This guide includes the following information:

- Purpose
- Assessment Design
- Reporting Categories
- Test Administration
- Sample Test Items
- Resources
- Appendix A: Answer Key/Rubrics for Sample Items
- Appendix B: Update Log (describes ongoing updates to the guide)

UPDATES INCLUDED 10/3/2018

- Test Design Information and Time Allowed
- Reporting Category Information
- Updated Resources

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 U.S. History test.

Introduction

Students in grades 3–8 and U.S. history will take the LEAP 2025 Social Studies assessments, which provide

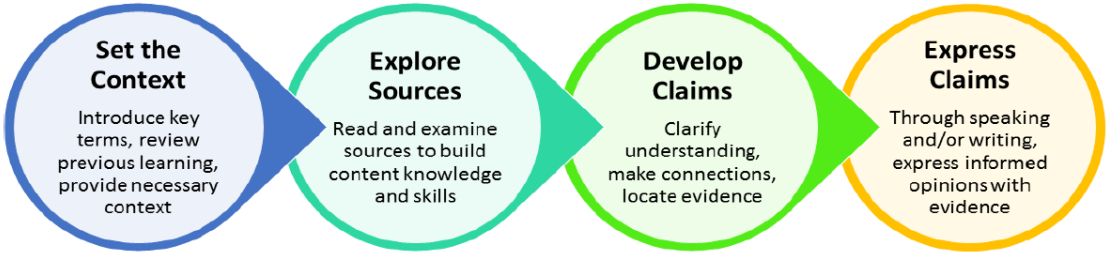
- questions that have been reviewed by Louisiana educators to ensure their alignment to the K-12 Louisiana Student Standards for Social Studies and appropriateness for Louisiana students;
- ability to measure the full range of student performance, including the performance of high- and low-performing students; and
- information for educators and parents about student readiness in social studies and whether students are "on track" for college and careers.

For additional information about the high school assessment program, see the High School Assessment Frequently Asked Questions.

Social Studies Vision for Instruction and Assessment

To be productive members of society, students must be critical consumers of the information they read, hear, and observe. 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 claims that demonstrate connections among people, events, and ideas across time and place.
- Express informed opinions using evidence from sources and outside knowledge.



Simply stated, students must delve deeply into **content** so that they are able to develop and support **claims** about social studies concepts. The LEAP 2025 U.S. History assessment reflects the instructional priorities for social studies.

- **Content**: Students answer meaningful questions to demonstrate an understanding of social studies **content** and concepts.
- **Claims**: Students apply understanding of social studies **content** and concepts by expressing and developing **claims** that make connections and/or show relationships among ideas, people, and events within and across time and place.

ASSESSMENT DESIGN

Supporting Key Shifts in Social Studies Instruction

Louisiana students in grades 3-8 and U.S. History take LEAP 2025 Social Studies assessments that measure their knowledge of the K-12 Louisiana Student Standards for Social Studies and provide students with opportunities to demonstrate their understanding of social studies through a variety of item types and to engage with source documents while developing **claims** about social studies **content** and concepts.

The social studies vision is reflected in the summative assessment as students are presented with questions that ask them to apply their understanding of social studies **content** and concepts by making connections and showing relationships among ideas, people, and events within and across time and place. Students use both their **content knowledge** and the **sources** embedded in the assessment to develop their ideas and support their **claims**.

Set-Based Design

The LEAP 2025 U.S. History test has a **set-based** design.

- Two to six related source documents provide the context from which students answer sets of four to seven questions.
- Questions ask students to use content knowledge and the source documents to show an understanding of content and concepts.
- Item sets include selected-response questions (i.e., multiple choice, multiple select), one or two technology-enhanced items, and some sets culminate with a constructed-response item.
- The task set contains selected-response questions and an extended-response item. The extended-response item is worth up to eight points and scored using a two-dimensional rubric that measures content and claims.

Source Documents

Sets and standalone 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
- graphic organizers and/or diagrams
- illustrations, paintings, and/or photographs
- historical posters and/or political cartoons

Item Types

- **Selected Response (SR):** This item type includes traditional multiple-choice (MC) questions with four answer options and only one correct answer as well as multiple-select (MS) questions with more than four answer options and two or more correct answers. All SR items are worth one point each and students cannot earn partial credit. MS questions for U.S. History have five to seven answer options. The question stem identifies the number of correct answers required.
- **Constructed Response (CR)**: This item type appears at the end of some item sets and asks students to write a brief response to a question that is scored using an item-specific rubric with a 0-2 point scale. Some CR items may include two parts in order to support the assignment of two score points.
- **Technology Enhanced (TE)**: This item type appears at or near the end of item sets and uses interactive technology to capture students' understanding in ways that cannot be accomplished by selected-response (SR) items. TE items are worth up to two points and may include interactive features such as, but not limited to, drag and drop, drop-down menus, and text highlight. For more information about the different kinds of TE items and where to find examples of each type, refer to LEAP 2025 Technology-Enhanced Item Types.
- **Extended Response (ER)**: This item type appears at the end of the task set. The ER item asks students to write an in-depth response that expresses and develops a claim, incorporating their knowledge of the content and concepts along with evidence from the source documents. The ER item is worth up to eight points and is scored using a two-dimensional rubric that measures content and claims. Each dimension is scored using a rubric with a scale of 0-4 points.

Test Design

The operational LEAP 2025 U.S. History test contains seven item sets, eleven standalone items, and a task set. All LEAP 2025 tests are **timed**. Sessions 3a and 3b of the LEAP 2025 U.S. History test are timed separately. The test will contain embedded field-test items (a task set and four standalone items). The field-test items do **not** count toward a student's final score on the test and may be placed anywhere in the designated session; they provide information that will be used to develop future test forms. The table below outlines the test design.

Test Session	Component	Numbers and Types of Questions	Number of Points	Time Allowed
Session 1	4 Item Sets	15-16 SR, 4-5 TE, and 1 CR	32-33	80 minutes
	Standalone Items	6 SR		
Session 2	1 Item Set	3-4 SR and 1 TE	5-6	65 minutes
	Task Set*	4 SR and 1 ER	12 or N/A	
Session 3a	Task Set*	4 SR and 1 ER	12 or N/A	45 minutes
Session 3b	2 Item Sets	8 SR, 2 TE, and 1 CR	19	60 minutes
	Standalone Items	5 SR		
	Field Test Standalone Items	4 SR	N/A	
Total Operational Form	7 Item Sets 1 Task Set 11 Standalone Items	41-43 SR, 7-8 TE, 2 CR, and 1 ER	69	250 minutes

*The field test task set may be in either Session 2 or Session 3a.

REPORTING CATEGORIES

Student performance on the LEAP 2025 U.S. History test is reported by standard. All K-12 Louisiana Student Standards for Social Studies Standards 2–6 are eligible for assessment.

Standard 1 (Historical Thinking Skills) contains important social studies content and skills that are necessary to master in order to successfully answer items assessed under Standards 2–6. Scores are only reported for Standards 2–6, but it is important for students to demonstrate their competency with respect to Standard 1 in order to perform well on the assessment.

The approximate percentage of score points by reporting category is shown in the table below. As the standards assessed by constructed-response items and the task set varies by year, the percentages by reporting categories **do not** take constructed-response items and the task set into account.

Reporting Category	Approximate Percentage of Score Points
Standard 2 – Western Expansion to Progressivism	25
Standard 3 – Isolationism through the Great War	17
Standard 4 – Becoming a World Power through World War II	28
Standards 5 and 6 – Cold War Era and the Modern Age*	30
Total	100

*Standards 5 and 6 are now a combined reporting category, which reflects the instructional approach to content coverage for these standards exemplified in the Social Studies Sample Scope and Sequence for U.S. History. This update allows the U.S. History assessment to better support instruction by providing the opportunity for item sets that include items aligned to GLEs across Standards 5 and 6. Items aligned to GLEs in Standard 6 will comprise no less than one-fourth and no more than one-half of the percentage for the combined reporting category (30%).

Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana's five achievement levels. The achievement levels are part of Louisiana's cohesive assessment system and indicate a student's ability to demonstrate proficiency on the Louisiana student standards defined for a specific course. Achievement level descriptors (ALDs) are content specific and describe the knowledge, skills, and processes that students typically demonstrate at each achievement level. The LEAP 2025 U.S. History Achievement Level Descriptors are available in the Assessment library.

The list below identifies the achievement-level definitions for the LEAP 2025 assessment program.

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations, and are well prepared for the next level of study in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of study in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of study in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of study in this content area.

TEST ADMINISTRATION POLICIES

Administration Schedule

The U.S. History test is administered during three testing windows. The school or district test coordinator will communicate each school's testing schedule. For more information about scheduling and administration policies, refer to the Computer-based Test Scheduling Guidance document, found in the LDOE Assessment library.

Administration and Reporting for LEAP 2025 U.S. History

Administration	Testing Window	Release of Student-Level Results
Fall	November 28, 2018 – December 14, 2018	In window
Spring	April 15, 2019 – May 17, 2019	
Summer	June 17, 2019 – June 21, 2019	

All LEAP 2025 assessments are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

Scheduling Requirements for Computer-Based Testing

Computer-based testing allows school systems some flexibility in scheduling. However, to reduce incidences of testing irregularities, school systems must adhere to the following scheduling and administration practices:

- Testing students in the same grade level across the school at or very close to the same time
- Completing makeup testing for students immediately upon their return
- Limiting student interaction during breaks between test sessions
- Isolating students who have not completed testing for the day (e.g., students with extended time accommodation)
- Preventing interaction between groups of students taking the same tests at different times within a testing day
- Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)
- Taking the sessions within a content area in the correct order (e.g., ELA Session 1 taken before ELA Session 2)

We also recommend:

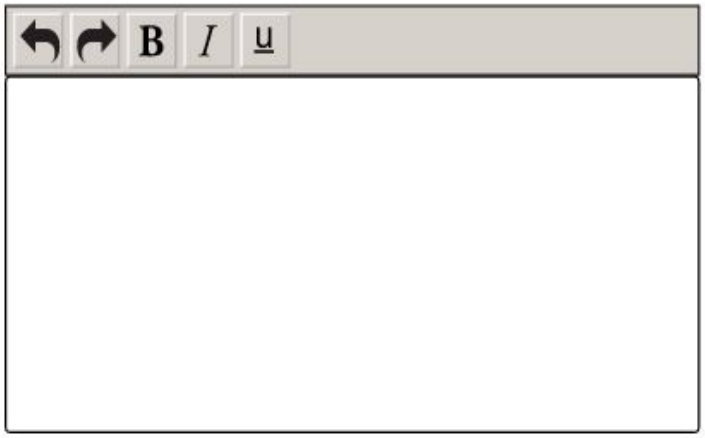
- limiting sessions to no more than three in one day for a student; and
- administering no more than one session that includes an extended-response task or writing prompt (e.g., U.S. History Session 2 and Session 3a, English I Session 1 and Session 2) in a day to an individual student.

Permitted Testing Materials

All students must receive scratch paper and two 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. Because the assessments are timed and the information contained within the Extended-Response Checklist appears in the bulleted list on each extended-response item, the checklist has been removed from the assessment.

Testing Platform

Students will enter their answers into the online testing system. The way each answer is entered depends on the item type. When composing their written responses for a U.S. History constructed- or extended-response item, 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 LEAP 2025 expectations for written 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.

The following online tools allow students to select answer choices, "mark" items, eliminate answer options, take notes, enlarge an item, guide the reading of a text 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

All students should work through the Online Tools Training, available in INSIGHT or here using the Chrome browser, to practice using the online tools so they are well prepared to navigate the online testing system.

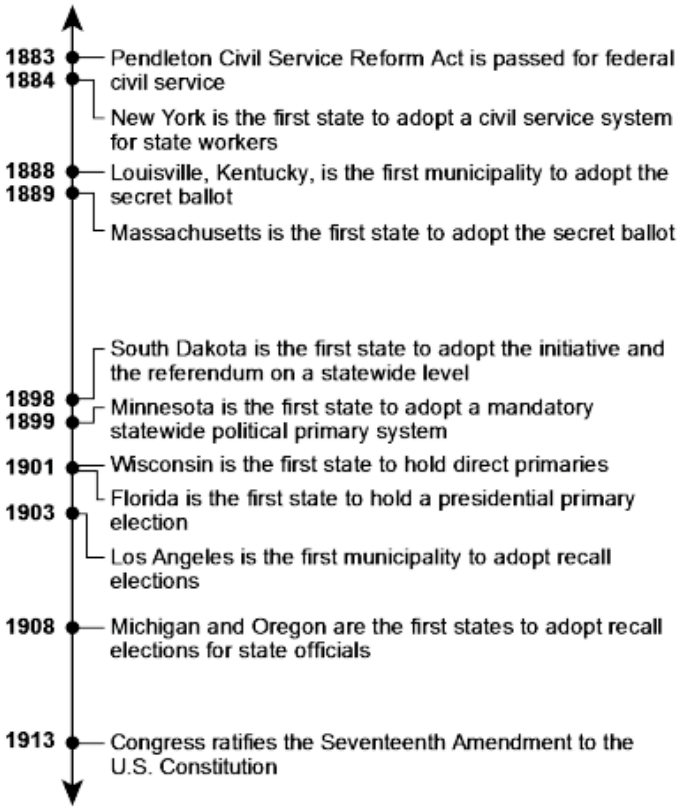
SAMPLE TEST ITEMS

A sample LEAP 2025 U.S. History Item Set – Political Machines and Progressive Reforms and sample LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries are available in the LDOE Assessment Guidance library. The sets include source documents, technology-enhanced, selected-, constructed-, and extended-response questions. Information associated with the sample items (i.e., answer keys/rubrics and alignment) is located in the Appendix A. Look for these items and related source documents in the LEAP 2025 U.S. History sample item set, sample task set, and OTT.

Multiple-Choice Item

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.

Multiple-Select Item

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 quarters[1] 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.

[1]**quarters**: 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 Item

Source 2

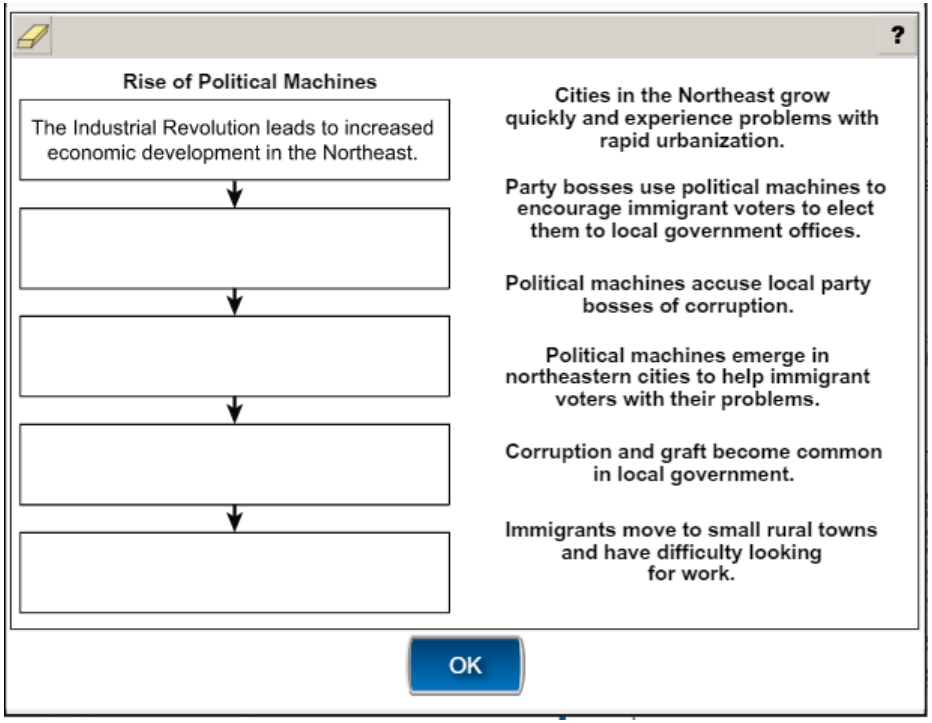
The Spirit of Tweed is Mighty Still
by Thomas Nast

This political cartoon was published by *Harper's Weekly* in 1886 with the caption: "The spirit of Tweed is mighty still . . . and even yet you don't know what you are going to do about it!"

Source: Library of Congress.

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.



Constructed-Response Item

Source 3

Excerpt from *What Will the Harvest Be?*
by Robert La Follette, Sr.

This excerpt is from campaign literature for Senator Robert La Follette that was published in the early twentieth century.

What Will the Harvest Be?

There was a time in Wisconsin when the boss and representatives of the railroads nominated the candidates for both parties. How? By intervening between the voter and the nomination and "getting" the delegates.

You remember how it was done; railroad passes, entertainment, money, influence. Men who could not be elected as delegates sat in conventions on proxies[1] purchased as merchandise. Delegates honestly elected were unseated by fraud, and contesting delegates seated. These were some of the means.

There was a time in Wisconsin when the railroads ruled and ruled supreme. They openly boasted of their power. For more than thirty years no law was enacted except by consent of the railroads.

La Follette secured the anti-lobby law and drove from the capitol some of the most corrupt and notorious characters of the age. This law must be enforced.

La Follette secured the anti-pass law and thus did away with the common and wholesale bribery of public officials.

La Follette secured the corrupt practices acts designed to purify the caucuses[2] and elections. This law must be strengthened and enforced. It has been flagrantly violated in recent years.

La Follette, with a clear vision, saw then what Roosevelt and Hughes[3] see now—that the people must be freed from boss rule.

La Follette secured the primary election law. Under the primary law you vote direct for your choice, your vote is your own, if there is failure it is your failure. Make the fight for right men and right laws in the open, as you can, and you will win.

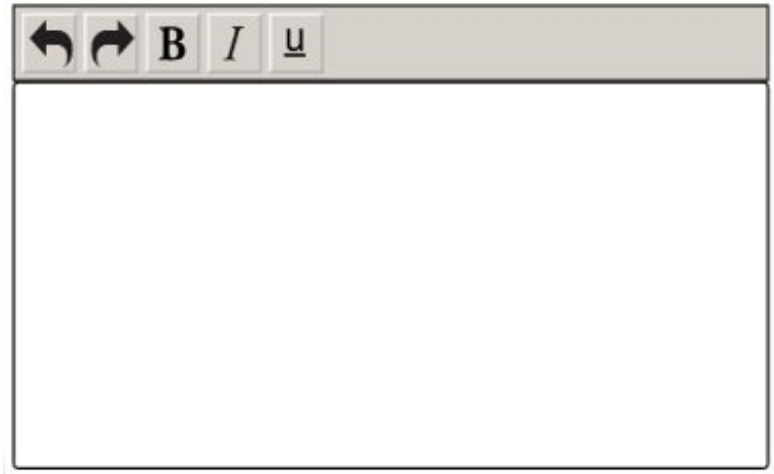
This great movement in Wisconsin has given Wisconsin a reputation throughout the nation. It is the Wisconsin Idea and other states are following in its wake.

[1]**proxies**: substitutes, representatives

[2]**caucuses**: meetings of political party members to select candidates

[3]**Hughes**: Charles Evans Hughes, a Republican governor who was part of the Progressive movement

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.



Extended-Response Item

Source 4

Transportation Industry Statistics (1910–1940)

Railroad Industry Statistics

Year	Number of Railroad Employees	Number of Passengers Carried	Tons of Freight Carried
1890	749,000	492,431,000	76,207,000,000
1900	1,018,000	576,831,000	141,597,000,000
1910	1,699,000	971,683,000	255,017,000,000
1920	2,076,000	1,269,918,000	413,699,000,000
1930	1,517,000	707,987,000	385,815,000,000
1940	1,046,000	456,088,000	375,369,000,000

Source: U.S. Census Bureau.

Automobile Industry Statistics

Year	Number of Passenger Cars Produced	Number of Manufacturing Employees
1900*	2,000	4,192
1910*	76,000	181,000
1920*	343,000	1,905,560
1930	323,000	2,784,745
1940	465,000	3,717,385

*Information for employees is taken from previous year

Source: Automobile Manufacturers Associations.

Domestic Airline Industry Statistics

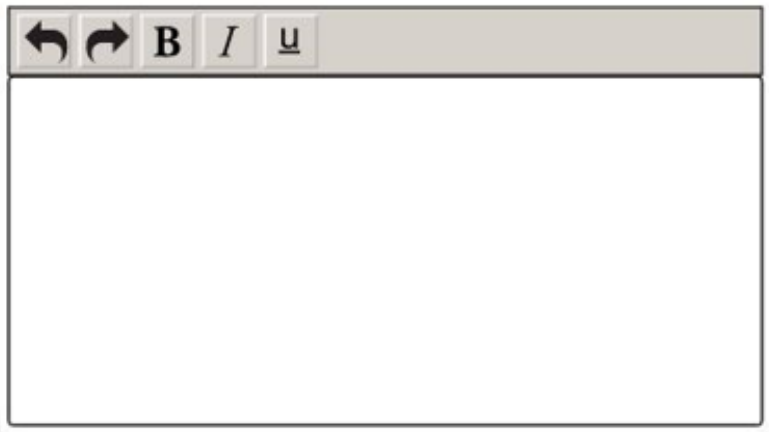
Year	Number of Airline Employees	Number of Passengers Carried
1930	2,778	384,506
1932	4,020	476,041
1934	4,201	475,461
1936	7,079	931,683
1938	9,008	1,197,100
1940	15,984	2,802,781

Source: U.S. Census Bureau.

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.



RESOURCES

Assessment Guidance Library

- LEAP 2025 U.S. History Item Set – Political Machines and Progressive Reforms and LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries: offers examples of how content and claims may be assessed in U.S. History
- Assessment Development Educator Review Committees: describes the item development process and the associated committees, includes information on applying for participation

Practice Test Library

- LEAP 2025 U.S. History Practice Test Answer Key: includes answer keys, scoring rubrics, and alignment information
- LEAP 2025 Social Studies Practice Test Guidance: provides guidance using the practice test to support instructional goals
- Practice Test Quick Start Guide: provides information regarding the administration and scoring of the online practice tests

Assessment Library

- 2018-2019 Louisiana Assessment Calendar: includes information on testing windows for test administrations
- LEAP 2025 U.S. History Achievement Level Descriptors: descriptions of the knowledge, skills, and processes that students demonstrate with relative consistency and accuracy at each level of achievement
- LEAP Accessibility and Accommodations Manual: provides information about accessibility features and accommodations
- LEAP 2025 Technology Enhanced Item Types: provides a summary of technology-enhanced items students may encounter

eDIRECT

- includes access to tutorials, manuals, and user guides
- EAGLE: part of the LEAP 360 system which allows teachers to integrate high-quality questions into daily lessons through teacher-created tests, premade assessments, and items for small group instruction

INSIGHT™

- LEAP 2025 U.S. History Practice Test: helps students prepare for the test
- Online Tools Training: helps students become familiar with the online testing platform

K-12 Social Studies Resources Library

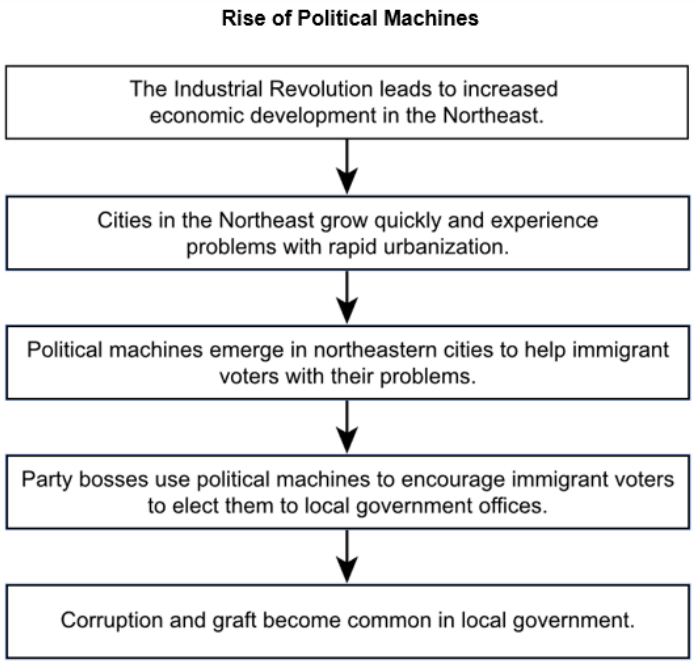
- K-12 Louisiana Student Standards for Social Studies: provides the standards and GLEs for all grade levels
- Key Themes for U.S. History: shows thematic connections among the U.S. History GLEs
- Social Studies Sample Scope and Sequence: United States History: provides a yearlong overview along with unit topics and instructional tasks to support teachers in creating opportunities for students to explore the content and develop and support claims about U.S. History concepts

Contact Us

- AskLDOE: electronic ticket system
- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions

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

APPENDIX A

Item Type	Answer Keys/Rubric	Primary Alignment	Resource
Multiple-Choice Item	B	US.2.8	LEAP 2025 U.S. History Item Set – Political Machines and Progressive Reforms
Multiple-Select Item	A, D	US.2.6	
Technology-Enhanced Item		US.2.8	
Constructed-Response Item	Sample Constructed-Response Item Rubric and Scoring Notes		
Extended-Response Item	Sample Extended-Response Task Rubric and Scoring Notes	US.4.3	LEAP 2025 U.S. History Task Set – The American Transportation System of the Late 19th and Early 20th Centuries

APPENDIX B

Update Log		
Date	**Page**	**Summary of Changes**
10/03/2018	2	Corrected minimum number of items in a set
	4	Updated test design information and time allowed
	5	Added information about reporting categories
	6	Updated administration recommendations with social studies example
	6 & 14	Added LEAP 2025 U.S. History Achievement Level Descriptors
	7 & 8	Updated permitted testing materials and online tools
	Throughout	Inserted updated links