

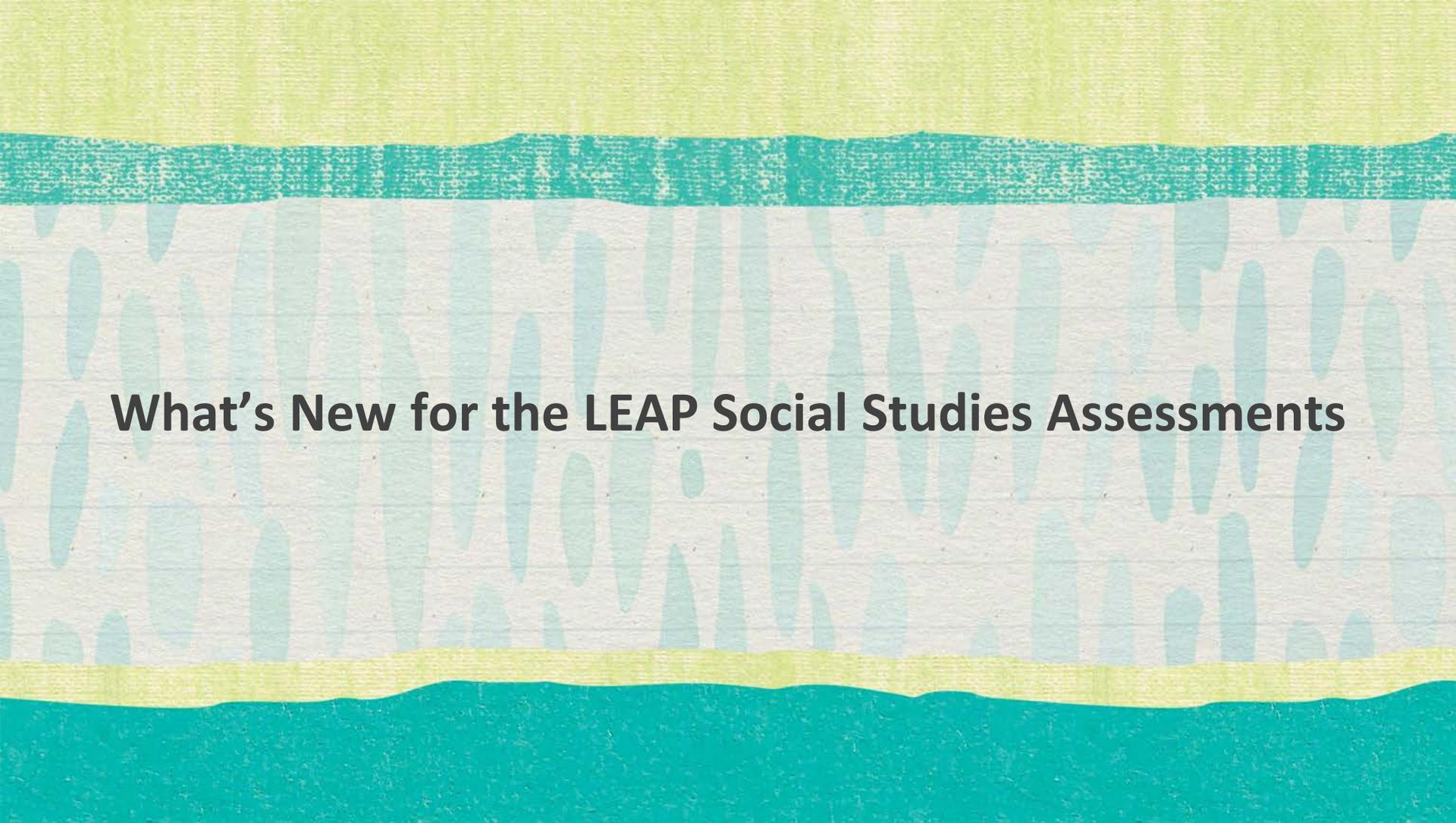


#LATEACHERLEADERS



# SUMMIT 2023

ACCELERATE TO SUCCESS



# **What's New for the LEAP Social Studies Assessments**

# Objectives and Agenda

## Objectives

By the end of this presentation, participants will understand and be able to communicate:

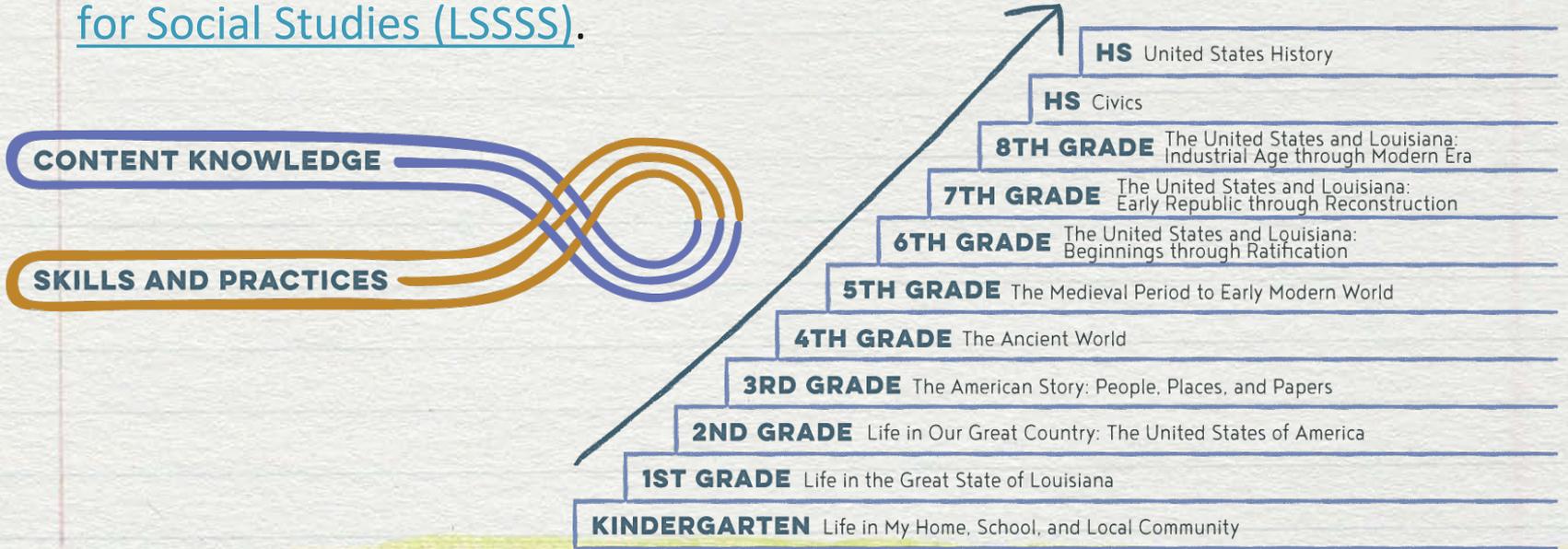
- the vision for social studies and how the new assessments will support that vision and
- the key features of the spring 2024 LEAP Social Studies Field Tests in grades 3–8 and civics.

## Agenda

- New Standards, Vision, and New Assessment
- Available Resources
- Key Features of the New Assessments
- Next Steps

# Social Studies Standards

In March 2022, BESE approved the [2022 Louisiana Student Standards for Social Studies \(LSSSS\)](#).



# Vision for Social Studies

Our goal is to graduate students who

- have broad and deep knowledge about the world,
- are able to express reasoned and nuanced arguments, and
- are prepared to participate in civic life.



**SET THE  
CONTEXT**



**EXPLORE  
SOURCES**



**DEVELOP  
CLAIMS**



**EXPRESS  
CLAIMS**

# New LEAP Social Studies Assessments

The new LEAP Social Studies assessments will

- include grade/course-specific tests for grades 3–8 social studies and high school civics
- reflect the vision and instructional priorities for social studies
- ask students to answer [standards-aligned](#) questions about the content that require them to apply their knowledge and skills and use sources embedded within the test
- involve [reviews by Louisiana educators](#) throughout the development process

**LEAP**  
**SOCIAL STUDIES**

# Timeline



# High School Social Studies

The LEAP Civics assessment will replace the LEAP 2025 U.S. History assessment as the Social Studies assessment required for graduation.

Freshmen Cohort	Required High School Social Studies Assessment
2023–2024	U.S. History
2024–2025 and beyond	Civics

A cohort is made up of all students who entered ninth grade for the first time in the state of Louisiana in a given academic year ([Bulletin 111, §703](#)).

# High School Social Studies

The U.S. History assessment will continue to be available as a state-administered test through 2026–2027.

The U.S. History assessment will maintain the same design, alignment, reporting approach, and rubrics as in past administrations.

See the [Social Studies Assessment Updates](#) document in the [Assessment Guidance Library](#) for this information and more.

School Year	U.S. History	Civics
2023–2024	State-administered operational assessment	State-administered field test in spring 2024
2024–2025		
2025–2026		
2026–2027	School system-administered operational assessment for relevant cohorts	State-administered operational assessment
2027–2028 and beyond		

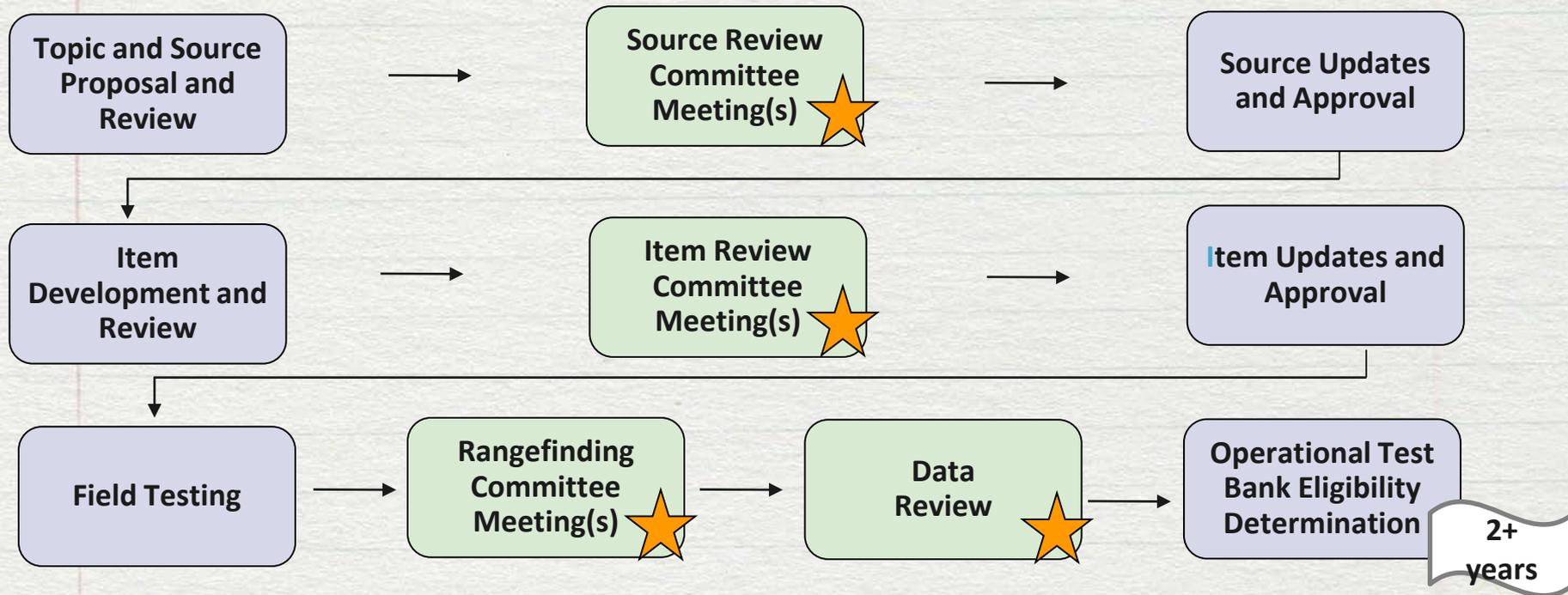
# Social Studies Field Test

In spring 2024, students will take **field tests only** in social studies grades 3–8 and civics. Features of the Social Studies and Civics Field Tests include:

- three sessions
- timed
- administered online for all grades, with school systems having an option for paper-based tests (PBTs) in grade 3
- required participation by all students, including students with disabilities and English learners

The primary purposes of field testing are to gather information on items. Field-test items are **not** used for student- or school-level scores, which means **no reports** will be available.

# Assessment Development Process



Development of the LEAP Social Studies assessments involves input from Louisiana educators throughout the process. In addition to the meetings above, Standard Setting Committees also convene following the first operational administration for a new assessment program.

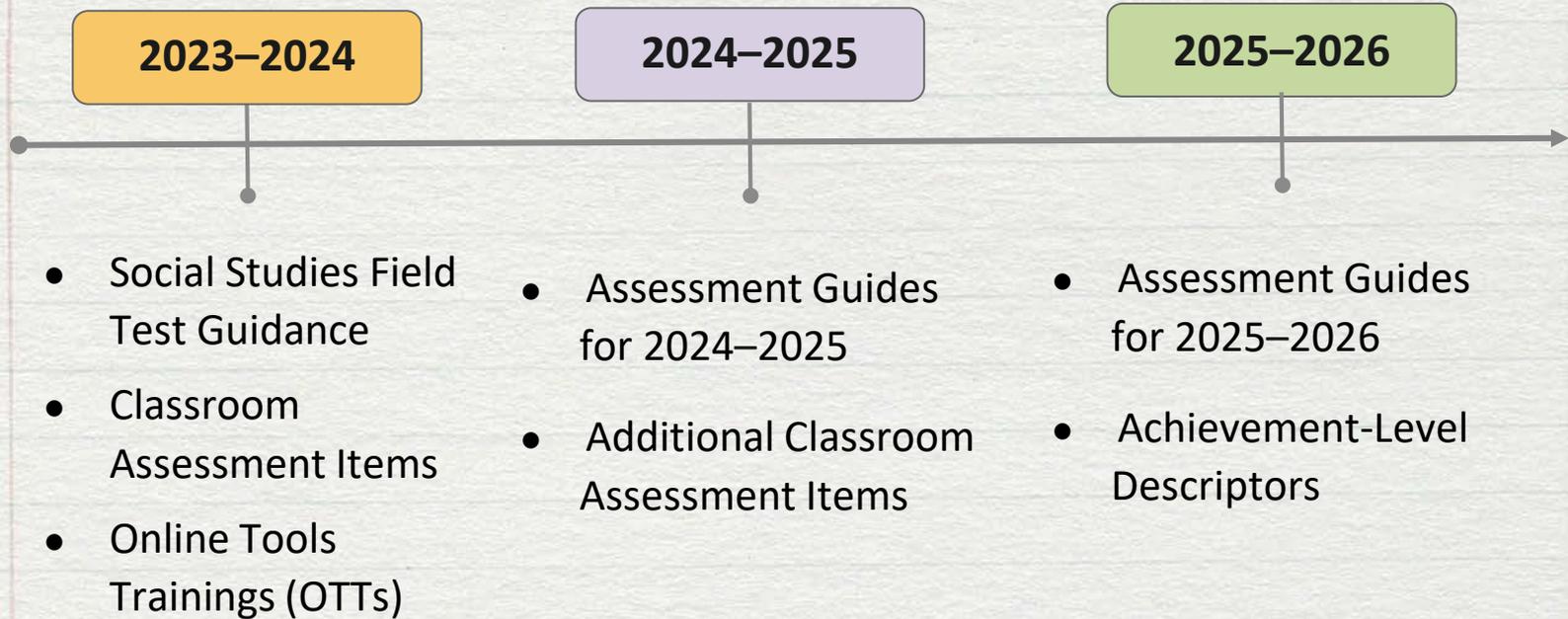


## **Available Resources**

# Assessment Resources for Grades 3–8 and Civics

Resource	Purpose	Availability
Social Studies Field Test Guidance	<ul style="list-style-type: none"><li>• provide information about the field tests, including details on design and item types</li></ul>	<i>Available now in the <a href="#">Assessment Guidance Library</a></i>
Classroom Assessment Items	<ul style="list-style-type: none"><li>• offer examples of how knowledge and skills may be assessed</li><li>• provide educators with high-quality materials that they may choose to incorporate into daily instruction and/or classroom assessments</li></ul>	<i>Available in summer 2023</i>
Online Tools Trainings (OTTs)	<ul style="list-style-type: none"><li>• help students and educators become familiar with the tools and features of the testing platform</li></ul>	<i>Available in fall 2023</i>

# Assessment Resources Timeline for Grades 3–8 and Civics

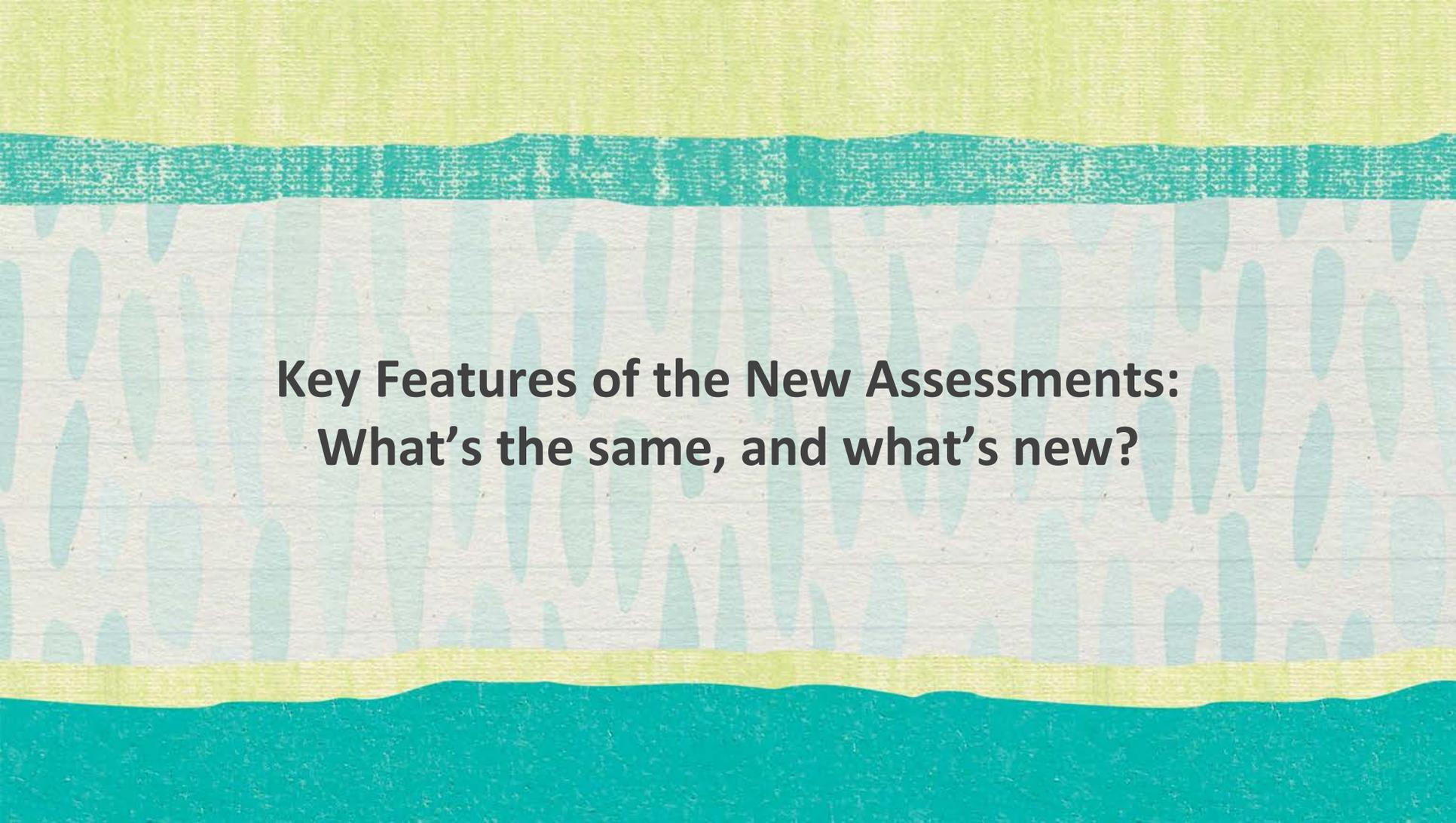


# Assessment Resources for High School U.S. History

A variety of resources are also available now for the LEAP 2025 U.S. History assessment, including

- [Assessment Guide for U.S. History\\*](#)
- [Online Tools Training \(OTT\)](#)
- [U.S. History Sample Set and Task](#)
- [U.S. History Practice Test](#)
- [U.S. History Practice Test Answer Key with sample student responses](#)
- [U.S. History Achievement-Level Descriptors](#)

\*High school assessment guides for the 2023–2024 school year will be available in late summer–early fall 2023, after the summer 2023 administration is complete.



**Key Features of the New Assessments:  
What's the same, and what's new?**

# Set-Based Design

The LEAP Social Studies tests will continue to have a set-based design with most items appearing in groups alongside a collection of related sources.

**LEAP**  
**SOCIAL STUDIES**

# Design

The LEAP Social Studies Field Tests for each grade/course will contain sets, a task, and standalone items. Sets and tasks will continue to contain supporting items that lead to a culminating item.

Components	Item Types		
	Selected Response*	Constructed Response	Written or Extended Response
Sets	✓	✓	x
Task	✓	x	✓
Standalone Items	✓	x	x

\*Multiple choice, multiple select, technology enhanced, two-part independent, two-part dependent

# Sources

Sets, tasks, and standalone items may have a variety of source materials.

Sources on the assessment are intended to:

- provide a frame for the sets, tasks, and standalone items
- activate knowledge and stimulate thinking
- provide support for answering the questions

## Source 1

Adapted from *George Washington's Rules of Civility and Decent Behavior*

*This excerpt is from George Washington's Rules of Civility (politeness) and Decent (proper) Behavior. The book has more than 100 rules about manners and behavior. When Washington was a young man, he copied the rules from a book that included many of the common manners at the time. Washington used the rules to guide him throughout his life.*

Do not appear to be glad at someone's fall or misfortune. Do not be an enemy.

Those who hold public office are important. Those who hold public office are important.

Never say anything rude. Remain moral.

A man should not value himself too much. A man should not value himself too much.

Do not insult those you lead. Do not act in a way that is disrespectful.

## Source 2

Adapted from *Journals of the Continental Congress (1775)*

*This excerpt is from the speech George Washington gave to the Continental Congress when agreeing to lead the Continental Army.*

I am honored to be appointed to this position. Yet I feel great worry. I know that my skills and my knowledge of war may not be equal to the trust you have given me. However, because Congress asks, I will accept this duty. I will make every effort to support the great cause. Please thank.

...they would have made me accept this task and leave my... not want to profit from it. I will keep a record of my... I will not accept a salary.

## Source 3

*Washington Crossing the Delaware*

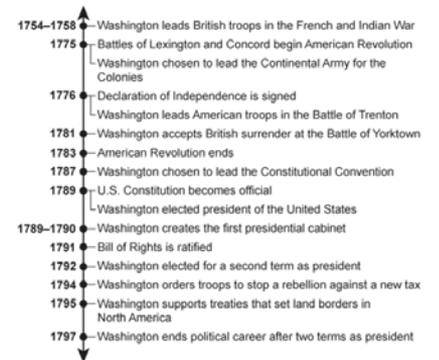
by Emanuel Leutze

This picture shows General George Washington leading the Continental Army across the Delaware River during the American Revolution. Washington led a surprise attack against German soldiers fighting for the British in Trenton, New Jersey. The Continental Army attacked early in the morning on December 26, 1776. The battle was the first major success for the Continental Army. The painting shown in the picture was created in 1851, almost 75 years after the event.



## Source 4

Events about George Washington and Early America



# Content Knowledge and Skills and Practices

In addition to alignment to the [2022 LSSSS](#), items will be associated with the units of study in the Social Studies Course Frameworks and the skills and practices reflected in the standards.



# Units of Study

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	

# Course Frameworks

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	Civilization North America				
4	A Changing Nation	The Growth of Empires	The Aztecs				
5	A Nation of Industry and Innovation	Early Civilizations in North America	Renaissance and Reformation				
6	Toward a More Perfect Union	Early Civilizations: The Maya	The First Americans				

## Grade 4 Social Studies

Unit	Topic	Standards	Weeks
Prehistory and the Agricultural Revolution	Early Humans and the Paleolithic World	4.1–4.6; 4.9–4.10	1.5
	The Agricultural Revolution	4.1–4.6; 4.11	1.5
	The Characteristics of Civilization	4.1–4.7; 4.11–4.12	1.5
Ancient Near East	Ancient Mesopotamia and Israel	4.1–4.8; 4.11–4.13 a–g	3.0
	Ancient Egypt	4.1–4.8; 4.11–4.12; 4.14 a–f	3.0
Early Civilizations: India, Greece, China	Ancient India	4.1–4.8; 4.11–4.12; 4.15 a–c	2.5
	Ancient China: The First Dynasties	4.1–4.8; 4.11–4.12; 4.18 a–c, e	3.0
	Ancient Greece	4.1–4.8; 4.11–4.12; 4.16 a–j	3.0
The Growth of Empires	Roman Republic and Empire	4.1–4.8; 4.11–4.12; 4.17 a–h	2.5
	Imperial China	4.1–4.8; 4.11–4.12; 4.18 a–g	2
Early Civilizations in North America	North America and Louisiana’s First Peoples	4.1–4.8; 4.10–4.12; 4.19 a–b	2.0
	The Development of Indigenous Cultures in Louisiana	4.1–4.8; 4.11–4.12; 4.19 a–e	2.5
Early Civilizations: The Maya	The Maya	4.1–4.8; 4.11–4.12; 4.19 a, f–g	2.0
EOY Extensions	Students may (a) conduct deeper research on course content, (b) complete a project in which they show patterns, trends, or connections among content across the course, or (c) engage in a school/community service project.	Varies based on choice	Remaining time

# Skills and Practices

K-2	3-5	6-8	9-12
K-2.SP1. Describe differences between primary and secondary sources.	3-5.SP1. Examine sources in order to <ol style="list-style-type: none"> <li>distinguish between primary, secondary, and tertiary sources</li> <li>determine the origin, author's point of view, and intended audience</li> <li>understand and use content-specific vocabulary and phrases</li> </ol>	6-8.SP1. Examine sources in order to <ol style="list-style-type: none"> <li>distinguish between primary, secondary, and tertiary sources</li> <li>determine the origin, author's point of view, intended audience, and reliability</li> <li>explain the meaning of words, phrases, and content-specific vocabulary</li> </ol>	9-12.SP1. Examine sources in order to <ol style="list-style-type: none"> <li>distinguish between primary, secondary, and tertiary sources</li> <li>determine the origin, author's point of view, intended audience, and reliability</li> <li>analyze the meaning of words, phrases, and content-specific vocabulary</li> </ol>

## HIGH SCHOOL Civics

In the high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with both the practical knowledge about how the American system of government functions on local, state and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic.

- C.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.
- C.2 Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.
- C.3 Compare and contrast events and developments in U.S. history and government.
- C.4 Explain connections between ideas, events, and developments related to U.S. history and government, and analyze recurring patterns, trends, and themes.
- C.5 Use geographic representations, demographic data, and geospatial representations to analyze civic issues and government processes.
- C.6 Use a variety of primary and secondary sources to:
  - Analyze social studies content.
  - Evaluate claims, counterclaims, and evidence.
  - Compare and contrast multiple sources and accounts.
  - Explain how the availability of sources affects historical interpretations.
- C.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
  - Demonstrate an understanding of social studies content.
  - Compare and contrast content and viewpoints.
  - Analyze causes and effects.
  - Evaluate counterclaims.

- C.8 Analyze factors that influenced the Founding Fathers and the formation and development of the government of the United States.
  - Describe the purpose of government and competing ideas about the role of government in a society.
  - Compare different systems and structures of government, including constitutional republic and autocracy, direct democracy and representative democracy, presidential system and parliamentary system, unicameral and bicameral legislatures, and unitary, federal, and confederate systems.
  - Explain historical and philosophical factors that influenced the government of the United States, including Enlightenment philosophers such as Thomas Hobbes, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, as well as the Great Awakening.
  - Analyze the foundational documents and ideas of the United States government and its formation, including Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, the Constitution of the United States of America and the Bill of Rights, and the Federalist papers, and their role and importance in the origin and development of the nation.
  - Analyze the issues related to various debates, compromises, and plans surrounding the drafting and ratification of the 1789 Constitution of the United States.
  - Explain how the concept of natural rights that precede politics or government influenced the foundation and development of the United States.
  - Evaluate the fundamental principles and concepts of the U.S. government including Creator-endowed unalienable rights of the people, due process, equal justice under the law, equal protection, federalism, frequent and free elections in a representative government, individual responsibility, individual rights, limited government, private property rights, popular sovereignty, right to privacy, rule of law, the supremacy clause, and the separation of powers with checks and balances.

# 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>

# Item Types

To allow for measurement of the full depth and breadth of the standards and content, a range of item types will be part of the LEAP Social Studies Field Tests.

Questions will ask students to **use their social studies knowledge and skills** to show understanding of content and concepts.

# Constructed Response (CR), Written Response (WR), and Extended Response (ER)

Characteristic	Constructed Response (CR)	Written Response (WR)	Extended Response (ER)
Grades / Courses	Grades 3-8, Civics	Grades 3-5	Grades 6-8, Civics
Location	culminating item in some sets	culminating item in tasks	culminating item in tasks
Response Length	short	medium	extended
Point Value	3 points	6 points	8 points
Scoring Rubric	holistic & item-specific criteria	holistic; multiple dimensions	holistic; multiple dimensions

**NEW**

**NEW**

*Available  
Now in SoSt  
FT Guidance*

*Coming in  
summer 2023*

# Constructed Response (CR)

## What's the same?

- Culminating item for some sets

## What's new?

- Introductory statement and directions
- Worth 3 points
- Rubric

**NEW**

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

Explain why **two** different accomplishments of George Washington were important to the United States.

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

LSSSS

Unit of Study

3.6a

Unit 1: Founding of the United States of America

NEW

# Constructed-Response (CR) Rubric

Available  
Now in SoSt  
FT Guidance

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</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.
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.

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

Explain how the discovery of Tutankhamun’s tomb helped people understand civilization in ancient Egypt.

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.

LSSSS	Unit of Study
4.14d, 4.5	Unit 2: Ancient Near East

# Written Response (WR) and Extended Response (ER)

## What’s the same?

- Culminating item for the task
- General criteria (claims, knowledge, evidence, reasoning)

**NEW**

## What’s new?

- WR in grades 3–5 to reflect the LSSSS and to act as bridge to the ER
- Introductory statement and directions
- Rubrics

***The LEAP 2025 U.S. History assessment will continue to use the Content and Claims rubrics.***



**NEW**

# WR and ER Rubric Overview

<b>Dimensions</b>	<b>General Description</b>	<b>WR (G3–5)</b>	<b>ER (G6–8, Civics)</b>
<b>Claims</b>	Response presents a claim that addresses the prompt	0–2 points	0–2 points
<b>Information and Evidence</b>	Response includes accurate information from social studies content knowledge and relevant evidence from the sources to support the claim	0–2 points	0–3 points
<b>Analysis and Reasoning</b>	Response provides accurate explanations/analysis and clear reasoning to develop the claim	0–2 points	0–3 points
		0–6 points	0–8 points



*Coming  
soon*

*WR and ER rubrics coming in summer 2023*

# Multiple Choice (MC)

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

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

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

## What's the same?

- One correct answer among four options
- Worth 1 point
- No partial credit

## What's new?

- Introductory statement

**NEW**

LSSSS	Unit of Study	Skills & Practices Group	Key
5.9c	Unit 1: The Medieval World	Making Connections	D

# Multiple Select (MS)

## What's the same?

- More than one correct answer among five or more options
- Stem identifies the number of correct answers

## What's new?

- Introductory statement
- Allows for partial credit

NEW

Louisiana Believes

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 religion persecution
- E. to explore new economic opportunities

LSSSS	Unit of Study	Skills & Practices Group	Key
6.9a	Unit 1: The Exploration and Settlement of North America	Making Connections	A, E



NEW

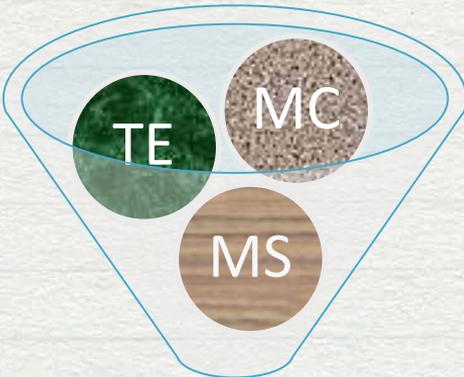
# Two-Part Items

Item Type	Point Value	Partial Credit	Grades / Courses
Two-Part Independent (TPI)	2	Yes; earned by answering either part correctly	3–8, Civics
	3*		5–8, Civics
Two-Part Dependent (TPD)	2	Yes; earned by answering the first part correctly	3–8, Civics

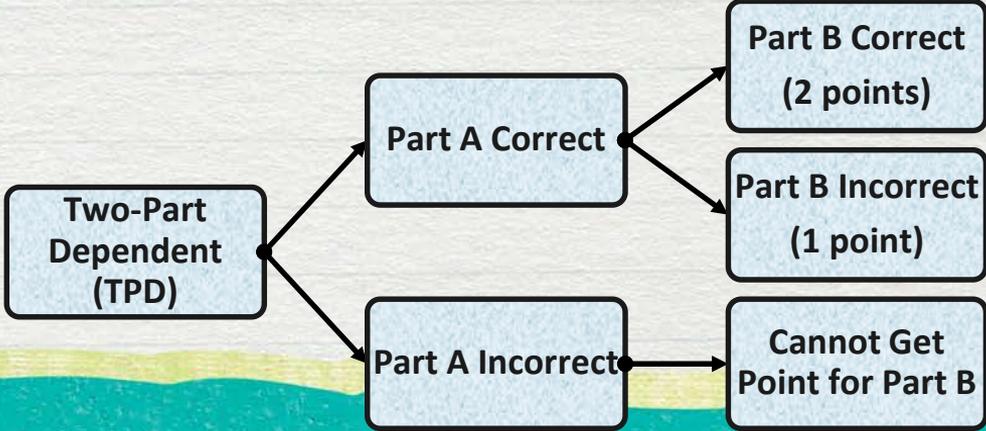
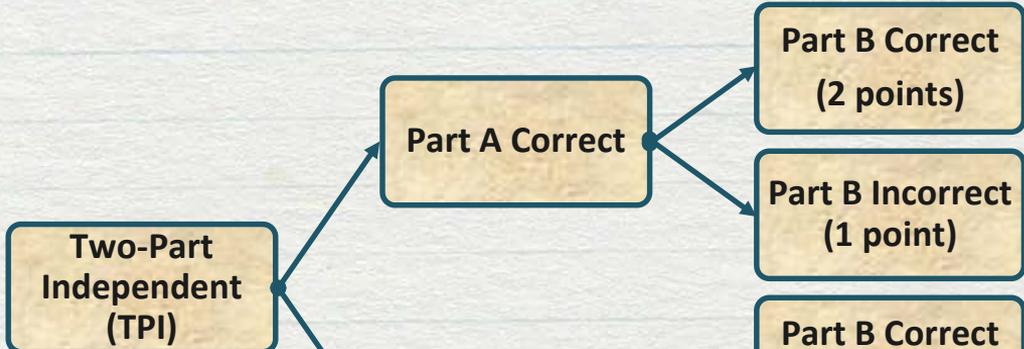
\*Three-point TPIs may appear as culminating items in sets only and not in tasks or as standalone items.



# Two-Part Items



Two-Part Item





NEW

## Two-Part Independent (TPI)

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

### Part A

Which phrase **best** describes the purpose of the Martin Luther King, Jr. memorial?

- A. to honor the work of an important civil rights leader
- B. to recognize the discoveries of an important scientist
- C. to remember the success of an important suffragist
- D. to show respect for the efforts of an important abolitionist

### Part B

Which statement describes an action that Dr. Martin Luther King, Jr., is remembered for accomplishing?

- A. He urged states to pass an amendment giving women the right to vote.
- B. He helped to write the laws that brought about the end of slavery.
- C. He encouraged the use of nonviolent methods to protest discrimination.
- D. He developed faster ways for factories to make goods to sell.

LSSSS	Unit of Study
3.6d, 3.6a	Unit 6: Toward a More Perfect Union

Skills & Practices Group	Keys
Establishing Context	Part A: A Part B: C

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

### Part A

Which argument about the goal of education in the United States does Horace Mann express in the excerpt?

- A. Education must focus on teaching morals.
- B. Education can create better citizens.
- C. Education must prepare workers for jobs.
- D. Education can improve checks and balances.

### Part B

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

- A. "I mean much more than an ability to read"
- B. "to include a cultivation of intellect"
- C. "to understand those permanent and mighty laws"
- D. "We live in a republic."



## Two-Part Dependent (TPD)

LSSSS	Unit of Study	Skills & Practices Group
7.11b	Unit 4: A New Spirit of Change	Examining Sources

Key

Part A: B; Part B: C

# Technology Enhanced (TE)

## What's the same?

- Available for computer-based tests (CBTs)
- Interactive technology to capture students' understanding
- Available TE types (drag and drop, dropdown menu, hot spot, match interaction, text highlight)

## What's new?

- Introductory statement
- Available in grade 3 CBT, grade 4, and civics
- Worth 1 and 2 points in all grades/courses and includes 3-point TEs in grades 5-8 and civics
- One- and two-point TEs may appear anywhere within sets, as standalone items, as supporting items in tasks, and as part of TPIs and TPDs



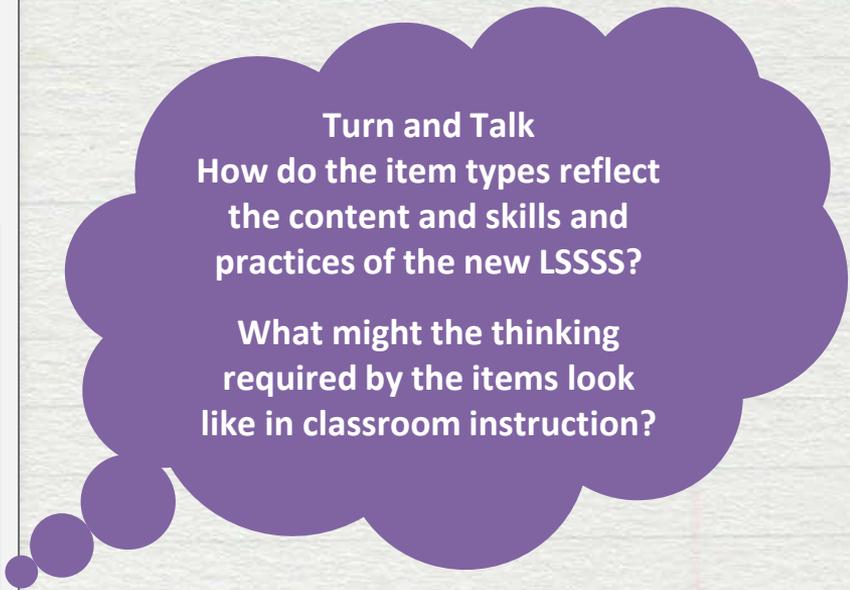
**NEW**

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

Drag and drop into the flowchart the **four** correct events in chronological order, from earliest to most recent, to show how industrialization affected the

The Second Industrial Revolution begins.	U.S. businesses expand and need to recruit new workers.
↓	Low-quality tenement housing is built and quickly becomes overcrowded with impoverished people.
↓	Immigrants move to less-populated rural areas of the United States.
↓	Millions of immigrants move the the United States and settle in cities for work.
↓	Wealthy industrialists increase wages and fund improvements to tenement housing.
↓	Populations in urban areas increase significantly.

# TE: Drag and Drop



LSSSS	Unit of Study	Skills & Practices Group	Points
8.9a	Unit 2: The Changing Nation	Making Connections	3

# TE: Dropdown Menu

## Washington Crossing the Delaware

by Emanuel Leutze

This picture shows General George Washington leading the Continental Army across the Delaware River during the American Revolution. Washington led a surprise attack against German soldiers fighting for the British in Trenton, New Jersey. The Continental Army attacked early in the morning on December 26, 1776. The battle was the first major success for the Continental Army. . The painting shown in the picture was created in 1851, almost 75 years later.



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

Select the **best** answer from each dropdown menu to complete the sentence about the picture shown in Source 3.

3. The painting of George Washington leading the Continental Army across the

Delaware River, shown in Source 3, is

- Choose...
- a claim
- evidence
- a primary source
- a secondary source

because it was created

- Choose...
- during
- long after
- to answer a question about
- to support an argument about

the event.

Turn and Talk

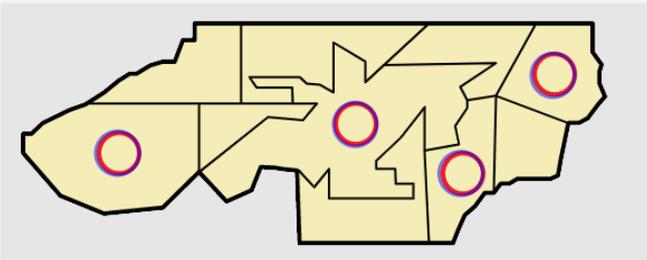
LSSSS	Unit of Study	Skills & Practices Group	Points
3-5SP1a	Unit 1: Founding of the United States of America	Examining Sources	2

# TE: Hot Spot

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

The map shows the congressional districts for an imaginary state.

Select the district that is **most likely** gerrymandered.



## Turn and Talk

How do the item types reflect the content and skills and practices of the new LSSSS?

What might the thinking required by the items look like in classroom instruction?

LSSSS	Unit of Study	Skills & Practices Group	Points
C.11g	Unit 5: Elections and Politics	Making Connections	1

# TE: Match Interaction

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

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

Provision	Johnson's (Presidential) Plan	Radical Republican (Congressional) Plan	Both Plans
Pardon former Confederates who met specific qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Require states to outlaw slavery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readmit states when a percentage of voters swore allegiance to the Union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Require states to ratify the Reconstruction Amendments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Turn and Talk**  
How do the item types reflect the content and skills and practices of the new LSSSS?

What might the thinking required by the items look like in classroom instruction?

LSSSS	Unit of Study	Skills & Practices Group	Points
7.14a	Unit 6: Reconstructing the Nation	Making Connections	2

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

This excerpt has five outlined sentences. Select the **two** sentences that **best** show how the Supreme Court decision in *Bailey v. Patterson* advanced civil rights.

Adapted from the Majority Opinion in *Bailey v. Patterson* (1962)

African Americans living in Jackson, Mississippi, brought this civil rights action on behalf of themselves and others in similar situations. They are seeking temporary and permanent orders to enforce their constitutional rights to nonsegregated service in interstate and intrastate transportation.

They allege that such rights had been denied them under state statutes, local laws, and state customs.

They lack standing for criminal prosecutions under Mississippi's breach-of-peace statutes. This is because they do not allege that they have been prosecuted or threatened with prosecution under these statutes. They cannot represent a group of whom they are not a part. But as passengers using the segregated transportation facilities, they are wronged parties and have standing to enforce their rights to nonsegregated treatment.

We have settled beyond question that no state may require racial segregation of interstate or intrastate transportation facilities.

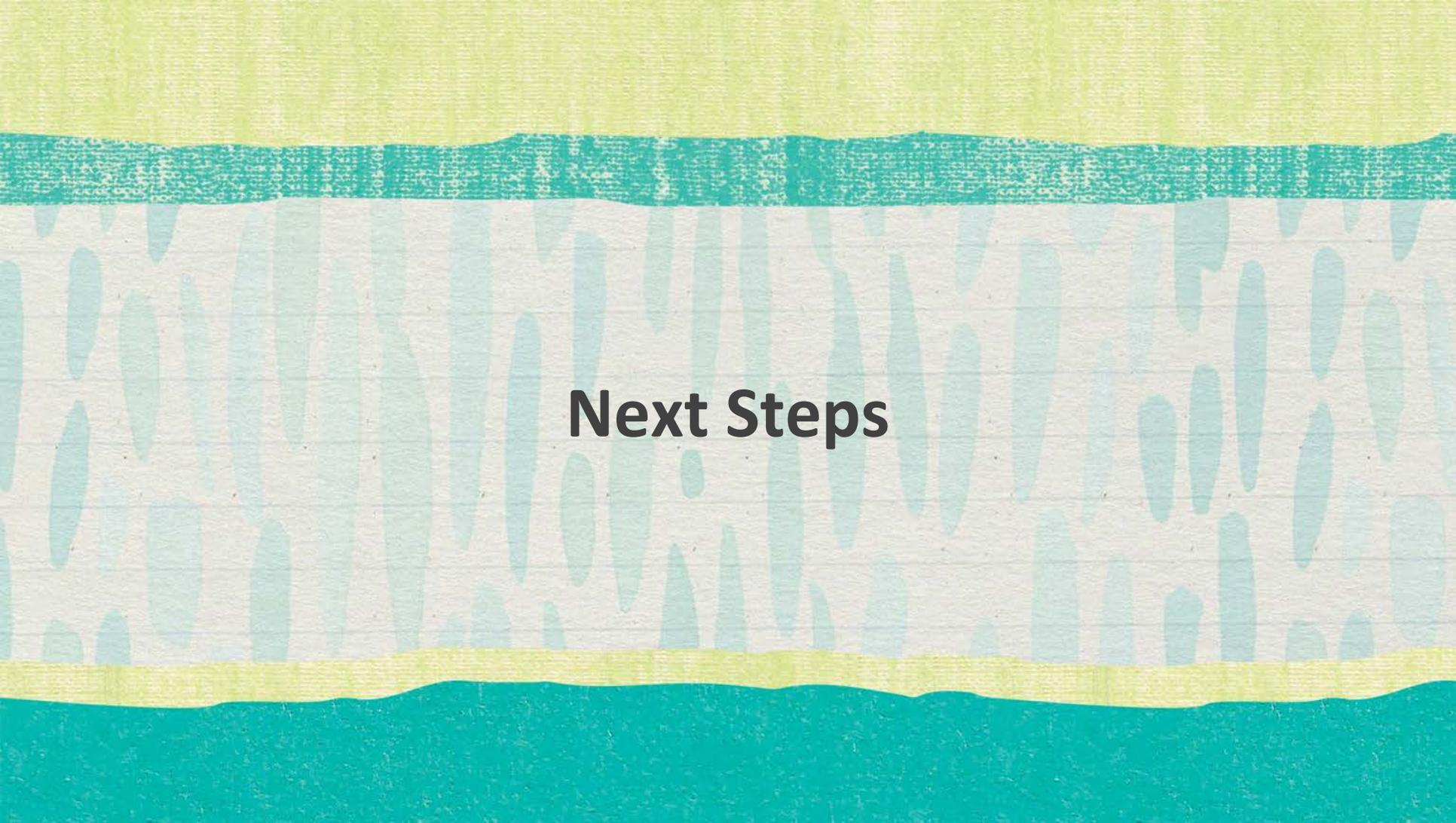
# TE: Text Highlight

## Turn and Talk

How do the item types reflect the content and skills and practices of the new LSSSS?

What might the thinking required by the items look like in classroom instruction?

LSSSS	Unit of Study	Skills & Practices Group	Points
8.15j	Unit 6: Post-War Era	Examining Sources	2



# Next Steps

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- Become familiar with the Social Studies Field Test Guidance and Classroom Assessment Items.
- Share the resources available in the [Assessment Guidance Library](#) with other educators.
- [Subscribe to the newsletters](#) and [attend monthly calls](#).
- Contact [assessment@la.gov](mailto:assessment@la.gov) with assessment questions and [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with questions about instructional materials.