

# LEAP

for the 21st Century

## Released Test Items:

Sample Student Work Illustrating LEAP 21  
Achievement Levels

July 2004

### Grade 8



### Social Studies



LOUISIANA DEPARTMENT OF EDUCATION

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**Louisiana Educational Assessment Program  
for the 21st Century (LEAP 21)**

**GRADE 8 SAMPLE ITEMS AND STUDENT WORK  
2003–2004**

LEAP 21 is an integral part of the Louisiana school and district accountability system passed by the state legislature and signed into law in 1997. The primary purposes of the accountability system are to raise expectations for achievement for all Louisiana public school students and to improve public education in the state.

In March 2004, students in grade 8 took LEAP 21 English Language Arts, Mathematics, Science, and Social Studies tests. The test scores are combined with other relevant data to create school and district accountability scores, which serve as a means of measuring educational quality and improvement in educational programs over time.

This document is part of a series of materials meant to promote understanding of knowledge and skills students must have and the kinds of work they must produce to be successful on the LEAP 21. A list of other documents providing background and further information on the LEAP 21 tests can be found on the Louisiana Department of Education Web site at [www.louisianaschools.net](http://www.louisianaschools.net).

**LEAP 21 Reports**

Louisiana’s grade 8 students are tested each year in March. Individual student, school, district, and state test results are released in phases in May and July. School and district accountability results are reported in the fall.

For LEAP 21, student scores are reported at five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. The percentage of students scoring at each level is reported for individual schools, districts, and the state. General definitions for achievement levels are given on page 2. Specific definitions of achievement levels for the Social Studies test were published in the 2000 Released Items documents. The achievement level definitions for all content areas can be found on the Louisiana Department of Education Web site at [www.louisianaschools.net](http://www.louisianaschools.net). Click on the “Testing” link below the tabs at the top of the page, then on the “Achievement Levels” link at the left of the page.

**LEAP 21**  
**General Achievement Level Definitions**

<b>Achievement Level</b>	<b>Definition</b>
<b>Advanced</b>	A student at this level has demonstrated superior performance beyond the level of mastery.
<b>Mastery</b>	A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
<b>Basic</b>	A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
<b>Approaching Basic</b>	A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
<b>Unsatisfactory</b>	A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

**Purpose of This Document**

This document presents student work in the Social Studies test, which was completed as part of a LEAP 21 assessment. The document includes multiple-choice and constructed-response items that exemplify what students scoring at specified achievement levels should know and be able to do. A discussion of each item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item.

As you review the items, it is important to remember that a student's achievement level is based on his or her *total test score* (cumulative score for all questions in the test) in a content area, *not* on one particular item or section, and that sample items included in this report represent a small portion of the body of knowledge and skills measured by the LEAP 21 tests. Additional items will be released in future years of the LEAP 21.

## Social Studies

The grade 8 LEAP 21 Social Studies test is composed of sixty multiple-choice and four constructed-response items. A student earns one point for each correct answer to a multiple-choice item and from 0 to 4 points for the answer and work shown for each constructed-response item.

The general scoring rubric for constructed-response items is:

Score	Description
4	<ul style="list-style-type: none"><li>• The student's response demonstrates in-depth understanding of the relevant content and/or procedures.</li><li>• The student completes all important components of the task accurately and communicates ideas effectively.</li><li>• Where appropriate, the student offers insightful interpretations and/or extensions.</li><li>• Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.</li></ul>
3	<ul style="list-style-type: none"><li>• The student completes most important aspects of the task accurately and communicates clearly.</li><li>• The student's response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood.</li><li>• The student's logic and reasoning may contain minor flaws.</li></ul>
2	<ul style="list-style-type: none"><li>• The student completes some parts of the task successfully.</li><li>• The student's response demonstrates gaps in conceptual understanding.</li></ul>
1	<ul style="list-style-type: none"><li>• The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.</li></ul>
0	<ul style="list-style-type: none"><li>• The student's response is incorrect, irrelevant, too brief to evaluate, or blank.</li></ul>

**Note:** It is important to recognize that score points for constructed-response items and LEAP 21 achievement levels do not share a one-to-one correspondence. For example, it should *not* be assumed that a student who scores at the *Advanced* level in the test has earned a score of 4 on each constructed-response item.

It is possible for an 8th-grade student to earn a total of 76 points on the LEAP 21 Social Studies test. The number of raw score points that a student would have to achieve to reach each achievement level may change slightly from year to year, given the difficulty of that particular form of the test. The spring 2004 raw score range for each achievement level is listed on the following page.

## Spring 2004 Social Studies Test, Grade 8

Achievement Level	Raw Score Range
Advanced	69 – 76 points
Mastery	60 – 68 points
Basic	42 – 59 points
Approaching Basic	30 – 41 points
Unsatisfactory	0 – 29 points

This document presents four multiple-choice items, one taken from each of the four strands in the social studies assessment framework—**Geography, Civics, History, and Economics**. In addition, the items were selected because they illustrate results from four of the five achievement levels used to report LEAP 21 results—*Advanced, Mastery, Basic, and Approaching Basic*. Examples of *Unsatisfactory* work are not included; by definition, work classified as *Unsatisfactory* exhibits a narrower range of knowledge and skills than work classified as *Approaching Basic*. In addition, one constructed-response item with its scoring rubric and sample student responses at score points zero to four are included. Each student response is annotated to explain how the score was derived and the strengths and weaknesses of the response.

This document presents items that students completed as part of the LEAP 21 assessment. The information shown for each item includes

- the correct answer,
- the achievement level or score point,
- the standard and benchmark each item measures, and
- commentary on the skills/knowledge measured by the item.

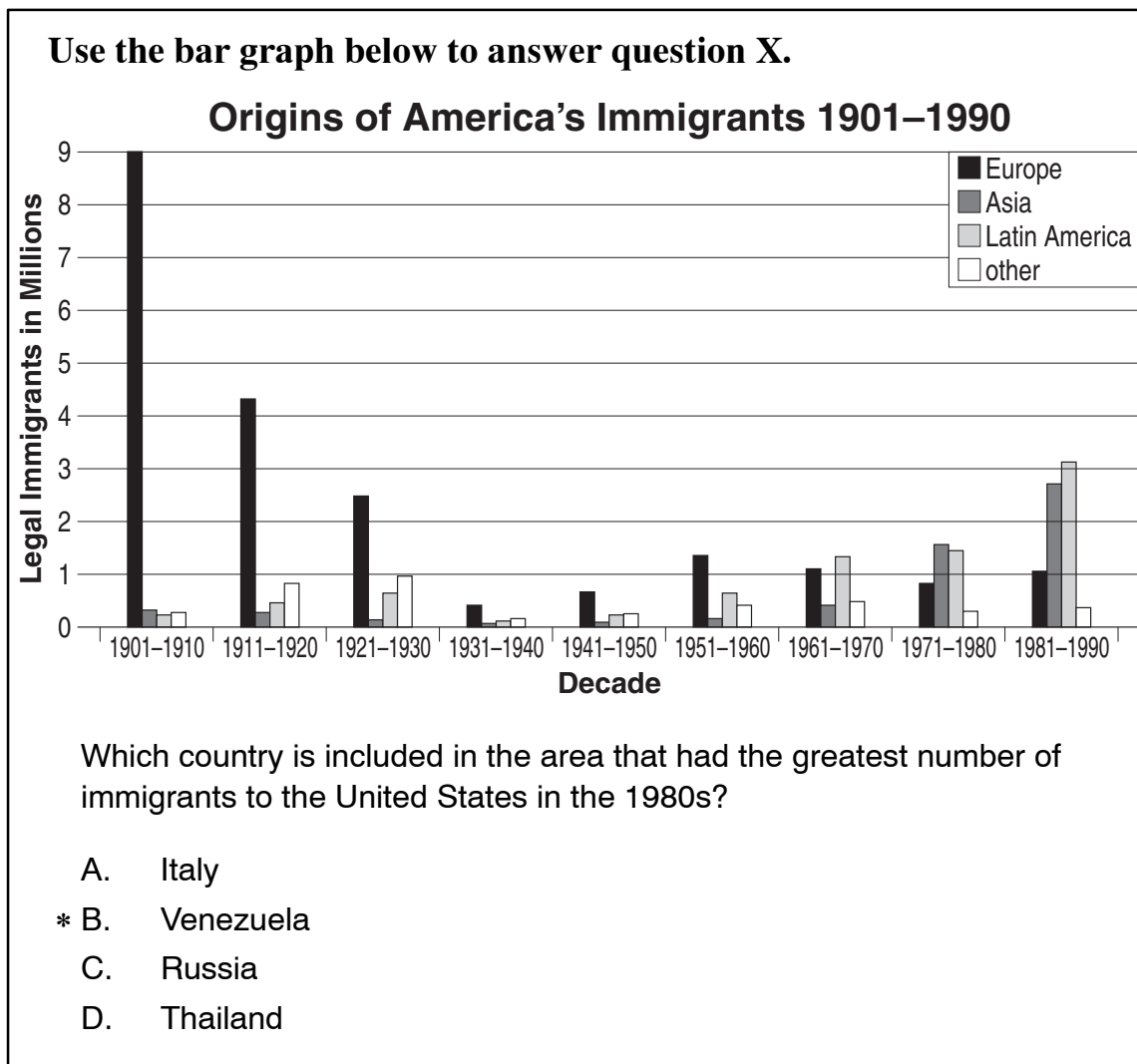
**Note:** Test items have been reduced in size for this document. Font size on the LEAP 21 assessment is typically 12 point.

**Grade 8—Social Studies  
Multiple-Choice Items**

**Reporting Category:** Geography

**Benchmark G-1A-M2:** Interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns

**Achievement Level:** *Advanced*



\* correct answer

This geography item would most likely be answered correctly by students who are at the *Advanced* level. To answer the question correctly, students must synthesize information from a quadruple bar graph that shows immigration into the United States, organized by region of origin, over nine decades of the 20th century. Students must then apply that information to their knowledge of immigration patterns. Finally, students must use their basic geographic location skills in determining that Venezuela is part of Latin America.

**Reporting Category:** Civics

**Benchmark C-1A-M5:** Describing the organization and major responsibilities of local, state, and national governments

**Achievement Level:** *Mastery*

The United States has a federal form of government. Which of the following **best** supports this concept?

- A. There are two parts to the national legislature.
- B. There are ten items in the Bill of Rights.
- C. There are amendments to the U.S. Constitution.
- \* D. There are fifty state governments and one national government.

\* correct answer

This civics item would most likely be answered correctly by students who are at the *Mastery* level and above. Students are required to choose from among several components of the American governmental system to identify the aspect that best defines federalism as concerning itself with the relationship between national and individual state governments. Option A provides information about only the national government. Option B states a basic fact about the Constitution. Option C provides information about how the Constitution functions. Only option D provides information about the relationship between national and state governments.



**Reporting Category:** History

**Benchmark H-1B-M13:** Comparing and evaluating various reconstruction plans of the post-Civil War era

**Achievement Level:** *Basic*

**Use the slogan below to answer question X.**

“Forty acres and a mule!”

The Civil War caused many changes in America. As the war was ending, many people had ideas about how to help various people who were affected by the war. The slogan above refers to helping which group?

- A. politicians
- \* B. former slaves
- C. carpetbaggers
- D. former slave owners

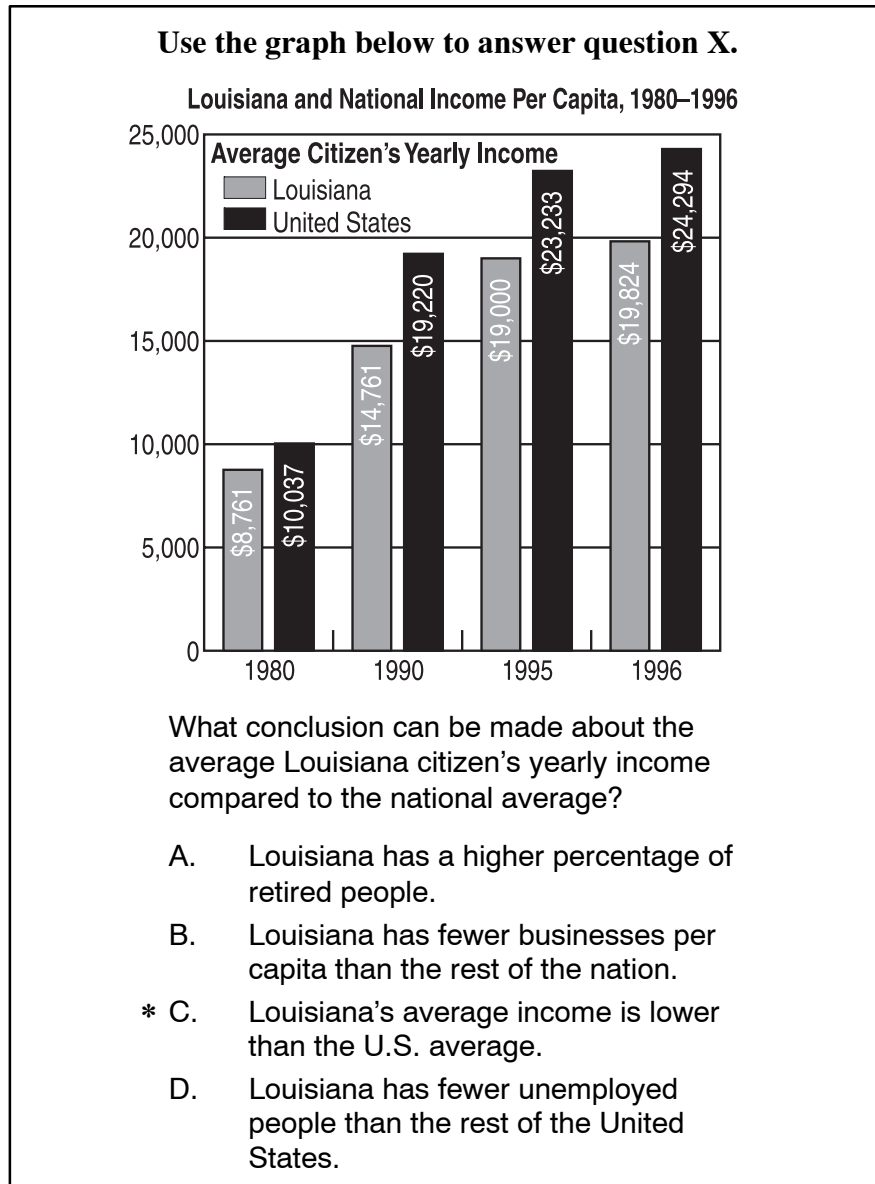
\* correct answer

This history item would most likely be answered correctly by students who are at the *Basic* level and above. Students must identify a group of post-Civil War citizens by applying a popular slogan of the time. “Forty acres and a mule” was the promise the U.S. government made to freed slaves who were willing to move west and establish small farms during the Reconstruction period. In instituting this policy, the government was not concerned with the groups of people named in the other options.

**Reporting Category:** Economics

**Benchmark E-1C-M1:** Explaining the meaning of economic indicators that help to describe economics

**Achievement Level:** *Approaching Basic*



\* correct answer

This economics item would most likely be answered correctly by students who are at the *Approaching Basic* level and above. Students must correctly interpret two economic indicators presented on a double bar graph as evidence that the average Louisiana citizen's income is lower than the national average. To reach this conclusion, students must recognize that the incorrect options refer to retired people, businesses, and unemployed people—groups that are not identified in data presented in the graph or referenced in the title of the graph. Students must realize that only a response comparing the average Louisiana citizen's yearly income with the average U.S. citizen's yearly income, as indicated in the graph's key, is correct.

## Grade 8—Social Studies Constructed-Response Item

A social studies constructed-response item for a LEAP 21 test may require students to write an extended answer in response to a question, direction, or other prompt. Frequently, constructed-response items are multipart items; in addition to writing, students are asked to work with graphics or other materials.

The item, scoring rubric, and sample student responses are shown on the following pages. Student responses at each score point (0 to 4) are annotated to explain how each score was derived and the strengths and weaknesses of the responses.

**Reporting Category:** History

**Benchmark H-1B-M9:** Describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers

**Use the following quotation, spoken by Chief Joseph in 1877, to answer question X.**

“I am tired of fighting. Our Chiefs are killed. . . . It is cold, and we have no blankets. . . . My people, some of them, have run away to the hills, and have no blankets, no food. . . . Hear me, my Chiefs! I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.”

- A.** Explain the situation Native Americans faced in the 1870s when Chief Joseph spoke these words.
- B.** At the time Chief Joseph spoke these words, a popular belief of Manifest Destiny influenced the actions of U.S. government. What was this belief?
- C.** Explain **two** effects Chief Joseph’s actions had on the United States.

## Scoring Rubric

Score	Description
4	Response accurately explains the Native Americans' situation (part a) <b>and</b> correctly identifies what Manifest Destiny was (part b) <b>and</b> explains two effects of Chief Joseph's actions (part c).
3	Response correctly answers three parts of the question.
2	Response correctly answers two parts of the question.
1	Response correctly answers one part of the question.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured, or blank.

### Scoring Notes:

Maximum points to be awarded per section: part a—one point, part b—one point, and part c—two points.

### Possible responses (not inclusive)

#### Part A

He was describing the defeat of his people and surrendering to the United States, which took over Native Americans' land.

#### Part B

Manifest Destiny was the name of the United States belief that the country itself should spread from the Atlantic Ocean to the Pacific Ocean.

#### Part C

The United States would not likely be engaged in future warfare with Chief Joseph's people. The United States would have sole ownership of the land where Native Americans once lived. The United States would get the economic benefit of having access to the resources found on the land.

**Score 4**

- A. Explain the situation Native Americans faced in the 1870s when Chief Joseph spoke these words.

Native Americans were forced off their homeland. They had to fight the Americans. Many of them starved because most of the men were killed in the battles, and no one could provide food.

- B. At the time Chief Joseph spoke these words, a popular belief of Manifest Destiny influenced the actions of U.S. government. What was this belief?

The belief was that the Americans should explore and settle in the west. They wanted to spread all over the North American continent, from east to west.

- C. Explain two effects Chief Joseph's actions had on the United States.

One effect was that the Americans moved to the west by thousands. Another effect was the decreasing population of Native Americans.

This response provides accurate answers for all four parts of the question. Part A accurately explains the situation faced by the Native Americans, part B correctly identifies what the belief of Manifest Destiny was, and part C correctly explains two effects Chief Joseph's actions had on the United States ("Americans moved west by thousands" and "the decreasing population of Native Americans").

**Score 3**

- 64. A.** Explain the situation Native Americans faced in the 1870s when Chief Joseph spoke these words.

The Native Americans were fighting for their land and a place to live safely. They were constantly looking for food and clothing and blankets to keep them warm.

- B.** At the time Chief Joseph spoke these words, a popular belief of Manifest Destiny influenced the actions of U.S. government. What was this belief?

The belief of manifest Destiny was that America would stretch from coast to coast, from the east and west coasts.

- C.** Explain two effects Chief Joseph's actions had on the United States.

Chief Joseph's actions effected the United States by influencing the belief of manifest Destiny and expanding the United States.

Three parts of the question are answered accurately in this response. Part A accurately explains the Native Americans' situation and part B identifies what Manifest Destiny was. Part C correctly explains one effect Chief Joseph's actions had on the United States ("influencing the belief of Manifest Destiny and expanding the United States").

**Score 2**

- A. Explain the situation Native Americans faced in the 1870s when Chief Joseph spoke these words.

The Native Americans where  
in war, and where about to  
surrender. They were being  
defeated

- B. At the time Chief Joseph spoke these words, a popular belief of Manifest Destiny influenced the actions of U.S. government. What was this belief?

That everyone should live  
together.

- C. Explain two effects Chief Joseph's actions had on the United States.

The United States gained land.  
They gained respect.

This response correctly answers two parts of the question. Part A correctly explains the situation that the Native Americans faced and part C correctly explains one effect Chief Joseph's actions had on the United States ("The United States gained land").

**Score 1**

- A. Explain the situation Native Americans faced in the 1870s when Chief Joseph spoke these words.

This situation was when the Native Americans were forced to leave their homes.

- B. At the time Chief Joseph spoke these words, a popular belief of Manifest Destiny influenced the actions of U.S. government. What was this belief?

The belief was that the U.S. Government gave their land back but their hopes were let down.

- C. Explain two effects Chief Joseph's actions had on the United States.

That the United States almost lost to the Indians because they were trying to fight for Indian territory.

This response correctly answers one part of the question; part A accurately explains the Native Americans' situation.



**Score 0**

- A.** Explain the situation Native Americans faced in the 1870s when Chief Joseph spoke these words.

*They vote for him and he won.*

- B.** At the time Chief Joseph spoke these words, a popular belief of Manifest Destiny influenced the actions of U.S. government. What was this belief?

*He was the United States Government and take care of everything.*

- C.** Explain **two** effects Chief Joseph's actions had on the United States.

*Salary and other thing you needed.*

*Chief Joseph's was also over part of United States.*

There is no correct or relevant information in this response.





  
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Louisiana Department of Education  
Office of Student and School Performance  
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