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## PURPOSE

The intent of this document is to assist Louisiana educators in understanding the LEAP Social Studies Field Test, which will be administered in the spring of 2024 for grades 3–8 and civics.

## Introduction

In March 2022, the Louisiana State Board of Elementary and Secondary Education (BESE) approved the [2022 Louisiana Student Standards for Social Studies \(LSSSS\)](#). The 2022–2023 school year was a learning year for the new standards and 2023–2024 is the first implementation year.

The transition to new standards brings with it new assessments aligned to those standards. The Louisiana Department of Education (LDOE) is committed to the ongoing development and administration of high-quality assessments in social studies as part of its comprehensive assessment system and plan to ensure that every Louisiana student is ready for success in the next grade/course, postsecondary education, the workforce, and civic life.

The new LEAP Social Studies assessments will

- include grade-level tests for grades 3–8 and an assessment for high school civics with items aligned to the [2022 LSSSS](#),
- reflect the vision and instructional priorities for social studies,
- ask students questions about the content that require them to apply their social studies knowledge and skills and to use sources embedded within the test, and
- involve [reviews by Louisiana educators](#) throughout the development process.

Students in grades 3–8 and civics will take a social studies **field test only** in the spring of 2024. Participation in field testing is required by all students in grades 3–8 and all students in grades 9–12 enrolled in a civics course or a course permitted to substitute for civics (American Government, AP U.S. Government and Politics: Comparative, AP U.S. Government and Politics: United States).

The primary purpose of field testing is to gather information about item performance. Field-test items are not used for student- or school-level scores, which means no reports will be available. New LEAP Social Studies assessments will be developed from using field-tested items that perform well and will become operational in the spring of 2025 for grades 3–8 and in 2024–2025 for civics.

For more information about the transition, see the [2022 K–12 Louisiana Student Standards for Social Studies: Frequently Asked Questions](#).

## Social Studies Vision

To be ready for success, students must build knowledge of the world; thoughtfully examine the information they read, hear, and observe; and develop and express their ideas through speaking and writing. Through regular analysis and evaluation of information from an array of high-quality primary and secondary sources and engaging learning experiences, students will develop the required knowledge, skills, and abilities to demonstrate understanding of important content and concepts. A leading goal in social studies is to prepare students for civic life by helping them to become knowledgeable about the world, reason through complex questions, and effectively express their ideas.

To accomplish this goal, students must consistently do the following in their social studies class:

- Build content knowledge and skills through meaningful learning opportunities and the exploration of high-quality, complex sources
- Engage in the majority of the thinking, speaking, and writing
- Practice using accurate and relevant information from their social studies knowledge and well-chosen evidence from sources to support claims in a way that is logical and cohesive

Simply stated, students must develop a broad and deep knowledge of the content so that they are able to express and support claims about social studies concepts.

## ASSESSMENT DESIGN

### Reflecting the Vision

The LEAP Social Studies assessments will reflect the vision and instructional priorities for social studies by providing students with opportunities to answer questions that allow them to

- demonstrate knowledge of social studies content and concepts,
- apply social studies skills and practices, and
- express and develop claims supported by information and evidence with explanations and reasoning.

### Design

The LEAP Social Studies assessments will have a set-based design, meaning most items will appear in groups alongside a collection of related source materials centered on a time period, topic, or big idea in social studies. **All items will require students to use their social studies knowledge and skills to demonstrate their understanding of the content and concepts.**

## Sources

Sources on the LEAP Social Studies assessments will serve to **activate students’ knowledge, stimulate thinking, and provide support** in answering the questions. The sources help to frame the sets, tasks, and standalone items that students will engage with on the assessment. While most items will refer to one or more sources for support, some items will ask students to use only their social studies knowledge to answer the question.

The Social Studies assessments will include a variety of source types, such as:

- excerpts from text-based primary and/or secondary sources
- authentic and/or reproductions of historical maps
- charts, tables, and/or graphs
- diagrams and/or graphic organizers
- historical posters and/or political cartoons
- illustrations, paintings, and/or photographs
- timelines and/or series of events

Students will engage with excerpts from primary and/or secondary texts, which may be presented in original or adapted format. Excerpts in their original format may include footnotes to define unfamiliar words or phrases, introduce clarifying text in brackets or parentheses, and/or omit extraneous text as shown by ellipses. *Adapted*, a term which refers to a text or excerpt that is changed from its original format, promotes accessibility and comprehension. Excerpts that are in an adapted format may include features such as using familiar words or phrases directly in place of those that are unfamiliar, adjusting capitalization and punctuation, and/or separating especially long sentences into two or more shorter sentences. Additional information about readability is available in [Appendix A](#).

Students will also engage with a wide range of visual sources, such as maps and graphs. When creating graphics, the designers use color palettes that take colorblindness into account as well as apps and software to evaluate the accessibility of the graphics.

### Components

The LEAP Social Studies Field Tests will include three components: sets, a task, and standalone items. The table below provides an overview of each component.

Component	Description	Item Types		
		<u>Selected Response*</u>	<u>Constructed Response</u>	<u>Written OR Extended Response</u>
Sets	<ul style="list-style-type: none"> <li>Focus on social studies content and concepts typically part of a single unit of study, often centering around events, ideas, people, or themes within a time period and/or place</li> <li>May include one to five sources with three to five supporting items and one culminating item</li> </ul>	✓	✓	✗
Task	<ul style="list-style-type: none"> <li>Focuses on social studies content and concepts typically part of more than one unit of study or more than one topic within a unit of study, often centering around key events, ideas, people, or themes across time and/or place</li> <li>May include three to five sources with four to five supporting items and one culminating item</li> </ul>	✓	✗	✓
Standalone Items	<ul style="list-style-type: none"> <li>Focus on social studies content and concepts typically part of a single unit of study</li> <li>May include one source with one or more stimuli and a single question that may have one or two parts</li> </ul>	✓	✗	✗

\*Selected-response items include multiple choice (MC), multiple select (MS), technology enhanced (TE), two-part independent (TPI), and two-part dependent (TPD).

### Item Types

To allow for measurement of the full depth and breadth of the standards and content, the LEAP Social Studies Field Tests in grades 3–8 and civics will include a range of item types. All item types, with the exception of those that require a response in writing, may appear anywhere within a set or task or as a standalone item. The table that follows provides details on the possible item types.

Selected-Response Item Types	Description	Point Value	Partial Credit	Grades/Courses
Multiple Choice (MC)	<ul style="list-style-type: none"> <li>Asks students to select one correct answer from four answer options</li> </ul>	1	No	3–8, Civics
Multiple Select (MS)	<ul style="list-style-type: none"> <li>Asks students to select two or more correct answers from five to seven answer options</li> <li>Identifies the number of correct answers to select in the question stem</li> </ul>	1 <i>(UPDATED)</i>	No <i>(UPDATED)</i>	3–8, Civics
Technology Enhanced (TE)*	<ul style="list-style-type: none"> <li>Asks students to use interactive technology to demonstrate their knowledge, skills, and abilities</li> <li>Includes interactive features such as the following: drag and drop, dropdown menu, hot spot, match interaction, text highlight/select</li> </ul>	1 <i>(NEW)</i>	No	3 CBT 4–8, Civics
		2	Yes	
		3** <i>(NEW)</i>	Yes	5–8, Civics
Two-Part Independent (TPI) <i>(NEW)</i>	<ul style="list-style-type: none"> <li>Asks students to answer two related questions in which the answer to the second question does <b>not</b> depend on (is independent from) the answer to the first question</li> <li>Has a clearly identified Part A and Part B</li> <li>Allows students to earn partial credit by answering either part correctly</li> </ul>	2	Yes	3–8, Civics
		3**	Yes	5–8, Civics
Two-Part Dependent (TPD) <i>(NEW)</i>	<ul style="list-style-type: none"> <li>Asks students to answer two related questions in which the answer to the second question is <b>dependent</b> on the answer to the first question</li> <li>Has a clearly identified Part A and Part B</li> <li>Allows students to earn partial credit by answering the first part correctly</li> </ul>	2	Yes	3–8, Civics

\*Refer to [Appendix B](#) for more information.

\*\*Three-point TEs and TPIs may appear in sets only and not in tasks or as standalone items.

Writing Item Types	Description	Points	Partial Credit	Grades/Courses
Constructed Response (CR)	<ul style="list-style-type: none"> <li>Appears as the culminating item for some sets</li> <li>Asks students to write a short response to a prompt in which they provide an answer that shows their social studies knowledge</li> <li>Has a scoring rubric with a scale of 0–3 points*</li> </ul>	0–3 <i>(NEW)</i>	Yes	3–8, Civics
Written Response (WR) <i>(NEW)</i>	<ul style="list-style-type: none"> <li>Appears as the culminating item for the task in grades 3–5, acting as bridge to the extended-response item in the secondary grades</li> <li>Asks students to write a medium-length response to a prompt in which they present their claim and include supporting information and evidence from their social studies knowledge and the sources with explanations and reasoning</li> <li>Has a scoring rubric with multiple dimensions and is worth 0–6 points*</li> </ul>	0–6	Yes	3–5
Extended Response (ER)	<ul style="list-style-type: none"> <li>Appears as the culminating item for the task in grades 6–8 and civics</li> <li>Asks students to write an extended response to a prompt in which they present their claim and include supporting information and evidence from their social studies knowledge and the sources with analysis and reasoning</li> <li>Has a scoring rubric with multiple dimensions and is worth 0–8 points*</li> </ul>	0–8	Yes	6–8, Civics

\*Draft CR, WR, and ER rubrics are in [Appendix C](#). Rubrics are not considered final until after field testing and rangefinding (scoring) is complete.

### Reflecting the Standards and Instruction

Items on the new LEAP Social Studies assessments will align to the [2022 LSSSS](#). In addition, items will be associated with the units of study in the [Social Studies Course Frameworks](#) for each grade/course and the skills and practices represented in the standards across grades/courses.

The table below shows the units of study in grades 3–8 and civics eligible for assessment on the LEAP Social Studies Field Tests.

Assessment Eligible Units of Study							
Unit	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Civics
1	Founding of the United States of America	Prehistory and the Agricultural Revolution	The Medieval World	The Exploration and Settlement of North America	Governing the New Nation	A Nation in Conflict	Foundations of the United States Government
2	Papers and Places	Ancient Near East	African Empires	Colonial America	Growth of the New Nation	The Changing Nation	Government Structures, Powers, Functions, and Interactions
3	A Growing Nation	Early Civilizations: India, Greece, and China	Civilizations in North America	Colonial Louisiana	The Developing and Expanding Nation	The Changing World	Political, Social, and Economic Interactions
4	A Changing Nation	The Growth of Empires	The Inca and Aztec Empires	The Road to Independence	A New Spirit of Change	Prosperity and Decline	People of the United States
5	A Nation of Industry and Innovation	Early Civilizations in North America	Renaissance and Reformation	Founding a New Nation	The Nation at War	The World at War	Elections and Politics
6	Toward a More Perfect Union	Early Civilizations: The Maya	The First Global Age	The Government of the New Nation	Reconstructing the Nation	The Post-War Era	

The [2022 LSSSS](#) exhibit the understanding that building content knowledge and the acquisition of disciplinary skills and practices are intertwined and inseparable. To reflect this understanding, items will also be associated with groups that represent the skills and practices throughout the standards. The table below shows the skills and practices groups for grades 3–8 and civics.

Skills and Practices Groups		
Establishing Context	Examining Sources	Making Connections
<p>Students use their social studies knowledge and skills to answer questions that may ask them to:</p> <ul style="list-style-type: none"> <li>• Recognize factual information about people, places, events, ideas, developments, and/or processes</li> <li>• Demonstrate understanding of factual details about economic, social, cultural, political, and/or geographic situations</li> </ul>	<p>Students use their social studies knowledge and skills to answer questions that may ask them to:</p> <ul style="list-style-type: none"> <li>• Indicate the purpose and/or point of view of a source</li> <li>• Examine claims and/or evidence from sources</li> <li>• Determine points of agreement and/or disagreement among sources</li> <li>• Consider the reliability and/or usefulness of a source</li> </ul>	<p>Students use their social studies knowledge and skills to answer questions that may ask them to:</p> <ul style="list-style-type: none"> <li>• Examine cause and/or effect</li> <li>• Compare and/or contrast</li> <li>• Consider continuity and/or change</li> <li>• Show patterns and/or trends</li> </ul>





## Field Test Structure

The LEAP Social Studies Field Tests in grades 3–8 and civics will have three timed sessions, shown in the following table.

Tests	Session 1	Session 2	Session 3
Grades 3-4	70 minutes	40 minutes	70 minutes
Grades 5-8, Civics	70 minutes	2a: 35 minutes 2b: 35 minutes	70 minutes

## Reporting

Because the purpose of field testing is to gather information on item performance, **no student- or school-level scores will be reported for the spring 2024 Social Studies Field Tests**. After the first operational administration and standard setting in **spring and summer of 2025**, respectively, the LEAP Social Studies assessments will provide an overall score, an achievement level, and performance information by category. The LEAP Social Studies assessments in grades 3–8 will have new reporting categories and will no longer report by disciplinary strands (History, Civics, Geography, Economics).

## Test Administration

### Administration Schedule

All LEAP assessments are computer-based tests (CBT), but school systems may choose to administer paper-based tests (PBT) for grade 3. The **computer-based testing window begins on April 15, 2024, and goes through May 17, 2024**. All testing dates are available in the [2023–2024 Assessment Calendar](#). The school or district test coordinator will communicate each school’s testing schedule. All LEAP assessments are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

### Testing Materials

For paper- and computer-based testing, students must receive scratch paper and pencils from their test administrator for each test session. Provided scratch paper must **not** have any writing on it. Scratch paper must be collected at the end of each session and any scratch paper with writing must be returned to the school test coordinator.

### Computer-Based Testing Platform

Students will enter their answers into the online testing system. The following online tools allow students to select answer choices, “mark” items, eliminate answer options, take notes, enlarge an item, and guide the reading of a source or an item line by line. A help tool is also featured to assist students as they use the online system.

- Pointer tool



- Highlighter tool



- Cross-Off tool



- Sticky Note tool



- Magnifying tool



- Line Guide



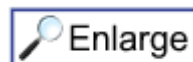
- Help Tool



In addition to the Magnifying tool, many sources will also have the Enlarge feature in the test administration platform. This feature allows students to view sources in a pop-up window that can be moved around on the screen and remain open when scrolling through and viewing other sources. More than one source may be open in its Enlarge window at the same time.

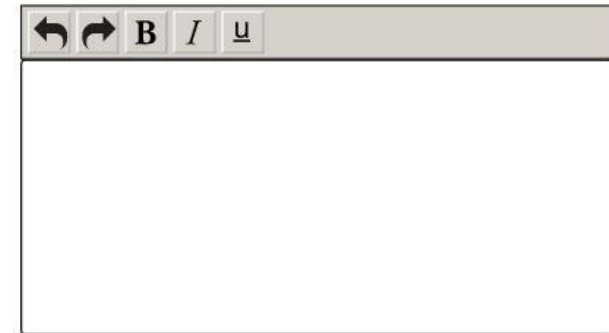
#### *Washington Crossing the Delaware*

by Emanuel Leutze



The way each answer is entered depends on the item type. When composing their responses, students type their responses into an answer box, like the one shown.

The toolbar at the top of the response box allows students to undo or redo an action and add boldface, italics, or underlining to their response. There is a limit to the amount of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the expectations for responses and timing. The character count is not included on the response box so students focus on the quality of their responses rather than the amount of writing.



All students should engage with the Online Tools Training (OTT) to practice using the online system and its tools and features so that they are well prepared to navigate the online testing platform. The OTTs will help students become familiar with the online testing format and will include a variety of question types on which to practice using the online tools. The questions in the OTTs are **not** intended to prepare students for the content of the test. OTTs for LEAP Social Studies grades 3–8 and civics can be accessed in INSIGHT or through this [link](#) using the Chrome browser.

### Paper-Based Tests

The paper-based testing (PBT) window is **April 17 through April 23, 2024**, with the LEAP Social Studies Field Test on **April 23**. The [2023–2024 Assessment Calendar](#) shows the PBT schedule for grade 3.

Students taking the paper-based field test, except those using braille test materials, will enter all answers in their test booklets. There will be no separate answer documents. Instructions for how to manage the test booklets will be outlined in the Test Administration Manual.

Students will fill in the circle next to the correct answer(s) for the [selected-response questions](#). When students are answering the constructed- and written-response questions, they should make sure to write their responses in the space provided. Any information written outside the space or which has been scratched out in the test booklet will not be scored.

The following information presents guidelines for marking/writing in the LEAP Social Studies Field Test booklets:

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

## RESOURCES

### K-12 Social Studies Resources Library

- [K–12 Louisiana Student Standards for Social Studies \(LSSSS\)](#): provides the 2022 standards for all grades/courses in social studies
- [Social Studies Course Frameworks](#): provides suggested pacing, questions, and suggested sources for implementing the 2022 LSSSS for grades K–8 and high school civics
- [2022 K–12 Louisiana Student Standards for Social Studies: Frequently Asked Questions](#): provides answer to commonly asked questions about the 2022 LSSSS and their implementation

### Assessment Guidance Library

- [Social Studies Classroom Assessment Items](#): offer examples of how social studies knowledge and skills may be assessed and provides educators with high-quality materials that they can incorporate into daily instruction and/or classroom assessments
- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committees, includes information on applying for participation

### Assessment Library

- [2023–2024 Assessment Calendar](#): includes information on testing windows for test administrations
- [LEAP 2025 Technology Enhanced Item Types](#): provides a summary of technology-enhanced items students may encounter

### INSIGHT™

- Online Tools Training (OTT): helps students become familiar with the online testing platform; access the [link](#) using the Chrome browser

### DRC INSIGHT Portal (eDIRECT)

- includes access to tutorials, manuals, and user guides

### Contact Us

- [assessment@la.gov](mailto:assessment@la.gov) for assessment questions
- [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) for curriculum and instruction questions
- [AskLDOE](#) for general questions

**Newsroom:** offers archived copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

## Appendix A

### Readability of Source Documents

Text complexity is based on several factors such as:

- readability, levels of meaning or purpose, of the texts
- structure and clarity of the language of the texts
- prior-knowledge demands of the text

Several measurement tools, quantitative and qualitative, are used to determine the appropriateness of sources for the Social Studies assessments.

#### Quantitative Measures

Quantitative measures are typically calculated using computer programs and consider features such as text length, word length, word frequency, word difficulty, sentence length, and text cohesion. The LDOE and content vendor use [Lexile Framework for Reading](#) and [ATOS for Text](#) to evaluate the readability of texts of at least 100 words for grade-level appropriateness (as recommended, for reliable scores). Text complexity ranges by grade are available at the [Lexile Framework for Reading](#) and [ATOS for Text](#).

When considering quantitative measures, it is important to be aware of features that may lead to higher results for texts considered grade-level appropriate based on qualitative measures, or vice versa. For example, the [Lexile Framework for Reading](#) explains that “[g]enerally, longer sentence lengths and words of lower frequency lead to higher Lexile measures; shorter sentence lengths and words of high frequency lead to lower Lexile measures.” Content-specific vocabulary and proper names (e.g., ancient civilizations, Native American groups, early explorers, specific policy or legislation, etc.) may also yield higher results depending on measured factors.

#### Qualitative Measures

Qualitative measures allow educators to evaluate texts based on factors such as text structure, language features, purpose of text, and prior knowledge demands. Source documents that may appear on the Social Studies assessments are evaluated using qualitative measures based on three groups of criteria: Vocabulary & Language, Structure & Organization, and Information Density & Knowledge Demand.

Most importantly, Louisiana educators carefully review the sources to ensure that they are accessible and grade-level appropriate for students. [Committees](#) are made up of Louisiana educators from regions across the state who possess content expertise and a wide-range of experience working with all types of students, including diverse learners. The committee members evaluate the sources and provide recommendations and feedback to the LDOE and the content vendor. Committee feedback includes, but is not limited to, recommendations about defining or footnoting terms, adding introductory captions to provide context, adapting or shortening excerpts, or replacing sources.

## Appendix B

### Technology-Enhanced Item Types

This table shows the TE item types available for the LEAP Social Studies Field Tests.

TE Item Type	Description
Drag and Drop	Allows students to select and move (drag) options and place (drop) them in answer areas, such as moving options into a chart, map, or diagram to categorize, classify, or compare/contrast information or to put information in chronological or sequential order
Dropdown Menu	Allows students to open a list (menu) of options and select a choice, usually to complete a sentence or a paragraph that may have multiple dropdown menus with key terms or information
Hot Spot	Allows students to select spots within a graphic, such as selecting a location on a map or a feature on a graphic or image such as a political cartoon
Match Interaction	Allows students to select areas or “buttons” within a chart/table, usually to show relationships by matching or pairing information in the rows and columns
Text Highlight	Allows students to choose from pre-identified portions of text, such as selecting phrases or sentences within an excerpt that support an idea or show a concept

Appendix C

Draft Constructed-Response Rubric

Draft LEAP Social Studies Constructed-Response Rubric	
Score Point	Description*
3	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.
2	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.
1	To earn a score of 1, the response minimally answers <b>at least one part</b> of the prompt. The student’s response provides a <b>minimally accurate</b> and/or <b>minimally complete</b> answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include several errors that detract from the overall response.
0	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.

\*Prompt-specific information will accompany the 1, 2, and 3 score points.

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:	
<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 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 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 <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 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 <b>not</b> 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.



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.

Change Log

Posting	Description
May 2023	Document first available in the Assessment Guidance Library
September 2023	<ul style="list-style-type: none"> <li>• Addition of clarifying information for sources and components</li> <li>• Update to point value and partial credit for the MS item type</li> <li>• Addition of WR and ER rubrics in Appendix C</li> <li>• Updates to broken link and availability in Resources section</li> <li>• OTTs now available</li> <li>• Classroom tasks now available</li> </ul>
January 2024	<ul style="list-style-type: none"> <li>• Update to timing information</li> </ul>