

PURPOSE

The LEAP 2025 practice tests are intended to be used as an instructional tool and **not** to predict performance the summative tests. That is because the items on the practice tests have **not** gone through the same review process as the LEAP 2025 operational test items, such as field-testing and data review. This document includes the following information to support using the practice tests as an instructional tool:

- [How to Use and Not Use](#)
- [Interpreting and Using Results](#)
- [General Practice Test Structure](#)
- [Item Types](#)
- [Accessing the Practice Tests](#)
- [Administering and Scoring the Practice Test, and Accessing Reports](#)
- [Scoring Activity](#)
- [Sample Student Work](#)
- [Resources](#)

HOW TO USE AND NOT USE

The recommendations and cautions that follow are meant not only to help prepare students for the LEAP 2025 administration, but to help teachers better understand key social studies expectations and to help administrators better understand what should and should not be done with the practice tests.

General Use	Specific Guidance	How to Use	How to Not Use
<p>Examine practice test CONTENT to evaluate instruction and assessments.</p>	<p>Think about how to help prepare students for the complex tasks presented on the practice tests by examining your instructional materials and strategies.</p>	<ul style="list-style-type: none"> • Notice how the practice test aligns to the shifts in social studies: <ul style="list-style-type: none"> ○ A majority of the test engages students with sources to demonstrate understanding of content. ○ The questions ask students to go beyond recalling basic facts and ask them to make connections among the content of the Louisiana Student Standards and Grade-Level Expectations for Social Studies. ○ The extended-response items ask students to express claims using evidence from the sources and their knowledge of social studies. • Use the Social Studies Companion Documents for help interpreting the GLEs and prioritizing content. Use the Social Studies Sample Scope and Sequences for support with how to teach through the instructional shifts. • Use the Annotated Social Studies Practice Test Items to understand the reasoning represented in selected practice test items for grades 3-8. • Notice the set-based design and compare the approach to your lessons/units. 	<ul style="list-style-type: none"> • Avoid limiting instructional content to the standards and GLEs assessed on the practice test. The practice test does not represent all of the content eligible for actual LEAP 2025 assessments. • Avoid limiting instructional strategies to only those required for the practice test (e.g., using only the sources or source types that appear on the practice test; designing assessments with only item types on the practice test, etc.).

General Use	Specific Guidance	How to Use	How to Not Use
<p>Examine practice test CONTENT to evaluate instruction and assessments</p>		<ul style="list-style-type: none"> Compare the sources on the practice tests to sources used in classroom instruction and assessments. Ask questions such as: “Am I using a variety of sources (primary, secondary, tertiary) and source types (texts, maps, political cartoons, timelines, graphs, etc.)?” and “Are those sources rich enough for students to build knowledge of social studies content, engage in meaningful discussions, and make connections among ideas, people, and events across time and place?” Consider how each question is used to assess GLEs, content, and claims. Ask questions like: “What do content and claims look like in an assessment question?” and “How do the questions require students to make connections and develop and express claims that demonstrate their understanding of GLE content?” 	
	<p>Examine and use LEAP 2025 rubrics and sample student responses to better understand the expectations for written responses.</p>	<ul style="list-style-type: none"> Use the rubrics and sample responses in the Social Studies Practice Test Answer Keys for grades 5-8 and LEAP 2025 Social Studies Practice Test Task Set 2016-2018 for grades 3-4, to better support students in building a claim with supporting evidence from the sources and content knowledge. The Answer Keys for grades 3-4 and U.S. History will be updated with sample student work in 2019. Use the Scoring Activity and Social Studies Assessment Results Make the Case session with fellow teachers and with students to establish common expectations for written responses in social studies. Use the rubrics when scoring student responses to instructional tasks. Sample constructed- and extended-response rubrics are available in the Social Studies and U.S. History Practice Test Answer Keys and sample sets. 	<ul style="list-style-type: none"> Avoid focusing on superficial concerns when scoring (e.g., number of paragraphs rather than development of ideas; number of quotes versus quality of evidence). Avoid focusing only on the qualities of the responses with the highest scores; instead, find positive qualities at every score point to help students identify their individual strengths and weaknesses.
	<p>Use the practice test as a basis for comparison of purchased and open-source assessments.</p>	<ul style="list-style-type: none"> Use the practice test as a guide for source selection, test length, level of rigor, question type variety, and scoring. Examine assessment materials and ask questions such as: “Does the assessment offer the item variety and set-based approach that is reflected in the LEAP practice test?” and “How can I revise a pre-made assessment to meet the level of rigor expected of my students?” Use in conjunction with the Instructional Materials Evaluation Tools provided by the LDOE. 	<ul style="list-style-type: none"> Do not use only the sources or source types provided in the practice test for classroom instruction. Avoid designing lessons based solely around the sources and sets within the practice test.

General Use	Specific Guidance	How to Use	How to Not Use
<p>Examine practice test FORMAT to design instructional tasks and classroom assessments that use similar features.</p>	<p>Sequence questions in meaningful ways.</p>	<ul style="list-style-type: none"> • Structure lessons, instructional tasks, and classroom assessments in a purposeful way to help build understanding and lead to a culminating question. 	<ul style="list-style-type: none"> • Avoid making every classroom question like items on the practice test.
	<p>Incorporate set-based assessments.</p>	<ul style="list-style-type: none"> • Create instructional tasks and classroom assessments that reflect the set-based design. • Incorporate questions from multiple social studies strands (history, geography, civics, and economics) or standards (United States History Standards 2-6), so students have opportunities to make connections among the GLEs. • Include a variety of item types on classroom assessments, such as multiple choice, multiple select, constructed response, and extended response. 	<ul style="list-style-type: none"> • Avoid making all classroom assessments mirror the style and format of the practice test. Instead, use formative assessments to gain meaningful information on student understanding in preparation for set-based assessments.
	<p>Incorporate practice test items into instruction.</p>	<ul style="list-style-type: none"> • Use practice test sets and questions aligned to previously taught content for review. Incorporate sets and questions aligned to current and future content to check for understanding in an upcoming lesson. • Expand discussions about test questions beyond content and correct answers to include skills and strategies for making connections among sources and content. 	<ul style="list-style-type: none"> • Avoid using item sets as the only measure of necessary content for each topic.
<p>Simulate TESTING CONDITIONS to help students feel prepared for actual test administration.</p>	<p>Facilitate testing discussions with students.</p>	<ul style="list-style-type: none"> • Discuss the timing and pacing, item types, and elements of complete responses with students. • Encourage students to answer all questions and complete all parts of each writing prompt. 	<ul style="list-style-type: none"> • Do not overwhelm students by being overly focused on testing times. Instead, focus on building content knowledge.
	<p>Have students practice timing and pacing.</p>	<ul style="list-style-type: none"> • Set time limits on some writing assignments. Before assigning timed writing, make sure that students are familiar with expectations. When you believe students are sufficiently prepared, practice timed writing using a task from the practice tests, sample sets, or EAGLE. • Practice timed writing by administering the task set from the practice test, simulating testing conditions to help students become more mindful and at ease with timed setting. • Adjust the practice test to fit within regular instructional time. 	<ul style="list-style-type: none"> • Avoid timing all assessments. • Avoid administering the entire practice test in a single day. Practice test sessions can be administered separately and throughout the year/course. • Avoid altering classroom and school schedules to administer the practice test.

General Use	Specific Guidance	How to Use	How to Not Use
<p>Simulate TESTING CONDITIONS to help students feel prepared for actual test administration.</p>	<p>Have students practice with the test mode format—paper-based (PBT) or computer-based (CBT).</p>	<p>CBT (grades 3 through 8 and U.S. History)</p> <ul style="list-style-type: none"> • Provide students with ample time to practice using the Online Tools Training (OTT) to allow them to gain familiarity with all features of the CBT. It is strongly encouraged that students be given multiple opportunities to interact with CBT tools and features. • Provide students with opportunities to practice typing responses to constructed- and extended-response items. • Have students pay extra attention to the online tools that are available to them. For example, when skipping items to come back to, students should be sure to use the “flag” button so that they may see all skipped items when accessing the “Review” page. • Incorporate ancillary test materials into lessons (e.g., highlighters, sticky notes, scratch paper, etc.). • Discuss with students the best way to use the tools based on the demands of different item types (e.g., using the highlighting tool to mark evidence for their response to the ER). <p>PBT (grades 3 and 4 only)</p> <ul style="list-style-type: none"> • Have students mark sources and test questions (annotate sources, highlight evidence, mark key words in directions and questions, etc.). • Create assessments for students to practice bubbling answers on the test itself rather than recording them on a separate answer sheet. • Have students place an X to the right of the text in an answer option to show that they have eliminated that option. Students need to be sure that the bubbles are free from stray marks when crossing out or highlighting. • Incorporate ancillary test materials into lessons (e.g., scratch paper, highlighters, etc.). Encourage students to note skipped test questions on scratch paper to remind them to return to those questions. • Have students practice writing responses only in the space provided and crossing out work that they do not want scored. 	<ul style="list-style-type: none"> • Avoid spending too much instructional time on test-prep; instead, focus on building the knowledge and skills students need to develop and express claims. • Avoid overwhelming students with test-taking strategies, especially in the days prior to the assessment; instead, incorporate the analysis of classroom assessments into daily instruction (e.g., have students discuss the wrong answers they chose on a classroom assessment to discover their level of understanding).

INTERPRETING AND USING RESULTS

The LEAP 2025 practice tests are intended to be used as an instructional tool and **not** to predict student performance on the summative tests. The practice tests should **not** be used to place students in achievement levels. Assessing student performance in this way would yield inaccurate results. The practice tests are designed to provide students and teachers a look at the different item types on the summative assessment and are **not** inclusive of all content covered by the [Louisiana Student Standards and Grade-Level Expectations for Social Studies](#).

When analyzing student performance on the practice tests, do **not** make assumptions about a student’s score (i.e., 70% equals a D). To interpret the results of the practice test in this way would be inaccurate. Unlike classroom tests, statewide assessments (i.e., LEAP 2025) are **not** scored on a grading scale where, for example, answering 95% of questions correctly is always an A, nor answering only 40% of questions correctly is always an F.

Instead of focusing on individual student performance, consider general patterns, such as those presented in the table that follows, and how to best address those issues in classroom instruction.

Observable Patterns	Recommendations
Student responses indicate gaps in content knowledge or skills.	<ul style="list-style-type: none"> • Incorporate material related to the content and skills into current lessons as remediation, extensions of assignments, or as part of class discussions to allow students to make connections and better understand how events led to and influenced one another.
Students struggle with items that require analysis of sources.	<ul style="list-style-type: none"> • Provide students with opportunities to engage with a variety of sources and source types, guiding students as they practice key skills.
Students select only one correct answer for multiple-select items.	<ul style="list-style-type: none"> • Have students practice with multiple-select items, encouraging them to circle/highlight the number of correct answers shown in the question stem. • Engage in discussions with students about multiple-select items. Ask students to consider each answer option carefully, to explain each correct answer, and to explain why the other options are incorrect.
Students struggle to support and develop claims using evidence from sources and/or content knowledge.	<ul style="list-style-type: none"> • Engage students in discussions that encourage them to make claims and provide quality evidence from sources and information from their own knowledge to support their claims. • Provide students with feedback for written responses that is meaningful, actionable, and timely. • Have students score their responses using the rubric. Encourage them to compare their scoring to teacher scoring and compare their responses to exemplary responses.
Students are unable to complete sessions within the time allowed.	<ul style="list-style-type: none"> • Have students practice skills related to writing on demand, flagging items for review, pacing, and managing time.

Observable Patterns	Recommendations
Students skip difficult questions with intentions to return, but experience difficulty finding all skipped questions on review.	<ul style="list-style-type: none"> • Have students who will take paper-based tests use scratch paper to make a list of skipped questions on classroom assessments. Have students brainstorm other strategies. • Have students who will take computer-based tests practice using the “flag” tool. Encourage students to “flag” specific questions deliberately. Once they have flagged specific questions, have students select “Review/Exit” to see which questions are answered, which are unanswered, and which are flagged. Students should practice returning to flagged and unanswered questions to provide answers and practice returning to answered questions to check their work.

ITEM TYPES

Practice with various item types: multiple-choice, multiple-select, technology-enhanced, constructed- and extended-response items.

Type	Specifics	Point Value
Multiple Choice (MC)	Grades 3-8 and U.S. History <ul style="list-style-type: none"> • Appear in sets and as standalone items • Four answer options and only one correct answer 	<ul style="list-style-type: none"> • Worth one point
Multiple Select (MS)	Grades 3-8 and U.S. History <ul style="list-style-type: none"> • Appear in sets and as standalone items • More than four answer options and two or more correct answers • Directions always identify the number of correct answers to select 	<ul style="list-style-type: none"> • Worth one point • All correct answers must be chosen • No partial credit
Technology Enhanced (TE)	Grades 5-8 and U.S. History <ul style="list-style-type: none"> • Appear at or near the end of item sets • Uses interactive technology, such as, but not limited to, drag and drop, drop-down menus, hot spots, and text highlighting • Refer to LEAP 2025 Technology-Enhanced Item Types for more information 	<ul style="list-style-type: none"> • Worth up to two points in grades 5-8 and U.S. History <ul style="list-style-type: none"> ○ Partial credit may be earned
Constructed Response (CR)	Grades 3-8 and U.S. History <ul style="list-style-type: none"> • Appear at the end of some item sets • Allows students to demonstrate understanding by writing a brief response that uses knowledge of social studies content and concepts and/or source documents 	<ul style="list-style-type: none"> • Worth up to two points • Scored according to item-specific rubric • Partial credit may be earned
Extended Response (ER)	Grades 3-8 and U.S. History <ul style="list-style-type: none"> • Appears at the end of the task set • Allows students to express and develop claims by writing an in-depth response incorporating knowledge of social studies content and concepts along with evidence from the sources 	Grade 3: Worth up to four points <ul style="list-style-type: none"> • Scored using a rubric with one dimension measuring content and claims Grades 4-8 and U.S. History: Worth up to eight points <ul style="list-style-type: none"> • Scored using a two-dimensional rubric measuring content and claims; each dimension has a scale of 0-4-points

GENERAL PRACTICE TEST STRUCTURE

Specific information about the test structure by grade level/course are included in the LEAP 2025 Assessment Guides in the LDOE [Assessment Guidance Library](#).

Social Studies Grades 3-8 and U.S. History		
Test Session	Components	Practice Test Suggested Time
Session 1	Item Sets and Standalone Items	TBD
Session 2	1 Item Set and Task	TBD
Session 3	Item Sets and Standalone Items	TBD

All LEAP 2025 tests are **timed** and no additional time is permitted, except for students with a documented extended time accommodation (e.g., an IEP).

ACCESSING THE PRACTICE TESTS

The [Practice Test Quick Start Guide](#) provides information about test administration, scoring, and reporting. Use the links in the table below to access the grades 3 and 4 paper-based practice tests and grades 3-8 answer keys. These resources and all accommodated forms and materials are available in the Assessment Guidance Library and eDIRECT.

Grade/Course in Social Studies	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	U.S. History
Computer-Based Resources	Answer Key	Answer Key	Answer Key	Answer Key	Answer Key	Answer Key	Answer Key
Paper-Based Resources	Practice Test Answer Key	Practice Test Answer Key					

The computer-based practice test for grades 3-8 and U.S. History are available in INSIGHT. Teachers may access the online practice tests by copying and pasting the link into Google Chrome: <https://wbte.drctdirect.com/LA/#portal/la/510848/ott/8/username/password/false>. The table below contains the user names to log into teacher access; **the password for all grades/courses and content areas is teach2025.**

Grade/Course in Social Studies	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	U.S. History
Username	ss03	ss04	ss05	ss06	ss07	ss08	ushist

ADMINISTERING AND SCORING THE PRACTICE TEST, AND ACCESSING REPORTS

The [eDIRECT User Guide](#) provides directions on how to prepare for the online administration of the practice tests.

The CBTs are scored using a combination of automated and teacher scoring. Selected-response (multiple choice and multiple select) and technology-enhanced items are automatically scored by the online system, while written responses are scored by teachers. The eDIRECT User Guide explains how teachers access and use the Educator Scoring application in eDIRECT to score students' answers to constructed- and extended-response items. Prior to using the Educator Scoring application, teachers should retrieve the scoring rubrics from the answer key documents, found in the [Practice Test Library](#) or eDIRECT (available in the General Information tab under Documents). All items on the PBTs are scored by teachers using the PBT answer keys.

Additionally, the eDIRECT User Guide outlines how to access the CBT reports and explains the reports provided.

SCORING ACTIVITY

We recommend that teachers use the scoring activity to develop their own 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, they also discover strengths and weaknesses and how they might be addressed within their own classroom or within their school systems.

Teachers can use the same activity with students as well. By having students work through the scoring process, they learn so much about what is expected, and they see the rubric in action as they score and discuss other students' papers.

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

Scoring Activity: Scoring Student Writing Using Rubrics

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

OUTCOMES:

- Learn to use the rubric and identify qualities of writing for social studies
- Reveal grade-specific expectations in a school
- Learn about and discuss different approaches that can improve instruction

PROCESS:

1. Have students respond in writing to a common item. Suggested items:
 - a. Constructed-response items from the practice tests, [sample item sets](#), or EAGLE
 - b. Extended-response items from the practice tests, [sample tasks](#), or EAGLE
 - c. Constructed- and extended-response items created at the school/school system level
2. Collect students' responses to the common item.
3. Work collaboratively to understand the rubric.
 - a. Review the scoring criteria on the chosen rubric. Read each part carefully. Highlight the key words on the rubric that show the differences between each score point.
 - b. Create anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., a 4 in Content, a 3 in Claims, etc.). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric. See anchor papers and sample student responses in the [Social Studies Practice Test Answer Keys](#) for grades 5-8, the [LEAP 2025 Social Studies Practice Test Task Set for 2016-2018](#) for grades 3 and 4, and [Social Studies Assessment Results Make the Case](#) session materials.
4. Score the 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 item, etc. Determine any patterns that exist in the responses as a whole (e.g., 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.

SAMPLE STUDENT WORK

The student responses included in the [Social Studies Practice Test Answer Keys](#) for grades 5-8, the [LEAP 2025 Social Studies Practice Test Task Set for 2016-2018](#) for grades 3 and 4, and [Social Studies Assessment Results Make the Case](#) session materials represent a range of scores designed to show teachers several kinds of responses to constructed- and extended-response items. The annotations that follow student responses provide insight about the response and its score points.

By providing examples at different score points, the student work not only illustrates the expectation for constructed- and extended-response items, but offers useful scoring models that teacher can use when assembling sample student work for classroom writing activities.

Incorporating Content Knowledge and Evidence

Teachers should consider the following when teaching students how to incorporate content knowledge and evidence into their responses:

- To demonstrate understanding of the content and concepts, students should include accurate and relevant information from their own knowledge beyond what is provided in the sources into their written responses.
- When students write a response to a constructed- or extended-response item on the LEAP 2025 Social Studies and U.S. History tests, the use of formal parenthetical citations (source, author) is not required. However, students should be encouraged to clearly identify information that comes from the sources. This can be done by introducing the evidence (whether a direct quote or paraphrased details) or citing the source after presenting the evidence.
- Students may certainly quote directly from the sources to support their ideas; however, students should be taught to select evidence carefully. Copying large portions of a source without purpose or clear connections to the claim(s) and ideas is not appropriate. Selecting specific, well-chosen textual evidence that supports the claim(s) and ideas developed in the response is appropriate.
- To make sure that students go beyond summarizing the sources, it is important for students to explain the text evidence included in their response so they can establish a clear connection between the source information and the development of their claim(s) and ideas.

RESOURCES

Assessment Guidance Library

- [Assessment Development Educator Review Committees](#): describes the item development process and the associated committee, includes information on applying for participation
- [LEAP 2025 Assessment Guides for Social Studies and U.S. History](#): provides information about the summative assessment for grades 3 through 8 and U.S. History
- [Social Studies Sample Sets](#): offer examples of how content and claims may be assessed in each grade

Practice Test Library

- [LEAP 2025 Social Studies Practice Test Answer Keys](#): includes answer keys, scoring rubrics, alignment information, and annotate responses
- [LEAP 2025 Annotated Social Studies Practice Test Items](#): provides guidance on using the practice tests to support instructional goals
- [Practice Test Quick Start Guide](#): provides information regarding the administration and scoring of the online practice tests

Assessment Library

- [2018-2019 Louisiana Assessment Calendar](#): includes information on testing windows for test administrations
- [Achievement Level Descriptors](#): descriptions of the knowledge, skills, and processes that students demonstrate with relative consistency and accuracy at each level of achievement
- [LEAP Accessibility and Accommodations Manual](#): provides information about accessibility features and accommodations
- [LEAP 2025 Technology Enhanced Item Types](#): provides a summary of technology-enhanced items students may encounter in any of the computer-based tests (CBTs)

eDIRECT

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

INSIGHT™

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

K-12 Social Studies Resources Library

- [Social Studies Student Standards and Grade-Level Expectations](#): provides the standards and GLEs for all grade levels
- [Social Studies Companion Documents](#): assists educators in interpreting the 2011 Social Studies GLEs
- [Social Studies Key Themes](#): shows the thematic connections among the Social Studies GLEs
- [Social Studies Sample Scope and Sequences](#): provides a yearlong overview along with unit topics and instructional tasks to support teachers in creating opportunities for students to explore the content and develop and support claims

Contact Us

- [AskLDOE](#): electronic ticket system
- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions

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