

LEAP Practice Questions

Social Studies Grade 6

Purpose and Use

The LEAP Practice Questions 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 to complement their instructional and assessment materials. The practice questions offer examples of how social studies knowledge and skills may be assessed in alignment with the 2022 Louisiana Student Standards for Social Studies (LS4) and provide students and teachers an opportunity to engage with the different source and item types on the LEAP Social Studies Grade 6 Assessment.

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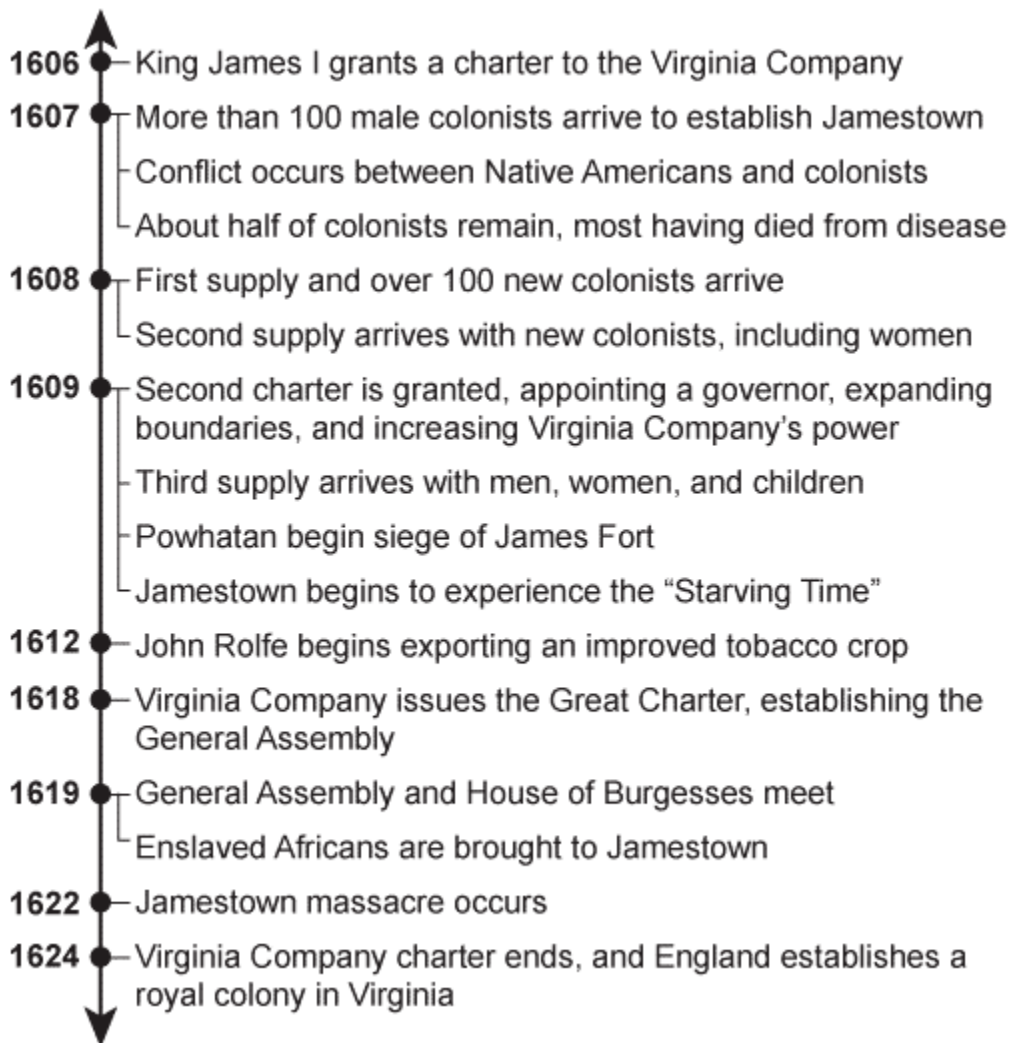
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Item Set: Jamestown

Read and study the sources about the founding and development of Jamestown. Then use 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 sweet 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 **Source 1** 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

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2. Use **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

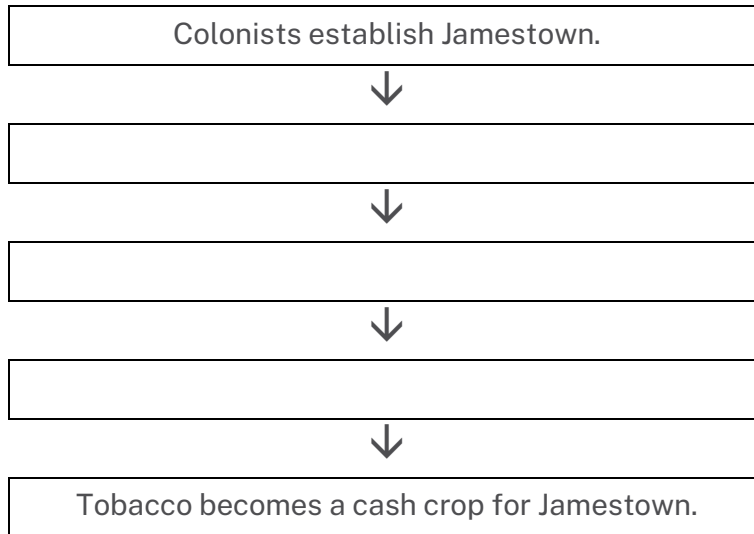
Which evidence from Source 4 **best** supports the answer to Part A?

- 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”

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3. Use **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 **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.

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5. 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.

6. Use **Source 1 and Source 2** 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 in North America.

- foreign alliances
- permanent settlements
- plantation systems
- manufacturing centers

The colonists experienced many challenges, such as .

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

They were able to overcome hardships with the help of .

- Dutch pirates.
- French colonists.
- Native Americans.
- Spanish missionaries.

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7. Use **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.

Standalone Items

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

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.			
Supporters wanted to replace the Articles of Confederation.			
Supporters came mainly from states with large populations.			
Supporters wanted separation of powers with checks and balances.			

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9. Use **the excerpt** to answer the questions.

Adapted from Notes of Debates at the Federal Convention

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.

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10. Use **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”

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11. Use **the text** to answer the question.

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 Posterity¹, do ordain and establish this Constitution for the United States of America.

¹**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”

12. Use **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 the 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

Task: Colonial Governments

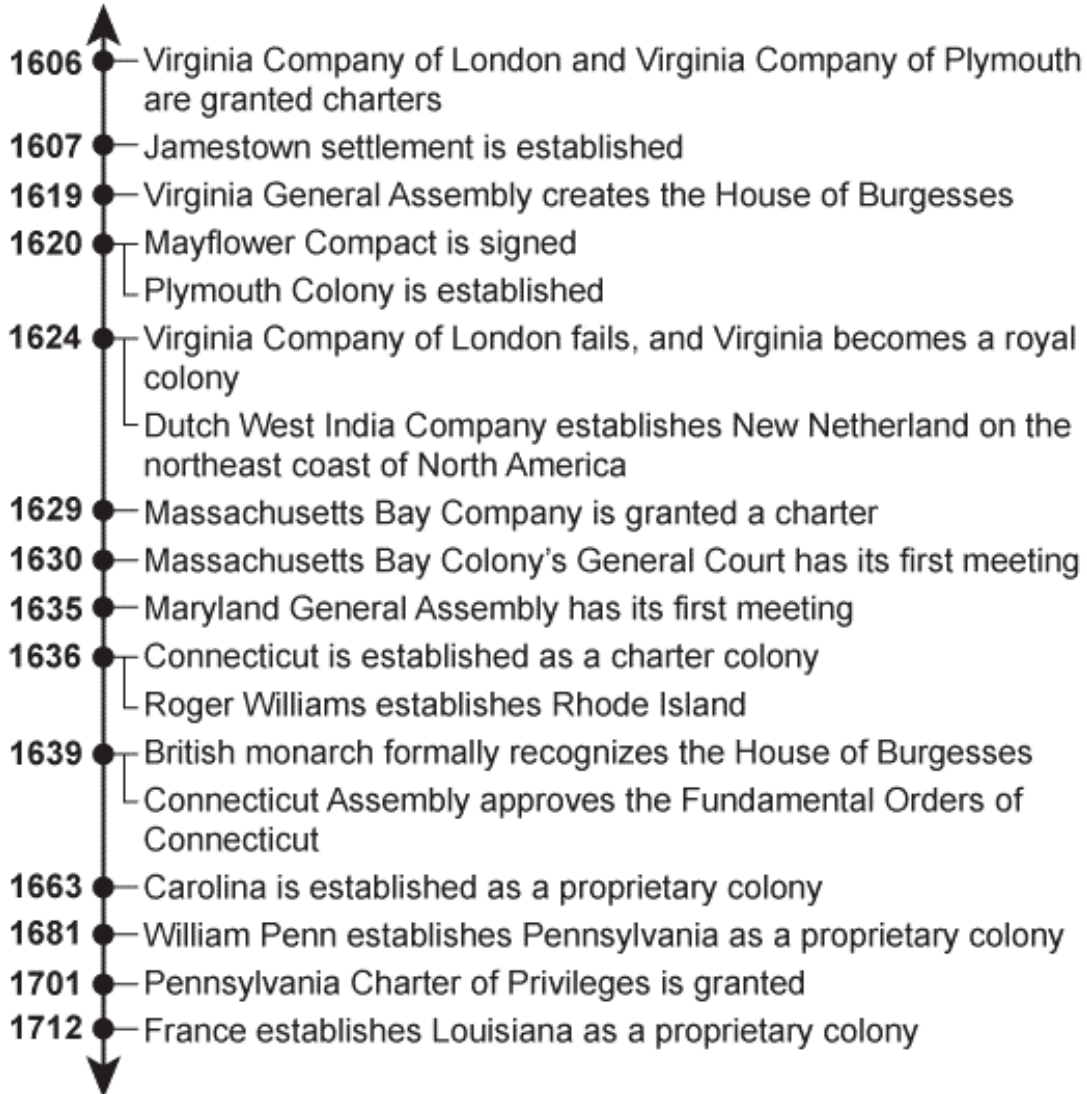
Read and study the sources about colonial governments in North America. Use the Sources to answer the questions. As you study the sources and answer the questions, get ready to write about how colonial governments in North America were representative governments and about their limitations as representative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

Source 1

Characteristics of Colonial Governments

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

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 Royal Charter of 1662**

This excerpt is from The Royal Charter of 1662, granted by King Charles II and 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)**

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.

13. Use **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.

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14. Use **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.

15. Use **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.

16. Use **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)

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17. Use **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.

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18. Use **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.

Answer Key and Rubrics

Group	Question	Type	Key	Points	Alignment
Item Set: Jamestown	1	MS	A, E	1	Content: 6.9a S&P: 6.6a
	2	TPD	Part A: D Part B: A See Scoring Guidance .	2	Content: 6.9a S&P: 6.6b
	3	TE	<ul style="list-style-type: none"> 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. Scoring Rules 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	2	Content: 6.9a, 6.9d S&P: 6.1
	4	MC	C	1	Content: 6.9a S&P: 6.6a
	5	MC	B	1	Content: 6.9a
	6	TE	Key 1: permanent settlements Key 2: disease and famine Key 3: Native Americans Scoring Rules Full (3 pts): 3 of 3 correct answers selected Partial (2 pts): 2 of 3 correct answers selected Partial (1 pt): 1 of 3 correct answers selected None (0 pts): 0 of 3 correct answers selected	3	Content: 6.9a
	7	CR	See rubric .	4	Content: 6.9a S&P: 6.1

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Group	Question	Type	Key	Points	Alignment																				
Standalone Items	8	TE	<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 Full (2 pts): 4 of 4 correct answers selected Full (1 pt): 2 or 3 of 4 correct answers selected None (0 pts): 0 or 1 of 4 correct answers selected</p>	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"/>	2	Content: 6.12d S&P: 6.3
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	Supporters came mainly from states with small populations.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>																					
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9	TPI	Part A: B Part B: A See Scoring Guidance .	2	Content: 6.12d S&P: 6.1																					
10	TPD	Part A: C Part B: C See Scoring Guidance .	2	Content: 6.12i S&P: 6.6b																					
11	MC	A	1	Content: 6.12f S&P: 6.6b																					
12	MS	A, D	1	Content: 6.12j S&P: 6.6a																					
Task: Colonial Governments	13	TPI	Part A: A Part B: C See Scoring Guidance .	2	Content: 6.9c, 6.6a																				
	14	TE	Key 1: colonists Key 2: General Assembly Scoring Rules Full (2 pts): 2 of 2 correct answers selected Full (1 pt): 1 of 2 correct answers selected None (0 pts): 0 of 2 correct answers selected	2	Content: 6.9a																				
	15	MC	B	1	Content: 6.9a S&P: 6.6a																				
	16	MS	C, E	1	Content: 6.9c S&P: 6.6b																				
	17	MC	D	1	Content: 6.9c S&P: 6.1																				

Group	Question	Type	Key	Points	Alignment
	18	ER	See rubric .	4	Content: 6.9, 6.9c S&P: 6.7a

Constructed Response Rubric

Score	Scoring Description
4	Student correctly identifies two different challenges experienced by the colonists of Jamestown. AND Student correctly explains how the colonists of Jamestown overcame each challenge.
3	Student correctly identifies two different challenges experienced by the colonists of Jamestown. AND Student correctly explains how the colonists of Jamestown overcame one challenge without explaining how the colonists of Jamestown overcame a second challenge.
2	Student correctly identifies two different challenges experienced by the colonists of Jamestown. OR Student correctly identifies one challenge experienced by the colonists of Jamestown and explains how the colonists of Jamestown overcame that challenge.
1	Student correctly identifies one challenge experienced by the colonists of Jamestown. OR The response includes correct information related to the prompt that demonstrates some student content knowledge about Jamestown.
0	The response contained only incorrect or irrelevant information or the item was left blank.

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

Sample Response: One challenge that the colonists of Jamestown faced was not having enough food. The colonists overcame this challenge by figuring out which crop grew the best in the soil. The colonists figured out that corn would grow well there and grew enough corn to feed the entire colony. Another challenge that the colonists of Jamestown faced was conflict with Native Americans. To overcome this challenge, the colonists built a fort around their colony to make themselves stronger and protect their crops.

Extended Response Rubric

Score	Scoring Description
4	Response includes a correct claim about how colonial governments were representative governments and their limitations. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
3	Response includes a correct claim about how colonial governments were representative governments and their limitations. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given sources, but not both. OR Response includes a correct claim about how colonial governments were representative governments and their limitations. Response includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source, but does not explain the evidence. OR Response includes a correct explanation to address how colonial governments were representative governments and their limitations. The explanation includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source
2	Response includes a correct claim about how colonial governments were representative governments and their limitations with at least one reference to a given source or relevant content knowledge that is not directly provided in the given source. OR Response includes a correct explanation to address how colonial governments were representative governments and their limitations. The explanation includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.
1	Response includes a correct claim how colonial governments were representative governments and their limitations. OR Response includes correct information that is not directly relevant to the prompt but that demonstrates some student content knowledge about colonial governments in North America.
0	Response does not include any elements described above.

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

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Sample Response: Colonial governments in North America are considered representative governments because citizens elected people to manage and govern the colony, but there were limitations to these governments because the King of England could overturn any decision made by these representatives. A government is considered a representative government when the citizens elect officials make decisions on behalf of the entire population. In Source 4, King Charles I's royal charter in the colony of Connecticut states that a governor, a deputy governor, and twelve assistants who are elected by the freemen of the colony are responsible for managing the colony. The people who were in charge of managing the colony had limited power however, because there was a council in England that could control everything in the colonies, even if they had their own governments (Source 3). Even though the colonies had representative governments, they were still limited.

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

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

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- 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:
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., 4 points in Constructed Response). 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., development of claims, use of content knowledge, relevance of evidence from sources, ability to make connections, ability to explain 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.