



Office of Assessments, Analytics, and Accountability

# LEAP Assessment Guide for Social Studies Grades 5-8

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## Purpose

This document is designed to assist Louisiana educators in understanding the LEAP social studies assessments for grades 5-8.

## Introduction

All students in grades 5-8 will take the LEAP 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, Content Knowledge, and Sources

The LEAP Social Studies assessments include [item sets](#), [tasks](#), 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. First and foremost, all test items require students to demonstrate their understanding of social studies content knowledge. Some test items require students to, not only demonstrate their understanding of social studies content knowledge, but to also apply their social studies skills and practices. Test items will **not** direct students to “use your social studies content knowledge” because the expectation is for students to use their social studies content knowledge on every test item. The majority of questions within a set will include a purpose-setting statement directing students to “use” a given source or sources. Students are not expected to go to a source to find social studies content knowledge; rather, the sources are provided to support or add to their social studies content knowledge. In some cases, such as two-part dependent items or extended-response items, students are expected to deliberately and decisively use the sources to support or refute claims. Some item sets or tasks may contain one or two questions that do not have purpose-setting statements directing them to a source or sources. These are foundational items intended to provide a low-difficulty entry point for all students, but particularly for students with disabilities and English learners. 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 assessment 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/or separating especially long sentences into two or more shorter sentences.

Students will also engage with a wide range of visual sources, such as maps, graphs, bar graphs, double bar graphs, histograms, circle/pie graphs, linear and nonlinear line graphs, and simplified scatter plots. 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 5 through 8 include the following item types.

- **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 authentic 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](#).
- **Extended Response:** requires students to write a response to a prompt in which they present their claim and include supporting information with evidence from their social studies knowledge and the sources with analysis and reasoning. Extended Response items will be scored using a [4-point rubric](#).

Check out the [Using LEAP Social Studies Rubrics](#) for more details about using LEAP Social Studies CR and ER rubrics.

## Test Design

Test design for the LEAP Social Studies assessments in grades 5-8 will be finalized in the fall and updated by November 2024.

Test Session	Component	Points	Time Allowed
TBD			

## Reporting Categories

All LEAP 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 5 Reporting Structures

Grade 5 builds on what students learned about ancient and classical civilizations in grade 4. In this course, students examine the European Medieval period and western African kingdoms, Aztec and Incan civilizations, the Renaissance and Reformation, the Age of Exploration, and the European conquest and colonization of the Americas and the Age of Contact. Students examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. For reporting purposes, social studies content knowledge for the course is grouped mainly on chronological time periods, 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 - Medieval Europe and the West African Kingdoms	Content in this reporting category focuses on the society and culture of Western Europe throughout the early and middle Medieval Period and the West African Kingdoms of Ghana, Mali, and Songhai.	5.9 - 5.11	30-37%
Content 2 - Civilizations in the Americas	Content in this reporting category focuses on the society and culture of the pre-Columbian indigenous peoples of the Americas.	5.13	33-40%
Content 3 - Renaissance, Reformation, and Colonization	Content in this reporting category focuses on the Renaissance, the Reformation, and the First Global Age.	5.12, 5.14	26-33%
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.	5.1, 5.3, 5.4, 5.6 - 5.8	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.	5.2, 5.5	TBD

## Grade 6 Reporting Structures

Beginning with the colonization of North America, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective, 1580-1791. In this course, students examine British and French exploration and colonization, the development of the thirteen British colonies; French and Spanish Colonial Louisiana, the American Revolution, and the development and ratification of the U.S. Constitution. For reporting purposes, social studies content knowledge for the course is grouped primarily by chronological sequence.

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 - Colonial America and Louisiana	Content in this reporting category focuses on the history and regions of the colonies that became the United States of America; the relationship between the colonists and the Native American people; the origins and growth of slavery in North America; and the French and Spanish colonial rule in Louisiana.	6.8 - 6.10	37-44%
Content 2 - The American Revolution	Content in this reporting category focuses on the events leading to the American Revolution through the 1783 Treaty of Paris.	6.11	19-26%
Content 3 - Establishing the United States of America	Content in this reporting category focuses on the documents and debates that led to the foundation of the United States of America.	6.12	30-37%
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.	6.1 - 6.5	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.	6.6, 6.7	TBD

## Grade 7 Reporting Structures

Beginning with the presidency of George Washington, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective, 1791-1877. In this course, students examine the development of the early republic, the Louisiana Purchase, the War of 1812, westward expansion, social and political reform movements of the nineteenth century, the growth of nationalism and sectionalism, the Civil War, and the Reconstruction period. For reporting purposes, social studies content knowledge for the course is grouped primarily by chronological sequence.

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 - The First Presidents through the Era of Good Feelings	Content in this reporting category focuses on the major precedent-setting events of the presidencies of Washington, Adams, and Jefferson; the significance of the War of 1812; and the following period of growth and development from the early to mid-1800s.	7.8, 7.9, 7.10a-c	30-37%
Content 2 - Regional Changes, Reform Movements, and Sectionalism	Content in this reporting category focuses on regional changes brought through westward expansion and the forced relocation of Native Americans; movements to expand voting rights, to reform education and prisons systems, and to abolish slavery; and policies and decisions that led to increased sectionalism in the United States.	7.10d-m, 7.11, 7.12a-d	33-40%
Content 3 - The Civil War and Reconstruction	Content in this reporting category focuses on the Civil War and Reconstruction.	7.12e, 7.13, 7.14	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.	7.1 - 7.5	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.	7.6, 7.7	TBD



## Grade 8 Reporting Structures

Beginning with the Second Industrial Revolution, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective, 1877-2008. In this course, students examine the rise of the United States as an industrial and world power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927, World War II, the Cold War, the Civil Rights movement, and the modern era. For reporting purposes, social studies content knowledge for the course is grouped primarily by chronological sequence.

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 - Late 19th and Early 20th Century	Content in this reporting category focuses on technology, industry, urbanization, immigration, migration, the Jim Crow era, and domestic and foreign policy from the late 1800s to the early 1900s.	8.8 - 8.10	26-34%
Content 2 - World War I Through the Great Depression	Content in this reporting category focuses on World War I, the Roaring 20s, and the Great Depression.	8.11 - 8.13	32-38%
Content 3 - World War II Through the Modern Era	Content in this reporting category focuses on World War II, the Civil Rights Movement, the Cold War, and the modern era.	8.14 - 8.17	34-40%
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.	8.1 - 8.5	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.	8.6, 8.7	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 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.

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

## Testing Materials

For paper-based 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 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



- Cross-off



- Highlighter



- Sticky note



- Magnifier



- Line guide



- Masking



- Help



All students taking the computer-based test should work through the [Online Tools Training](#), using the online tools so students are well prepared to navigate the online testing system.

# Sample Test Items

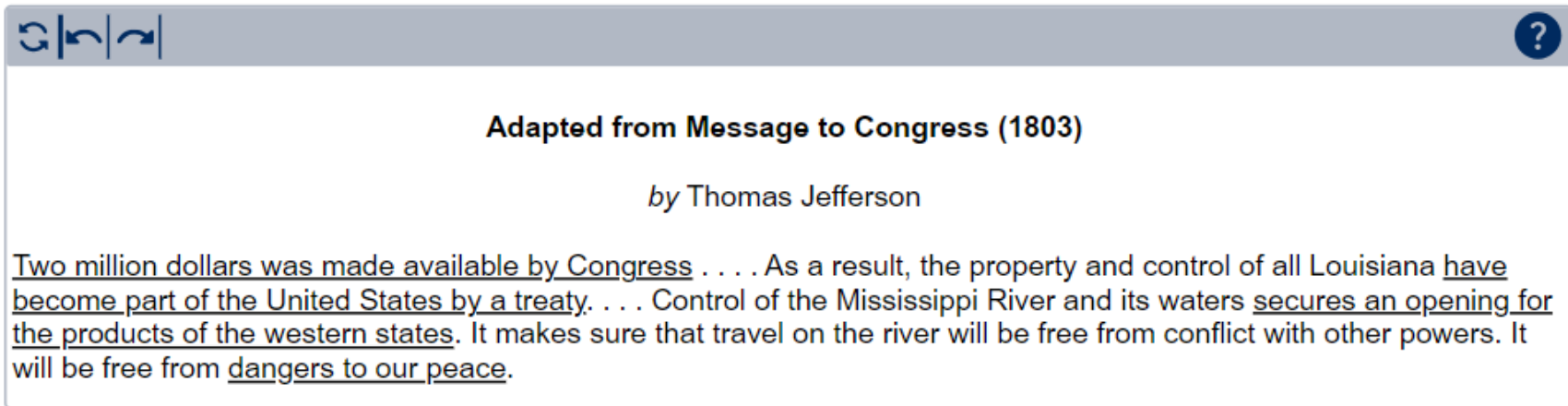
This section includes sample test items. With each item and item set, is alignment information and the answer indicated by an asterisk, where possible. Rubrics for CRs and ERs are included with the items. All sample test items can be found in the [Online Tools Training](#) and the [Classroom Assessment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

## Technology Enhanced Item

*Content Alignment: 7.8h; Skills and Practices Alignment: 7.6b*

Use the **excerpt** to answer the question.

Four phrases are underlined in the excerpt. Select the **one** phrase that **best** shows a benefit of the Louisiana Purchase for the United States.



**Adapted from Message to Congress (1803)**  
*by Thomas Jefferson*

Two million dollars was made available by Congress . . . As a result, the property and control of all Louisiana have become part of the United States by a treaty. . . . Control of the Mississippi River and its waters secures an opening for the products of the western states. It makes sure that travel on the river will be free from conflict with other powers. It will be free from dangers to our peace.

*\*Answer Key: secures an opening for the products of the western states*

## Standalone Items

### Multiple Choice Item

Content Alignment: 6.10a; Skills and Practices Alignment: 6.1

Use the **map** to answer the question.

#### Plan of New Orleans (1765)

by Philip Pittman

This image of a French engraving shows the city of New Orleans, which was built on high ground on the bank of the Mississippi River.



Which statement **best** explains why the French established a colonial capital in New Orleans?

- A. The position of the city on the Mississippi River guarded against floods.
- B. The location of the city on the Mississippi River was ideal for trade.\*
- C. The city provided direct access to sacred religious sites in the region.
- D. The city had natural barriers for protection from attacks by foreign militaries.

### Multiple Select Item

Content Alignment: 5.14a

Which phrases **best** describe motivations for European exploration?

Select the **two** correct answers.

- A. desire to establish colonies that increased the wealth of European rulers\*
- B. desire to form political alliances with Native Americans
- C. desire to spread scientific ideas throughout the world
- D. desire to find sources of gold, silver, and other riches\*
- E. desire to create new markets that could produce finished goods

## Two-part Independent Item

Content Alignment: 8.13e; Skills and Practices Alignment: 8.6a

Use the **excerpt** to answer the questions.

### Excerpt from an Address Accepting the Presidential Nomination (1932)

by Franklin D. Roosevelt

What do the people of America want more than anything else? To my mind, they want two things: work [and] . . . a reasonable measure of security – security for themselves and for their wives and children. . . .

On the farms, in the large metropolitan areas, in the smaller cities and in the villages, millions of our citizens cherish the hope that their old standards of living and of thought have not gone forever. Those millions cannot and shall not hope in vain. I pledge you, I pledge myself, to a new deal for the American people.

#### Part A

What was the New Deal?

- A. laws and court rulings decided during wartime
- B. programs and projects established during the Great Depression\*
- C. agreements and investments made during the Roaring Twenties
- D. buildings and transportation systems built in the nation’s capital

#### Part B

Which phrase describes a goal of the New Deal?

- A. to improve the infrastructure in northeastern cities
- B. to supply loans to consumers for the purchase of new goods
- C. to provide relief for the unemployed and promote economic recovery\*
- D. to inspire patriotism and limit dangerous speech against the government

**Two-part Dependent Item**

Content Alignment: 8.15b; Skills and Practices Alignment: 8.6a

Use the **photograph** to answer the question.

**Bus in Birmingham, Alabama (c. 1962)**



**Part A**

Which concept is **most closely** related to the photograph?

- A. massive resistance
- B. *de jure* segregation
- C. civil disobedience
- D. *de facto* segregation\*

**Part B**

Which phrase **best** describes the answer to Part A?

- A. segregation that is established by law\*
- B. segregation that occurs by military force
- C. segregation that is established by custom
- D. segregation that occurs as a form of rebellion

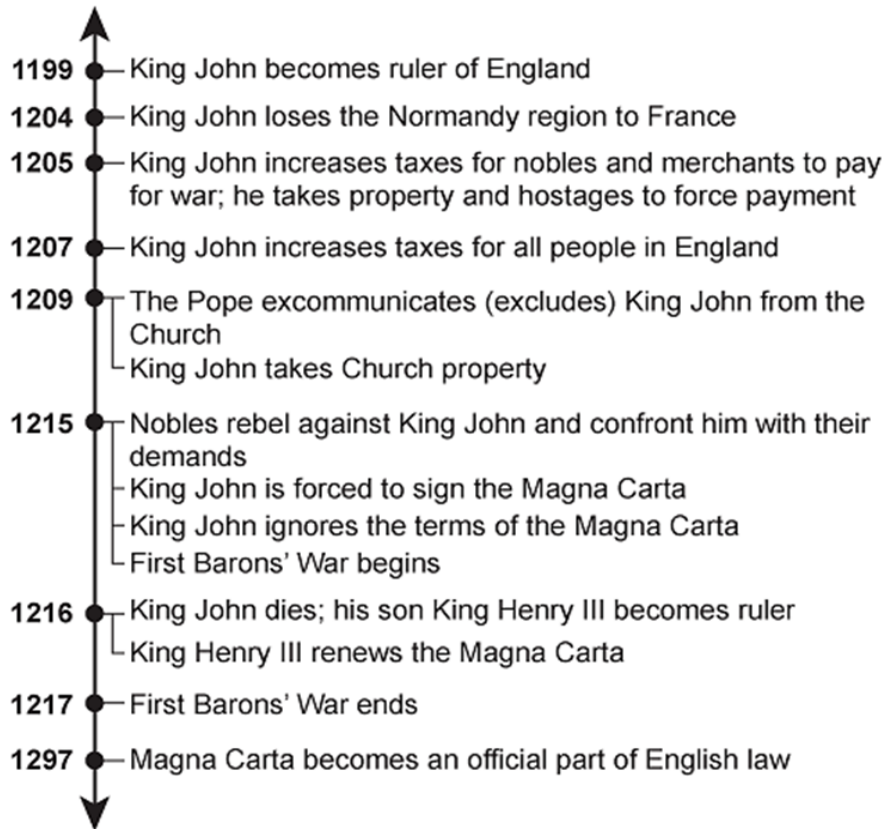


## Item Set

Read and study the sources about the rule of law in England during the medieval period. Then use the sources to answer the questions.

### Source 1

#### Events Related to the Magna Carta



### Source 2

#### King John

This drawing shows King John of England, who ruled from 1199 to 1216. It was made in the 1500s, as part of a book with biographies and pictures of key people in Europe. In this picture, King John is shown wearing a crown and armor. He is holding a sword in one hand. In his other hand is an object known as a *globus cruciger* (orb and cross). It was a common symbol of authority during his time. King John's coat of arms with three lions is shown in the upper left corner.



### Source 3

#### Adapted from the Magna Carta (1215)

*This excerpt is from the Magna Carta, or Great Charter. It was an agreement between King John of England and the people of England. It had 63 points describing rights of the people and powers of the king.*

To all free men of our kingdom: We grant forever all the liberties written here. . . .

9. Neither we nor our officials will seize any land or rent in payment of a debt, as long as the person is able to pay the debt. . . .

13. The city of London will enjoy all its longstanding liberties and trade without fees, both by land and by water. . . .

20. A free man will be fined according to his offense. He will be fined more for a serious offense. But that fine will not be high enough to take away all his money. . . .

39. No free man will be arrested, imprisoned, or denied his rights or belongings. He will not be exiled. He will not be denied his freedom. We will not use force against him. We will not do these things unless he is legally judged by his equals or by the law of the land. . . .

40. To no one will we deny or delay right or justice. . . .

45. We will only appoint judges, sheriffs, and other officials that know the law and are able to keep it. . . .

49. We will return all hostages immediately. . . .

52. We will return lands, liberties, and rights to any man who we have taken them from, without the legal judgment of his equals.

### Multiple Choice Item

*Content Alignment: 5.9e; Skills and Practices Alignment: 5.3*

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

Which phrase explains the **most likely** reason the image in Source 2 was created?

- A. to show the role and importance of King John in the history of England\*
- B. to show that King John was a weak ruler
- C. to show that people of England respected and approved of King John
- D. to show that King John ruled over a large area

### Multiple Select Item

*Content Alignment: 5.9e and 5.9d; Skills and Practices Alignment: 5.3*

Use **Source 1 and Source 2** to answer the question.

Which words **best** describe the political and social systems in England during the reign of King John?

Select the **two** correct answers.

- A. feudalism\*
- B. democracy
- C. monarchy\*
- D. republic
- E. theocracy

### Multiple Select Item

*Content Alignment: 5.9e; Skills and Practices Alignment: 5.2a*

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

Which statements **best** explain why the Magna Carta is historically important?

Select the **two** correct answers.

- A. It created a law that protected the right to free speech.
- B. It stated that the law was the main source of power.
- C. It declared that leaders had permission to disobey the law.
- D. It stated that judges interpret the laws of the country.\*
- E. It established the principle that rulers must follow the laws.\*

### Technology Enhanced Item

Content Alignment: 5.9d; Skills and Practices Alignment: 5.1

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

Drag in the chart **three** correct statements that explain why nobles became angry with King John.

Causes



**Nobles become angry with King John.**

#### Answer Choices:

- King John agrees to surrender in the war with France.
- King John gives more rights to the peasants.
- King John tries to limit the power of the nobles.
- King John makes the people pay higher taxes.
- King John stops people from joining the Church.
- King John takes lands away from the people.

*\*Answer Key:*

- King John agrees to surrender in the war with France.*
- King John makes the people pay higher taxes.*
- King John stops people from joining the Church.*

### Two-part Dependent Item

Content Alignment: 5.9e; Skills and Practices Alignment: 5.2b

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

#### Part A

Which phrase **best** describes the purpose of the Magna Carta?

- A. to give independence to serfs
- B. to outlaw taxation by the government
- C. to ban nobles from positions of authority
- D. to protect the rights of nobles against an unjust king\*

#### Part B

Which quotation from Source 3 **best** supports the answer to Part A?

- A. “To all free men of our kingdom: We grant forever all the liberties written here.”\*
- B. “The city of London will enjoy all its longstanding liberties and trade without fees”
- C. “We will only appoint judges, sheriffs, and other officials that know the law”
- D. “We will return all hostages immediately.

**Technology Enhanced Item**

Content Alignment: 5.9e; Skills and Practices Alignment: 5.3

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

Select the **best** answer from each list to complete the sentences about the events that followed the signing of the Magna Carta.

King John ignored the Magna Carta. This action led to the .

- battle for Normandy
- election of Henry III
- First Barons' War
- separation from the Church

After the death of King John, the new leader agreed to .

- end the manor system
- establish a democracy
- restore the charter
- unite with neighboring countries

*\*Answer Key:*

King John ignored the Magna Carta. This action led to the First Barons' War.

After the death of King John, the new leader agreed to restore the charter.

### Constructed Response Item

Content Alignment: 5.9e; Skills and Practices Alignment: 5.3

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

Explain **two** different effects that the Magna Carta had on England.

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 effect of the Magna Carta was it limited the monarch’s power by establishing the rule of law. Another effect of the Magna Carta is it ensured a fair trial by jury by stating no man could go to prison without being judged by his equals.

### Constructed Response Rubric

Score	Scoring Description
4	Student correctly explains <b>two</b> different effects that the Magna Carta had on England.
3	Student correctly <b>explains one</b> effect <b>AND</b> correctly <b>identifies a second</b> effect that the Magna Carta had on England without explaining it.
2	Student correctly <b>identifies two</b> different effects that the Magna Carta had on England without explaining either. OR Student correctly <b>explains one</b> effect that the Magna Carta had on England.
1	Student correctly <b>identifies one</b> effect that the Magna Carta had on England without explaining it. OR Response includes <b>correct information</b> that is not directly relevant to the prompt, but that demonstrates some student content knowledge about the Magna Carta.
0	The response contained only incorrect or irrelevant information or the item was left blank.

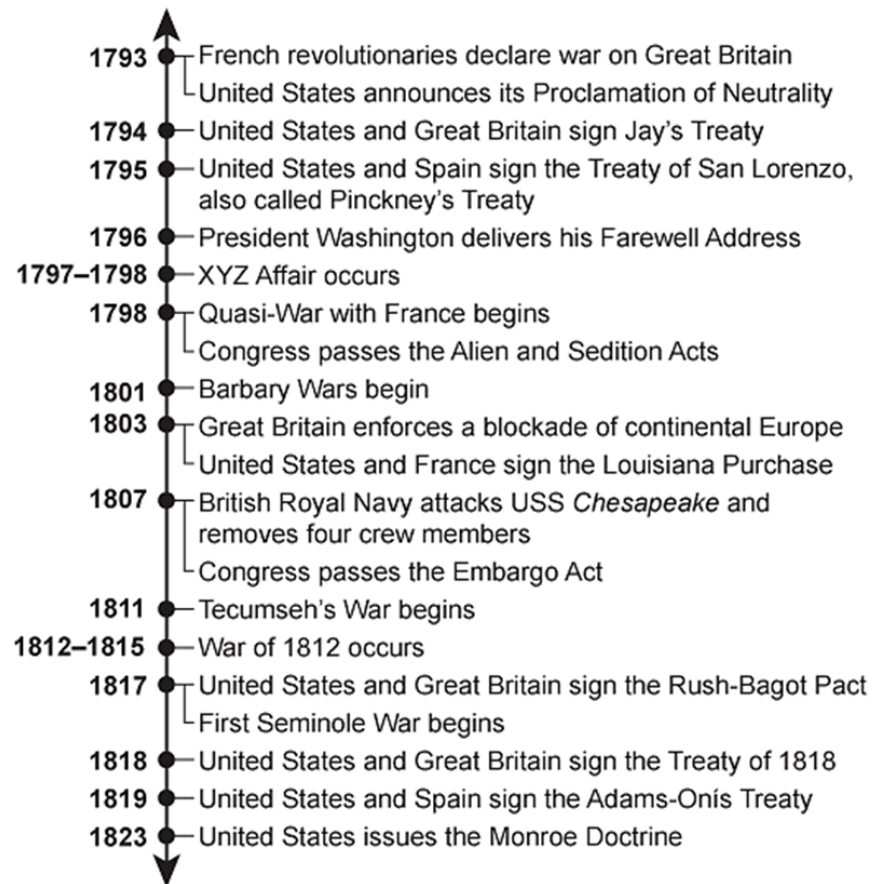
Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization that do not interfere with the ability of the reader to understand the ideas presented.

## Task

Read and study the sources about the challenges of the federal government in the early republic during the late 1700s and early 1800s. Use the sources to answer the questions. As you study the sources and answer the questions, get ready to write about how the challenges of the government in the early republic affected the development of the United States.

### Source 1

#### Events Related to the Early Republic



### Source 2

#### Adapted from the Proclamation of Neutrality (1793)

by George Washington

*This excerpt is from a proclamation issued by President George Washington. It describes the policy of the United States in response to the war in Europe.*

It appears that a state of war exists in Europe, Austria, Prussia, Sardinia, Great Britain, and the United Netherlands are on one side. France is on the other. The interest of the United States requires that we should be friendly and impartial toward the warring powers.

I have therefore thought fit to declare the position of the United States to observe the people's conduct toward those powers. I urge and warn the citizens of the United States carefully to avoid all acts that may violate our position.

I also make it known that citizens of the United States shall be subject to punishment or penalties under the law, by encouraging hostilities against any of the said powers. Citizens of the United States may also be punished for carrying any smuggled articles to the said powers.

### Source 3

#### Adapted from a Letter to Lafayette (1815)

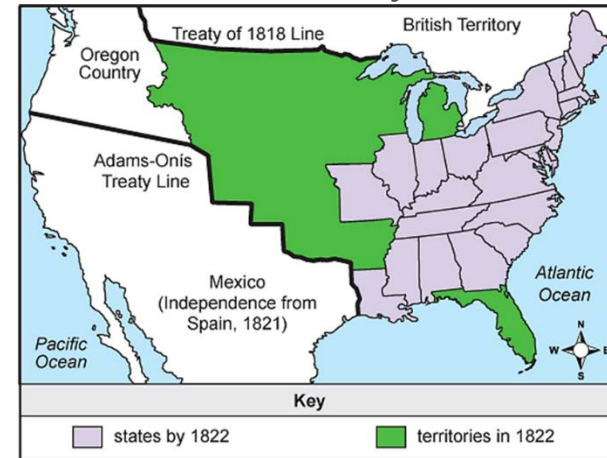
by Thomas Jefferson

*In this excerpt from a letter written by Jefferson after he left government, he discusses the recent signing of the Treaty of Ghent, which ended the War of 1812.*

Today I received news of our peace. I am glad of it. And especially glad that we ended the war with the action at New Orleans. But I consider the peace as a cease-fire only, because no security is provided against the impressment of our sailors. With this unsettled, we are in hostility of mind with England, although actual deeds of warfare may be suspended by a truce. The first act of impressment she commits on an American will be answered by retaliation, or by declaration of war here. The meantime must be a state of preparation for it. In this time, we have much to do in further strengthening our seaport towns, providing military supplies, preparing and training our militia, and arranging our financial system. And above all pushing our domestic manufactures, which have become so important that they never again can be shaken.

### Source 4

#### The United States by 1822



### Source 5

#### Adapted from the Monroe Doctrine (1823)

The American continents are not to be considered as subjects for future colonization by any European powers. We would consider any attempt by European powers to expand to any portion of the western hemisphere as dangerous to our peace and safety. We view any attempt by any European power to interfere with the purpose of controlling independent governments as unfriendly toward the United States.

Our policy in regard to Europe is not to interfere in the internal concerns of any of its powers. Our policy is to develop friendly relations with it and to preserve those relations.

It is still the true policy of the United States to leave other countries to themselves. We hope that other powers will follow the same policy.



### Two-part Independent Item

*Content Alignment: 7.8; Skills and Practices Alignment: 7.2*

#### Part A

Why did President Washington issue the Proclamation of Neutrality in 1793?

- A. to avoid U.S. involvement in the war in Europe\*
- B. to encourage U.S. settlement in North America
- C. to enforce the U.S. Constitution
- D. to protect U.S. independence

#### Part B

Which statement **best** describes an effect of the Proclamation of Neutrality?

- A. It protected the rights and freedoms of U.S. citizens.
- B. It improved U.S. relations with France and Great Britain.\*
- C. It showed U.S. support for colonies in Latin America.
- D. It increased tensions between the U.S. political parties.

### Multiple Choice Item

*Content Alignment: 7.10; Skills and Practices Alignment: 7.6a*

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

Which statement best describes Thomas Jefferson’s view expressed in Source 3 about the outcome of the War of 1812?

- A. The United States needed to abandon parts of the Northwest Territory.
- B. The United States needed to improve its national defenses in case of war.\*
- C. The United States needed to return some tribal lands to Native Americans.
- D. The United States needed to establish permanent alliances with other countries.

### Multiple Choice Item

*Content Alignment: 7.10d; Skills and Practices Alignment: 7.06a*

Use **Source 5** to answer the question.

Which phrase **best** describes a purpose of the Monroe Doctrine?

- A. to show opposition to European colonization in the Western Hemisphere\*
- B. to justify military action against Barbary pirates sailing near the United States
- C. to show support for Spanish colonization of Mexico
- D. to encourage European states to join the Union

### Multiple Select Item

*Content Alignment: 7.10d; Skills and Practices Alignment: 7.2*

Use **Source 1** and **Source 4** to answer the question.

Which statements **best** explain causes of territorial growth of the United States during the early republic?

Select the **two** correct answers.

- A. The United States made agreements with European countries to gain territory.\*
- B. The United States purchased territory from Mexico.
- C. The United States took control of Native American territory.\*
- D. The United States conquered territory that was claimed by Spain and France.
- E. The United States made an alliance with Britain in exchange for territory.

### Multiple Select Item

*Content Alignment: 7.10d; Skills and Practices Alignment: 7.1*

Use **Source 1** and **Source 4** to answer the question.

Which statements best explain how the Louisiana Purchase affected the United States?

Select the **two** correct answers.

- A. It increased U.S. trade with countries in Asia.
- B. It provided direct access to the Pacific Ocean.
- C. It established U.S. control of the Mississippi River.\*
- D. It led to westward expansion of the United States.\*
- E. It created unity among the people of North America.
- F. It started a war between the United States and France.

## Extended Response Item

*Content Alignment: 7.8; Skills and Practices Alignment: 7.7a*

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

Analyze how the challenges of the early republic influenced the development of the United States from the 1790s to the 1820s.

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of social studies **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

## Scoring Notes

A strong response:

- Presents a claim (or argument) that clearly addresses the prompt.
- Includes accurate information and examples from social studies knowledge beyond what the sources provide.
- Includes relevant evidence from the sources to support the claims and ideas.

## Sample Response:

As the United States developed foreign policy changed as a result of challenges faced in the early republic. In the days of the early republic, United States foreign policy was neutrality. As challenges were faced, the United States began to get more involved in foreign affairs. Source 1 says the United States announced its Proclamation of Neutrality in 1793.

## Extended Response Rubric

Score	Scoring Description
4	Response includes a <b>correct claim</b> about how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. Response includes a <b>correct explanation</b> that addresses the prompt and includes at least one reference to a given <b>source and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.
3	Response includes a <b>correct claim</b> about how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. Response includes a <b>correct explanation</b> that addresses the prompt and includes at least one reference to a given <b>source or</b> relevant content <b>knowledge</b> that is not directly provided in the given source, but not both. OR Response includes a <b>correct explanation</b> to address how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. The explanation includes at least one reference to a given <b>source and</b> relevant content <b>knowledge</b> that is not directly provided in the given source.
2	Response includes a <b>correct claim</b> about how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s with at least one reference to a given <b>source or</b> relevant content <b>knowledge</b> that is not directly provided in the given source. OR Response includes a <b>correct explanation</b> to address how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. The explanation includes at least one reference to a given <b>source or</b> relevant content <b>knowledge</b> that is not directly provided in the given source.
1	Response includes a <b>correct claim</b> about how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. OR Response includes <b>correct information</b> that is not directly relevant to the prompt, but that demonstrates some student content knowledge about challenges of the early republic or the development of the United States from the 1790s to the 1820s.
0	Response does not include any elements described above.

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization that do not interfere with the ability of the reader to understand the ideas presented.

# 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 Practice Questions for Social Studies [Grade 5](#), [Grade 6](#), [Grade 7](#), [Grade 8](#): examples of how social studies knowledge and skills may be assessed
- [Using LEAP Social Studies Rubrics](#): details how to use LEAP Social Studies CR and ER rubrics

## Assessment Library

- [2024-2025 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [LEAP 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

## **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

## 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](#)

## Contact the LDOE

- [assessment@la.gov](mailto:assessment@la.gov) for assessment questions
- [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) for curriculum and instruction questions
- [AskLDOE](#) for general questions
- [Newsroom and LDOE Newsletters](#): [subscribe](#) to newsletters; include the newsletter(s) you want to subscribe to in your email; includes 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
October 2024	Hyperlinks Updated DRC Tools Icons Updated More information about using sources and purpose-setting statements <a href="#">Using LEAP Social Studies Rubrics</a> added to the Resources

Email [assessment@la.gov](mailto:assessment@la.gov) with any questions or comments about this assessment guide.