

Chapter 4: iLEAP Social Studies, Grade 5

This section describes the overall design of the iLEAP Social Studies test to be administered to students in grade 5. Test specifications and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The Social Studies test consists of one part and is administered in a single day.

The Social Studies test is a criterion-referenced test (CRT) that includes items based entirely on Louisiana's social studies content standards. These items are aligned with Louisiana's Grade-Level Expectations (GLEs) and were developed specifically for Louisiana.

Item Types

The test has forty (40) multiple-choice items.

The multiple-choice items consist of an interrogatory stem and four answer options. These items assess knowledge, conceptual understanding, and application of skills presented in the GLEs. Items will be intermingled across strands, not arranged into separate sections by strand.

To maximize the meaningfulness of multiple-choice items, questions are typically cast in a practical problem-solving context, referring to a single stimulus (e.g., a map) or to a description of a single scenario. The reading difficulty level of test questions is minimized to the extent possible (except for necessary terms) so that students' reading ability does not interfere with their ability to demonstrate their social studies knowledge and skills.

Description of the Social Studies Test

The Social Studies test was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's standards. Separate committees reviewed the items for potential bias and sensitive material.

The Social Studies test is **untimed**. About one hour (60 minutes) is the suggested time to allow students to answer the questions.

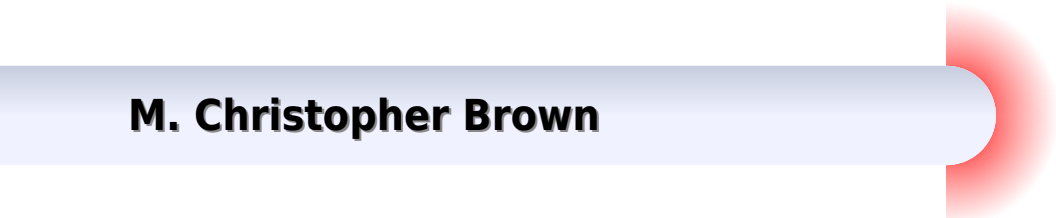
The grade 5 test assesses two of the four social studies strands delineated in the Louisiana Comprehensive Curriculum (LCC) and the Louisiana Social Studies Framework: Geography and History.

Geography

The study of American history is integrally linked with the secondary focus of geography. The GLEs for grade 5 expect students to use geographic information, tools, and concepts in learning about human settlement and migration, the effect of the physical environment on human settlement patterns and economic activities, the use of natural resources, and human adaptations to the physical environment.

Practice Leap Fifth Grade Social Studies Test

M. Christopher Brown



Practice Ileap Fifth Grade Social Studies Test:

Resources in Education ,2000-04 **New York State Grade 5 Social Studies Test** Sharon Andrews

Szeglowski,2008-09-01 This updated manual prepares New York State fifth graders for the required statewide social studies test The author provides a detailed explanation of the test s contents and its different question types which include multiple choice questions constructed response questions which require brief answers and document based questions each of which requires a short essay She explains each question type with a series of examples based on fifth grade level social studies material and she offers test taking advice on how to answer the questions The manual concludes with two full length practice tests with answer keys and a vocabulary list of social studies related words **Still Not Equal** M. Christopher Brown,2007

Still Not Equal Expanding Educational Opportunity in Society addresses the successes and failures of Brown v Board of Education and the Civil Rights Act of 1964 as well as the continuing challenge of expanding educational opportunity in the United States and across the Black diaspora The educational political and social influence resulting from Brown the Civil Rights Act and their progeny have shaped the dynamics of the collective educational and social experiences of people of color Notwithstanding the obstacles barriers and enablers of educational occupational and economic status outcomes impact the formation and interpretation of public policy specifically and public perception generally about racialized notions of schooling and learning The pursuit of educational access attendance and attainment is intertwined with the implications of academic research and public policy to improve local practices in school settings Inasmuch as a diverse research agenda priorities and activities become situated to critically address status and attainment outcomes in education from preschool through adulthood for African Americans in the United States and abroad the resulting complexities in education and other settings will continue to behave in ways that cross racial lines **Parent's Guide to the LEAP 21 Tests for Grade 4** Cynthia

Johnson,Drew Johnson,2000 Features all the essential facts and expert advice parents need to help prepare their children for the LEAP 21 Louisiana Educational Assessment Program tests **Testing Our Children** Monty Neill,1997 A

Co-operative Report of Studies of the Curriculum and of Supervision Chicago Principals Club,1927 *High Stakes* Dale D. Johnson,Bonnie Johnson,2006 High Stakes is a critical ethnography of an underfunded public elementary school in this era of accountability and high stakes testing The book was written during the year the authors served as third and fourth grade teachers and it juxtaposes the experiences of mostly minority children of poverty and their teachers with an examination of high stakes testing policies and the loss of a comprehensive education to political dictates Acceleration for Gifted Learners, K-5 Joan Franklin Smutny,Sally Y. Walker,Elizabeth A. Meckstroth,2006-10-19 Smutny has assembled a group of colleagues who bring very practical and useful insights to this issue and suggest practices that will make the use of this important curricular modification justifiable manageable and most of all normal Acceleration is not treated as a strategy of last resort but as a logical and reasonable way to acknowledge and provide for the growth and continuous progress of all

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Visual Tools for Transforming Information Into Knowledge David Hyerle, 2008-09-05 Featuring new research and examples this practical resource focuses on brainstorming webs graphic organizers and concept maps to improve instruction and enhance students cognitive development *Succeeding in College Entrance Tests* Joseph Randolph Orgel, 1959

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