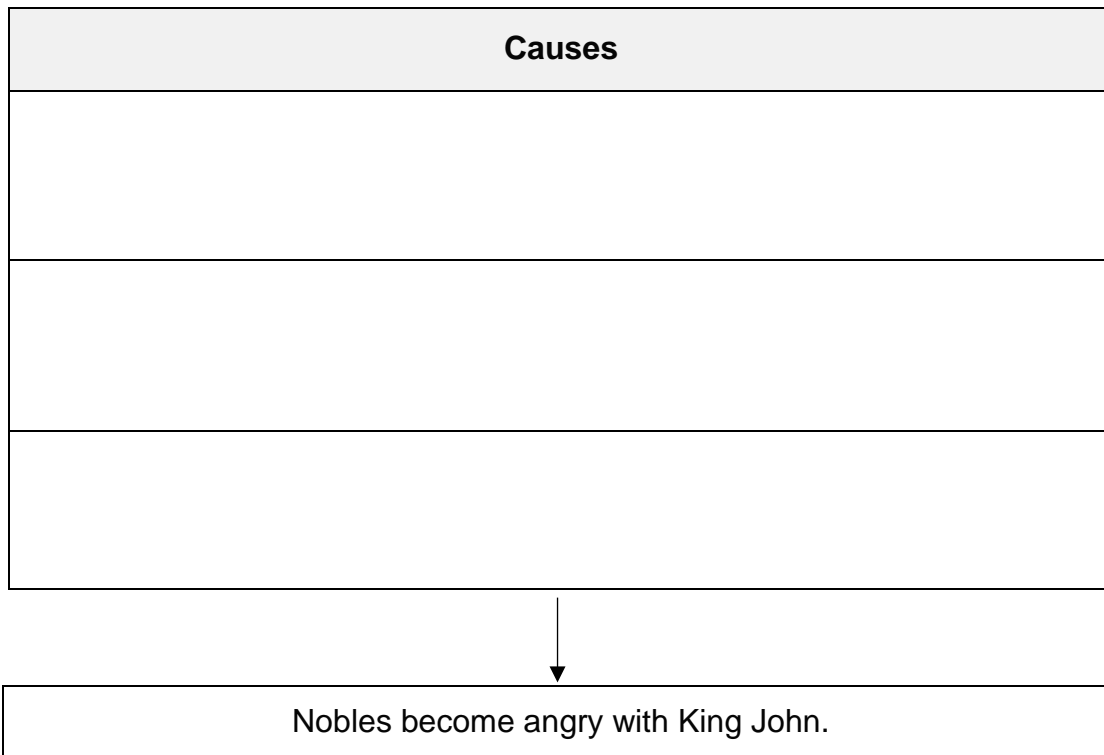
Which phrase explains the **most likely** reason the image in Source 2 was created?

- A. to show the role and importance of King John in the history of England
- B. to show that King John was a weak ruler
- C. to show that people of England respected and approved of King John
- D. to show that King John ruled over a large area

1-5246

3. Use your **social studies knowledge and Source 1** to answer the question.

Write in the chart **three** correct statements that explain why nobles became angry with King John.



Answer Choices:

- King John agrees to surrender in the war with France.
- King John gives more rights to the peasants.
- King John tries to limit the power of the nobles.
- King John makes the people pay higher taxes.
- King John stops people from joining the Church.
- King John takes lands away from the people.

1-5243

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

Part A

Which phrase **best** describes the purpose of the Magna Carta?

- A. to give independence to serfs
- B. to outlaw taxation by the government
- C. to ban nobles from positions of authority
- D. to protect the rights of nobles against an unjust king

Part B

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

- A. "To all free men of our kingdom: We grant forever all the liberties written here."
- B. "The city of London will enjoy all its longstanding liberties and trade without fees"
- C. "We will only appoint judges, sheriffs, and other officials that know the law"
- D. "We will return all hostages immediately."

1-5245

5. Use your **social studies knowledge and Source 1** to answer the question.

Select the **best** answer from each list to complete the sentences about the events that followed the signing of the Magna Carta.

King John ignored the Magna Carta. This action led to the

- battle for Normandy
- election of Henry III
- First Barons' War
- separation from the Church

After the death of King John, the new leader agreed to .

- end the manor system
- establish a democracy
- restore the charter
- unite with neighboring countries

1-5244

6. Use your **social studies knowledge and Source 3** to answer the question.

Which statements **best** explain why the Magna Carta is historically important?

Select the **two** correct answers.

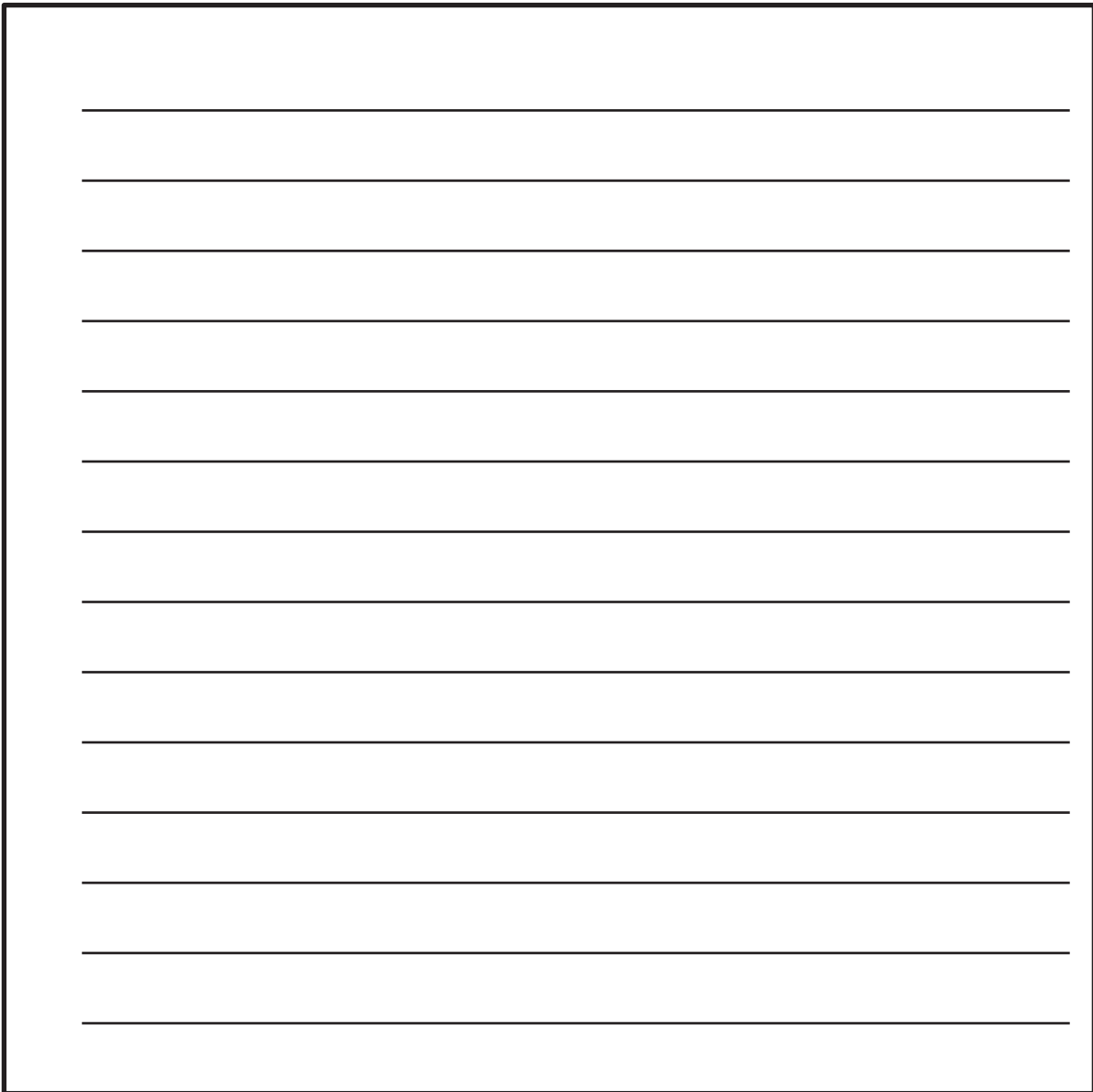
- A. It created a law that protected the right to free speech.
- B. It stated that the law was the main source of power.
- C. It declared that leaders had permission to disobey the law.
- D. It stated that judges interpret the laws of the country.
- E. It established the principle that rulers must follow the laws.

1-5247

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

Explain **two** different effects that the Magna Carta had on England.

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



1-5548

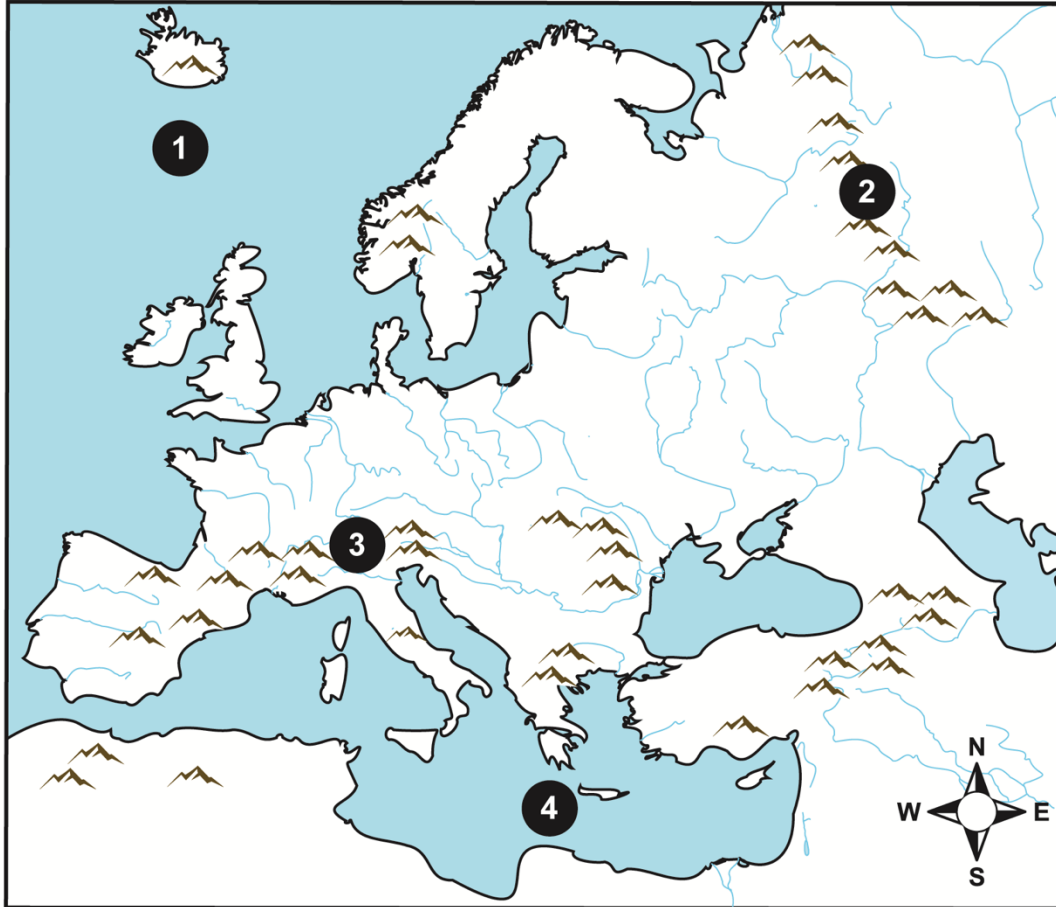


Grade 5

Classroom Assessment Standalone Items

Use your **social studies knowledge and the map** to answer the question.

Mark on the map the correct name of each geographic feature.



Geographic Features:

Alps

Atlantic Ocean

Mediterranean Sea

Ural Mountains

1-5278

Use your **social studies knowledge and the excerpt** to answer the question.

Adapted from *The Wars of Charlemagne (c. 770–814)*

by Einhard

War had begun against the Saxons, a Germanic group of people. It went on for thirty-three years. The King put military pressure on them. He either went into the field of battle against them himself or sent royal authorities against them. The war at last ended when the Saxons gave in to the terms offered by the King. They gave up their native religious beliefs, converted to Christianity, and agreed to unite with the Franks.

Which statement **best** describes Charlemagne's influence on medieval Europe?

- A. He trained knights to protect manor lands from Roman invaders.
- B. He prevented the spread of the Black Death and conflict in western Europe.
- C. He convinced nobles to support him as the new leader of the Catholic Church.
- D. He conquered much of western Europe and established the Holy Roman Empire.

1-5280

Use your **social studies knowledge and the image** to answer the question.

Monks and Monasteries



Which statements **best** explain the role of monks and monasteries during the Middle Ages?

Select the **two** correct answers.

- A. They collected church taxes for the king.
- B. They provided religious education to the community.
- C. They completed scientific research for the church.
- D. They served as centers of trade for religious artifacts.
- E. They copied manuscripts to preserve important texts.

1-5279

Use your **social studies knowledge and the excerpt** to answer the questions.

Adapted from a Letter to the King of England (1429)

by Joan of Arc

Return the keys of all the good cities which you have seized. You must pay back all that you have taken. In whatever place I shall find your men in France, I will make them flee the country, whether they wish to or not. I am sent by the King of Heaven to remove you from France. I promise to you that if you do not leave France, my troops and I will raise a mighty protest. To you and all people who are here at Orleans, I say to you, go home.

Part A

Which conclusion about Joan of Arc can **best** be made from the excerpt?

- A. She believed that divine guidance would allow her to help France defeat England.
- B. She was given the power to collect taxes from England for the king of France.
- C. She believed that she could convince England to surrender land to France.
- D. She was ordered to force peasants from England out of the kingdom of France.

Part B

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

- A. "Return the keys of all the good cities which you have seized."
- B. "You must pay back all that you have taken."
- C. "I am sent by the King of Heaven to remove you from France."
- D. "To you and all people who are here at Orleans, I say to you, go home."

1-5282

Use your **social studies knowledge** to answer the question.

Select the West African empire that **most closely** relates to each description about the development of the kingdoms.

Select **one** empire for **each** description.

Description	Ghana Empire	Mali Empire	Songhai Empire
Mansa Musa developed new trade relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kings established wealth by taxing trade goods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sonni Ali expanded the territory of the empire through military conquest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sundiata Keita created the Manden Charter, a constitution and set of laws.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2-5517

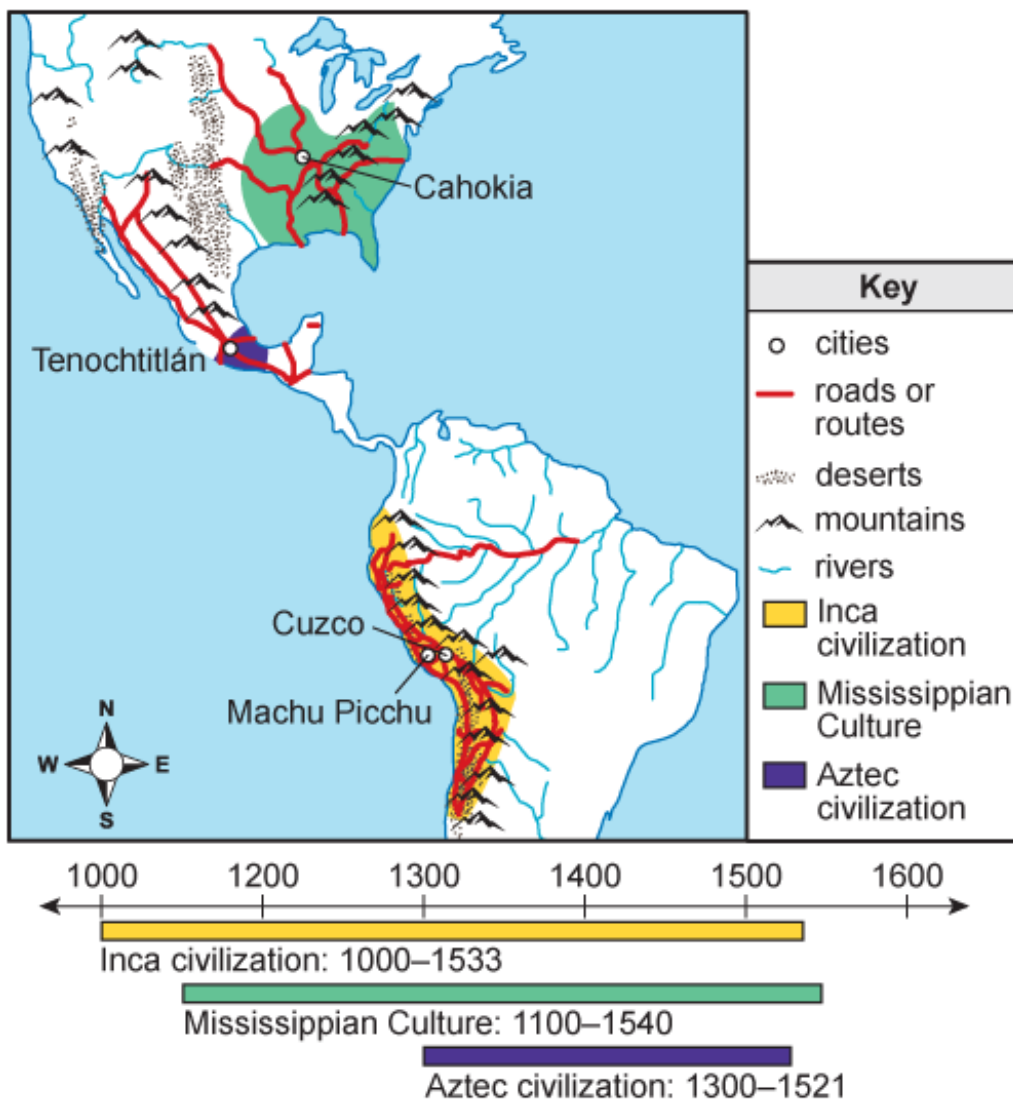


Grade 5
Classroom Assessment
Task

Read and study the sources about civilizations of the Americas. 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 indigenous groups of the Americas were advanced civilizations.

Source 1

The Americas (1000–1540)



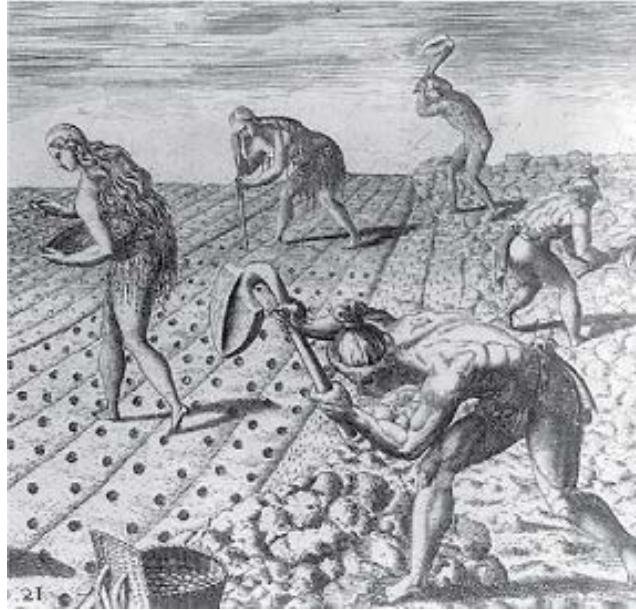
Source 2**Agricultural Practices in the Americas****Terraces**

This image shows a terrace and archeological ruins on a mountain near Cuzco in South America. Terraces are flat areas that look like steps in a set of stairs dug into the side of a hill or mountain. The Inca grew a variety of crops using terrace farming.



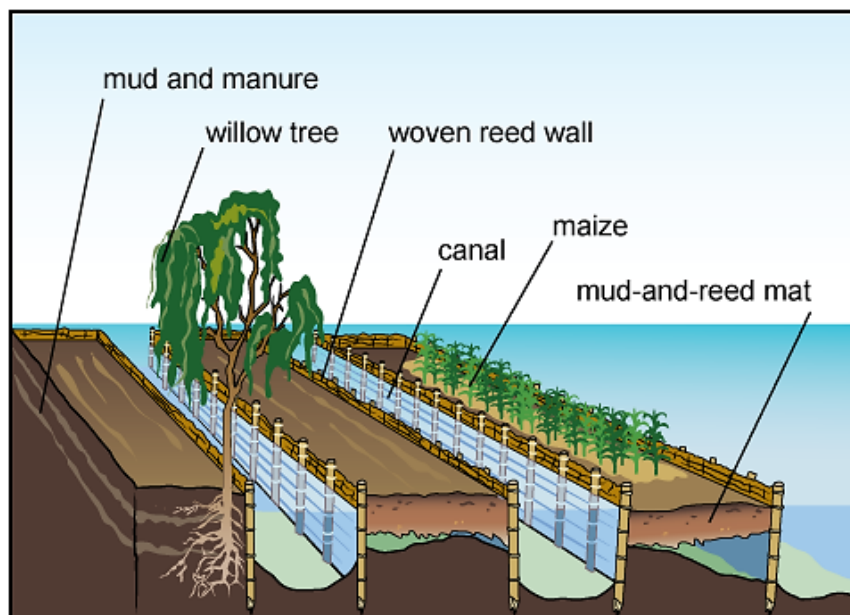
Tilling and Planting

This image, created in the late 1500s, shows Timucua men and women in a field preparing the soil and planting seeds. The Timucua people lived in the southeastern part of North America.



Chinampas

This drawing shows an Aztec chinampa. Chinampas are human-made islands built on a lake for agriculture. The Aztec used chinampas to grow many different crops.



Source 3**Monuments and Culture in the Americas****Inca Temple of the Sun**

This image shows the archeological ruins of the Temple of the Sun in the ancient city of Machu Picchu in South America. The temple is located on the top of a mountain. It is made of carefully carved and placed granite stones. Scholars believe that the temple and areas around it were important to the Inca and likely had many purposes.



Monks Mound, Mississippian Culture

This image shows Monks Mound in the ancient city of Cahokia in North America. Monks Mound is one of the largest earthen structures in North America. Archeological evidence suggests that Cahokia was a prosperous settlement with a large population.



Aztec Templo Mayor

This image shows a model of Templo Mayor. It was the main temple in the Aztec capital city of Tenochtitlán. Most of the real temple was destroyed in 1521. This model is part of an exhibit at the National Museum of Anthropology in modern-day Mexico.



1. Use your **social studies knowledge, Source 1, and Source 2** to answer the questions.

Part A

Which feature **most** supported the agricultural practices of ancient civilizations and cultures?

- A. access to desert soil
- B. access to mountain tops
- C. access to water sources
- D. access to trade networks

Part B

Which statement **best** explains how the agricultural practices of the Inca, Aztec, and Mississippians influenced their development?

- A. It allowed them to produce surpluses of food that could feed large populations.
- B. It encouraged them to build large monuments to watch over farm workers.
- C. It allowed them to grow the food used in many religious rituals.
- D. It encouraged them to place farmers in positions of power in society.

T-5516

2. Use your **social studies knowledge and all of the sources** to answer the question.

Which statement **best** describes a way that the Inca, Aztec, and Mississippians were similar?

- A. They all moved from place to place to establish new settlements.
- B. They all used the same systems for transportation and communication.
- C. They all adapted to and modified the environment to meet their needs.
- D. They all followed the same leader to govern the people of their territories.

T-5515

3. Use your **social studies knowledge and Source 1** to answer the question.

Which phrases **best** explains how roads and routes supported the Inca Empire?

Select the **two** correct answers.

- A. by protecting communities from disasters caused by humans and nature
- B. by allowing for easy movement of armies and merchants
- C. by establishing direct pathways for travel to other continents
- D. by guarding cities from invasions by surrounding groups
- E. by helping government officials send messages to each other

T-5249

4. Use your **social studies knowledge and Source 3** to answer the question.

Which statement **best** describes what the building of mounds suggests about the people of Cahokia?

- A. They had a stable form of government.
- B. They had better technology than other cultures.
- C. They lived in homes shared by the entire family.
- D. They made everyone in society help with public projects.

T-5250

5. Use your **social studies knowledge and Source 3** to answer the question.

Which statement **best** describes the culture of the Aztec civilization?

- A. They made buildings to collect historical artifacts.
- B. They built religious structures to honor their gods.
- C. They separated religion from their everyday activities.
- D. They enjoyed peaceful relationships with their neighbors.

T-5251

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

Explain how the characteristics of indigenous groups of the Americas show that they were advanced civilizations.

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 social studies **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Group Name	Primary Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Rule of Law in England	5.9d (5.9)	1	Establishing Context	MS	1	Key: A, C	1. 1-5242
	5.9e (3-5.SP1b)	1	Examining Sources	MC	1	Key: A	2. 1-5246
	5.9e	1	Making Connections	TE	2	<p>Key</p> <ul style="list-style-type: none"> King John tries to limit the power of the nobles. King John makes the people pay higher taxes. King John takes lands away from the people. <p>Scoring Rules</p> <ul style="list-style-type: none"> Full (2 pts): 3 of 3 correct responses Partial (1 pt): 2 of 3 correct responses None (0 pts): 0 or 1 of 3 correct responses 	3. 1-5243
	5.9e	1	Establishing Context	TPD	2	<p>Part A Key: D</p> <p>Part B Key: A</p> <p>See Scoring Guidance.</p>	4. 1-5245
	5.9e	1	Making Connections	TE	2	<p>Key 1: First Baron's War</p> <p>Key 2: restore the charter</p> <p>Scoring Rules</p> <ul style="list-style-type: none"> Full (2 pts): 2 of 2 correct answers selected Partial (1 pt): 1 of 2 correct answers selected None (0 pts): 0 of 2 correct answers selected 	5. 1-5244

Group Name	Primary Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Rule of Law in England	5.9e	1	Making Connections	MS	1	Key: B, E	6. Error! Reference source not found.
	5.9e	1	Making Connections	CR	3	See rubric .	6. 1-5548

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item ID
Standalone Items	5.9a	1	Establishing Context	TE	2	Key: 1. Atlantic Ocean 2. Ural Mountains 3. Alps 4. Mediterranean Sea Scoring Rules <ul style="list-style-type: none"> • Full (2 pts): 4 of 4 correct answers selected • Partial (1 pt): 2 or 3 of 4 correct answers selected • None (0 pts): 0 or 1 of 4 correct answers selected 	1-5278
Standalone Items	5.9c	1	Making Connections	MC	1	Key: D	1-5280
Standalone Items	5.9b	1	Establishing Context	MS	1	Key: B, E	1-5279
Standalone Items	5.9h (5.2a-b)	1	Examining Sources	TPD	2	Part A Key: A Part B Key: C See Scoring Guidance .	1-5282

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item ID																				
Standalone Items	5.11b	2	Making Connections	TE	2	<p>Key</p> <table border="1"> <thead> <tr> <th>Description</th> <th>Ghana Empire</th> <th>Mali Empire</th> <th>Songhai Empire</th> </tr> </thead> <tbody> <tr> <td>Mansa Musa developed new trade relationships.</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Kings established wealth by taxing trade goods.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Sonni Ali expanded the territory of the empire through military conquest.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Sundiata Keita created the Manden Charter, a constitution and set of laws.</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"> • Full (2 pts): 4 of 4 correct answers selected • Partial (1 pt): 2 or 3 of 4 correct answers selected • None (0 pts): 0 or 1 of 4 correct answers selected 	Description	Ghana Empire	Mali Empire	Songhai Empire	Mansa Musa developed new trade relationships.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Kings established wealth by taxing trade goods.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sonni Ali expanded the territory of the empire through military conquest.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Sundiata Keita created the Manden Charter, a constitution and set of laws.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	2-5517
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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
Civilizations of the Americas	5.13, (5.13b, 5.13d)	3, 4	Making Connections	TPI	2	Part A Key: C Part C Key: A See Scoring Guidance .	1. T-5516
	5.13, (5.13b, 5.13d)	3, 4	Making Connections	MC	1	Key: C	2. T-5515
	5.13j	4	Making Connections	MS	1	Key: B, E	3. T-5249
	5.13c	3	Making Connections	MC	1	Key: A	4. T-5250
	5.13f	4	Establishing Context	MC	1	Key: B	5. T-5251
	5.13 (5.2a)	3, 4	Making Connections	WR	6	See rubric .	6. T-5253

Scoring Guidance

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

Constructed-Response Rubric for Item 1-5548

Score Point	Description
3	<p>To earn a score of 3, the response must fully answer all parts of the prompt. The student’s response provides an accurate and complete 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 not detract from the overall response.</p> <p>Prompt-Specific: The student’s response fully and correctly explains two different effects that the Magna Carta had on England.</p>
2	<p>To earn a score of 2, the response may fully answer part of the prompt or partially answer all parts of the prompt. The student’s response provides a mostly accurate but partially complete 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 one effect that the Magna Carta had on England.</p>
1	<p>To earn a score of 1, the response minimally answers at least one part of the prompt. The student’s response provides a minimally accurate and/or minimally complete 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 one effect that the Magna Carta had on England.</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 Written-Response Rubric

DRAFT LEAP Social Studies Rubric for Written-Response Items in Grades 3–5				
Dimension*	2	1	0	Scoring Guidance
	The student’s response:	The student’s response:	The student’s response:	
Claim	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 OR 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.
Information and Evidence	Uses some accurate and relevant information from social studies content knowledge and 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 and/or 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 OR 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).
Analysis and Reasoning	Shows a general understanding of social studies content by providing explanations and reasoning to develop the claim that is generally accurate but may be uneven	Shows a limited understanding of social studies content by providing explanations and reasoning to develop the claim that is minimally accurate and may be vague or incomplete	Does not provide accurate explanations or reasoning that is relevant to develop the claim OR 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 mostly clear and organized way.
*Each dimension is scored individually: Claims: 0–2, Information and Evidence: 0–2, and Analysis and Reasoning: 0–2, totaling 0–6 points.				Due to the nature of timed, on-demand writing, responses at each score point may contain mistakes. A few errors that do not detract from the overall response are acceptable at the highest score point 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.