

LEAP

SOCIAL STUDIES

Grade 4

Classroom Assessment Items

Purpose and Use

The [LEAP Social Studies Classroom Assessment Items](#) are intended for use in classroom instruction and assessment, meaning that educators may choose to incorporate the sources and items into daily lessons or classroom tests as a to complement their instructional and assessment materials. The Social Studies Classroom Assessment Items offer examples of how social studies knowledge and skills may be assessed in alignment with the [2022 Louisiana Student Standards for Social Studies \(LSSSS\)](#) and provide students and teachers an opportunity to engage with the different source and item types on the LEAP Social Studies Field Tests.

Table of Contents

Unit of Study	Component and Group Name
Unit 2	Set: Ancient Mesopotamia (culminating item options: MS item #6, CR item #6)
Units 5, 6	Standalone Items
Unit 2	Task: Tutankhamun (culminating item: WR item #6)
N/A	Answer Key and Rubrics
N/A	Scoring Activity



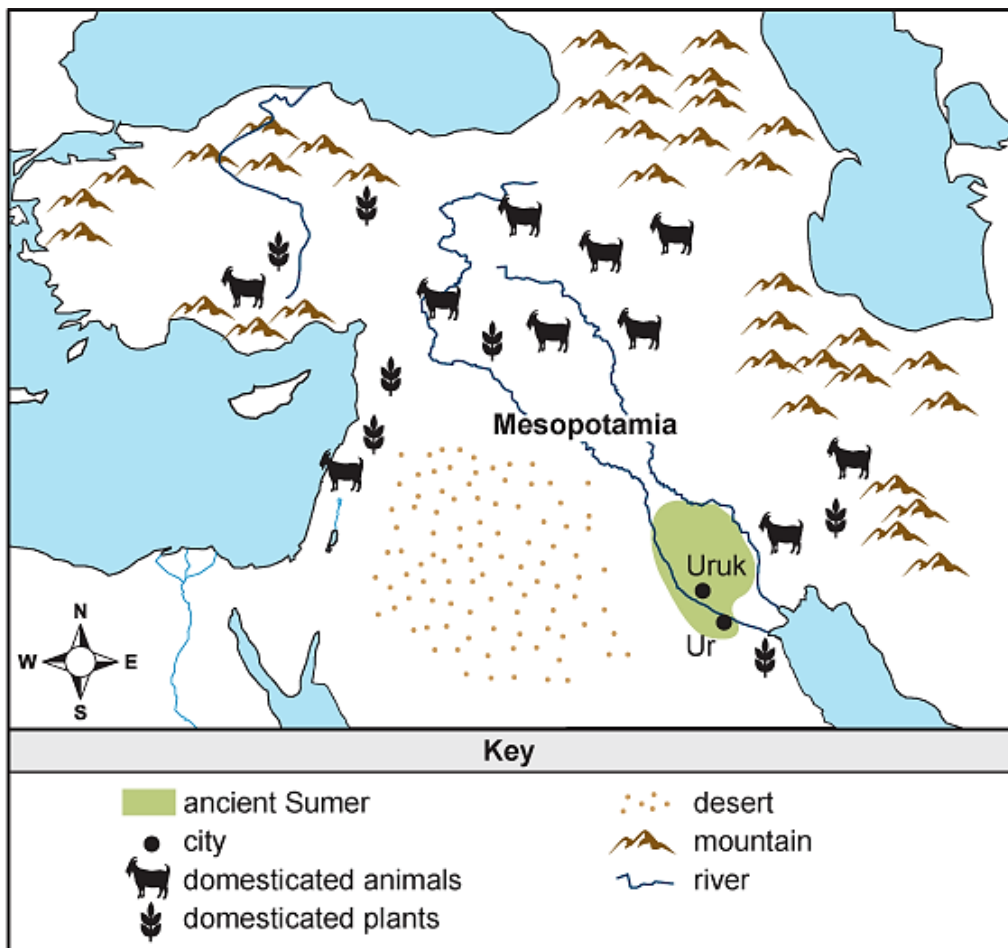
Grade 4
Classroom Assessment
Set

Read and study the sources about ancient Mesopotamia. Then use your social studies knowledge and 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.

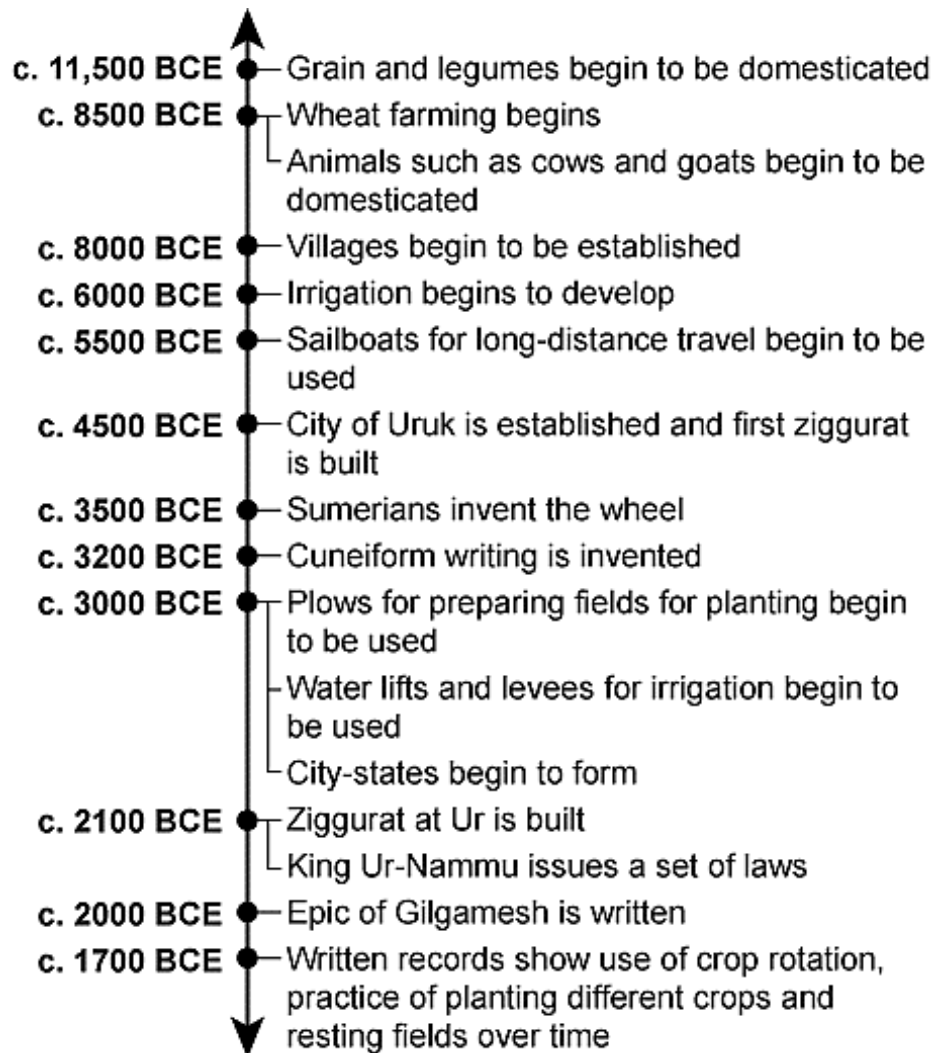
If a man secretly grows crops in the field of another man and complains, then the complaint will be rejected. The man will lose whatever money he spent farming the field.

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.

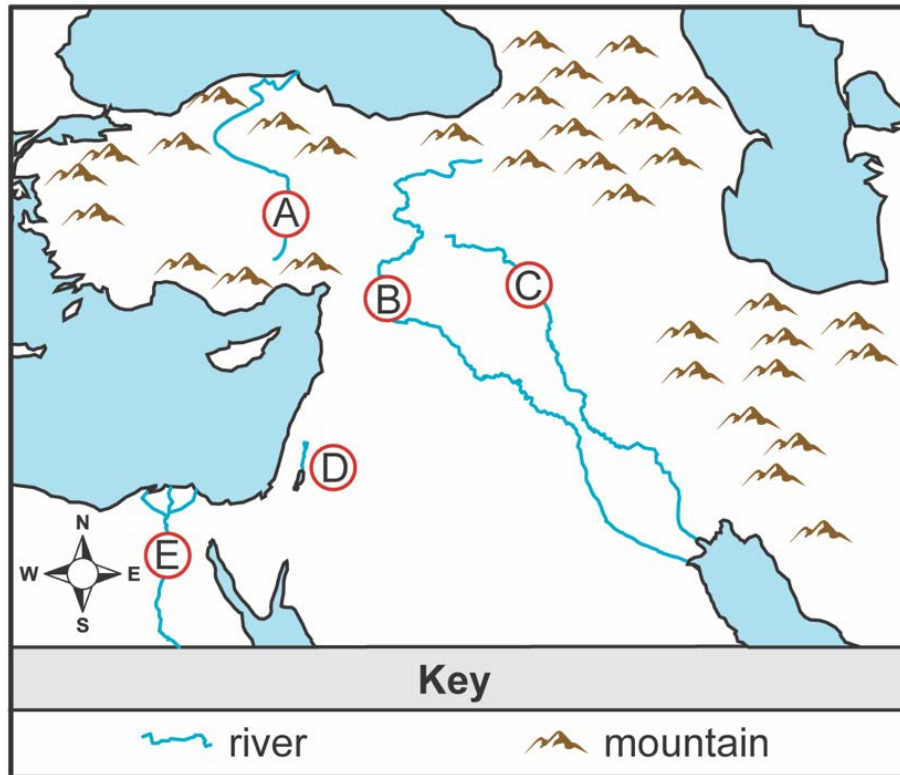
Source 4

Events Related to Ancient Mesopotamia



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

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



2-4194

2. Use your **social studies knowledge and 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

2-4195

3. Use your **social studies knowledge and 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.

2-4197

4. Use your **social studies knowledge and 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.

2-4198

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

Write 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

6. Use your **social studies knowledge and 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.

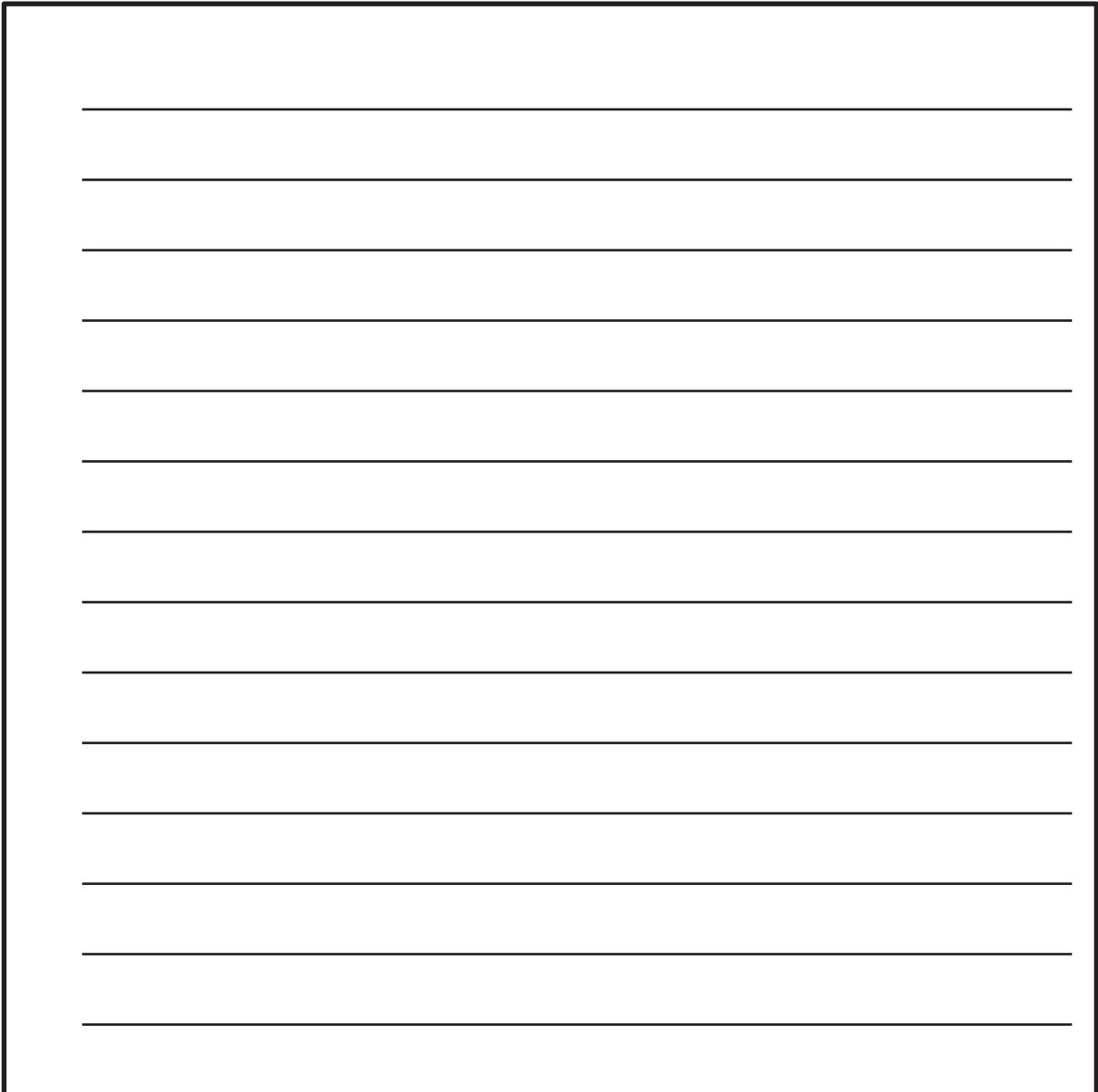
- A. It led to a surplus of food, allowing some people to specialize in non-farm jobs.
- B. It led to the invention of the first stone tools, allowing people to do important tasks more easily.
- C. It led to a surplus of time, allowing farmers to do more hunting and gathering.
- D. It led to the creation 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.

2-4199

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

Explain **two** different ways that advances 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.

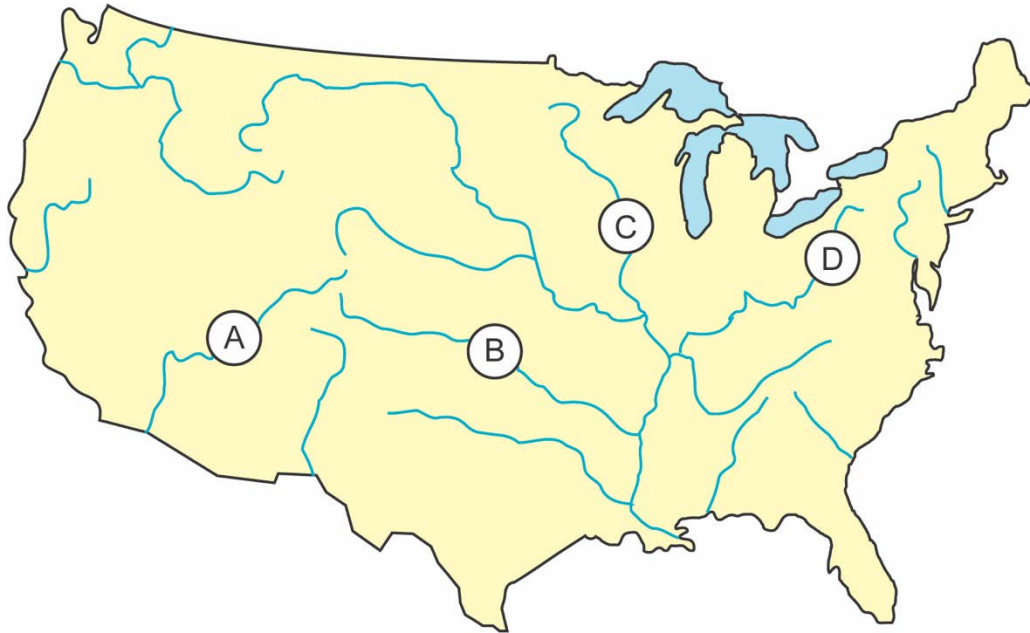




Grade 4
Classroom Assessment
Standalone Items

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

Fill in the circle on the map that shows the location of the Mississippi River.



5-4167

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

Select the **best** answer from each list to complete the sentence about the people who first lived in the area that became Louisiana.

The earliest people to live in the southern part of North America were

people who mostly got food by .

agricultural	farming
nomadic	hunting and gathering
settled	trading

5-4169

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

Using an Atlatl

This picture shows a person using an atlatl. The Meso people of the area that became Louisiana used the atlatl to throw spears.



Why was the atlatl important to the earliest people of Louisiana?

- A. It led to the development of agriculture.
- B. It improved the hunting of animals.
- C. It inspired the creation of organized sports.
- D. It showed the use of advanced mathematics.

5-4170

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

El Caracol Observatory in Chichén Itzá



Part A

What is the **most likely** purpose of the Maya building shown in the picture?

- A. to help people study the stars and planets
- B. to allow people to play games and sports
- C. to protect people from groups of wild animals
- D. to store water for people to use during droughts

Part B

Which feature of the building **best** supports the answer to Part A?

- A. the flat area at each level
- B. the base underneath
- C. the stairs on the left
- D. the tower on top

6-4171

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

Maya Lintel

The picture shows part of an ancient Maya lintel. A lintel is a beam used above a doorway when building. This lintel shows a Maya king, Bird Jaguar IV, in warrior clothing on the right and a person taken as a prisoner in battle on the left. The lintel has glyphs in the top left and bottom right.



Part A

Which accomplishment of the Maya **most closely** relates to the picture?

- A. astronomy
- B. mathematics
- C. agriculture
- D. writing

Part B

Which phrase describes the **most likely** purpose of the picture created by the ancient Maya?

- A. to show the power of the king
- B. to show how kings dressed for war
- C. to honor the life of the prisoner
- D. to honor the completion of the building

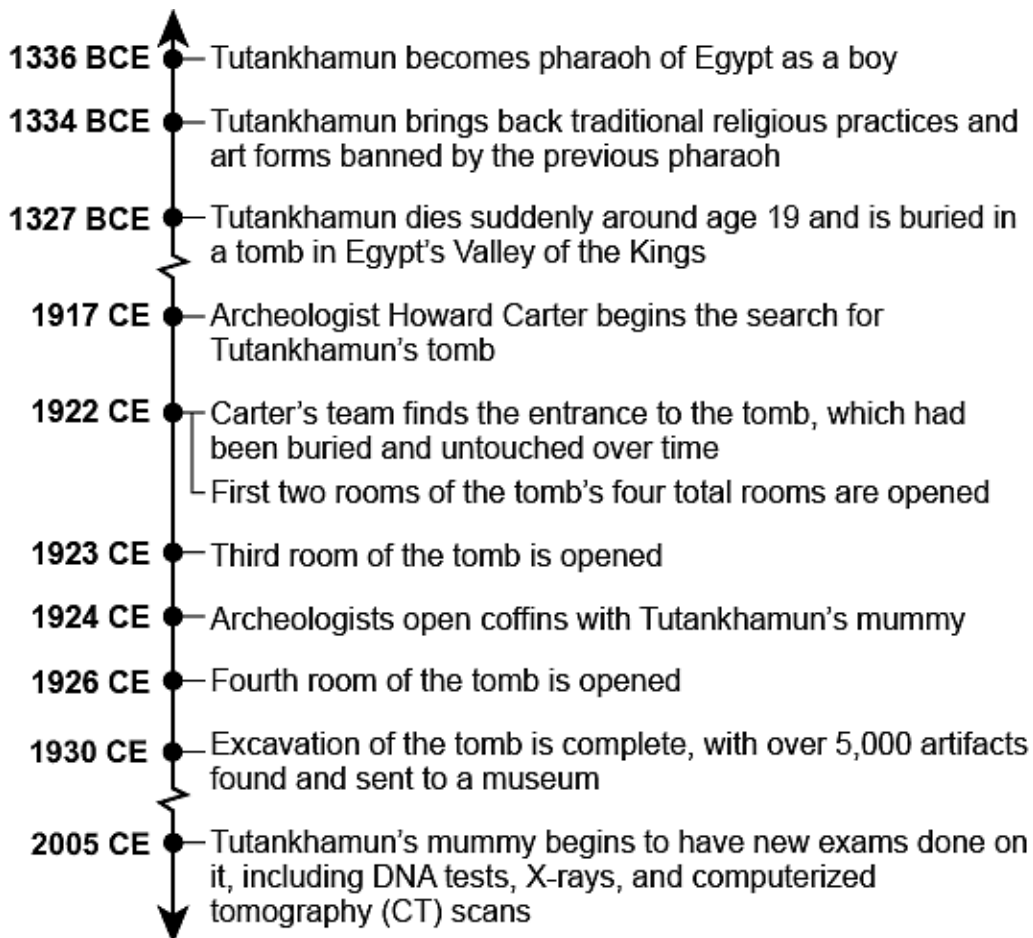


Grade 4
Classroom Assessment
Task

Read and study the sources about King Tutankhamun of ancient Egypt. Use your social studies knowledge and the sources to answer the questions. As you study the sources and answer the questions, get ready to write about how the discoveries in King Tutankhamun’s tomb helped people to understand ancient Egypt.

Source 1

Events Related to King Tutankhamun



Source 2**The Discovery of Tutankhamun's Tomb**

This picture shows objects in the first room of Tutankhamun's tomb. On the left are wheels and other parts to make a chariot. On the right are long golden couches with heads carved like cows and lions. Furniture and other objects are stored above and below the couches. Boxes, baskets, and jars found in the tomb held various goods. Some had meat, bread, fruit, honey, and drinks. When remembering how he felt when he first looked in the tomb, archeologist Howard Carter said, "at first I could see nothing . . . [then,] details of the room emerged . . . strange animals, statues, and gold—everywhere the glint of gold."



This picture shows the other side of the first room. It held more furniture and boxes that contained Tutankhamun's clothing, shoes, and jewelry. They also found games, instruments, dishes, pottery, shields, and bows and arrows. In the left and right corners are two ka (spirit) statues of Tutankhamun that appear to be standing guard. A clearly rebuilt section of wall is between the two statues. Archeologists carefully removed the wall. Beyond it, they found Tutankhamun's burial room with his mummy. They also found a fourth room with more objects. They included model boats, containers with Tutankhamun's organs, and statues of Egyptian gods.



Source 3**Burial Chamber Wall Art**

This picture shows Tutankhamun's burial chamber (room). In the center at the bottom of the picture is a sarcophagus, a stone container for holding a coffin. It was discovered in the third room of Tutankhamun's tomb. Three coffins were inside of the sarcophagus. Tutankhamun's mummy was inside of the final coffin, which was made of gold. The wall to the left is painted with a total of twelve baboons (monkeys). They show a scene from an ancient Egyptian text that tells a story about traveling to the afterlife. Painted on the wall to the right is the Egyptian god Osiris and Tutankhamun, facing one another. They each have their arms open toward the other. Osiris was an Egyptian god of many things, including death and rebirth. Behind Tutankhamun is his ka (spirit), holding an ankh, an Egyptian symbol for the key of life. To the right is the goddess Nut of the heavens and sky, who is also there to welcome Tutankhamun. On the wall above the figures is Egyptian writing with the name of Tutankhamun.



Source 4**Tests on Tutankhamun**

This picture shows researchers with the mummy of Tutankhamun. The mummy is in a computerized tomography (CT) scanner. The scan created three-dimensional pictures of the mummy's bones and tissue. The researchers hoped to learn new information about the pharaoh, including how he died. The scan showed that Tutankhamun did not die of a head injury like some people thought. Pictures did reveal a severe leg break that was unhealed when the pharaoh died. Researchers believe the break could have led to an infection. The pictures showed other bone issues, too. Researchers also did DNA tests on Tutankhamun. Those tests showed that the pharaoh had severe malaria several times. People get the sickness from the bites of diseased mosquitoes. The cause of Tutankhamun's death is still unknown, but researchers have more clues to help solve the mystery.



Source 2: (all images) © Griffith Institute, University of Oxford.

Source 3: robertharding/Alamy.

Source 4: Danita Delimont/Alamy.

1. Use your **social studies knowledge and Source 1** to answer the question.

Which statement **best** describes the discovery of Tutankhamun's tomb?

- A. It was discovered hidden in the desert long after the pharaoh died.
- B. It was discovered by accident during a modern-day building project.
- C. It was discovered using ancient maps showing the location.
- D. It was discovered far away from other royal burial spots.

T-4530

2. Use your **social studies knowledge, Source 1, and Source 2** to answer the question.

Which statement explains why the discovery of Tutankhamun's tomb was important?

- A. The tomb had more rooms than those of other pharaohs.
- B. Tutankhamun was the first mummy ever found.
- C. Tutankhamun was the longest ruling pharaoh in history.
- D. The tomb was found with nearly all of its original objects inside.

T-4532

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

Part A

Which conclusion about ancient Egyptian beliefs does Source 3 **best** support?

- A. They believed the gods kept people apart in the afterlife.
- B. They believed the gods greeted people in the afterlife.
- C. They believed the gods gave treasures to people in the afterlife.
- D. They believed the gods granted wisdom to people in the afterlife.

Part B

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

- A. The goddess Nut is near the pharaoh.
- B. Osiris has his arms open to the pharaoh.
- C. The ka (spirit) is following the pharaoh.
- D. The pharaoh is without his family.

T-4190

4. Use your **social studies knowledge, Source 3, and Source 4** to answer the question.

What was the purpose of mummification by ancient Egyptians?

- A. to protect the body from robbers in the afterlife
- B. to allow the body to be studied by future scientists
- C. to preserve the body for the afterlife
- D. to let the body be buried at a later time

T-4191

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

Select the **best** answer from each list to complete the sentence about Tutankhamun's tomb and ancient Egypt.

The writing found on the wall in Tutankhamun's burial room was most likely . This suggests that Egypt had

- cuneiform
- hieroglyphics
- script
- tablets

special who worked to help prepare tombs.

- scribes
- servants
- teachers
- traders

T-4531

Group Name	Primary Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Ancient Mesopotamia	4.13a	2	Establishing Context	TE	2	Keys: Circles labeled B and C Scoring Rules <ul style="list-style-type: none"> • Full (2 pts): 2 of 2 correct answers selected • Partial (1 pt): 1 of 2 correct answers selected • None (0 pts): 0 of 2 correct answers selected 	1. 2-4194
	4.13b	2	Establishing Context	MC	1	Key: A	2. 2-4195
	4.13c (4.2a-b)	2	Examining Sources	TPD	2	Part A Key: C Part B Key: They could then empty the container into watering systems for crops, drinking, or other purposes. See Scoring Guidance .	3. 2-4197
	4.13e (4.2a)	2	Examining Sources	MC	1	Key: C	4. 2-4198
	4.13c	2	Making Connections	TE	2	Key <ul style="list-style-type: none"> • 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 Scoring Rules <ul style="list-style-type: none"> • Full (2 pts): 4 of 4 correct responses • Partial (1 pt): 2 or 3 of 4 correct responses • None (0 pts): 0 or 1 of 4 correct responses 	5. 2-4196

Group Name	Primary Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Ancient Mesopotamia	4.13d (4.11)	2	Making Connections	MS	1	Key: A, D	6. 2-4199
	4.13d (4.11)	2	Making Connections	CR	3	See rubric .	6. 2-4554

Group Name	Primary Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item ID
Standalone Item	4.19a	5	Establishing Context	TE	1	Key: Circle labeled C	5-4167
Standalone Item	4.19c Standalone Items	5	Establishing Context	TE	2	Key 1: nomadic Key 2: hunting and gathering Scoring Rules <ul style="list-style-type: none"> • Full (2 pts): 2 of 2 correct answers selected • Partial (1 pt): 1 of 2 correct answers selected • None (0 pts): 0 of 2 correct answers selected 	5-4169
Standalone Item	4.19d	5	Making Connections	MC	1	Key: B	5-4170
Standalone Item	4.19f (4.2a)	6	Examining Sources	TPD	2	Part A Key: A Part B Key: D See Scoring Guidance .	6-4171
Standalone Item	4.19f (4.2a)	6	Examining Sources	TPI	2	Part A Key: D Part B Key: A See Scoring Guidance .	6-4533

Group Name	Alignment	Unit(s) of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Tutankhamun	4.14d	2	Establishing Context	MC	1	Key: A	1. T-4530
	4.14d	2	Making Connections	MC	1	Key: D	2. T-4532
	4.14c (4.2a-b)	2	Examining Sources	TPD	2	Part A Key: B Part B Key: B See Scoring Guidance .	3. T-4190
	4.14c	2	Establishing Context	MC	1	Key: C	4. T-4191
	4.14e (4.14b)	2	Making Connections	TE	2	Dropdown 1 Key: hieroglyphics Dropdown 2 Key: scribes Scoring Rules <ul style="list-style-type: none"> • Full (2 pts): 2 of 2 correct answers selected • Partial (1 pt): 1 of 2 correct answers selected • None (0 pts): 0 of 2 correct answers selected 	5. T-4531
	4.14d (4.14, 4.5a)	2	Making Connections	WR	6	See rubric .	6. T-4193

Scoring Guidance

Item Type	Scoring Rules
Two-Part Independent (TPI)	<ul style="list-style-type: none">• Full credit (2 pts): Both Part A and Part B have correct answers• Partial credit (1 pt): Either Part A or Part B have correct answers• No credit (0 pts): Neither Part A nor Part B have correct answers
Two-Part Dependent (TPD)	<ul style="list-style-type: none">• Full credit (2 pts): Both Part A and Part B have correct answers• Partial credit (1 pt): Part A has a correct answer, but Part B has an incorrect answer• No credit (0 pts): Part A has an incorrect answer, and Part B has a correct answer OR neither Part A nor Part B has a correct answer

Constructed-Response Rubric for Item 2-4554

Score Point	Description
3	<p>To earn a score of 3, the response must fully answer all parts of the prompt. The student's response provides an accurate and complete answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include a few errors that do not detract from the overall response.</p> <p>Prompt-Specific: The student's response fully and correctly explains two different ways that advances in agriculture affected the development of Mesopotamian civilization.</p>
2	<p>To earn a score of 2, the response may fully answer part of the prompt or partially answer all parts of the prompt. The student's response provides a mostly accurate but partially complete answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include errors.</p> <p>Prompt-Specific: The student's response correctly explains one way that advances in agriculture affected the development of Mesopotamian civilization.</p>
1	<p>To earn a score of 1, the response minimally answers at least one part of the prompt. The student's response provides a minimally accurate and/or minimally complete answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include several errors that detract from the overall response.</p> <p>Prompt-Specific: The student's response correctly identifies one way that advances in agriculture affected the development of Mesopotamian civilization.</p>
0	<p>The student's response does not meet any criteria for a score of 1. The response is incorrect, too brief, or too unclear to evaluate.</p>

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

Draft Written-Response Rubric

DRAFT LEAP Social Studies Rubric for Written-Response Items in Grades 3–5				
Dimension*	2	1	0	Scoring Guidance
	The student’s response:	The student’s response:	The student’s response:	
Claim	Fully addresses the prompt with a claim that is accurate and clear for the grade/course	Addresses at least part of the prompt with a claim that may contain inaccuracies and/or may be vague	Does not present an identifiable claim that addresses the prompt OR is too brief or unclear to evaluate	To earn points for this dimension, the response must present a claim that addresses the prompt. The claim is the argument, answer, or main point(s). Students may restate the prompt as part of their claim, but restatement of the prompt alone is not a claim. Clear claims should be easy to identify and understand.
Information and Evidence	Uses some accurate and relevant information from social studies content knowledge and some relevant evidence from the sources that are sufficient to support the claim	Addresses the prompt with at least one piece of accurate and relevant information from social studies content knowledge and/or at least one piece of relevant evidence from the sources, showing an accurate understanding in the student’s own words	Does not present accurate or relevant information from social studies knowledge or relevant evidence from the sources that addresses the prompt in the student’s own words OR is too brief or unclear to evaluate	To earn points for this dimension, the response must include accurate information from social studies content knowledge beyond what the sources provide and/or relevant evidence from one or more sources with accurate understanding in the student’s own words. Information and evidence should provide support for the claim or address the prompt. Responses should show understanding of the evidence and/or how it provides support for the claim and not simply list the source(s).
Analysis and Reasoning	Shows a general understanding of social studies content by providing explanations and reasoning to develop the claim that is generally accurate but may be uneven	Shows a limited understanding of social studies content by providing explanations and reasoning to develop the claim that is minimally accurate and may be vague or incomplete	Does not provide accurate explanations or reasoning that is relevant to develop the claim OR is too brief or unclear to evaluate	To earn points for this dimension, the response must demonstrate an understanding of social studies content by providing accurate analysis and reasoning to develop the claim. The response should make relevant connections among the claim, information, evidence, and ideas presented in a mostly clear and organized way.
*Each dimension is scored individually: Claims: 0–2, Information and Evidence: 0–2, and Analysis and Reasoning: 0–2, totaling 0–6 points.				Due to the nature of timed, on-demand writing, responses at each score point may contain mistakes. A few errors that do not detract from the overall response are acceptable at the highest score point whereas several errors that do detract from the overall response may be present at the lowest score point.

Scoring Activity

The scoring activity is recommended for use by educators to develop scoring materials. This activity, when done with a group of teachers who teach the same grade level/course, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of expectations for student writing, but they also discover strengths and weaknesses and how they might be addressed within their own classroom or within their schools or school systems.

This activity can be used with students as well. By having students work through the scoring process, they learn about what is expected, and they see the rubric in action as they score and discuss different responses.

School and school system leaders are also encouraged to incorporate the scoring activity into their professional development and/or to set aside time for teachers to engage in the kind of discussions about student work that are at the heart of the scoring activity.

Purpose: To establish common expectations for student writing in social studies

Outcomes:

- Learn to use the rubric and identify qualities of writing that meet the standards for social studies
- Reveal grade/course-specific expectations
- Learn about and discuss different approaches that can improve teaching and learning

Process:

1. Have students respond in writing to a common prompt. Suggested items:
 - a. Constructed-response items from the [classroom assessment materials](#)
 - b. Written- or extended-response items from the [classroom assessment materials](#)
 - c. Constructed-, written-, and/or extended-response items available in instructional materials or created at the school or school system level
2. Collect students' responses to the common prompt.

3. Work collaboratively to understand the rubric.
 - a. Review the scoring criteria on the chosen rubric. Read each part carefully. Highlight key words on the rubric that show the expectations and differences between each score point.
 - b. Create or gather anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., 2 points in Claims). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.
4. Score student responses collaboratively.
 - a. Individually score the responses using the rubric and anchor set.
 - b. Then come together as a group. Read each response aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
 - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
5. After the responses are scored, discuss the responses in general—strengths, weaknesses, different approaches to the prompt, etc. Determine any patterns that exist in the responses overall (e.g., ability to make claims, use of content knowledge, relevance of evidence from sources, development of claims, ability to make connections). Individual teachers should also consider their own students' papers to determine any patterns.
6. Finally, discuss the instructional implications: “How will we address the general weaknesses?” “How will I address my own students' weaknesses, etc.?” Develop a plan.