Social Studies

The grade 4 LEAP 21 Social Studies test is made up of fifty multiple-choice and four constructed-response items. A student earns 1 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	• The student's response demonstrates in-depth understanding of the relevant content and/or procedures. • The student completes all important components of the task accurately and communicates ideas effectively. • Where appropriate, the student offers insightful interpretations and/or extensions. • Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.
3	• The student completes most important aspects of the task accurately and communicates clearly. • The student's response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. • The student's logic and reasoning may contain minor flaws.
2	• The student completes some parts of the task successfully. • The student's response demonstrates gaps in conceptual understanding.
1	• The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.
0	• The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Note: It is important to recognize that the 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 on the test has earned a score of 4 on each of the constructed-response items.

It is possible for a 4th-grade student to earn a total of 66 points on the LEAP 21 Social Studies test. The number of 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 raw score range for each achievement level is listed on the following page.

Spring 2002 Social Studies Test, Grade 4

Achievement Level	Raw Score Range
Advanced	61–66 points
Proficient	55–60 points
Basic	37–54 points
Approaching Basic	28–36 points
Unsatisfactory	0–27 points

The following section of this document presents four multiple-choice items, one taken from each of the four strands in the social studies assessment framework—**Geography, Civics, Economics,** and **History.** The items were selected because they illustrate results from four of the five achievement levels used to report LEAP 21 results—*Approaching Basic, Basic, Proficient*, and *Advanced*. Examples of *Unsatisfactory* work are not included; by definition, work classified as *Unsatisfactory* exhibits a narrower range of knowledge and skills than the work classified as *Approaching Basic*. In addition, one constructed-response item with its scoring rubric and sample student responses at score points 0 to 4 is included. Each student response is annotated to explain how its score was derived and the strengths and weaknesses of the response.

This section of the 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 skills/knowledge measured by the item.

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

Grade 4—Social Studies
Multiple-Choice Items

Reporting Category: Geography

Benchmark G-1D-E4: Describing the use, distribution, and importance of natural resources

Achievement Level: ***Advanced***

Louisiana's Natural Resources

Louisiana has many natural resources below the earth. Petroleum comes from below the surface of the earth in the form of crude oil. Crude oil is made into gasoline. Natural gas, sulfur, salt, and oil are other natural resources found in Louisiana.

Shrimp, crab, oysters, crawfish, and fish are seafoods that come from Louisiana waters.

Agricultural resources are very important to Louisiana. A long growing season, rich soil, and plenty of rainfall provide for the valuable forests.

The fur industry is dependent upon Louisiana's marshes. Mink, raccoon, muskrat, and nutria provide the industry with needed furs.

Three of Louisiana's important natural resources are

A. petroleum, coal, and iron.
B. petroleum, coal, and seafood.
*C. petroleum, seafood, and forests.
D. petroleum, mink, and iron.

* correct answer

This geography multiple-choice item would most likely be answered correctly only by students who score at the *Advanced* level. It requires students to read a four-paragraph passage, *Louisiana's Natural Resources,* and to identify three of Louisiana's important natural resources from the description of each in the passage. Students scoring at the *Advanced* level should be able to comprehend the importance of each of the natural resources from its description.

Reporting Category: Civics

Benchmark C-1D-E1: Explaining the meaning of citizenship and the means by which individuals become citizens of the United States

Achievement Level: ***Proficient***

Five years ago, Yuri, age 9, lived in Russia. Then he and his family moved to the United States and became legal residents. How can Yuri and his family become citizens of the United States?

* A. by passing a citizenship test and taking an oath

B. by having a senator make them citizens

C. by asking a congressperson to declare them citizens

D. by writing a letter to the president asking to be declared citizens

* correct answer

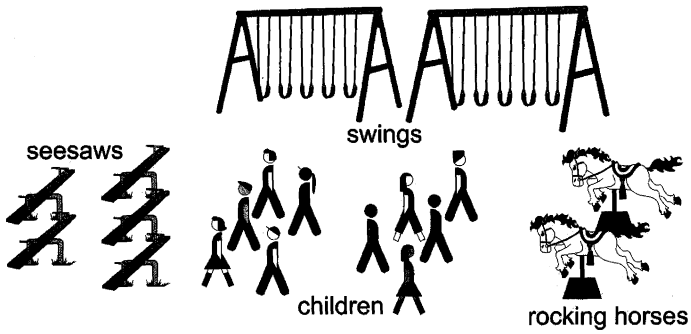
This civics item would most likely be answered correctly by students who score at the *Proficient* level and above. It requires students to understand the means by which immigrant family members may become citizens of the United States. Students scoring at the *Proficient* level should be able to understand that once residence is established, the next step in the process is for each member to pass a citizenship test in English and take an oath of allegiance.

Reporting Category: Economics

Benchmark E-1A-E1: Recognizing that limited resources require people to make decisions

Achievement Level: ***Basic***

Use the picture below to answer question X.



There are ten children at the playground. They all want to play on the same kind of playground equipment at the same time. Which is scarce at the playground?

A. children
* B. rocking horses
C. swings
D. seesaws

* correct answer

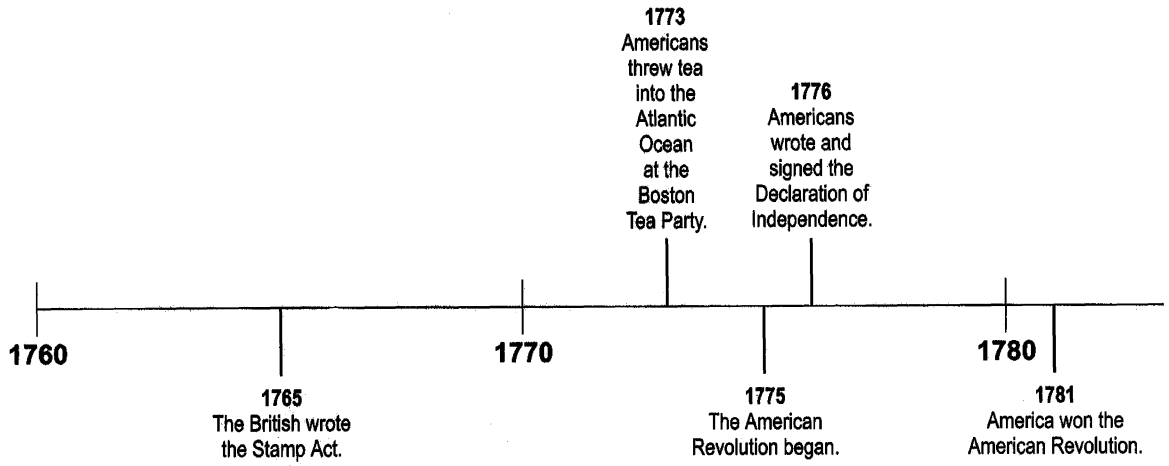
This economics item would probably be answered correctly by students who score at the *Basic* level and above. It requires students to apply a fundamental economic concept in a real-world situation. Students scoring at the *Basic* level should be able to recognize that there are fewer rocking horses in the picture and choose the answer that identifies them as the least available.

Reporting Category: History

Benchmark H-1A-E1: Demonstrating an understanding of the concepts of time and chronology

Achievement Level: ***Approaching Basic***

Use the picture below to answer question X.



What event most likely occurred after 1781?

* A. The United States became an independent country.
B. The United States lost the Revolutionary War.
C. The British won the Revolutionary War.
D. The British took over more land in North America.

* correct answer

This history item would most likely be answered correctly by students who score at the *Approaching Basic* level and above. It requires students to review historical events from a timeline and correctly identify a major event that occurred after a specified date. Students scoring at the *Approaching Basic* level should be able to identify the correct outcome of the American Revolution based on prior knowledge about the event.

Grade 4—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, the constructed-response items are multipart items; in addition to writing, students may also be asked to work with graphics or other materials.

The item, scoring rubric, and sample student work 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.

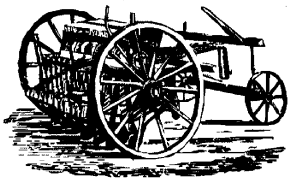
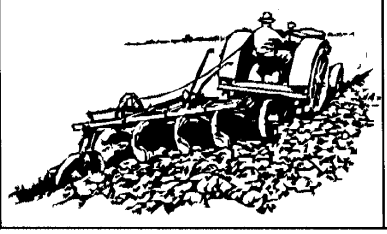
Reporting Category: History

Benchmark H-1B-E1: Describing and comparing family life in the present and past

Benchmark H-1B-E2: Relating the history of the local community and comparing it to other communities of long ago

The amount of food produced by farmers in the United States has changed over the years. The pictograph below compares the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980.

a. Complete the pictograph below by drawing the correct number of symbols for the years 1910 and 1980. The symbols for 1850 have been done for you.

Year	Farm Machinery	Number of people each farmer supplies with food
1850		4 △△△△
1910		7
1980		78

Key: △ = 1 person ▲ = 10 people

Item continued on the next page.

Use the pictograph you completed on page X to answer parts b and c below question X.

b. Use the information from the pictograph on page X to compare the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980. Explain your findings.

c. Use the information from the pictograph to explain why the amount of food produced in the United States has changed since 1850.

Scoring Rubric

Score	Description
4	Student correctly completes the pictograph (1910 = 7 unshaded triangles; 1980 = 7 shaded triangles and 8 unshaded triangles) **AND** compares the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980 **AND** explains why the amount of food produced in the United States has changed since 1850. *Response uses information from the graph and shows an in-depth understanding of the impact of major scientific and technological advances over time.*
3	Student correctly completes the pictograph but may be off by a single unshaded triangle for either year **AND** gives correct information for parts b **and** c. *Response uses information from the graph, and shows a general understanding of the impact of major scientific and technological advances over time, but contains some minor misinformation or omission.*
2	Student correctly completes the pictograph but may be off by a single unshaded triangle for either year **AND/OR** gives limited correct information for part b. Response to part c is limited. *Reponse may not use information from the graph, and shows a limited understanding of the impact of major scientific and technological advances over time.*
1	Student correctly completes the pictograph but may be off by a single unshaded triangle for either year **AND/OR** gives minimal correct information for part b **and/or** part c.
0	*Response is incorrect or irrelevant to the skill or concept being measured, or blank.*

Possible responses for part b: (not inclusive)

Student needs to show an understanding that the ratio of farmers to people fed became smaller as the years progressed.

Possible responses for part c:

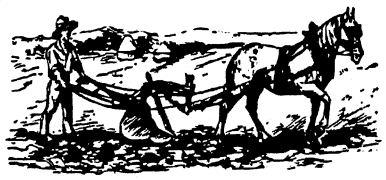
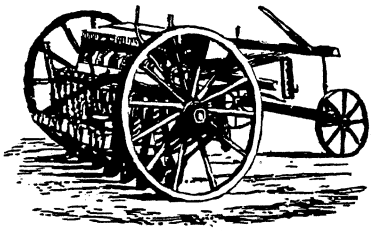
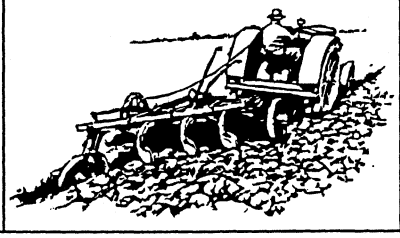
Student needs to show an understanding of the impact of industrialization/technology.

Score 4

The amount of food produced by farmers in the United States has changed over the years. The pictograph below compares the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980.

a. Complete the pictograph below by drawing the correct number of symbols for the years 1910 and 1980. The symbols for 1850 have been done for you.

Farm Productivity in the United States

Year	Farm Machinery	Number of people each farmer supplies with food
1850		4 △△△△
1910		7 △△△△△△△
1980		78 ▲▲▲▲▲▲▲ △△△△△△△

Key: △ = 1 person ▲ = 10 people

Score 4 (continued)

Use the pictograph you completed on page 8 to answer parts b and c of question 63.

b. Use the information from the pictograph on page 8 to compare the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980. Explain your findings.

In 1910 the farmer fed three more people than than the farmer in 1850. In 1980 the farmer fed 71 more people than the farmer in 1910. I think each farmer fed more people than the other because of the machiner each of them used.

c. Use the information from the pictograph to explain **why** the amount of food produced in the United States has changed since 1850.

The amount of food produced in the United States changed since 1850 because the machiary has changed to work faster, easier and less tiring.

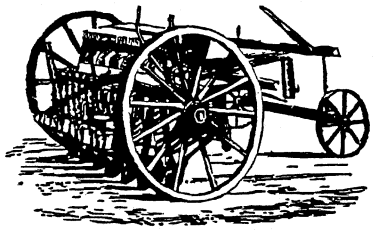
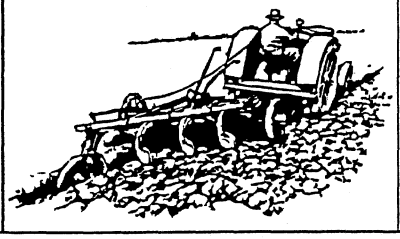
This response demonstrates in-depth understanding of the question by providing complete and correct answers for parts a and c as well as a specific, accurate comparison and explanation for part b. Since completion of the pictograph (part a) is considered a less difficult element of the question and part c doesn't require elaborate explanation, part b is the key in this response. This is not because the response to part b cites numbers from the pictograph so much as it demonstrates a clear understanding that, over time, the average production of a single farmer increased to meet the needs of more people than in the past.

Score 3

The amount of food produced by farmers in the United States has changed over the years. The pictograph below compares the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980.

a. Complete the pictograph below by drawing the correct number of symbols for the years 1910 and 1980. The symbols for 1850 have been done for you.

Farm Productivity in the United States

Year	Farm Machinery	Number of people each farmer supplies with food
1850		4 △△△△
1910		7 △△△△△△△
1980		78 ▲▲▲▲▲▲▲ △△△△△△△△

Key: △ = 1 person ▲ = 10 people

Score 3 (continued)

Use the pictograph you completed on page 8 to answer parts b and c of question 63.

b. Use the information from the pictograph on page 8 to compare the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980. Explain your findings.

In 1850 each farmer supplied four people, and in 1910 each farmer supplied 7 people, and in 1980 each farmer supplied 78 people so in 1980 they had the most which is seventy-eight.

c. Use the information from the pictograph to explain **why** the amount of food produced in the United States has changed since 1850.

The amount of food produced in 1850 changed because the machine changed and they kept getting better and better farm machinery to plant more goods and sell more goods

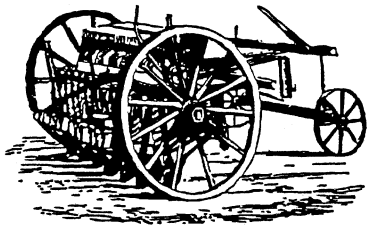
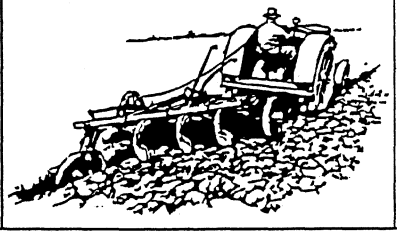
Parts a and c of this response are answered clearly and accurately. The main reason it receives a score of 3 is because part b is considered limited; it restates the figures from the pictograph without clearly explaining their significance. While there is some understanding of progression, both of the number of people served by each farmer and that this number kept growing, it needs to be more specifically explained for this response to receive a score of 4.

Score 2

The amount of food produced by farmers in the United States has changed over the years. The pictograph below compares the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980.

a. Complete the pictograph below by drawing the correct number of symbols for the years 1910 and 1980. The symbols for 1850 have been done for you.

Farm Productivity in the United States

Year	Farm Machinery	Number of people each farmer supplies with food
1850		4 △△△△
1910		7 △△△△△△△
1980		78 ▲▲▲▲▲▲▲▲ △△△△△△△△

Key: △ = 1 person ▲ = 10 people

Score 2 (continued)

Use the pictograph you completed on page 8 to answer parts b and c of question 63.

b. Use the information from the pictograph on page 8 to compare the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980. Explain your findings.

In 1850 the farmer supplied four people with food.
In 1910 the farmer supplied seven people with food.
In 1980 the farmer supplied seventy-eight people with food.

c. Use the information from the pictograph to explain **why** the amount of food produced in the United States has changed since 1850.

The amount of food since 1850 has changed because the machines changed, there were new machinery.

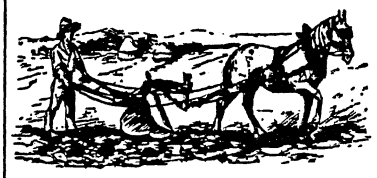
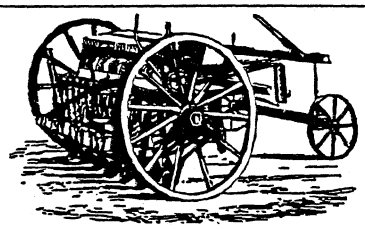
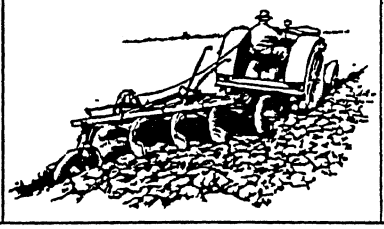
This response demonstrates limited understanding of the question. Part a is correct and complete. The other two parts of the response, however, are considered limited. Part b simply reiterates figures from the pictograph; it implies, rather than explains, the change that took place over time. Part c is also considered limited because, while it does mention that "machines changed" and there "were new machines," it does not explain why this new technology had an impact on increased production.

Score 1

The amount of food produced by farmers in the United States has changed over the years. The pictograph below compares the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980.

a. Complete the pictograph below by drawing the correct number of symbols for the years 1910 and 1980. The symbols for 1850 have been done for you.

Farm Productivity in the United States

Year	Farm Machinery	Number of people each farmer supplies with food
1850		4 △△△△
1910		7 △△△△△△△
1980		78 ▲▲▲▲▲▲▲▲ △△△△△△△

Key: △ = 1 person ▲ = 10 people

Score 1 (continued)

Use the pictograph you completed on page 8 to answer parts b and c of question 63.

b. Use the information from the pictograph on page 8 to compare the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980. Explain your findings.

All of the where made to make gardens to plant food like corn, qucombers, Squas, beans, and string beans.

c. Use the information from the pictograph to explain **why** the amount of food produced in the United States has changed since 1850.

So when us people go shoping we will have more food to buy. So we want have to go back in fouard to the stove to get more food.

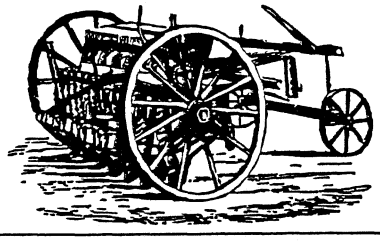
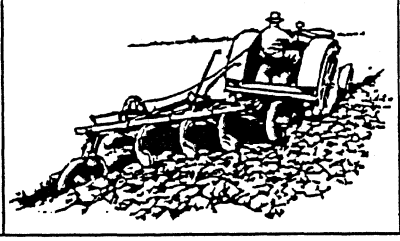
This response receives a score of 1 because it answers part a correctly. The answers to parts b and c are off-task, so they do not receive any credit.

Score 0

The amount of food produced by farmers in the United States has changed over the years. The pictograph below compares the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980.

a. Complete the pictograph below by drawing the correct number of symbols for the years 1910 and 1980. The symbols for 1850 have been done for you.

Farm Productivity in the United States

Year	Farm Machinery	Number of people each farmer supplies with food
1850		4 △△△△
1910		7 △△△△△△△
1980		78 △△△△△△△△△△ △△△△△△△△△△ △△△△△△△△△△ △△△△△△△△△△

Key: △ = 1 person ▲ = 10 people

Score 0 (continued)

Use the pictograph you completed on page 8 to answer parts b and c of question 63.

b. Use the information from the pictograph on page 8 to compare the number of people that each farmer in the United States supplied with food in 1850, 1910, and 1980. Explain your findings.

the farmers grew a lot of crops they grew corn, beans, peas and strings beans.

c. Use the information from the pictograph to explain **why** the amount of food produced in the United States has changed since 1850.

they got few crops of the people who aet these crops

None of the three parts of the question have been completed correctly in this response.

ACKNOWLEDGMENTS

"Sarah, Plain and Tall," Patricia MacLachlan, from *Sarah, Plain and Tall.* HarperCollins Publishers, © 1985, Curtis Brown Ltd.

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Louisiana Department of Education
Office of Student and School Performance
Division of Student Standards and Assessments