

Louisiana Believes

**What's New for the 2017-2018
LEAP 2025 U.S. History Assessment**

Opening Task

Take a few minutes to write down questions that you have about the new LEAP 2025 U.S. History assessment.

What are some questions you have about the new high school assessments?

1...

2...

3...

Today's Goals

At the end of this session, participants will understand

- what to expect from the 2017-2018 U.S. History summative assessment for high school, by comparing the U.S. History EOC test to the new LEAP 2025 U.S. History test;
- how the changes support instruction; and
- what resources are available now and in the future to help prepare for the new tests.

Why LEAP 2025?

To create a cohesive assessment system, grade 3 through high school, with

- a similar approach and design across grade 3 through high school;
- content that captures rigor and depth of Louisiana Student Standards in social studies and allows measurement of the full range of student performance, including higher- and lower-performing students; and
- reporting that provides consistent measurement of achievement and growth/progress from grade 3 through high school.

Social Studies Vision

Social Studies Vision

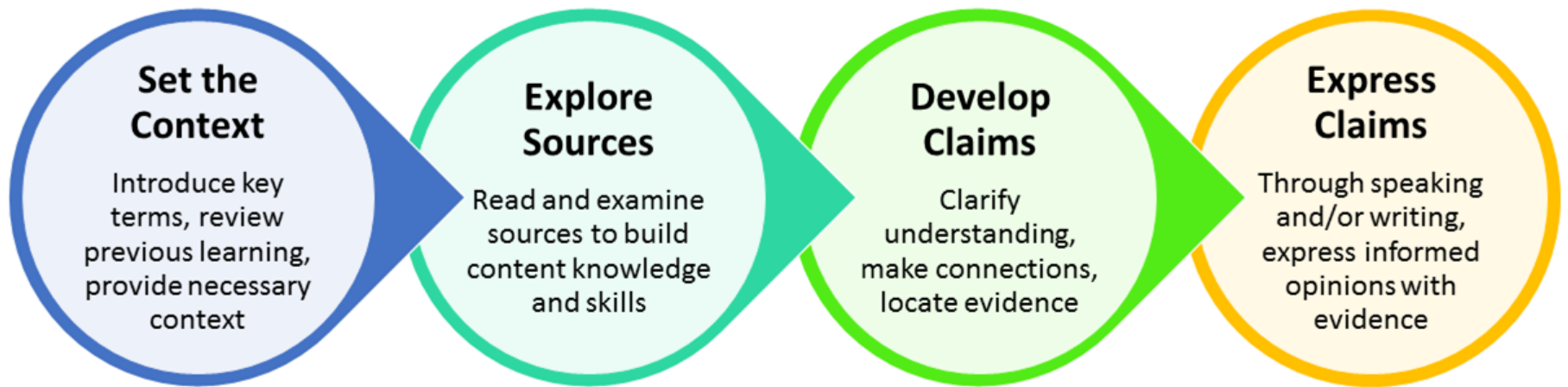
To be productive members of society, students must be critical consumers of information. To develop and express informed opinions, they need to examine and evaluate information from an array of sources and connect that information with their background knowledge. To understand how events happen and why people act in certain ways, students must also make connections between what happened in the past and what is occurring in the present. To accomplish this, students must:

- use sources regularly to learn content.
- make connections among people, events, and ideas across time and place.
- express informed opinions supported by evidence from sources and outside knowledge.

In social studies, this means students must delve deeply into the **content** so that they are able to develop and support **claims** about social studies **content** and concepts.

The new LEAP 2025 U.S. History and Social Studies assessments reflect this vision.

Connecting the Vision to Assessment



Social Studies Vision Reflected in the LEAP 2025 U.S. History Assessment

The social studies vision is reflected in the summative assessment.

The LEAP 2025 U.S. History assessment provides students with opportunities to:

- demonstrate their understanding of U.S. history **content** through a variety of item types
- engage with an array of source documents that support them in answering meaningful questions
- use both their prior content knowledge and the sources to develop their ideas and support their **claims**
- apply their understanding of U.S. history **content** and concepts to make connections and show relationships among ideas, people, and events within and across time and/or place



Assessment Approach and Design: What's Similar and What's Different?

LEAP 2025 U.S. History Design

- Louisiana students completing U.S. history coursework will take the LEAP 2025 U.S. History assessment that measures their knowledge of the 2011 Louisiana social studies standards and grade-level expectations (GLEs) for U.S. history.
- The test design along with other information about the new five-level high school tests is available in the [LEAP 2025 Assessment Guide for U.S. History](#) in the LDOE [Assessment Guidance Library](#).
- Similar to the LEAP 2025 Social Studies assessments in grades 3-8, the LEAP 2025 U.S. History assessment has a set-based design.

Comparison of Approach and Design

How are the approach and design of the U.S. History EOC test and LEAP 2025 U.S. History test similar and different?

2017-2018 End-of-Course (EOC) U.S. History Test					
Test Session	Component	Number of Source Documents per Set or Discrete Item	Numbers and Types of Questions	Number of Points	Suggested Time
Session 1: Multiple Choice	Discrete Items	0 or 1	23 Multiple Choice	23	55 minutes
Session 2: Task Set	Task Set	4 or more	2 Multiple Choice 1 Extended Response	6	50 minutes
Session 3: Multiple Choice	Discrete Items	0 or 1	23 Multiple Choice	23	55 minutes
Total Operational Form	46 Discrete Items 1 Task Set		46 Multiple Choice 1 Extended Response	52	160 minutes
Total Embedded Items	10 Discrete Items (embedded across Sessions 1 & 3)		10 Multiple Choice	N/A	

2017-2018 LEAP 2025 U.S. History Test Design					
Test Session	Component	Number of Source Documents per Set or Discrete Item	Numbers and Types of Questions	Number of Points	Time Allowed
Session 1: Item Sets and Discrete Items	4 Item Sets	3 or more	18 Selected Response 4 Technology Enhanced 1 Constructed Response	33	X minutes
	Discrete Items	0, 1, or 2	5 Selected Response		
Session 2: Task Set	Task Set	4 or more	4 Selected Response 1 Extended Response	12	X minutes
Session 3: Item Sets and Discrete Items	4 Item Sets	3 or more	16 Selected Response 4 Technology Enhanced 1 Constructed Response	31	X minutes
	Discrete Items	0, 1, or 2	5 Selected Response		
Total Operational Form	8 Item Sets 1 Task Set 10 Discrete Items		48 Selected Response 8 Technology Enhanced 2 Constructed Response 1 Extended Response	76	X minutes
Total Embedded Items	2 Item Sets 6 Discrete Items (embedded across Sessions 1 & 3)		16 Selected Response 4 Technology Enhanced or Constructed Response	N/A	

Comparison of Approach and Design

Category	U.S. History EOC	LEAP 2025 U.S. History
Content Standards	Items aligned to the 2011 U.S. History grade-level expectations (GLEs)	Items aligned to the 2011 U.S. History grade-level expectations (GLEs)
Sessions	<ul style="list-style-type: none"> • Session 1: Multiple Choice • Session 2: Task • Session 3: Multiple Choice 	<ul style="list-style-type: none"> • Session 1: Item Sets and Discrete Items • Session 2 : Task Set • Session 3: Item Sets and Discrete Items
Total Points	52 points	76 points
Item Types	<ul style="list-style-type: none"> • Multiple choice • Extended response 	<ul style="list-style-type: none"> • Selected response (i.e., multiple choice, multiple select) • Technology enhanced • Constructed response • Extended response
Written Responses	<ul style="list-style-type: none"> • Includes an extended-response item in Session 2 worth up to 4 points 	<ul style="list-style-type: none"> • Includes an extended-response item in Session 2 worth up to 8 points • Includes constructed response items in Sessions 1 and 3 worth up to 2 points

LEAP 2025 U.S. History Operational Test Design

Test Session	Component	Number of Source Documents per Set and Discrete Item	Number and Types of Questions	Number of Points	Time Allowed
Session 1	4 Item Sets	3 or more	18 Selected Response 4 Technology Enhanced 1 Constructed Response	33	X minutes
	Discrete Stand-alone Items	0, 1, or 2	5 Selected Response		
Session 2	1 Task Set	4 or more	4 Selected Response 1 Extended Response	12	X minutes
Session 3	4 Item Sets	3 or more	16 Selected Response 4 Technology Enhanced 1 Constructed Response	31	X minutes
	Discrete Stand-alone Items	0, 1, or 2	5 Selected Response		
Total Operational Form	8 Item Sets 1 Task Set 10 Discrete Stand-alone Items		48 Selected Response 8 Technology Enhanced 2 Constructed Response 1 Extended Response	76	X minutes

LEAP 2025 U.S. History Test Design

Test Session	Component	Number and Types of Questions	Number of Points	Time Allowed
Total Operational Form	8 Item Sets 1 Task Set 10 Discrete Stand-alone Items	48 Selected Response 8 Technology Enhanced 2 Constructed Response 1 Extended Response	76	X minutes
Total Embedded Sets/Items	2 Item Sets 6 Discrete Stand-alone Items (embedded across Sessions 1 and 3)	16 Selected Response 4 Technology Enhanced or Constructed Response	N/A	

The **operational** LEAP 2025 U.S. History test form contains eight item sets, ten discrete stand-alone items, and a task set. The U.S. History assessment also includes **embedded field-test items** (two item sets and six selected-response items). Only a student's performance on the operational sets and discrete stand-alone items will count towards a student's final score. The field-test questions do **not** count towards a student's final score on the test; they provide information that will be used to develop future test forms.

LEAP 2025 U.S. History Item and Task Sets



Category	Item Sets	Task Set
Sessions	Appear in Sessions 1 and 3	Appears in Session 2
Sources	3 or more related source documents	4 or more related source documents
Item Types	<ul style="list-style-type: none"> Selected response (i.e., multiple choice, multiple select) Technology enhanced Constructed response 	<ul style="list-style-type: none"> Selected response (i.e., multiple choice, multiple select) Extended response
Number of Items	5-7 items	5 items
Rubrics	<ul style="list-style-type: none"> Constructed-response item scored using an item-specific rubric with a 0-to-2 point scale 	<ul style="list-style-type: none"> Extended-response item scored using a two-dimensional rubric that measures content and claims; the rubric for each dimension has a 0-to-4 point scale
Resources and Tools	<ul style="list-style-type: none"> Online platform tools and features 	<ul style="list-style-type: none"> Extended-Response Checklist Online platform tools and features
Total Points Per Set	5-8 points *depends on total number of items and item types in a given set	12 points

Source Documents

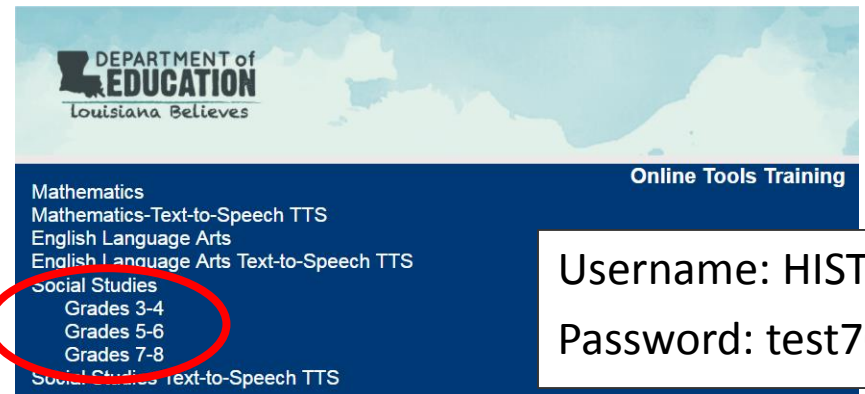
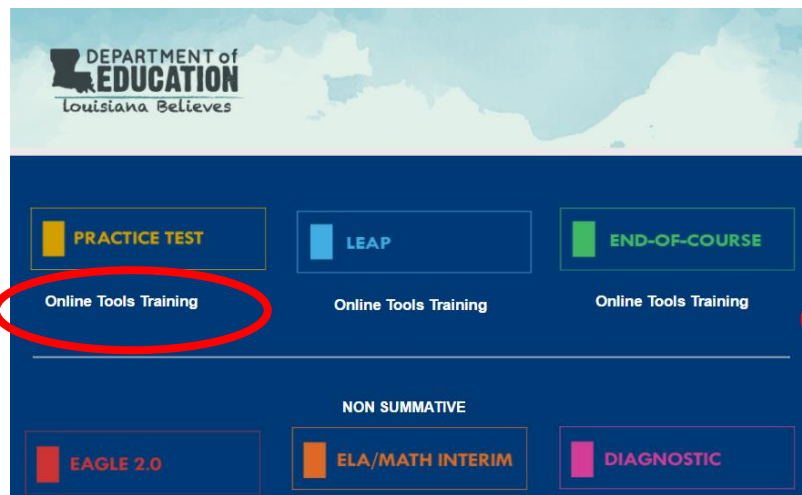
Sets and discrete items include a variety of source documents, such as:

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

U.S. History EOC vs. LEAP 2025 U.S. History Sessions 1 and 3 Experience

Using a Chrome browser, visit the [Online Tools Training \(OTT\)](#)

- Work through items 1-4 and reflect on the items and experience.
- Then, work through items 5-10 and reflect on the items and experience.



The LEAP 2025 U.S. History OTT will be available under the high school/EOC path in Fall 2017.

Answer keys, rubrics, and scoring notes for items 5-10 are available in the sample [U.S. History Item Set – Political Machines and Progressive Reforms](#) located in the LDOE [Released and Sample Items Library](#).

Discussion

- With a partner, discuss the differences between the two experiences and groups of items.
- Briefly jot down some notes about how the new item types and design affect instructional decisions.

Selected Response (SR)

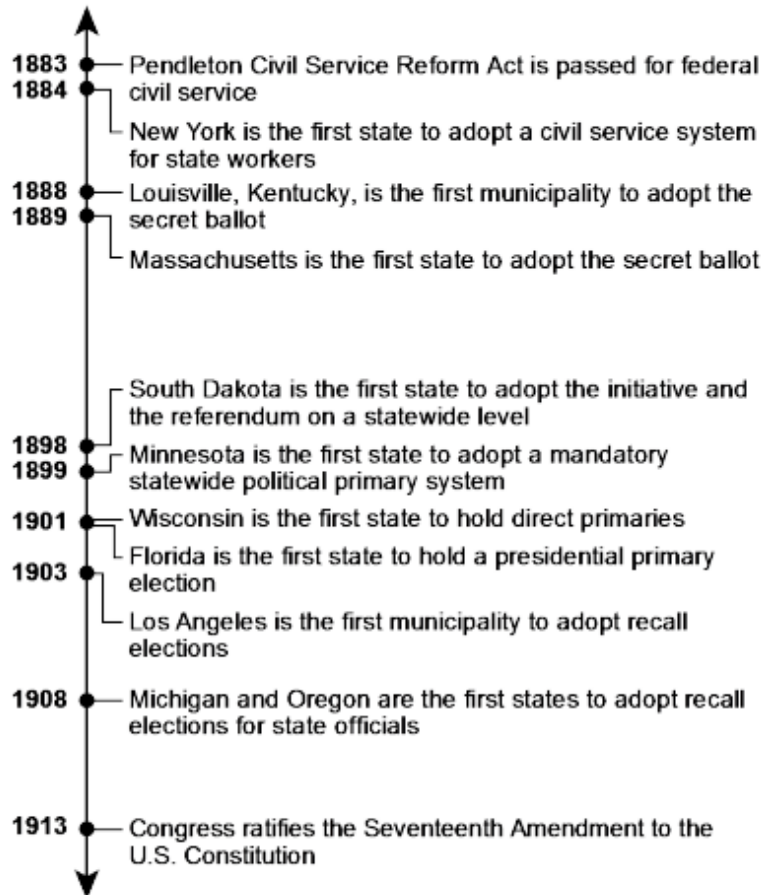
Selected-Response (SR) Items

- Appear in sets and as stand-alone items
- Worth one point
- Includes multiple-choice (MC) and multiple-select (MS) items
- Multiple Choice (MC)
 - Asks students to choose one correct answer from four answer options
- Multiple Select (MS)
 - Includes more than four answer options
 - Asks students to select two or more correct answers
 - Always identifies in boldface print the number of correct answers required

Selected Response: Multiple Choice (MC)

Source 4

Political Reforms during the Progressive Era



Based on Source 4, which statement **best** explains how Progressive reformers influenced the political process?

- A. Reform efforts expanded suffrage to racial minorities.
- B. Reform efforts increased public participation in politics.
- C. Reform efforts restricted the power of the federal government.
- D. Reform efforts created a political system with two parties.

Selected Response: Multiple Select (MS)

Source 1

**Excerpt from *To Hold Your District: Study Human Nature and Act Accordin'*
by George Washington Plunkitt**

This excerpt is from a speech given by George Washington Plunkitt, a member of the Tammany Hall machine, who also served as a state senator between 1884 and 1904.

THERE's only one way to hold a district: you must study human nature and act accordin' . . .

To learn real human nature you have to go among the people, see them and be seen. I know every man, woman, and child in the Fifteenth District . . . I know what they like and what they don't like, what they are strong at and what they are weak in, and I reach them by approachin' at the right side. . . .

What tells in holdin' your grip on your district is to go right down among the poor families and help them in the different ways they need help. I've got a regular system for this. If there's a fire in Ninth, Tenth, or Eleventh Avenue, for example, any hour of the day or night, I'm usually there with some of my election district captains as soon as the fire engines. If a family is burned out I don't ask whether they are Republicans or Democrats, and I don't refer them to the Charity Organization Society, which would investigate their case in a month or two and decide they were worthy of help about the time they are dead from starvation. I just get quarters¹ for them, buy clothes for them if their clothes were burned up, and fix them up till they get things runnin' again. It's philanthropy, but it's politics, too—mighty good politics. Who can tell how many votes one of these fires bring me? The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs.

If there's a family in my district in want I know it before the charitable societies do, and me and my men are first on the ground. I have a special corps to look up such cases. The consequence is that the poor look up to George W. Plunkitt as a father, come to him in trouble—and don't forget him on election day.

Another thing, I can always get a job for a deservin' man. I make it a point to keep on the track of jobs, and it seldom happens that I don't have a few up my sleeve ready for use. I know every big employer in the district and in the whole city, for that matter, and they ain't in the habit of sayin' no to me when I ask them for a job.

¹quarters: lodgings

Based on Source 1, which statements **best** describe the relationship between political machines and local communities in the late nineteenth century?

Select the **two** correct answers.

- A. Political machines provided aid to urban communities in exchange for votes.
- B. Political machines worked with labor unions to expand their influence in local communities.
- C. Political machines emerged among immigrant groups in rural communities.
- D. Political machines used a system of patronage to gain the support of voters and their communities.
- E. Political machines worked with voters to eliminate corruption in government.
- F. Political machines worked with voters to block immigrants from moving into their communities.


Technology-Enhanced Items (TEIs)

- Appear at or near the end of item sets
- Uses interactive technology (e.g., drag-and-drop, text select, drop-down menu) to capture students' understanding of content and concepts
- Worth two points, and students can earn partial credit (1 point)
- For a summary of the different kinds of TEIs, refer to [Technology-Enhanced Item Types Available in INSIGHT](#)
- Online Tools Training (OTT) will allow students to practice answering TEIs to prepare for the computer-based test
- Use the link, usernames, and passwords in the [Practice Test Quick Start Guide](#) to access the Social Studies Practice Tests for grades 5-8 and experience different TEI types and formats.

Technology-Enhanced Item (TEI)

Political machines emerged in the late nineteenth century.

Drag and drop the **four** correct events into the flow chart in chronological order from earliest to most recent to show the rise of political machines and their effects.

 ?

Rise of Political Machines

The Industrial Revolution leads to increased economic development in the Northeast.

↓

↓

↓

↓

↓

OK

Cities in the Northeast grow quickly and experience problems with rapid urbanization.

Party bosses use political machines to encourage immigrant voters to elect them to local government offices.

Political machines accuse local party bosses of corruption.

Political machines emerge in northeastern cities to help immigrant voters with their problems.

Corruption and graft become common in local government.

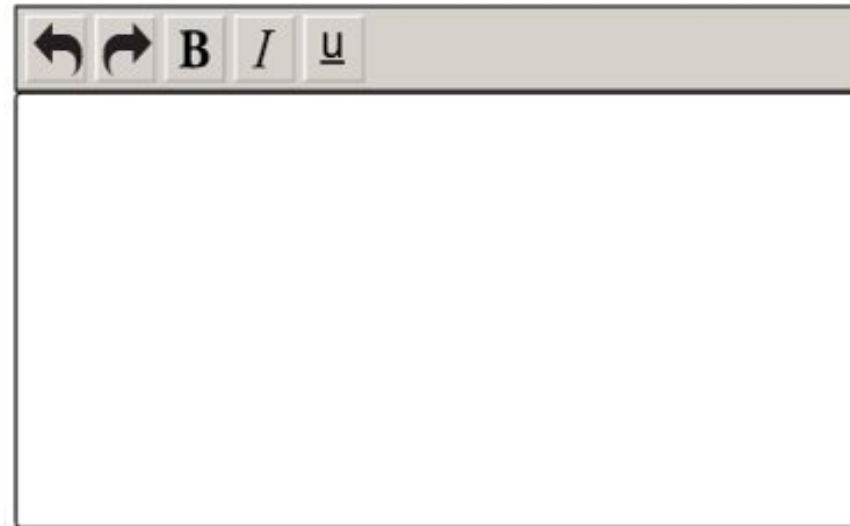
Immigrants move to small rural towns and have difficulty looking for work.

Constructed Response (CR)

- Appears at the end of some item sets
- Asks students to write a brief response to demonstrate their understanding of content and concepts
- Worth up to 2 points
- Scored using a an item-specific rubric

Constructed Response (CR)

Based on the sources and your knowledge of U.S. history, describe **one** problem caused by political corruption and explain how Progressives proposed to reform that problem.



A text input field with a toolbar containing icons for undo, redo, bold, italic, and underline.

Constructed Response (CR)

Scoring Information	
Score Points	Description
2	Student's response correctly describes one problem caused by political corruption and correctly explains how Progressives proposed to reform that problem.
1	Student's response correctly describes one problem caused by political corruption but does not correctly explain how Progressives proposed to reform that problem. OR Student's response does not correctly describe one problem caused by political corruption but correctly explains how Progressives proposed to reform a problem caused by political corruption.
0	Student's response is blank, irrelevant, or does not correctly describe one problem caused by political corruption or correctly explain how Progressives proposed to reform a problem caused by political corruption.

LEAP 2025 U.S. History Item and Task Sets



Category	Item Sets	Task Set
Sessions	Appear in Sessions 1 and 3	Appears in Session 2
Sources	3 or more related source documents	4 or more related source documents
Item Types	<ul style="list-style-type: none"> Selected response (i.e., multiple choice, multiple select) Technology enhanced Constructed response 	<ul style="list-style-type: none"> Selected response (i.e., multiple choice, multiple select) Extended response
Number of Items	5-7 items	5 items
Rubrics	<ul style="list-style-type: none"> Constructed-response item scored using an item-specific rubric with a 0-to-2 point scale 	<ul style="list-style-type: none"> Extended-response item scored using a two-dimensional rubric that measures content and claims; the rubric for each dimension has a 0-to-4 point scale
Resources and Tools	<ul style="list-style-type: none"> Online platform tools and features 	<ul style="list-style-type: none"> Extended-Response Checklist Online platform tools and features
Total Points Per Set	5-8 points *depends on total number of items and item types in a given set	12 points

Extended Response (ER)

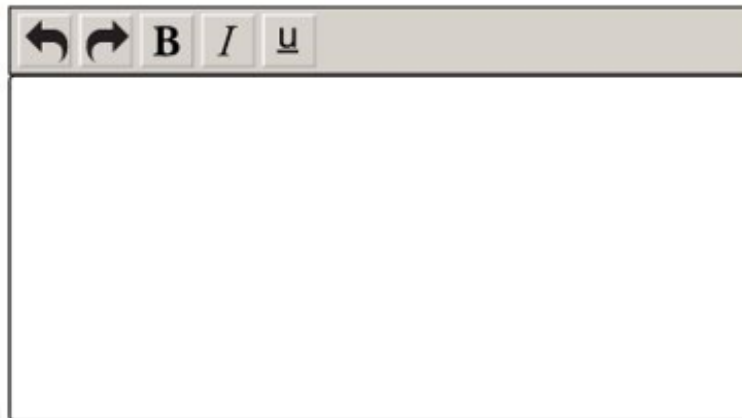
- Appears at the end of task sets
- Asks students to write an in-depth response that expresses and develops a claim, incorporating their knowledge of the content along with evidence from the source documents
- Worth up to eight points
- Scored using a two-dimensional rubric that measures content and claims; the rubric for each dimension has a 0-to-4 point scale

Extended Response (ER)

Based on the sources and your knowledge of U.S. history, analyze how the development of the transportation system in the United States affected the country economically and culturally in the late nineteenth and early twentieth centuries.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of U.S. history.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.



A text input box with a toolbar at the top. The toolbar contains five icons: a left-pointing arrow (undo), a right-pointing arrow (redo), a bold letter 'B', an italic letter 'I', and an underlined letter 'u'. Below the toolbar is a large, empty rectangular area for writing the response.

Extended-Response Checklist

- Students taking the U.S. History test will have access to the U.S. History Extended-Response Checklist via the online testing platform.
- The [LEAP 2025 U.S. History Extended-Response Checklist](#) can also be accessed in the LDOE [Assessment Guidance Library](#).



U.S. History Extended-Response Checklist

As you write your response, remember these important points:

- Construct a multiparagraph argument that fully addresses the prompt.
- Support your claims with evidence from each of the documents.
- Develop your claims further with information from your own knowledge of the topic.
- Provide a concluding statement or section.

Follow the steps below to help you write a successful argument.

Step 1: Planning

- Read the prompt carefully.
- Review the documents and take notes that will help you create your argument. Use the paper provided by your test administrator for planning your response and/or writing your rough draft.
- Look beyond what is directly stated in the documents. Analyze and evaluate each document, taking the following into consideration:
 - Historical setting
 - Author/point of view
 - Intended audience
 - Credibility of the source

Step 2: Drafting

- Type your essay in the space provided.
- Use the **Enter** key to begin a paragraph, and then use the **Tab** key or the space bar to indent the paragraph.
- Organize your claims and evidence in a logical sequence.
- Use a formal writing style.
- Avoid plagiarism and overreliance on any one document.

Step 3: Revising and Proofreading

- Read your argument.
- Review the requirements listed above to make sure you have followed them.
- Develop your claims in more detail if needed.
- Rearrange sentences or change words to make your meaning clearer.
- Reread your final draft and correct any errors you find.

Extended-Response Rubric: Content

Dimension: Content	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> Reflects thorough knowledge of how the development of the transportation system in the United States affected the country economically and culturally in the late nineteenth and early twentieth centuries, by incorporating ample, focused factual information from prior knowledge and the sources; Contains accurate understandings with no errors significant enough to detract from the overall content of the response; Fully addresses all parts of the prompt.
3	<p>The student's response:</p> <ul style="list-style-type: none"> Reflects general knowledge of how the development of the transportation system in the United States affected the country economically and culturally in the late nineteenth and early twentieth centuries, by incorporating adequate factual information from prior knowledge and the sources; Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; Addresses all parts of the prompt.
2	<p>The student's response:</p> <ul style="list-style-type: none"> Reflects limited knowledge of how the development of the transportation system in the United States affected the country economically and culturally in the late nineteenth and early twentieth centuries, by incorporating some factual information from prior knowledge and the sources; Contains some accurate understandings with a few errors that detract from the overall content of the response; Addresses part of the prompt.
1	<p>The student's response:</p> <ul style="list-style-type: none"> Reflects minimal knowledge of how the development of the transportation system in the United States affected the country economically and culturally in the late nineteenth and early twentieth centuries, by incorporating little or no factual information from prior knowledge and the sources; Contains few accurate understandings with several errors that detract from the overall content of the response; Minimally addresses part of the prompt.
0	The student's response is blank, incorrect, or does not address the prompt.

A LEAP 2025 U.S. History Extended-Response Rubric is available in the sample [LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries](#) located in the LDOE [Released and Sample Items Library](#).

Extended-Response Rubric: Claims

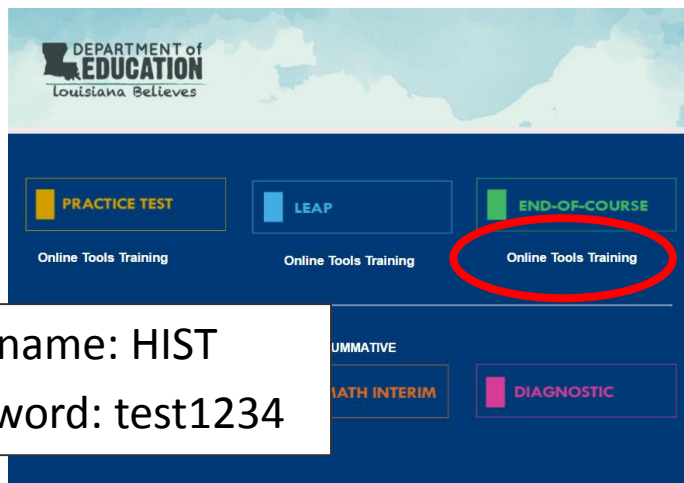
Dimension: Claims	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a valid claim that effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Presents an inadequate claim which expresses a limited understanding of the topic; • Includes insufficient support for the claim but does use some evidence from the sources; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Does not develop a claim but provides evidence that relates to the topic, OR Develops a substantially flawed claim with little or no evidence from the sources; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	<p>The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.</p>

A LEAP 2025 U.S. History Extended-Response Rubric is available in the sample [LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries](#) located in the LDOE [Released and Sample Items Library](#).

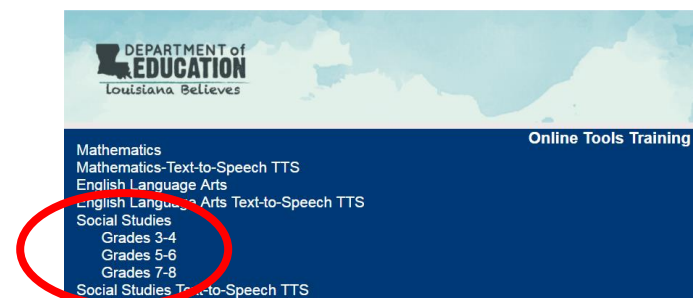
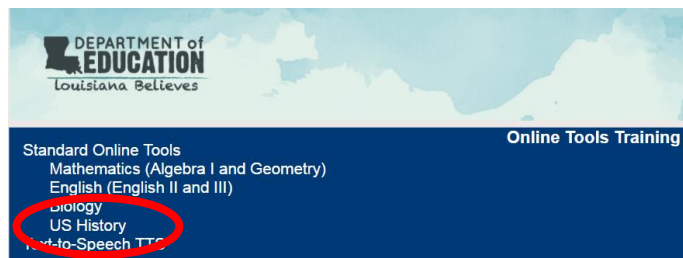
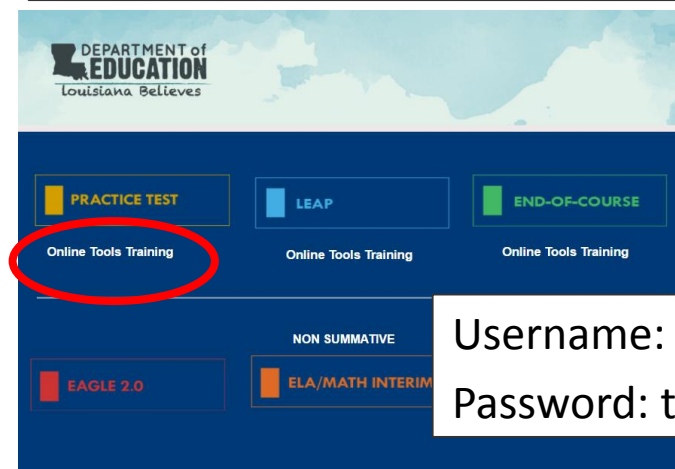
U.S. History EOC vs. LEAP 2025 U.S. History Task Set Experience

- Using a Chrome browser, visit the [Online Tools Training \(OTT\)](#)

U.S. History EOC task set



LEAP 2025 U.S. History task set



The LEAP 2025 U.S. History OTT will be available under the high school/EOC path in Fall 2017.

U.S. History EOC vs. LEAP 2025 U.S. History Task Set Experience

Work through each task set. Note your observations about each set and items.

- The answer keys, rubric, and scoring notes for the LEAP 2025 U.S. History task are available in the [LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries](#) document.
- The rubric, scoring notes, and Extended-Response Checklist for the U.S. History EOC task are available in the [EOC U.S. History Sample Test Items](#) document.
- Both documents are available in the LDOE [Released and Sample Items Library](#).

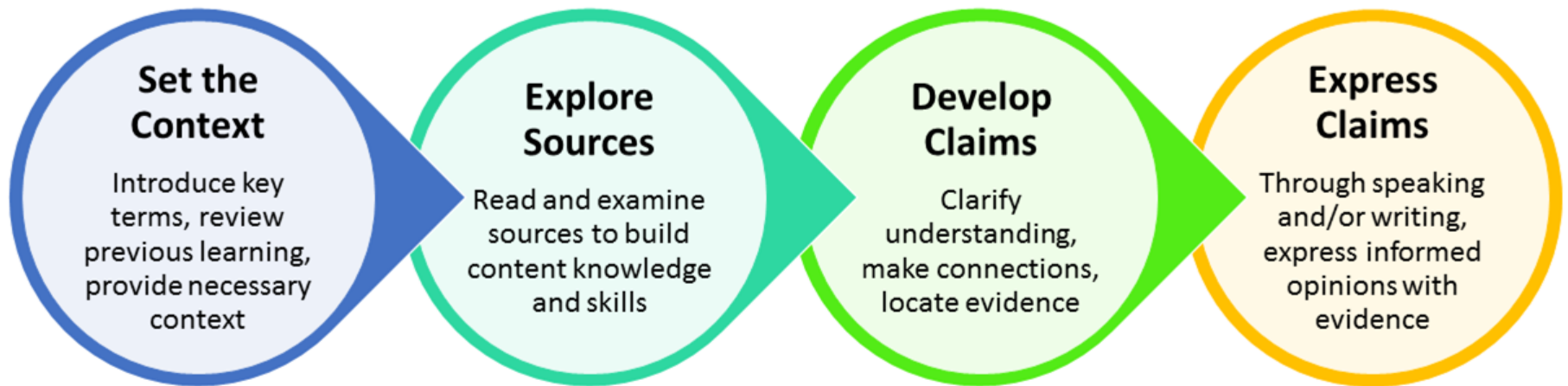
Discussion

- With a partner, discuss the differences between the two task sets.
- Briefly jot down some notes about how the differences affect instructional decisions.

Connecting the Vision to Assessment

Turn and Talk:

- How is the approach and design of the LEAP 2025 U.S. History assessment connected to the vision for Social Studies instruction?



Test Administration and Reporting:
What's similar and what's different?

U.S. History EOC vs. LEAP 2025 U.S. History Administration

Category	EOC (2016 – 2017)	LEAP 2025 (2017 – 2018)
Platform	DRC INSIGHT	DRC INSIGHT
Testing Materials	<ul style="list-style-type: none"> • Scratch Paper • Extended-Response Checklist (Session 2 only) 	<ul style="list-style-type: none"> • Scratch Paper • Extended-Response Checklist (Session 2 only)
Testing Resources	<ul style="list-style-type: none"> • Sample Item documents • Online Tools Training (OTT) 	<ul style="list-style-type: none"> • Sample Item and Task Sets (<i>Available Now</i>) • Online Tools Training (OTT) (<i>Update Fall 2017</i>) • Practice Test (<i>Available Fall 2017</i>)
Administration Schedule	<ul style="list-style-type: none"> • Fall • Spring • Summer 	<ul style="list-style-type: none"> • Fall • Spring • Summer
Timing	Untimed, suggested times	Timed

U.S. History EOC vs. LEAP 2025 U.S. History Reporting Categories

U.S. History EOC

Percentage per reporting category:

- Standard 2-Western Expansion to Progressivism: 25%
- Standard 3-Isolationism through the Great War: 13%
- Standard 4-Becoming a World Power through World War II: 29%
- Standard 5-Cold War Era: 19%
- Standard 6-The Modern Age: 13%

LEAP 2025 U.S. History

Approximate percentages per reporting category:

- Standard 2-Western Expansion to Progressivism: 22%
- Standard 3-Isolationism through the Great War: 15%
- Standard 4-Becoming a World Power through World War II: 25%
- Standard 5-Cold War Era: 25%
- Standard 6-The Modern Age: 13%

Achievement Levels: EOC vs LEAP 2025

Category	EOC (2016 – 2017)	LEAP 2025 (2017 – 2018)
Achievement Levels	<p>Four Levels</p> <ul style="list-style-type: none"> • Excellent – has demonstrated mastery of course content beyond <i>Good</i> • Good – has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area • Fair – has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area • Needs Improvement – has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area 	<p>Five levels</p> <ul style="list-style-type: none"> • Level 5 Advanced – have exceeded college and career readiness expectations, and are well prepared for the next level of studies in this content area • Level 4 Mastery – have met college and career readiness expectations, and are prepared for the next level of studies in this content area • Level 3 Basic – have nearly met college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area • Level 2 Approaching Basic – have partially met college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area • Level 1 Unsatisfactory – have not yet met the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area

Assessment Transition and Results

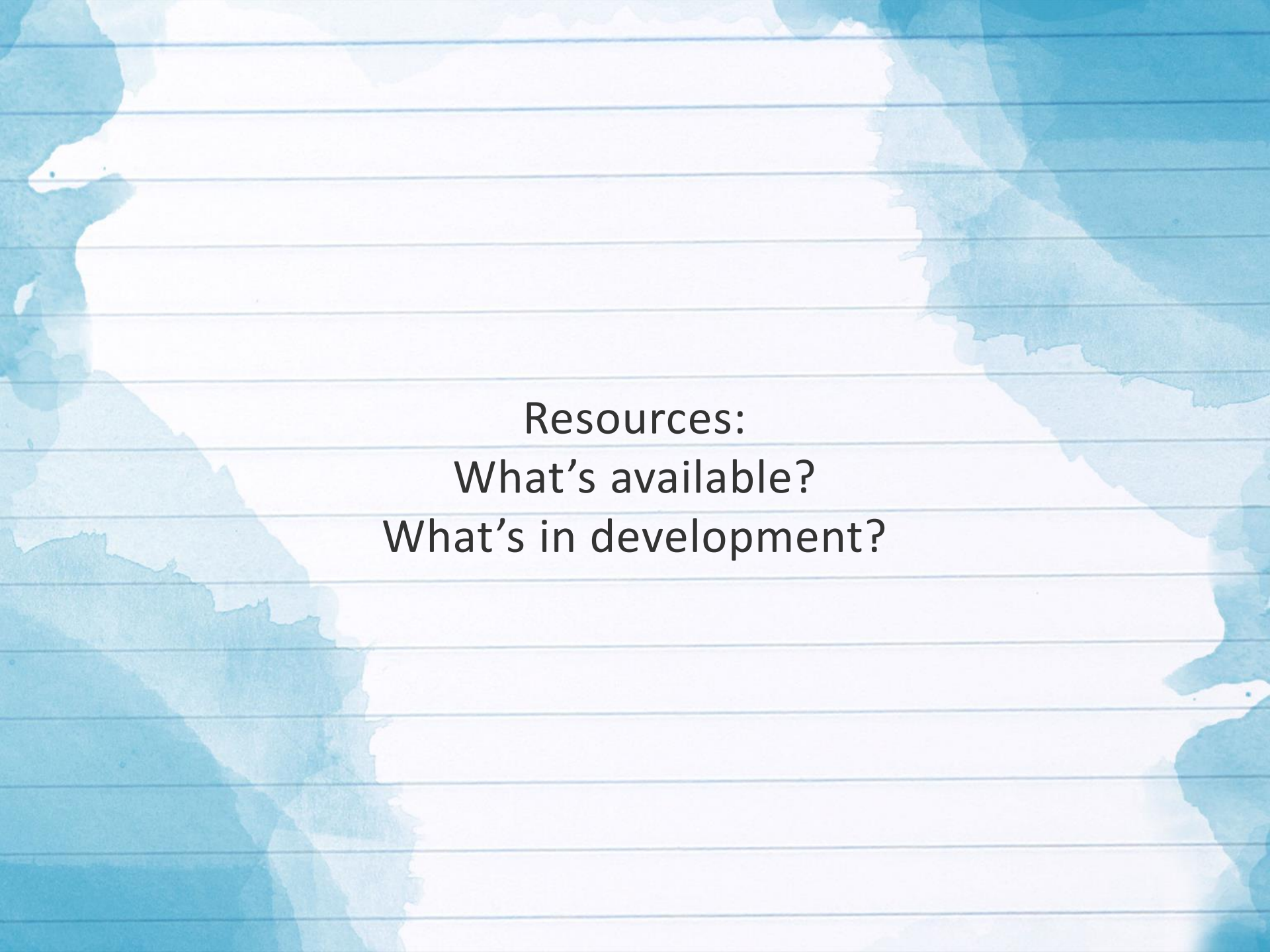
Administration	Testing Window	Release of Student Results
Fall	November 29, 2017 – December 13, 2017	Five-level LEAP 2025 U.S. History test: Summer 2018 Four-level EOC U.S. History test: 4 to 6 days
Spring	April 23, 2018 – May 18, 2018	
Summer	June 18, 2018 – June 22, 2018	

In 2017-2018, retesters who are not enrolled in a U.S. History course and graduating seniors will take the End-of-Course (EOC) U.S. History test. All other students enrolled in a U.S. History course will take the LEAP 2025 U.S. History test.

Because the results for the LEAP 2025 U.S. History test in 2017-2018 will not be released until the summer of 2018, they will not be used in course grades.

Discussion of Implications

1. With a small group, discuss the administration or reporting changes that will most affect instruction.
2. Jot down three things your group plans to do to address the changes.



Resources:
What's available?
What's in development?

Practice Resources: Online Tools Training (OTT)

The LEAP 2025 U.S. History [Online Tools Training \(OTT\)](#) will be available under the EOC path Fall 2017.

Offers opportunities to practice answering different item types

- Multiple choice (MC)
- Multiple select (MS)
- Technology enhanced (TE)
- Constructed response (CR)
- Extended response (ER)
- using the tools and features of the testing platform

• Pointer tool



• Highlighter tool



• Cross-Off tool



• Sticky Note tool



• Magnifying tool



• Line Guide



• Extended-Response Checklist



• Help Tool



Practice Resources: U.S. History Practice Test

LEAP 2025 U.S. History Practice Test available Fall 2017

- Mirrors the operational test
 - Test design – sessions, points per session, testing materials
 - Includes a variety of item types
 - Administered in the secure testing platform – requires test tickets
 - Includes accommodated versions

The LEAP 2025 U.S. History Practice Test does **not** include embedded field-test sets and discrete items that students will experience when taking the operational test.

To access resources related to the practice tests, go to the LDOE [Practice Test Library](#).

Lists Check-in/Reflection

Revisit your questions.

Questions

1. Have your questions been answered?
2. If not, what questions remain unanswered?
3. Do you have new questions that were not addressed?

For any future questions, please email assessment@la.gov.