

# **LEAP**

## **SOCIAL STUDIES**

# **Grade 6**

## **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
Unit 1	<a href="#">Set: Jamestown</a> (culminating item options: TE item #6, CR item #6)
Units 5, 6	<a href="#">Standalone Items</a>
Units 1 and 1	<a href="#">Task: Colonial Governments</a> (culminating item: ER item #6)
N/A	<a href="#">Answer Keys and Rubrics</a>
N/A	<a href="#">Scoring Activity</a>

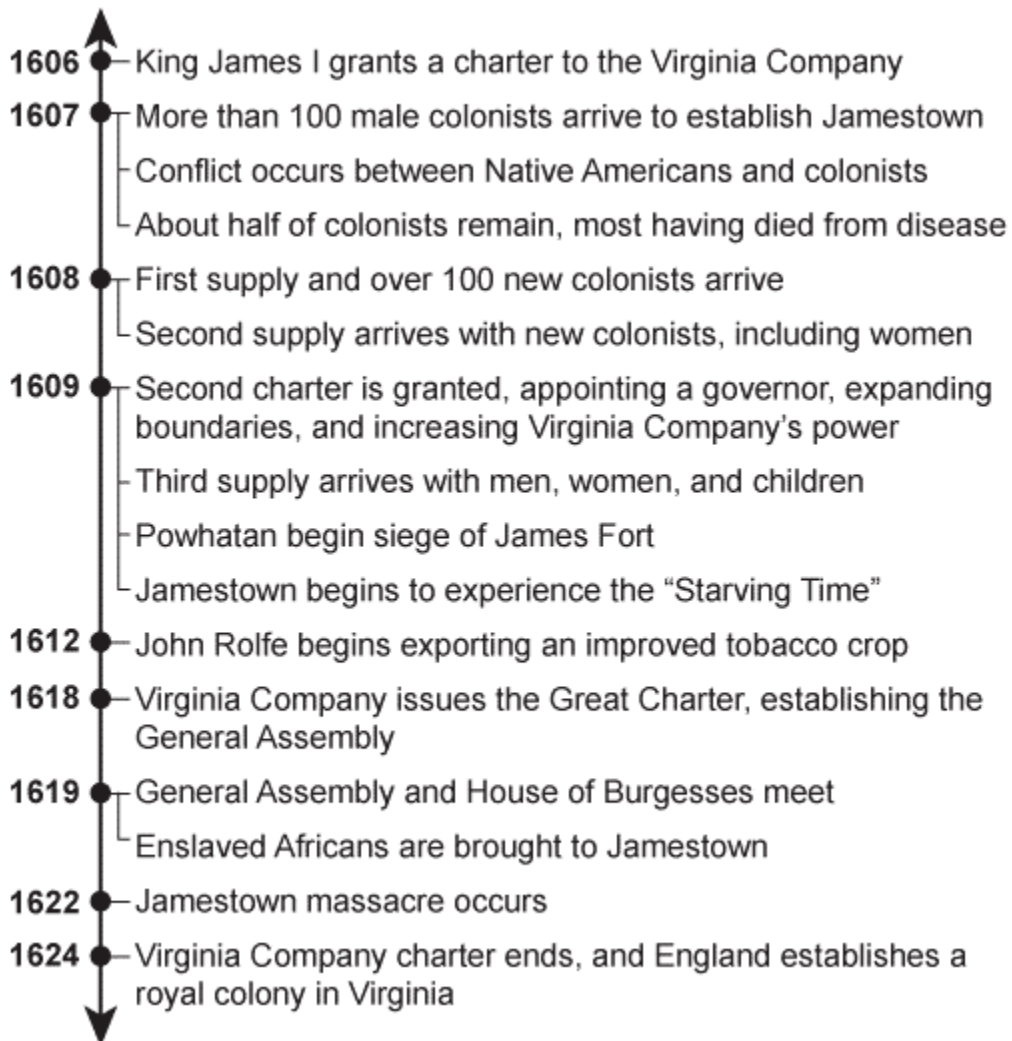


**Grade 6**  
Classroom Assessment  
Set

Read and study the sources about the founding and development of Jamestown. Then use your social studies knowledge and the sources to answer the questions.

Source 1

**Events Related to the Founding and Development of Jamestown**



**Source 2****Adapted from *Observations on the Colony of Virginia* (1606)**

*by* George Percy

There were never Englishmen in a foreign country in such misery as we were in this newly discovered Virginia. Our food was but a small can of barley grass in water for five men a day. We lived for five months in this miserable distress. By June, we had built and finished our fort, which was triangular. It has three bulwarks (barriers) at every corner, and four or five weapons mounted in them. We had made ourselves sufficiently strong against the native inhabitants. We had also sown most of our corn. It sprang a man's height from the ground. This country has fruitful soil, bearing many good and fruitful trees.

**Source 3****Adapted from Virginia Company Advertisement (1609)**

This notice is to announce the expedition to all workmen of whatever occupation who wish to join this voyage for colonizing the country. They will be listed as investors in this voyage to Virginia. They will have houses to live in, vegetable gardens and orchards, and food and clothing provided by the Company. In addition, they will receive a share of the products and profits that may result from their labor. They will also receive a share of the land that is to be divided.

**Source 4****Adapted from *A True Discourse of the Present Estate of Virginia* (1614)**

by Raphe Hamor

*In this excerpt, original Jamestown colonist Raphe Hamor discusses life in early Jamestown.*

We found the colony in a miserable condition upon our arrival there. Fewer than 60 people remained of the nearly 600 who were there ten months before. I can now confirm that there is plenty of food, which every man by his own hard work may easily get.

Formerly, when the people were fed out of the common store, some men were happy to avoid labor. To prevent this misbehavior, Sir Thomas Dale has taken a new approach throughout the whole colony. He has assigned to every man in the colony three acres of clear ground to raise corn. They are required to pay into the store two barrels and a half of corn each year. This way, our store will be bountifully supplied to maintain three or four hundred men, whenever they shall be sent to us. The lives of many will be saved.

**Source 5*****Cultivation of Tobacco at Jamestown***

This image shows a group of people tending to tobacco crops planted in fields around a wooden cabin in Jamestown. John Rolfe is credited with bringing tobacco seeds to Jamestown in the early 1600s and encouraging growth of the crop. In the background on the left, the image shows a church and a building where people could gather.



1. Use your **social studies knowledge, Source 2, and Source 3** to answer the question.

Which reasons **best** explain why colonists migrated to Jamestown?

Select the **two** correct answers.

- A. to obtain valuable resources
- B. to establish a new nation
- C. to separate from England
- D. to escape from religious persecution
- E. to explore new economic opportunities

1-6264



2. Use your **social studies knowledge, Source 2, and Source 4** to answer the questions.

**Part A**

Which conclusion about early colonists at Jamestown can **best** be made from Source 2 and Source 4?

- A. They struggled to find new settlers.
- B. They struggled to establish rules.
- C. They struggled to find work.
- D. They struggled to survive.

**Part B**

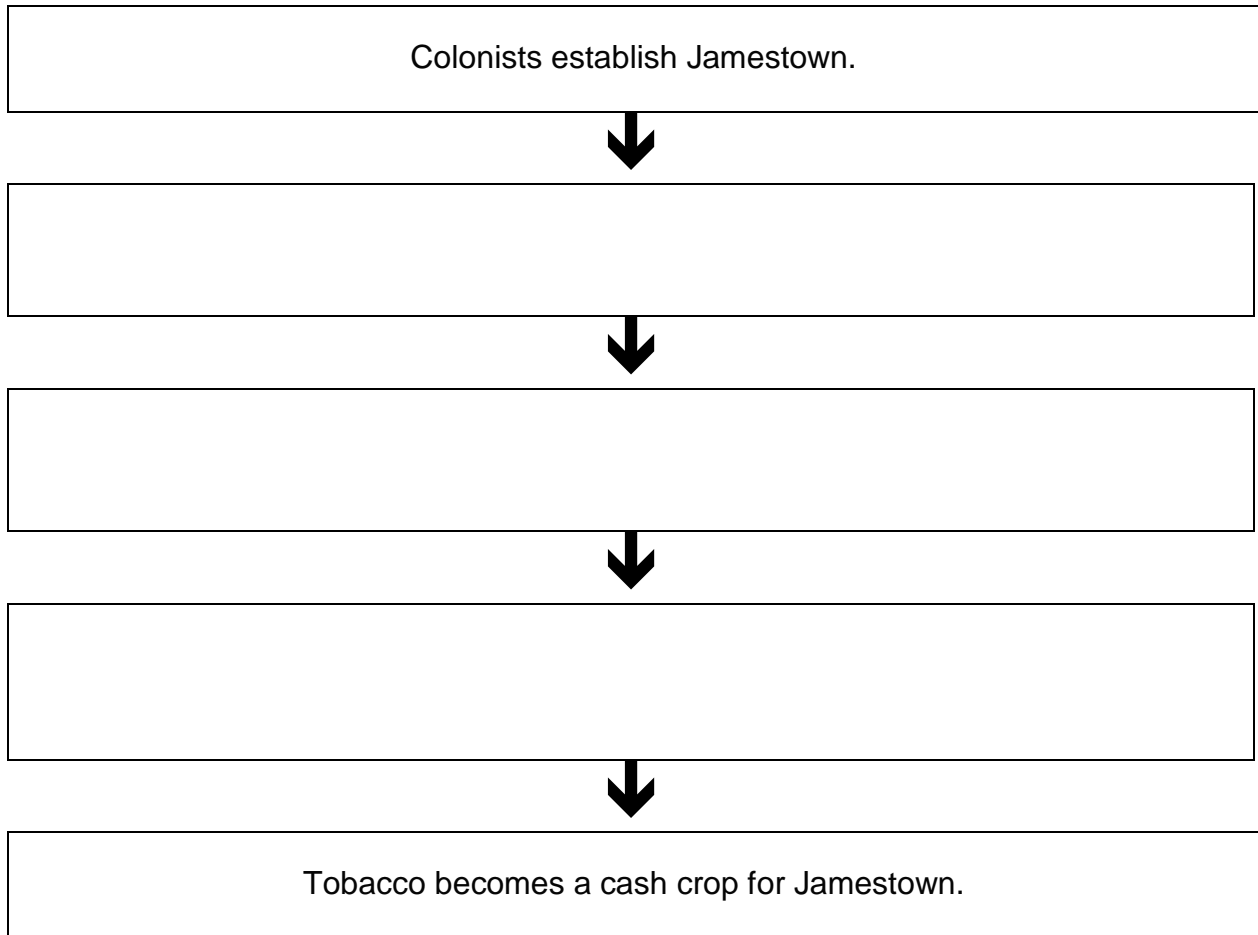
Which evidence from Source 4 **best** supports the answer to Part A?

- A. "Fewer than 60 people remained of the nearly 600 who were there"
- B. "when the people were fed out of the common store, some men were happy to avoid labor"
- C. "To prevent this misbehavior, Sir Thomas Dale has taken a new approach"
- D. "to maintain three or four hundred men, whenever they shall be sent to us"

1-6262

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

Write in the flowchart **three** correct events in chronological order, from earliest to most recent, to show the effect of tobacco on the economic development of Jamestown.



**Answer Choices:**

- Jamestown colonists exchange tobacco for furs and food.
- John Rolfe introduces a new kind of tobacco to Jamestown.
- Jamestown colonists have difficulty becoming prosperous.
- Jamestown colonists begin growing tobacco to sell to England.
- John Rolfe sells tobacco to Native Americans.

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

Which statement **best** explains why tobacco was important for the Jamestown Colony?

- A. It was an inexpensive crop that grew quickly.
- B. It was a useful crop that was easy to harvest.
- C. It was a profitable crop that was in high demand.
- D. It was an essential crop that needed few laborers.

1-6263

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

Which statement **best** describes the purpose of the House of Burgesses for the Jamestown Colony?

- A. It required colonists to follow the governor chosen by the king.
- B. It allowed the colonists to elect representatives to pass laws and maintain order.
- C. It required the colonists to pledge loyalty to the English monarch.
- D. It allowed colonists to join with other countries and colonies to oppose England.

1-6470

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

Select the **best** answer from each list to complete the sentences about the founding and development of Jamestown.

Jamestown was established as one of England's first

foreign alliances  
permanent settlements  
plantation systems  
manufacturing centers

in North America. The colonists experienced many challenges,

such as  . They were able to overcome hardships

disease and famine  
drought and floods  
lack of building materials  
lack of natural resources

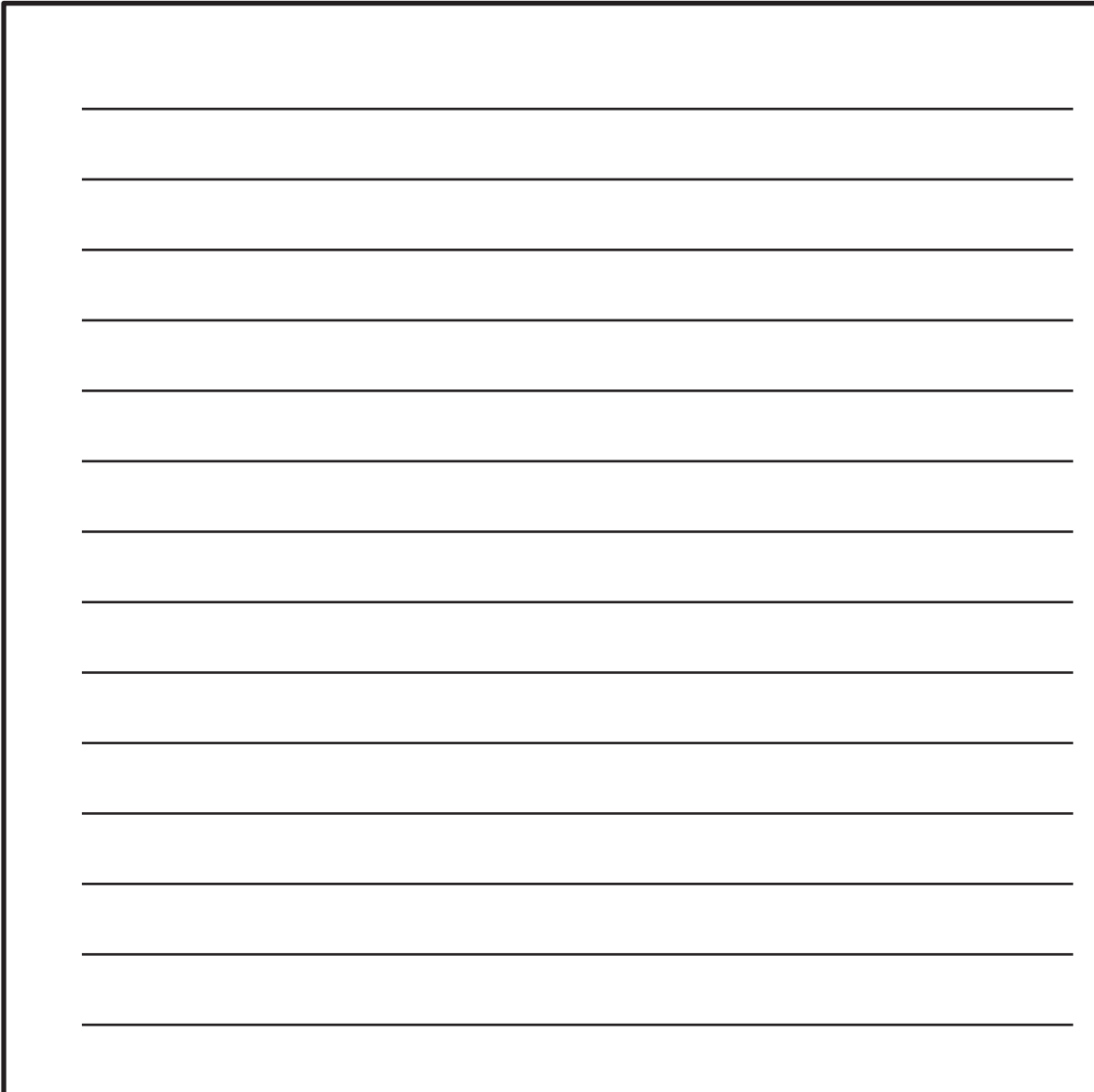
with the help of  .

Dutch pirates  
French colonists  
Native Americans  
Spanish missionaries

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

Identify **two** different challenges experienced by the colonists of Jamestown, **and** explain how the colonists of Jamestown overcame **each** challenge.

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





**Grade 6**  
Classroom Assessment  
Standalone Items

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

**Virginia Plan and New Jersey Plan**

This chart shows provisions of the Virginia Plan and New Jersey Plan debated by delegates at the Constitutional Convention in 1787.

Virginia Plan	New Jersey Plan
<ul style="list-style-type: none"> <li>• bicameral legislature (two houses)</li> <li>• number of representatives based on each state's population</li> <li>• representatives in one of the houses directly elected by the citizens of each state</li> <li>• national government with three branches</li> </ul>	<ul style="list-style-type: none"> <li>• unicameral legislature (one house)</li> <li>• equal number of representatives for each state</li> <li>• representatives selected by members of the state legislatures of each state</li> <li>• national government with three branches</li> </ul>

Select the plan that **most closely** relates to each characteristic in the chart. Select **one** plan for **each** characteristic.

Characteristic	Virginia Plan	New Jersey Plan	Both Plans
Supporters came mainly from states with small populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporters wanted to replace the Articles of Confederation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporters came mainly from states with large populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporters wanted separation of powers with checks and balances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

**Adapted from Notes at the Constitutional Convention (1787)**

*by James Madison*

It was then moved to add to the words “equitable ratio of representation,” after the following words: “in proportion to the whole number of white and other free citizens and inhabitants . . . including those bound to servitude for a term of years and three-fifths of all other persons except Indians not paying taxes.”

**Part A**

Why was the Three-Fifths Compromise included as part of the U. S. Constitution?

- A. to solve disputes about how people would become citizens in the new country
- B. to settle debates about how to count enslaved people in the state population numbers
- C. to create agreement on how to guarantee equality for people in the new country
- D. to make a deal about how to establish state boundaries in existing territories

**Part B**

Which statement **best** describes an effect of the Three-Fifths Compromise?

- A. States that allowed slavery increased their representation in Congress.
- B. Large states were able to convince the Senate to change naturalization laws.
- C. Small states gained land to expand their delegates in the House of Representatives.
- D. States could grant rights to some Native Americans and enslaved people.

5-6278

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

**Adapted from a Letter to Thomas Jefferson (1788)**

*by James Madison*

Among the supporters of the Constitution, there are some who wish for more safeguards to public liberty and individual rights. . . . There are many who think such addition is needless. Some think it is misplaced in such a Constitution. . . . I have not viewed it as important. I believe that to a certain degree the rights in question are reserved by the manner in which the federal powers are granted. There is great reason to fear that some of the most essential rights may not be attained to the required extent.

**Part A**

Which statement about Madison’s viewpoint on the need for a bill of rights does the excerpt **best** support?

- A. It was necessary because the Constitution restricted too many rights.
- B. It was necessary because governments often violated rights.
- C. It was unnecessary because the Constitution already protected individual rights.
- D. It was unnecessary because the voters gave consent to be governed.

**Part B**

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

- A. “there are some who wish for more safeguards to public liberty”
- B. “Some think it is misplaced”
- C. “to a certain degree the rights in question are reserved”
- D. “There is great reason to fear”

6-6281

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

### **The Preamble to the U.S. Constitution (1787)**

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity<sup>1</sup>, do ordain and establish this Constitution for the United States of America.

<sup>1</sup> **posterity**: future generations

Which phrase from the Preamble **best** shows the idea of self-government?

- A. "We the People of the United States"
- B. "to form a more perfect Union"
- C. "insure domestic Tranquility"
- D. "secure the Blessings of Liberty"

6-6280

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

**Tenth Amendment to the U.S. Constitution (1791)**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Which government powers are reserved to states?

Select the **two** correct answers.

- A. providing police and fire protection
- B. negotiating treaties
- C. issuing money
- D. establishing public schools
- E. declaring war

6-6282



**Grade 6**  
Classroom Assessment  
Task

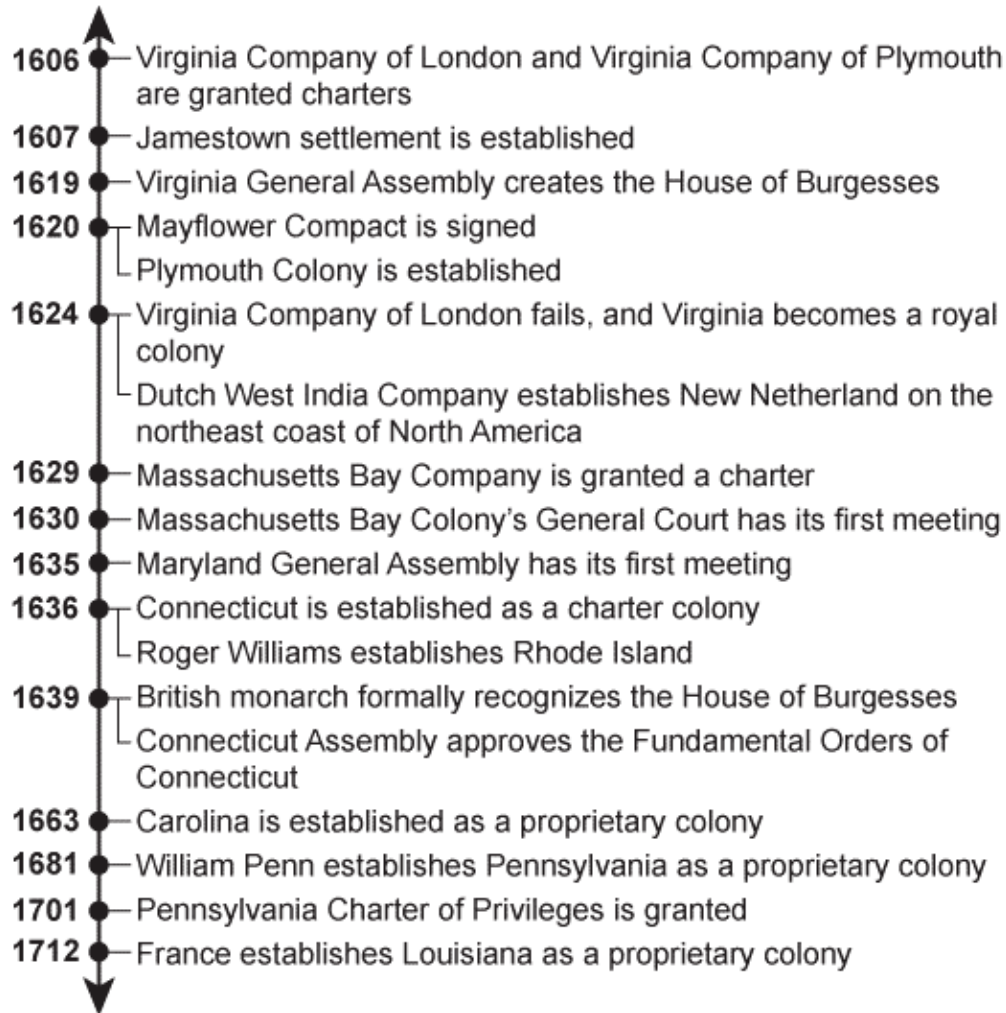
Read and study the sources about colonial governments in North America. Use your social studies knowledge and the sources to answer the questions. As you study the sources and answer the questions, get ready to write about how colonial governments in North America were representative governments and about their limitations as representative governments.

**Source 1****Characteristics of Colonial Governments**

Type of Government	Characteristics
Charter	<ul style="list-style-type: none"><li>• King granted land to a company</li><li>• Colonists governed the colony</li></ul>
Proprietary	<ul style="list-style-type: none"><li>• King granted land to an individual or group</li><li>• Individual or group governed the colony as they chose</li></ul>
Royal	<ul style="list-style-type: none"><li>• King owned the land</li><li>• King directly governed the colony through assigned governors or leaders</li></ul>

Source 2

**Events Related to Colonial Governments**



**Source 3****Adapted from the First Charter of Virginia (1606)**

*This excerpt from the charter issued by King James I describes the rights that the king granted to British colonists living in Virginia.*

The King of England grants and agrees that Sir Thomas Gates and others shall be called the First Colony. They may begin their first plantation and residence at any place on the coast of Virginia or America where they think fit.

We also order that the colony shall have a council, which shall govern.

And there shall be a council established in England. It will have authority over all matters that concern the government.

Our subjects in the colonies and all of their children who are born there will have all liberties of a person living and born in England.



**Source 4****Adapted from the Charter of Connecticut (1662)**

*This excerpt from a charter issued by King Charles I explains the structure of the colony's government under its new royal charter.*

Several lands have been settled in New England. The trade and commerce there has been much increased. Therefore, we are pleased to make the settlers a political body. This body will have the following powers and privileges.

For the better managing of the colony, there shall be one governor, one deputy governor, and twelve assistants who shall be elected by the freemen of the colony. We order that the governor shall assemble the assistants to advise on the affairs of the colony twice a year. Once a year, the governor, deputy governor, and assistants of the colony shall be newly elected by a majority of voters.

Further, all of our subjects who live in the colony and all their children shall have and enjoy all liberties of free subjects in England. We further grant the right to establish all manner of reasonable laws not opposed to the laws of England.

**Source 5****Adapted from the Charter of Privileges (1701)**

*by William Penn*

*This excerpt is from a document that served as the constitution of Pennsylvania from 1701 to 1776.*

I, William Penn, Proprietor and Governor of Pennsylvania, grant unto all freemen, farmers, and residents of this colony these liberties and rights.

An assembly for the governing of Pennsylvania shall be chosen each year by the freemen of the colony. This assembly shall consist of four persons out of each county. Assembly members should be those of most notable virtue, wisdom, and ability. This assembly shall have the power to choose their officers. They shall decide on the qualifications and elections of their own members. They shall appoint committees. They shall prepare bills in order to pass into laws. And they shall have all other powers and privileges of an assembly.

The laws of this government shall be made in this style: by the governor, with the consent of the freemen in the General Assembly; and after shall be confirmed by the governor and recorded and kept at Philadelphia.

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

**Part A**

Which type of colonial government **most** shows the characteristics of self-government?

- A. charter
- B. proprietary
- C. royal
- D. monarchy

**Part B**

Which event is the **best** example of self-government in the colonies?

- A. The Virginia Company of London gave up its charter.
- B. King Charles II granted land to William Penn.
- C. English settlers agreed to the Mayflower Compact.
- D. France gave the Louisiana Territory to Spain.

T-6266

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

Select the **best** answer from each list to complete the sentences about the government of the Virginia Colony.

The First Charter of Virginia gave power to govern the colony to a governor and a

council of  called the .

colonists  
politicians  
royal family members  
wealthy landowners

Colonial Congress  
General Assembly  
King's Court  
Virginia Company

The lawmaking group included officials from each of the settlements in the Virginia Colony.

T-6268

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

Which statement **best** describes the House of Burgesses?

- A. It was the first colonial government established by the King of England.
- B. It was the first democratically elected legislature in the colonies.
- C. It was the first group of colonists to agree to a bill of rights.
- D. It was the first company to create a colony in North America.

T-6267

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

Which quotations from the Charter of Connecticut in Source 4 **best** describe the government of the colony?

Select the **two** correct answers.

- A. “lands have been settled” (paragraph 1)
- B. “trade and commerce there has been much increased” (paragraph 1)
- C. “to make the settlers a political body” (paragraph 1)
- D. “that the governor shall assemble the assistants” (paragraph 2)
- E. “the right to establish all manner of reasonable laws” (paragraph 3)

T-6269

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

Which phrase **best** explains how having a proprietary government affected the Pennsylvania Colony?

- A. The Philadelphia Company controlled the colony through an appointed council.
- B. A General Assembly was able to lead the colony without an official charter.
- C. The king of England chose a governor to rule over the colony.
- D. William Penn was able to decide how to govern the colony.

T-6270

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

Explain how colonial governments in North America were representative governments and explain their limitations as representative governments.

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.

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Lined writing area with 20 horizontal lines.



A large rectangular box containing 20 horizontal lines for writing, providing space for student answers.

Group Name	Primary Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	
Jamestown	6.9a	1	Making Connections	MS	1	Key: A, E	1. 1-6264
	6.9a (6.6a-b)	1	Examining Sources	TPD	2	Part A Key: D Part B Key: A See <a href="#">Scoring Guidance</a> .	2. 1-6262
	6.9a (6.9d)	1	Making Connections	TE	2	Key [Colonists establish Jamestown.] ↓ Jamestown colonists have difficulty becoming prosperous. ↓ John Rolfe introduces a new kind of tobacco to Jamestown. ↓ Jamestown colonists begin growing tobacco to sell to England. ↓ [Tobacco becomes a cash crop for Jamestown.]  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>	3. 1-6469

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Jamestown	6.9a	1	Making Connections	MC	1	Key: C	4. 1-6263
	6.9a	1	Establishing Context	MC	1	Key: B	5. 1-6470
	6.9a	1	Establishing Context	TE	3	Key 1: permanent settlements Key 2: disease and famine Key 3: Native Americans Scoring Rules <ul style="list-style-type: none"> <li>• Full (3 pts): 3 of 3 correct answers selected</li> <li>• Partial (2 pts): 2 of 3 correct answers selected</li> <li>• Partial (1 pt): 1 of 3 correct answers selected</li> <li>• None (0 pts): 0 of 3 correct answers selected</li> </ul>	6. 1-6265
	6.9a	1	Making Connections	CR	3	See <a href="#">rubric</a> .	6. 1-6487

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item ID																				
Standalone Items	6.12d	5	Making Connections	TE	2	<p>Key</p> <table border="1"> <thead> <tr> <th>Characteristic</th> <th>Virginia Plan</th> <th>New Jersey Plan</th> <th>Both Plans</th> </tr> </thead> <tbody> <tr> <td>Supporters came mainly from states with small populations.</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Supporters wanted to replace the Articles of Confederation.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Supporters came mainly from states with large populations.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Supporters wanted separation of powers with checks and balances.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" 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>• Full (1 pt): 2 or 3 of 4 correct answers selected</li> <li>• None (0 pts): 0 or 1 of 4 correct answers selected</li> </ul>	Characteristic	Virginia Plan	New Jersey Plan	Both Plans	Supporters came mainly from states with small populations.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Supporters wanted to replace the Articles of Confederation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Supporters came mainly from states with large populations.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supporters wanted separation of powers with checks and balances.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5-6279
Characteristic	Virginia Plan	New Jersey Plan	Both Plans																								
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Standalone Items	6.12d	5	Making Connections	TPI	2	<p>Part A Key: B</p> <p>Part B Key: A</p> <p>See <a href="#">Scoring Guidance</a>.</p>	5-6278																				
Standalone Items	6.12i (6.6b)	6	Examining Sources	TPD	2	<p>Part A Key: C</p> <p>Part B Key: C</p> <p>See <a href="#">Scoring Guidance</a>.</p>	6-6281																				
Standalone Items	6.12f (6-8.SP1.)	6	Examining Sources	MC	1	Key: A	6-6280																				
Standalone Items	6.12j	6	Establishing Context	MS	1	Key: A, D	6-6282																				

Group Name	Alignment	Unit(s) of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Colonial Governments	6.9c (6.9b)	1, 2	Establishing Context	TPI	2	Part A Key: A Part B Key: C See <a href="#">Scoring Guidance</a> .	1. T-6266
	6.9a	1	Establishing Context	TE	2	Dropdown 1 Key: colonists Dropdown 2 Key: General Assembly Scoring Rules <ul style="list-style-type: none"> <li>• Full (2 pts): 2 of 2 correct answers selected</li> <li>• Full (1 pt): 1 of 2 correct answers selected</li> <li>• None (0 pts): 0 of 2 correct answers selected</li> </ul>	2. T-6268
	6.9a	1	Establishing Context	MC	1	Key: B	3. T-6267
	6.9c (6.6b)	2	Examining Sources	MS	1	Key: C, E	4. T-6269
	6.9c (6.9)	2	Making Connections	MC	1	Key: D	5. T-6270
	6.9c (6.9, 6.7a)	1, 2	Making Connections	ER	8	See <a href="#">rubric</a> .	6. T-6271

**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 1-6487

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 correctly identifies <b>two</b> different challenges experienced by the colonists of Jamestown, and the response fully and correctly explains how the colonists of Jamestown overcame <b>each</b> challenge.</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 identifies <b>one</b> challenge experienced by the colonists of Jamestown, <b>and</b> the response correctly explains how the colonists of Jamestown overcame <b>that</b> challenge.</p>
1	<p>To earn a score of 1, the response minimally answers <b>at least one</b> part 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 <b>one</b> or <b>two</b> challenges experienced by the colonists of Jamestown.</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.