Using LEAP Social Studies Rubrics

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# Purpose and Use

Louisiana educators can use the information in this document to understand, modify, and use the LEAP Social Studies constructed-response and extended-response rubrics. Educators can modify and use the general constructed-response and extended-response rubrics provided in this document with their teacher-made test questions; educators should continue to use the tasks and rubrics provided in high quality instructional materials, as well.

# Constructed Response for LEAP Social Studies

Constructed-response (CR) items require students to write a short response to a prompt in which they provide an answer that shows their social studies or civics knowledge. Constructed-response items fall under Skills and Practices Reporting Category A: Establishing Context. Items within this category may require students to apply chronological reasoning; examine continuity and change; make comparisons and connections; and apply spatial understandings.

## LEAP Social Studies General Constructed Response Rubric

|  |  |
| --- | --- |
| **Score** | **General Scoring Description** |
| **4** | The response includes two complete explanations and/or descriptions as required by the prompt.  |
| **3** | The response includes one complete explanation or description as required by the prompt. The response includes an identification of a second component, but does not include enough in the response to be considered a complete explanation or description. |
| **2** | The response includes one complete explanation or description as required by the prompt. OR The response includes the identifications of two components, but does not include enough detail in the response to be considered complete explanations or descriptions. |
| **1** | The response includes an identification of one component, but does not include enough detail in the response to be considered a complete explanation or description. OR The response includes information related to the prompt that demonstrates accurate social studies content knowledge, but does not directly address the requirements of the prompt.  |
| **0** | The response contains only incorrect or irrelevant information or item is left blank. |

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization. Responses are scored for student demonstration of social studies content knowledge and **not** for style or format of the response. Bulleting and listing modes of response are acceptable as well. Students do not have to respond in complete sentences, but should be encouraged to communicate as clearly as possible.

## Defining Language in the LEAP Constructed Response Rubric

A CR item will ask students to explain and/or describe two components of social studies content.

* In general, an **explanation** provides an answer to the prompt with information about **why or how** a component is relevant. For example, the response includes enough information to demonstrate student understanding of why an event led to an outcome.
* In general, a **description** provides an answer to the prompt with information about **what** a component is. For example, the response includes enough information to demonstrate student understanding of what a specific event was.
* In general, an **identification** provides a basic answer to the question, but does not include enough detail for a complete explanation or description. For example, the response includes an event, but does not give the what, how, or why to demonstrate full understanding.

## Adapting the LEAP Constructed Response Rubric to Classroom Use

**Creating a Compatible Constructed Response Question**

Teacher-made CR items should task students to provide two explanations and/or descriptions with their social studies content knowledge that allows students to demonstrate their socials studies skills in

applying chronological reasoning, examining continuity and change, making comparisons and connections, or applying spatial understanding through their writing. Although students can use evidence from a given source within the set, a CR prompt will **not** ask students to provide a claim or evidence from a given source. Constructed-response questions can align to any content standard, but should align only to those Skills and Practices standards listed in Skills and Practices Reporting Category A, which are available in the [Civics and Social Studies Assessment Guides](https://www.louisianabelieves.com/resources/library/assessment-guidance).

**Example Modified Rubric**

|  |  |
| --- | --- |
| **Score** | **Scoring Description** |
| **4** | Student correctly explains **two** different effects that the Magna Carta had on England.  |
| **3** | Student correctly explains **one** effect that the Magna Carta had on England. ANDStudent correctly identifies a **second** effect that the Magna Carta had on England without explaining it.  |
| **2** | Student correctly identifies **two** different effects that the Magna Carta had on England without explaining either. ORStudent correctly explains **one** effect that the Magna Carta had on England.  |
| **1** | Student correctly identifies **one** effect that the Magna Carta has on England. OR Student includes correct information related to the prompt that demonstrates some student content knowledge about the Magna Carta.  |
| **0** | The response contained only incorrect or irrelevant information or the item is left blank. |

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization. Responses are scored for student demonstration of social studies content knowledge and **not** for style or format of the response. Bulleting and listing modes of response are acceptable as well. Students do not have to respond in complete sentences, but should be encouraged to communicate as clearly as possible.

**Scoring a Compatible Constructed Response Question**

CR items are scored as follows for each required explanation and/or description:

* A student receives **2 points** if the student’s response provides a correct answer to the prompt with a correct and complete explanation or description (depending on what is asked of the student).

General Answer

Ex. One accomplishment of George Washington was being elected the first president, and this was important to the United States because he set examples for the future presidents such as only serving two terms.

Explanation

* A student receives **1 point** if the student identifies an answer to the prompt but does **not** provide explanation/support/description of that identification, as required in the prompt.

General Answer

Ex. One accomplishment of George Washington was being elected the first president.

**Example Prompt, Responses, and Scoring**

The following table shows a breakdown of scored elements and sample responses for the given prompt.

Prompt:Explain two different effects the Magna Carta had on England.

| **Score** | **Sample Response** | **Annotations** |
| --- | --- | --- |
| **4** | 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. | The sample response includes two different effects the Magna Carta had on England with explanations of both. |
| **3** | 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.  | The sample response includes two different effects the Magna Carta had on England with only one complete explanation. |
| **2** | Two effects of the Magna Carta are it limited the monarch’s power and it ensured a fair trial by jury.  | The sample response includes identifications of two different effects the Magna Carta had on England without any explanations. |
| **OR** |
| One 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. | The sample response includes one effect the Magna Carta had on England with a complete explanation. |
| **1** | One effect of the Magna Carta was it ensured a fair trial by jury.  | The sample response includes one identification of an effect the Magna Carta had on England without explanation. |
| **OR** |
| Nobles had the king of England agree to the Magna Carta so they would be treated better.  | The sample response does not directly answer the prompt, but does include correct information about the Magna Carta. |

# Extended Response for LEAP Social Studies

Extended-response (ER) items require students to write a short response to a prompt in which they demonstrate their ability to examine sources; apply relevant information as evidence; and express claims. Extended-response items fall under Skills and Practices Reporting Category B: Examining Sources and Expressing Claims. Items within this category may require students to examine and use a variety of primary, secondary, and tertiary sources; understand how evidence can be used to support claims; distinguish between relevant evidence and irrelevant information; and construct and express claims that are supported with relevant evidence, content knowledge, and reasoning. Extended-response items will always include by a list of components expected in their response: provide a claim that answers all parts of the prompt, support the claim with information and examples from their knowledge of social studies and evidence from the sources, and provide explanations and reasoning.

## LEAP Social Studies General Extended Response Rubric

|  |  |
| --- | --- |
| **Score** | **General Scoring Description** |
| **4** | Response includes a **correct claim** that is relevant to the prompt with a **correct explanation** to support the claim or address the prompt. The explanation includes at least one reference to a given **source and** relevant content **knowledge** that is not directly provided in the given source. |
| **3** | Response includes a **correct claim** that is relevant to the prompt with a **correct explanation** to support the claim or address the prompt. The explanation includes at least one reference to a given **source or** relevant content **knowledge** that is not directly provided in the given source, but not both. ORResponse includes a **correct claim** that is relevant to the prompt with at least one reference to a given **source and** relevant content **knowledge** that is not directly provided in the given source. ORResponse includes a **correct explanation** to address the prompt. The explanation includes at least one reference to a given **source and** relevant content **knowledge** that is not directly provided in the given source.  |
| **2** | Response includes a **correct claim** that is relevant to the prompt with at least one reference to a given **source or** relevant content knowledge that is not directly provided in the given source. OR Response includes a **correct explanation** to address the prompt. The explanation includes at least one reference to a given **source or** relevant content **knowledge** that is not directly provided in the given source. |
| **1** | Response includes a **correct claim** that is relevant to the prompt.ORResponse includes **correct information** that is **not** directly relevant to the prompt but that demonstrates some student content knowledge about a topic related to the prompt.  |
| **0** | Response does not include any elements described above. |

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization. Responses are scored for student demonstration of social studies content knowledge and **not** for style or format of the response. Bulleting and listing modes of response are acceptable as well. Students do not have to respond in complete sentences, but should be encouraged to communicate as clearly as possible.

##

## Defining Language in the LEAP Extended Response Rubric

An extended-response item will ask students to include a claim, evidence from a given source and their own content knowledge, and an explanation of their claim.

* A **claim** should stand out from the rest of the student’s response. A claim can be one or two consecutive sentences or phrases that provide an answer to the prompt, but **cannot** be pieced together from different parts of the response.
* An **explanation** is an elaboration on a student’s answer to the prompt. Often, a student’s content knowledge will be embedded in their explanation of their answer to the prompt. An explanation of a source is **not** an explanation of their answer to the prompt.
* A **reference to a given source** should support a student’s answer to the prompt, either as a direct quote or paraphrase. Student responses are not penalized for failing to provide a citation.
* **Relevant content knowledge** cannot come from a source. A student’s response must include knowledge that is not directly found in the sources. If a student uses a source that provides them with a social studies concept and defines or describes that concept from their own knowledge of social studies, a student will receive credit for relevant content knowledge.

## Adapting the LEAP Extended Response Rubric to Classroom Use

**Creating a Compatible Extended Response Question**

Questions that are compatible with the ER rubric ask students to apply their social studies skills and knowledge to analyze or explain social studies concepts, time periods, events, groups, or figures. An extended-response question will **always** include a list that asks students to do the following:

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

Extended-response questions can align to any content standard, but should align only to the Skills and Practices standards listed in Skills and Practices Reporting Category B, which are available in the [Civics and Social Studies Assessment Guides](https://www.louisianabelieves.com/resources/library/assessment-guidance).

**Example Modified Rubric**

|  |  |
| --- | --- |
| **Score** | **Scoring Description** |
|  **4** | Response includes a **correct claim** about how the expansion of the railroads changed the United States during the late 1800s and early 1900s. Response includes a **correct explanation** that addresses the prompt and includes at least one reference to a given **source** **and** relevant content **knowledge** that is not directly provided in the given source. |
| **3** | Response includes a **correct claim** about how the expansion of the railroads changed the United States during the late 1800s and early 1900s. Response includes a **correct explanation** that addresses the prompt and includes at least one reference to a given **source or** relevant content **knowledge** that is not directly provided in the given sources, but not both.ORResponse includes a **correct claim** about how the expansion of the railroads changed the United States during the late 1800s and early 1900s. Response includes at least one reference to a given **source and** relevant content **knowledge** that is not directly provided in the given source, but does not explain the evidence.ORResponse includes a **correct explanation** to address the effects of the expansion of the railroads on the United States during the late 1800s and early 1900s. The explanation includes at least one reference to a given **source and** relevant content **knowledge** that is not directly provided in the given source. |
| **2** | Response includes a **correct claim** about how the expansion of the railroads changed the United States during the late 1800s and early 1900s with at least one reference to a given **source** **or** relevant content **knowledge** that is not directly provided in the given source.ORResponse includes a **correct explanation** to address the effects of the expansion of the railroads on the United States during the late 1800s and early 1900s. The explanation includes at least one reference to a given **source** **or** relevant content **knowledge** that is not directly provided in the given source. |
| **1** | Response includes a **correct claim** about how the expansion of the railroads changed the United States during the late 1800s and early 1900s.ORResponse includes **correct information** that is **not** directly relevant to the prompt but that demonstrates some student content knowledge about the expansion of the railroads in the United States. |
| **0** | Response does not include any elements described above. |

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization. Responses are scored for student demonstration of social studies content knowledge and **not** for style or format of the response. Bulleting and listing modes of response are acceptable as well. Students do not have to respond in complete sentences, but should be encouraged to communicate as clearly as possible.

**Scoring a Compatible Extended Response Question**

A student can receive a maximum score of 4 points if they meet all criteria within the ER rubric. The 4 points on the ER rubric break down as follows:

* A student receives **1 point** if the response includes a **correct claim** that is relevant to the prompt.

Correct claim that addresses the prompt

Ex. Both the Louisiana state government and the federal government can create and uphold laws, but the federal government can overturn state laws that conflict with the United States Constitution.

* A student receives **1 point** if the response includes a **correct explanation** to support the claim.

Explanation of the claim **and** content knowledge

Ex. Louisiana can create, pass, and uphold laws that pertain to all citizens of the state. However, if Louisiana creates a law that goes against the constitution, the federal government has the power to overturn that law and it will not exist anymore.

* A student receives **1 point** if the response includes **relevant content knowledge** that is not directly provided in the given sources. A student’s relevant content knowledge can also be their explanation.

Ex1. Louisiana can create, pass, and uphold laws that pertain to all citizens of the state. However, if Louisiana creates a law that goes against the constitution, the federal government has the power to overturn that law and it will not exist anymore.

Explanation of the claim **and** content knowledge

Content knowledge

Ex2. Louisiana can create, pass, and uphold laws for its citizens.

* A student receives **1 point** if the response includes at least one **reference to a given source**. In rare cases, a student’s reference to a given source or sources can also be their explanation of the claim. An explanation of the *source* is **not** an explanation of the *claim*.

Source reference

Explanation of the claim **and** source reference

Ex1. Source 1 shows the Judicial Branch, which interprets the laws.

Ex2. Source 4 is a timeline that shows the Louisiana Constitution changing each time the federal government passed a new law or amendment.

**Example Prompt, Responses, and Scoring**

The following table provides a breakdown of scored elements and sample responses for the given ER prompt.

Prompt:Explain how the expansion of the railroads changed the United States during the late 1800s and the early 1900s. 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 civics and evidence from the sources.
* Provide explanations and reasoning that show how your knowledge and evidence support your claim.

| **Score** | **Sample Response** | **Annotations** |
| --- | --- | --- |
| **4** | As the railroads expanded, the United States had to fight against monopolies in the railroad industry. A monopoly happens when one person or company owns an entire industry. The political cartoon in Source 3 shows William Vanderbilt controlling all of the railroads, just like he did when he owned most of the railroad industry. Source 1 shows how the United States fought back against the railroad monopolies by passing the Sherman Antitrust Act to protect against people limiting competition in an industry and the Adamson Act to protect the railroad workers.  | The sample response includes a claim that answers the prompt, relevant content knowledge, reference to a given source, and explanation that addresses the prompt. |
| **3** | As the railroads expanded, the United States had to fight against monopolies in the railroad industry. The political cartoon in Source 3 shows William Vanderbilt controlling all of the railroads, and source 1 shows how the United States fought back against the railroad monopolies by passing the Sherman Antitrust Act to protect against people limiting competition in an industry and the Adamson Act to protect the railroad workers.  | The sample response includes a claim that answers the prompt, reference to a given source, and explanation that addresses the prompt. |
| **OR**  |
| As the railroads expanded, the United States had to fight against monopolies in the railroad industry. A monopoly happens when one person or company owns an entire industry. There was a man that owned the entire railroad industry, and the United States fought back by passing laws making that illegal. Now, it is illegal to have a monopoly.  | The sample response includes a claim that answers the prompt, relevant content knowledge, and explanation that addresses the prompt. |
| **OR** |
| A monopoly happens when one person or company owns an entire industry. The political cartoon in Source 3 shows William Vanderbilt controlling all of the railroads, just like he did when he owned most of the railroad industry. Source 1 shows how the United States fought back against the railroad monopolies by passing the Sherman Antitrust Act to protect against people limiting competition in an industry and the Adamson Act to protect the railroad workers.  | The sample response includes relevant content knowledge, reference to a given source, and explanation that addresses the prompt. |
| **2** | As the railroads expanded, the United States had to fight against monopolies in the railroad industry. A monopoly happens when one person or company owns an entire industry.  | The sample response includes a claim that answers the prompt and relevant content knowledge. |
| **OR** |
| As the railroads expanded, the United States had to fight against monopolies in the railroad industry. Source 1 shows how the United States passed the Sherman Antitrust Act and the Adamson Act to protect the railroad workers.  | The sample response includes a claim that answers the prompt and reference to a given source. |
| The political cartoon in Source 3 shows William Vanderbilt controlling all of the railroads. Source 1 shows how the United States fought back against the railroad monopolies by passing the Sherman Antitrust Act to protect against people limiting competition in an industry and the Adamson Act to protect the railroad workers.  | The sample response includes reference to a given source and explanation that addresses the prompt. |
| **OR** |
| A monopoly happens when one person or company owns an entire industry. There was a man that owned the entire railroad industry, and the United States fought back by passing laws making that illegal. Now, it is illegal to have a monopoly.  | The sample response includes relevant content knowledge and explanation that addresses the prompt. |
| **1** | As the railroads expanded, the United States had to fight against monopolies in the railroad industry.  | The sample response includes a claim that answers the prompt. |
| **OR** |
| Railroads were good for the country because they let people travel to new places.  | The sample response provides basic content knowledge about the impact of railroads.  |