LOUISIANA DEPARTMENT OF EDUCATION

Office of Assessments, Analytics, and Accountability

LEAP Assessment Guide for Social Studies Grades 3-4

Purpose

This document is designed to assist Louisiana educators in understanding the LEAP 2025 Grade 3 and Grade 4 Social Studies assessment.

Introduction

All students in grades 3-4 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 (LS4) and appropriateness for all Louisiana students;
- measurement of the full range of student performance; and
- information for educators and parents about student readiness in social studies and whether students are "on track" for college and careers.

Vision for Social Studies Standards and Assessment

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

- build content knowledge and skills through meaningful learning opportunities and the exploration of high-quality, complex sources;
- engage in the majority of the thinking, speaking, and writing; and
- practice using accurate and relevant information from their social studies knowledge and well-chosen evidence from sources to support claims about social studies concepts.

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

Assessment Design

Supporting Social Studies Instruction

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

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

Set Based Design

The LEAP Social Studies assessments include item sets and standalone items, which are not part of a set. Sets are designed around one to five related sources, and include three to six questions. Sets and standalone items require students to demonstrate their understanding of social studies content knowledge, skills, and practices.

Sources

As framed in the [Louisiana Student Standards for Social Studies](#), students taking the LEAP Social Studies assessments in grades 3-4 will be expected to deliberately use the sources by identifying and using relevant information in the sources to answer questions. Some standalone items will require students to use only their social studies knowledge and some may include a source that serves to stimulate thinking or to increase accessibility for students with disabilities and English Learners. The Social Studies assessments will include a [variety of source types](#), such as adapted excerpts from texts, maps, charts, tables, graphs, diagrams, historical propaganda, and lists of events.

Students may engage with excerpts from course-relevant and grade-appropriate primary, secondary, and tertiary texts, which may be presented in original or adapted format, as appropriate. Excerpts in their original format may include footnotes to define unfamiliar words or phrases, may introduce clarifying text in brackets or parentheses, and may omit extraneous text as shown by ellipses. *Adapted*, a term which refers to a text or excerpt that is changed from its original format, promotes accessibility and comprehension. Excerpts that are in an adapted format may include features such as using familiar words or phrases directly in place of those that are unfamiliar, adjusting capitalization and punctuation, and separating especially long sentences into two or more shorter sentences.

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

Educator [review committees](#) review all potential sources and graphics to determine whether the materials are appropriate for all Louisiana students, including English Learners and students with disabilities. Test content developers only use sources and graphics that have been approved for use by the source review committees.

Item Types

The social studies assessments in grades 3 and 4 include the following item types. Students taking the grade 3 paper-based test will not interact with technology-enhanced items.

- **Selected Response (SR):** includes traditional [multiple-choice](#) (MC) questions with four answer options and only one correct answer, as well as [multiple-select](#) (MS) questions with five to seven answer options and more than one correct answer. For MS items, the question identifies the number of correct answers. All SR items are worth one point each.
- **[Technology Enhanced](#) (TE):** uses technology to capture student comprehension in ways previously difficult to score by machine for large-scale assessments. TE items are worth up to two points. The [Online Tools Training](#) allows students to experience TE items and practice answering them to prepare for the computer-based test.

- ○ **Drag and Drop:** students select and move (drag) options and place (drop) them in answer areas.
- ○ **Dropdown:** students open a list (menu) of options and select a choice.
- ○ **Hot Spot:** students select spots within a graphic.
- ○ **Match Interaction:** students select areas or "buttons" within a chart/table.
- ○ **Text Highlight:** students choose from pre-identified portions of text within an excerpt to support an idea or show a concept.
- ● **Two-part item:** requires students to answer two related questions, worth two points. Two-part items may combine SR and TE item types.
  - ○ **Two-part Dependent (TPD):** requires students to answer two related questions in which the answer to the second question is dependent on the answer to the first question. A student may receive partial credit by answering the first part correctly.
  - ○ **Two-part Independent (TPI):** requires students to answer two related questions in which the answer to the second question does not depend on the answer to the first question. A student may receive partial credit by answering either part correctly.
- ● **Constructed Response:** requires students to write a short response to a prompt in which they provide an answer that shows their social studies knowledge and will be scored using a 4-point rubric.

Test Design

Test design for the LEAP Social Studies assessments in grades 3-4 will be finalized in the fall and updated by November 2024.

Test Session	Component	Points	Time Allowed
TBD			

Reporting Categories

All LEAP 2025 Social Studies tests for grades 3-8 and Civics will be reported using two types of reporting categories.

- **Content Reporting Categories** - The Louisiana Student Standards for Social Studies (LS4) were written with the goal of producing individuals who have (1) a broad and deep knowledge of U.S. and world history, (2) a firm grasp and appreciation of the civic principles that underlie our system of government, (3) a solid understanding of fundamental economic principles and the ability to make wise financial decisions, and (4) a proficiency in both physical and human geography. All assessment items have a primary content reporting alignment.
- **Skills and Practices Reporting Categories** - To achieve the goals outlined in the LS4, students should build content knowledge through engagement with authentic primary and secondary sources and express arguments about social studies topics. The skills and practices for each grade and course are specified in the LS4. A subset of assessment items have a primary skills and practices reporting alignment.

Grade 3 Reporting Structures

The content for grade 3 social studies introduces students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students focus on building their geographic knowledge of North America and the wider world while further developing an understanding of how the environment affects its inhabitants. Grade 3 groups the LS4 into four domains - History, Civics, Economics, and Geography - but the course framework structures the teaching of the content by time periods. For reporting purposes, social studies content knowledge is grouped by major events detailed in the LS4 and in chronological order.

In order to map the history content included in standards 3.6 and 3.7 to appropriate LEAP reporting categories, those standards were split by specific content and notations have been added to the end of the LS4 code: "-1" to signify correspondence to LEAP Content Reporting Category 1, "-2" to signify correspondence to LEAP Content Reporting Category 2, and "-3" to signify correspondence to LEAP Content Reporting Category 3. The LEAP test blueprints exclude content from Unit 7 of the course framework for grade 3 to assuage concerns that teachers will not have enough time to get through Unit 7 before the LEAP test window opens. Teachers are expected to teach through Unit 7 by the end of school year.

The following table includes the description and LS4 alignment for each reporting category, as well as the approximate percentage of test points devoted to the content reporting categories. The approximate percentage of test points devoted to the skills and practices reporting categories is still being determined.

Reporting Category	Description	Content	Test
Content 1 - Foundations, Papers, and Places of the United States of America	Content in this reporting category focuses on the people, places, symbols, and events of the American Revolutionary War period.	3.6a-1, 3.6b-1, 3.6c-1, 3.6d-1, 3.6e-1, 3.7-1, 3.10a-d, 3.11, 3.13, 3.14, 3.16, 3.21 – 3.24	36-42%
Content 2 - A Growing and Changing Nation	Content in this reporting category focuses on the people, places, symbols, and events of the Louisiana Purchase, Lewis and Clark Expedition, expansion, and the abolition of slavery.	3.6a-2, 3.6b-2, 3.6d-2, 3.7-2, 3.8, 3.12, 3.20, 3.25, 3.27, 3.28	24-34%
Content 3 - Industry, Innovation, and a More Perfect Union	Content in this reporting category focuses on the people, places, symbols, and events of the women's suffrage movement, the second Industrial Revolution, and the Civil Rights Movement.	3.6a-3, 3.6b-3, 3.6c-3, 3.6d-3, 3.6e-3, 3.7-3, 3.9, 3.10e, 3.15, 3.17, 3.26	30-38%
Skills and Practices A - Establishing Context	Skills and practices in this reporting category focus on applying chronological reasoning; examining continuity and change; making comparisons and connections; and applying spatial understanding.	3.1, 3.2, 3.5, 3.19	TBD
Skills and Practices B - Examining Sources and Claims	Skills and practices in this reporting category focus on examining and using primary, secondary, and tertiary sources; using evidence to support claims and counterclaims; distinguishing between relevant and irrelevant information; and constructing and expressing claims and counterclaims.	3.3, 3.4	TBD

Grade 4 Reporting Structures

After building knowledge in grades K-3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and examine key characteristics of society, government, and culture in the ancient Near East, Egypt, India, Greece, Rome, China, and the

Americas. For reporting purposes, social studies content knowledge for the course is grouped mainly on relative location and/or relationships between civilizations.

The following table includes the description and LS4 alignment for each reporting category, as well as the approximate percentage of test points devoted to the content reporting categories. The approximate percentage of test points devoted to the skills and practices reporting categories is still being determined.

Reporting Category	Description	Content	Test
Content 1 - Prehistory and Early Civilizations in the Near East and India	Content in this category focuses on the elements of prehistory that led to the development of ancient civilizations. From life in the fertile crescent, the content expands to focus on the development of early civilizations in Mesopotamia and India.	4.9 - 4.13, 4.15	28-36%
Content 2 - Early Civilizations in Egypt and the Americas	Content in this category focuses on the development of early civilizations in Egypt and the Americas. While not connected regionally, both civilizations hold similar themes in early cultures and government.	4.14, 4.19	36-42%
Content 3 - Empire Building in China, Greece, and Rome	Content in this category focuses on the development of civilizations and empires in China, Greece, and Rome. While China does not border Greece or Rome, these civilizations and empires are connected through trade.	4.16 - 4.18	26-34%
Skills and Practices A - Establishing Context	Skills and practices in this reporting category focus on applying chronological reasoning; examining continuity and change; making comparisons and connections; and applying spatial understanding.	4.1, 4.3, 4.4, 4.6 - 4.8	TBD
Skills and Practices B - Examining Sources and Claims	Skills and practices in this reporting category focus on examining and using primary, secondary, and tertiary sources; using evidence to support claims and counterclaims; distinguishing between relevant and irrelevant information; and constructing and expressing claims and counterclaims.	4.2, 4.5	TBD

Achievement-Level Definitions

Achievement-Level definitions briefly describe the expectations for student performance at each of Louisiana's five achievement levels:

- **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.

Achievement Level Descriptors

Achievement-Level descriptors indicate what typical students should know and be able to do at each of Louisiana's five achievement levels: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. Descriptors for each achievement-level will be available upon completion of Standards Setting in Summer 2025.

Test Administration

Administration Information

The testing window opens April 2, 2025, and runs through May 14, 2025 for all computer-based tests. The school or district test coordinator will communicate each school's testing schedule. For updates to the testing schedule, refer to the 2024-2025 Louisiana Assessment Calendar. 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., Math Session 1 taken before Math Session 2)

The following is also recommended:

- 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., ELA Sessions 1 and 2, English I/II Sessions 1 and 2, and U.S. History Session 2) in a day to an individual student.

For more information about scheduling and administration policies, refer to the Online Assessment Scheduling Guidance, found in the LDOE Assessment library.

Administration Schedule for Paper-Based Testing

The table below shows the paper-based testing schedule for **grade 3**.

Test Dates	Subjects and Sessions	Test Time
Wednesday, April 2, 2025	English Language Arts, Session 1	75 minutes
	Mathematics, Session 1	75 minutes
Thursday, April 3, 2025	English Language Arts, Session 2	75 minutes
	Mathematics, Session 2	85 minutes
Friday, April 4, 2025	English Language Arts, Session 3	60 minutes
	Mathematics, Session 3	75 minutes
Monday, April 7, 2025	Science, Session 1	70 minutes
	Science, Session 2	70 minutes
Tuesday, April 8, 2025	Social Studies, Session 1	TBD
	Social Studies, Session 2	TBD

Testing Materials

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

Computer-Based Testing Platform

Students will enter their answers into the online testing system. When composing their written responses, students will 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.
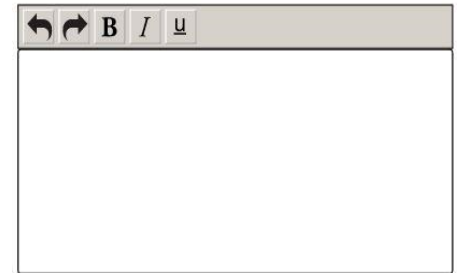
The computer-based tests include the following online tools, which allow a student to select answer choices, "mark" items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line. A help tool is also featured to assist students as they use the online system.

- Pointer
- Highlighter
- Cross-off

- Sticky note
- Magnifier

- Line guide
- Help

All students taking the computer-based test should work through the Online Tools Training using the online tools so they are well prepared to navigate the online testing system.

Paper-Based Tests

Paper-based tests are available to students in **grade 3 only.** Students taking the paper-based tests will enter all answers in their test booklets. There will be no separate answer documents. Instructions for how to manage the test booklets will be outlined in the Test Administration Manual

Multiple-choice questions for grade 3 have four answer options. Students will shade the bubble of the one correct answer.

- (A) Option A
- (B) Option B
- (C) Option C
- (D) Option D

Multiple-select questions for grade 3 have five options. Students will fill in the number of correct answers identified in the stem of the question. The number of correct answers will vary from item to item. The sample asks for two correct answers.

- (A) Option A
- (B) Option B
- (C) Option C
- (D) Option D
- (E) Option E

General Guidelines

The following information presents guidelines for marking/writing in the LEAP 2025 consumable test booklet.

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

Sample Test Items

This section includes sample test items. With each item and item set, is alignment information and the answer indicated by an asterisk, where possible. Rubrics for CRs are included with the items. All sample test items can be found in the Online Tools Training and the Classroom Assessment Items.

Standalone Items

Multiple Choice Item
Content Alignment: 3.22; *Skills and Practices Alignment:* 3.19

Use the **map** to answer the question.
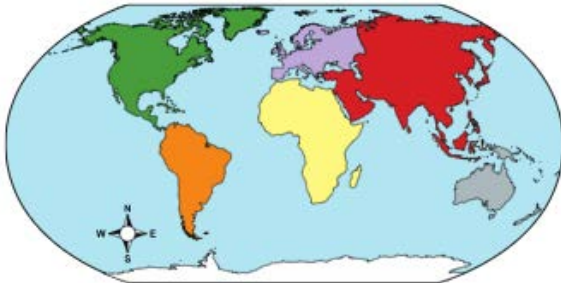
In which hemispheres is North America located?

A.   Northern and Western Hemispheres*

B.   Southern and Western Hemispheres

C.   Northern and Eastern Hemispheres

D.   Southern and Eastern Hemispheres

Multiple Select Item

Content Alignment: 4.19e; *Skills and Practices Alignment:* 4.3

Use the **picture** to answer the question.

Poverty Point
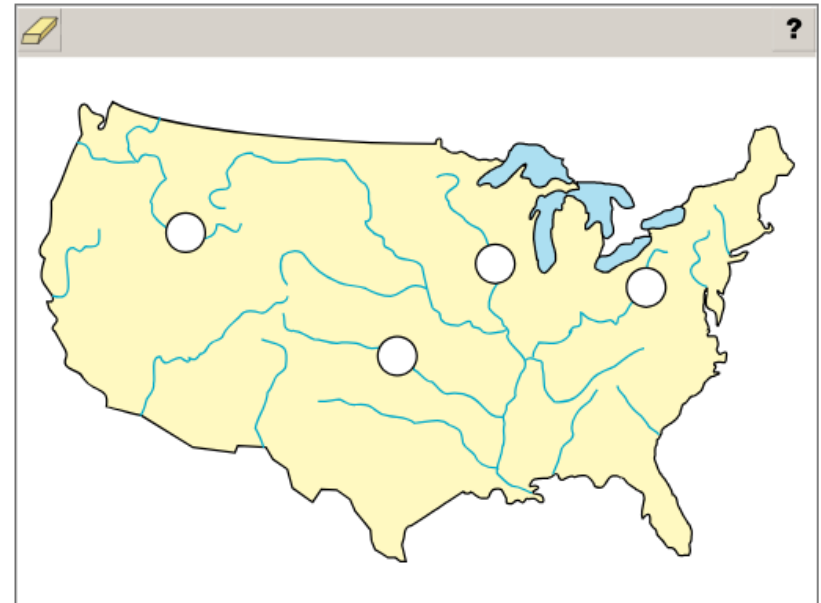

Which words **best** describe the people of Poverty Point?
Select the **two** correct answers.

A.   scribes (writers)

B.   hunter-gatherers*

C.   farmers

D.   mound builders*

E.   warriors

Technology Enhanced Item

Content Alignment: 3.6e-1; *Skills and Practices Alignment:* 3.19

Select the spot on the map that shows the location of the Mississippi River.
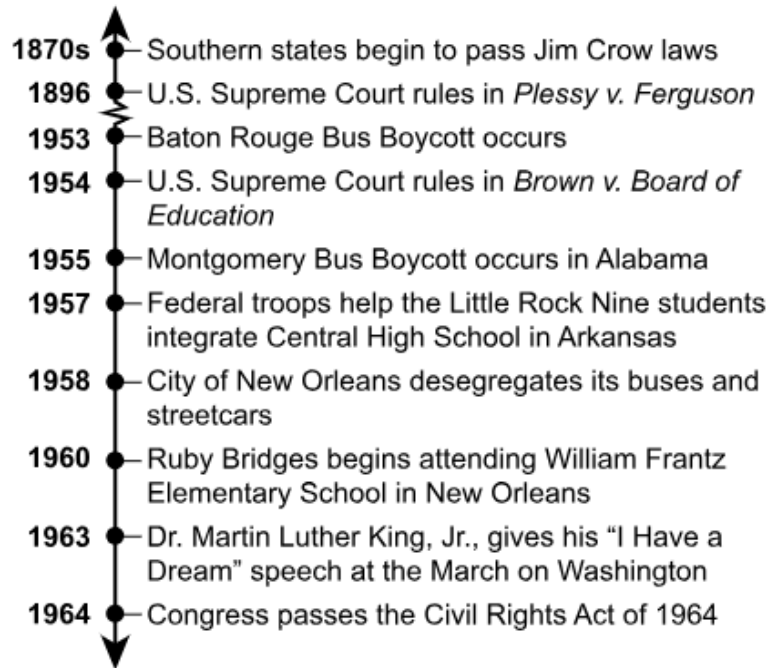
Two-part Independent Item

Content Alignment: 3.7-3; Skills and Practices Alignment: 3.1

Use the **timeline** to answer the questions.

Events Related to Civil Rights in Louisiana and the United States

1870s	Southern states begin to pass Jim Crow laws
1896	U.S. Supreme Court rules in *Plessy v. Ferguson*
1953	Baton Rouge Bus Boycott occurs
1954	U.S. Supreme Court rules in *Brown v. Board of Education*
1955	Montgomery Bus Boycott occurs in Alabama
1957	Federal troops help the Little Rock Nine students integrate Central High School in Arkansas
1958	City of New Orleans desegregates its buses and streetcars
1960	Ruby Bridges begins attending William Frantz Elementary School in New Orleans
1963	Dr. Martin Luther King, Jr., gives his "I Have a Dream" speech at the March on Washington
1964	Congress passes the Civil Rights Act of 1964

Part A

Which statement **best** describes a cause of the civil rights movement in Louisiana and other states?

A.   People wanted to end segregation and discrimination. *

B.   People wanted to create different ways to travel.

C.   People wanted to lower the voting age.

D.   People wanted to make farm and factory work better.

Part B

How did the civil rights movement affect the people of Louisiana and other states?

A.   Fewer people participated in elections.

B.   Fewer people moved from place to place.

C.   Equality and freedom increased for people.*

D.   Prices for goods and services increased for people.

Item Set

Read and study the sources about ancient Mesopotamia. Then use the sources to answer the questions.

Source 1

Ancient Mesopotamia and Near East

This map shows ancient Mesopotamia and surrounding areas. Evidence of agriculture and of domesticated plants and animals has been found throughout the region. These achievements first occurred in Sumer, which is the earliest known civilization in Mesopotamia.
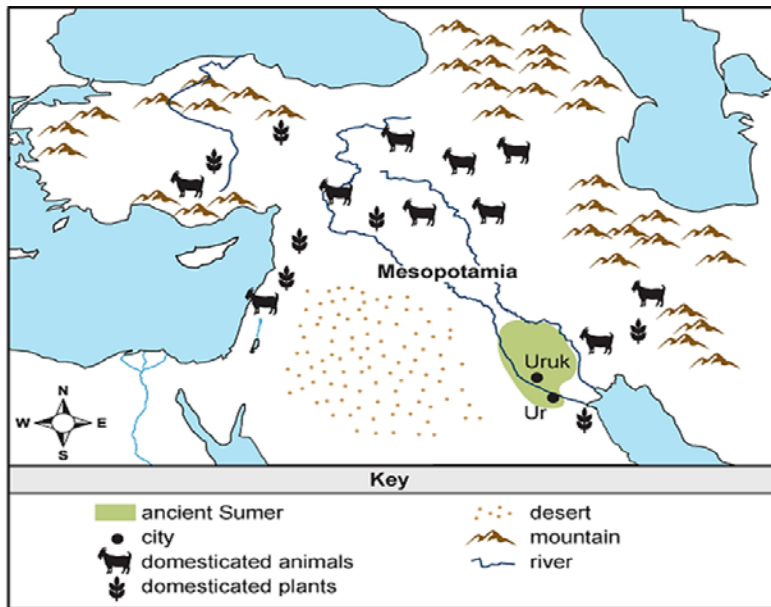
Source 2

Zirigum

This picture shows a person using a zirigum or shaduf, believed to be invented in ancient Mesopotamia. It is a tool used to lift water from a well, river, or other water source. It has a long pole attached to a frame like a seesaw. One end of the pole has a rope and container connected to it. The other end of the pole has a weight attached. A person could lower the container to fill it with water and lift the container back onto higher land. They could then empty the container into watering systems for crops, drinking, or other purposes.

Source 3

Adapted from the Code of Ur-Nammu (c. 2100 BCE)

This excerpt is from the Code of Ur-Nammu. It is a written set of laws from ancient Mesopotamia. Sumerian King Ur-Nammu and his son created the laws and had them written on clay tablets. Archeologists have found copies in different parts of Mesopotamia. The Code of Ur-Nammu is one of the oldest written law codes. It was made long before the famous Code of Hammurabi in Babylon.

King Ur-Nammu established fairness in the land. He got rid of violence and conflict. He set the monthly temple fees at fixed amounts. He created standards for weighing and measuring.
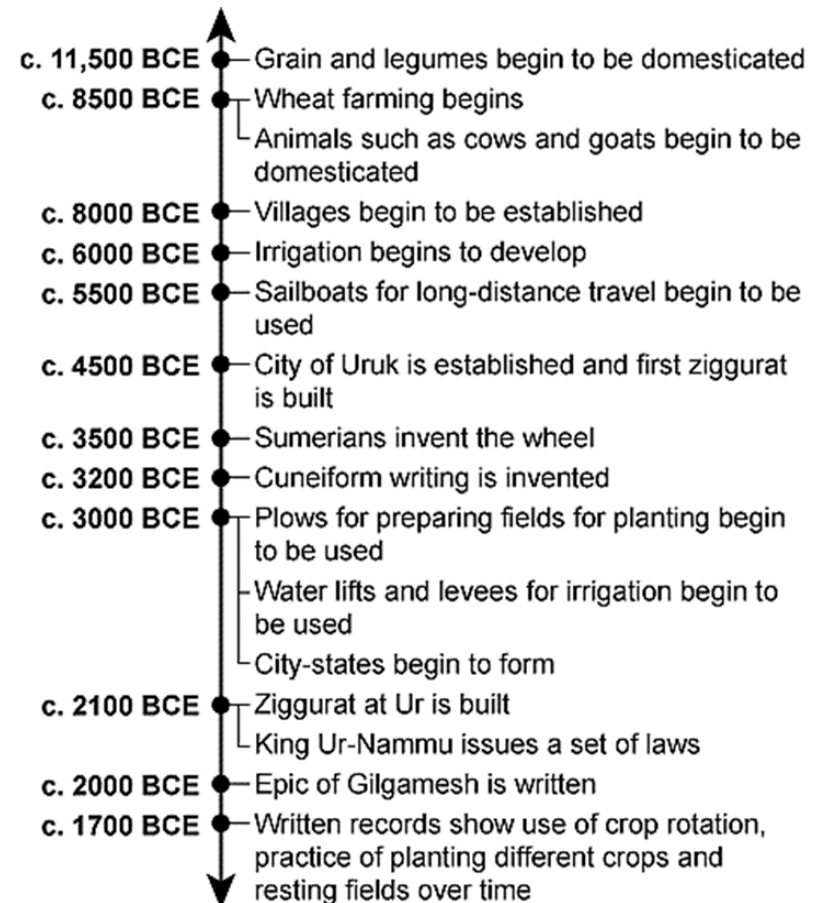
If a man secretly grows crops in the field of another man and complains, then the complaint will be rejected. The man will lose whatever money he spent farming the field.

If a man floods the field of another man with water, then he shall pay for the damage to each field.

If a man rented farmlands to another man, but the other man did not farm it and turned it into wasteland, then the other man shall pay for the damage to each field.
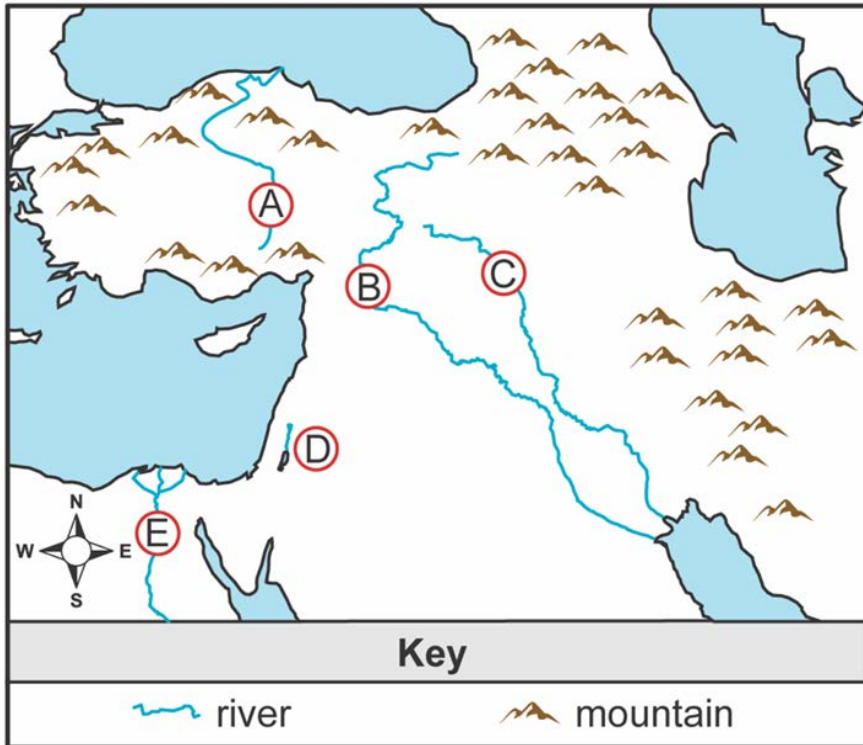
Source 4

Events Related to Ancient Mesopotamia

c. 11,500 BCE — Grain and legumes begin to be domesticated
c. 8500 BCE — Wheat farming begins
— Animals such as cows and goats begin to be domesticated
c. 8000 BCE — Villages begin to be established
c. 6000 BCE — Irrigation begins to develop
c. 5500 BCE — Sailboats for long-distance travel begin to be used
c. 4500 BCE — City of Uruk is established and first ziggurat is built
c. 3500 BCE — Sumerians invent the wheel
c. 3200 BCE — Cuneiform writing is invented
c. 3000 BCE — Plows for preparing fields for planting begin to be used
— Water lifts and levees for irrigation begin to be used
— City-states begin to form
c. 2100 BCE — Ziggurat at Ur is built
— King Ur-Nammu issues a set of laws
c. 2000 BCE — Epic of Gilgamesh is written
c. 1700 BCE — Written records show use of crop rotation, practice of planting different crops and resting fields over time

Technology Enhanced Item
Content Alignment: 4.13a; *Skills and Practices Alignment:* 4.06

Fill in the **two** circles on the map to show the correct locations of the Tigris River and the Euphrates River.

Answer Key: B and C

Multiple Choice Item
Content Alignment: 4.13b; *Skills and Practices Alignment:* 4.06

Use **Source 1** to answer the question.

Which physical characteristic is **most closely** related to the region known as the Fertile Crescent?

A. rich soil near rivers*

B. many herds of wild animals

C. high mountain ranges

D. seas surrounding the area

Two-part Dependent Item / Technology Enhanced Item
Content Alignment: 4.13c; *Skills and Practices Alignment:* 4.02b

Use **Source 2** to answer the questions.

Part A

Which conclusion about the purpose of the zirigum can **best** be made from Source 2?

A.   It allowed people to stop the rivers from flooding.

B.   It allowed people to find new sources of water.

C.   It allowed people to supply water for irrigation.*

D.   It allowed people to make the rivers deeper.

Part B

Four sentences are underlined in the excerpt. Select the **one** sentence that **best** supports the answer to Part A.

It is a tool used to lift water from a well, river, or other water source. It has a long pole attached to a frame like a seesaw. One end of the pole has a rope and container connected to it. The other end of the pole has weight attached. A person could lower the container to fill it with water and lift the container back onto higher land. They could then empty the container into watering systems for crops, drinking, or other purposes.

Answer Key: They could then empty the container into watering systems for crops, drinking, or other purposes.

Multiple Choice Item
Content Alignment: 4.12; *Skills and Practices Alignment:* 4.02b

Use **Source 3** to answer the question.

Which statement about life in ancient Mesopotamia does Source 3 **best** support?

A.   Law codes made sure that farmers had plentiful harvests.

B.   Citizens who owned land could ignore the law codes.

C.   Law codes gave people rules in order to create a stable society.*

D.   Citizens who were wealthy could change the law codes.

Technology Enhanced Item
Content Alignment: 4.13c; *Skills and Practices Alignment:* 4.03

Drag in the chart **one** correct description for **each** advancement to show how the advancement helped agriculture in ancient Mesopotamia.

Advancement	How the Advancement Helped Agriculture
crop rotation	
cuneiform	
plow	
wheel	

Descriptions of how advancements helped agriculture:

helped to keep records of crop production and trade
helped to break apart hard soil
helped to move crops from place to place
helped to keep the soil fertile

Answer Key:

crop rotation	*helped to keep the soil fertile*
cuneiform	*helped to keep records of crop production and trade*
plow	*helped to break apart hard soil*
wheel	*helped to move crops from place to place*

Multiple Select Item
Content Alignment: 4.11; *Skills and Practices Alignment:* 4.03

Use **all of the sources** to answer the question.

Which statements **best** explain how agriculture affected the development of civilization in ancient Mesopotamia?

Select the **two** correct answers.

A. It led to a surplus of food, allowing some people to specialize in non-farm jobs.*

B. It led to the invention of the first stone tools, allowing people to do important tasks more easily.

C. It led to a surplus of time, allowing farmers to do more hunting and gathering.

D. It led to the creation of settled communities, allowing large populations and governments to form.*

E. It led to the discovery of fire, allowing the development of new methods to cook and prepare food.

Constructed Response Item

Content Alignment: 4.11; *Skills and Practices Alignment:* 4.1

Use **the sources** to answer the question.

Explain **two** different ways that advancements in agriculture affected the development of Mesopotamian civilization.

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

Sample Response

One way that advancements in agriculture affected the development of Mesopotamian civilization is the domestication of plants and animals led to food surpluses which allowed Mesopotamian civilization to grow. Another way that advancements in agriculture affected the development of Mesopotamian civilization is the use of the zirigum to water crops on higher land led to food surpluses which allowed Mesopotamia civilization to grow.

Constructed Response Rubric

Score	Scoring Description
4	Student correctly explains **two** different ways that advancements in agriculture affected the development of Mesopotamian civilization.
3	Student correctly **explains one** way **AND** correctly **identifies a second** way that advancements in agriculture affected the development of Mesopotamian civilization without explaining it.
2	Student correctly identifies **two** different ways that advancements in agriculture affected the development of Mesopotamian civilization without explaining either. OR Student correctly explains only **one** way that advancements in agriculture affected the development of Mesopotamian civilization.
1	Student correctly identifies only **one** way that advancements in agriculture affected the development of Mesopotamian civilization without explaining it. OR Response includes **correct information** that is **not** directly relevant to the prompt, but that demonstrates some student content knowledge about Mesopotamian civilization.
0	The response contained only incorrect or irrelevant information or the item was left blank.

Resources

Assessment Guidance Library
- Assessment Development Educator Review Committees: describes the item development process and the associated committees, includes information on applying for participation
- LEAP Social Studies Classroom Assessment Items Grade 3 and Grade 4: examples of how social studies knowledge and skills may be assessed

Assessment Library
- 2024-2025 Louisiana Assessment Calendar: includes information on testing windows for test administrations
- LEAP 2025 Technology-Enhanced Item Types: provides a summary of the different kinds of technology-enhanced items students may encounter in any CBT across courses and grade-levels

K-12 Social Studies Planning Resources Library
- Louisiana Student Standards for Social Studies (LSSS): outline what students should know and be able to do in social studies.
- Social Studies Learning Progression: outline social studies knowledge progressions from kindergarten through high school.
- Social Studies Course Frameworks: suggested resources designated to support teachers in implementing the LSSS.
- Bayou Bridges: Louisiana Social Studies curriculum for whole-class instruction aligned with LSSS.
  - Curriculum Guide and Study Tool

DRC INSIGHT Portal:
- includes access to tutorials, manuals, and user guides
- Online Tools Training: allows students to become familiar with the tools available in the online testing platform

Contact the LDOE
- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions
- AskLDOE for general questions
- ldoecommunications@la.gov to subscribe to newsletters; include the newsletter(s) you want to subscribe to in your email

Newsroom: archived copies of newsletters including LDOE Weekly School System Newsletters and Teacher Leader Newsletters

Updates Log

The table below lists any updates made to this document after the original posting date.

Available	Description of Updates
May 2024	Document original posting for 2024-2025