



April 23– May 2
ELA
Math
Social Studies
Science

Spring Testing 2025

LEAP 2025



April 25 – May 4
ELA
Math
Social Studies
Science

Today's Overview

- What are the different parts of LEAP?
- How will LEAP affect my student?
- Can I find sample tests/questions?
- What is JPE doing to prepare my student?
- What can I do to help prepare my student?



*Testing
Overview
Grade 3-5*

CBT – ELA, Math, Social Studies, Science

April 25 - May 1	3 rd Grade	4 th Grade	5 th Grade
Wednesday, April 23	ELA – session 1 (75 minutes)	ELA– session 1 (90 minutes)	ELA – session 1 (90 minutes) Math - session 1 (65 minutes)
Thursday, April 24	Math – session 1 (65 minutes) ELA - session 2 (45 minutes)	ELA – session 2 (55 minutes) Science – session 1 (80 minutes)	Math - session 2 (65 minutes) Science - session 1 (65 minutes)
Friday, April 25	ELA – session 3 (45 minutes) Social Studies - session 1 (80 minutes)	Science – session 2 (80 minutes) ELA - session 3 (45 minutes)	Social Studies - session 1 (65 minutes) ELA - session 2 (55 minutes)
Tuesday, April 29	Math – session 2 (65 minutes)	Math – session 1 (65 minutes) Social Studies - session 1 (80 minutes)	ELA - session 3 (45 minutes) Math - session 3 (65 minutes)



*Testing
Overview
Grade 3-5*

April 25 - May 4	3rd Grade	4th Grade	5th Grade
Wednesday, April 30	Social Studies – session 2 (80 minutes) Math – session 3 (65 minutes)	Math – session 2 (65 minutes)	Science - session 2 (65 minutes) Social Studies - session 2 (65 minutes)
Thursday, May 1	Science - session 1 (70 minutes) Science – session 2 (70 minutes)	Social Studies – session 2 (80 minutes) Math - session 3 (65 minutes)	Social Studies - session 3 (65 minutes) Science - session 3 (65 minutes)
Friday, May 2	Make Up Day	Make Up Day	Make Up Day

ELA



LEAP - ELA

Leap Focuses on an Integrated approach to Reading and Writing

- Careful close reading of grade level texts across a range of disciplines (SS, Science, and the Arts)
- Read texts, answer reading and vocabulary questions about texts, then write about texts using text-evidence
- A focus on students **citing evidence** from texts
- A focus on **words** that matter most in texts and are **essential to understanding** a particular text that include context that allows a student to determine literal and figurative meanings

LEAP - ELA

3rd Grade Test Design

Grade 3 Test Design

Session	Focus of Session	Time	Passages	Items (Points)	Assessable ELA Student Standards
1	Research Simulation Task	75 min.	2	6 SR; 1 PCR (27 pts)	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards W.1–2, 4, 7–8, 10; conventions standards L.1–2, plus language skills from previous grades
2	Reading Literary and Informational Texts	45 min. each	1 (+FT)	4 SR (8 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3			2-3	10 SR (20 pts)	
OR					
1	Literary Analysis Task	75 min.	2	6 SR; 1 PCR (27 pts)	RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.1-2, 4; conventions standards L.1-2, plus language skills from previous grades
2	Reading Literary and Informational Texts	45 min. each	1 (+FT)	4 SR (8 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3			2-3	10 SR (20 pts)	
OR					
1	Narrative Writing Task	75 min.	1	4 SR; 1 PCR (20 pts)	NWT: RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades
	Reading Passage Set		1	4 SR (8 pts)	RL or RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
2	Reading Literary and Informational Texts	45 min. each	1 (+FT)	4 SR (8 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3			2-3	10 SR (20 pts)	

SR: Selected-Response — includes two-part items (EBSR), multiple-select items, and technology-enhanced items (on computer-based test only)
 RL: Reading Literature; L: Language; W: Writing; RI: Reading Informational Text

LEAP - ELA

4th and 5th Grade Test Design

Grades 4-5 Test Design

Session	Focus of Session	Time	Passages	Items (Points)	Assessable ELA Student Standards
1	Research Simulation Task	90 min.	3	8 SR; 1 PCR (35 pts)	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards W.1–2, 4, 7–8, 10; conventions standards L.1–2, plus language skills from previous grades
2	Reading Literary and Informational Texts	55 min.	1 (+FT)	4 SR (8 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3		45 min.	2-3	10 SR (20 pts)	
OR					
1	Literary Analysis Task	90 min.	2	6 SR; 1 PCR (31 pts)	RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.1-2, 4; conventions standards L.1-2, plus language skills from previous grades
2	Reading Literary and Informational Texts	55 min.	1-2 (+FT)	6 SR (12 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3		45 min.	2-3	10 SR (20 pts)	
OR					
1	Narrative Writing Task	90 min.	1	4 SR; 1 PCR (20 pts)	NWT: RL standards; vocabulary standards RL.4, L.4, L.5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades
	Reading Passage Set		1	4 SR (8 pts)	RL or RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
2	Reading Literary and Informational Texts	55 min.	1-2 (+FT)	6 SR (12 pts)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4, and L.5
3		45 min.	2-3	10 SR (20 pts)	

SR: Selected-Response — includes two-part items (EBSR), multiple-select items, and technology-enhanced items (on computer-based test only)

RL: Reading Literature; L: Language; W: Writing; RI: Reading Informational Text

*ELA
Overview*

LEAP - ELA



Grade Level	Number of Passages	Multiple Choice/Multiple Select Questions	Number of written essay Responses
3 rd	5-6	20-22 Q's	1
4 th	6-7	22-28 Q's	1
5 th	6-7	22-28 Q's	1

LEAP - ELA

Multiple-Choice questions have four options. Students will fill in the bubble of the correct answer.








- ☐ Option A
- ☐ Option B
- ☒ Option C
- ☐ Option D

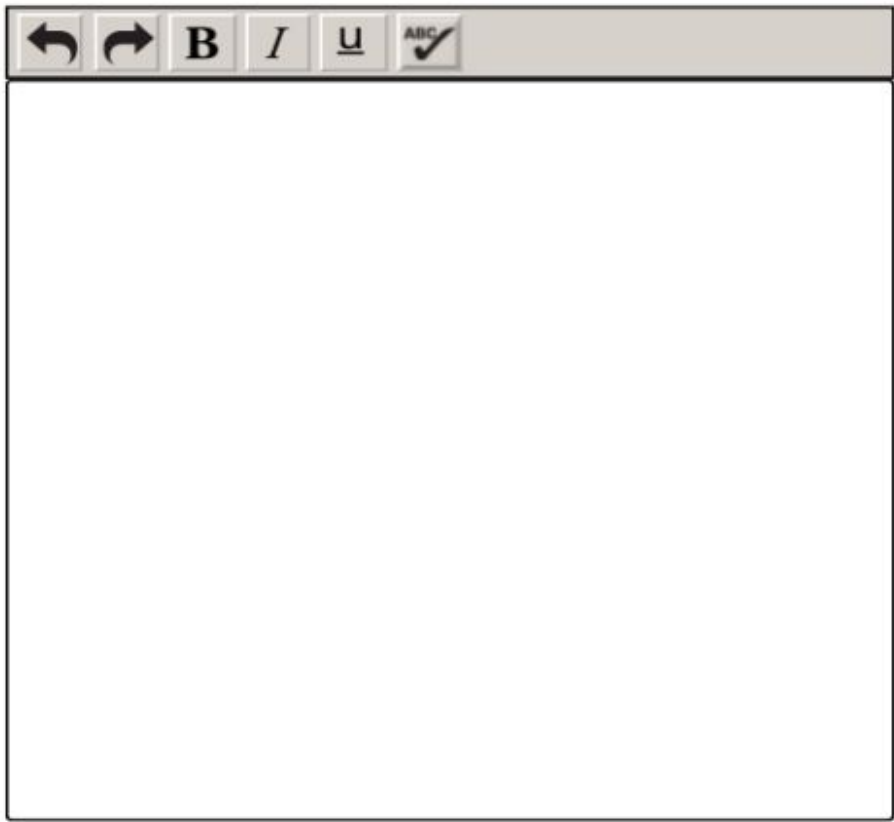
Multiple-Select questions ask students to choose more than one correct answer. The number of correct answers varies item by item but is identified in the stem of each question. The sample below asks for two correct answers.

- ☒ Option A
- ☐ Option B
- ☒ Option C
- ☐ Option D
- ☐ Option E
- ☐ Option F



The computer-based tests include the following online tools, which allow a student to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line. A help tool is also featured to assist students as they use the online system.

- | | | | | | |
|--------------------|---|--------------------|---|-------------|---|
| • Pointer tool |  | • Sticky Note tool |  | • Help tool |  |
| • Highlighter tool |  | • Magnifying tool |  | | |
| • Cross-Off tool |  | • Line Guide |  | | |



Technology Enhanced Items

Technology-Enhanced Item (on computer-based test only)

Today you will do some research on animals and their natural environments. First, you will read an article about wolves in Yellowstone National Park. Then you will read an article titled “The Missing Lynx.” As you read these sources, you will gather information and answer questions about animals and their environments so you can write a response.

Refer to the article “A Howling Success” and the article “The Missing Lynx.” Then answer the question.

A Howling Success

by Gerry Bishop

- 1 In Yellowstone National Park, a gray wolf sends its eerie call into the wild. You might say that it's howling for joy.
- 2 When you look at this photo and think about wolves, what words come to mind? Wild? Scary? Awesome?



Compare ideas from both “A Howling Success” and “The Missing Lynx.” Drag the sentences and drop them into the chart. All the sentences will be used.

“A Howling Success”

BOTH

“The Missing Lynx”

Scientists wanted to help Yellowstone National Park by releasing more animals into the wild.

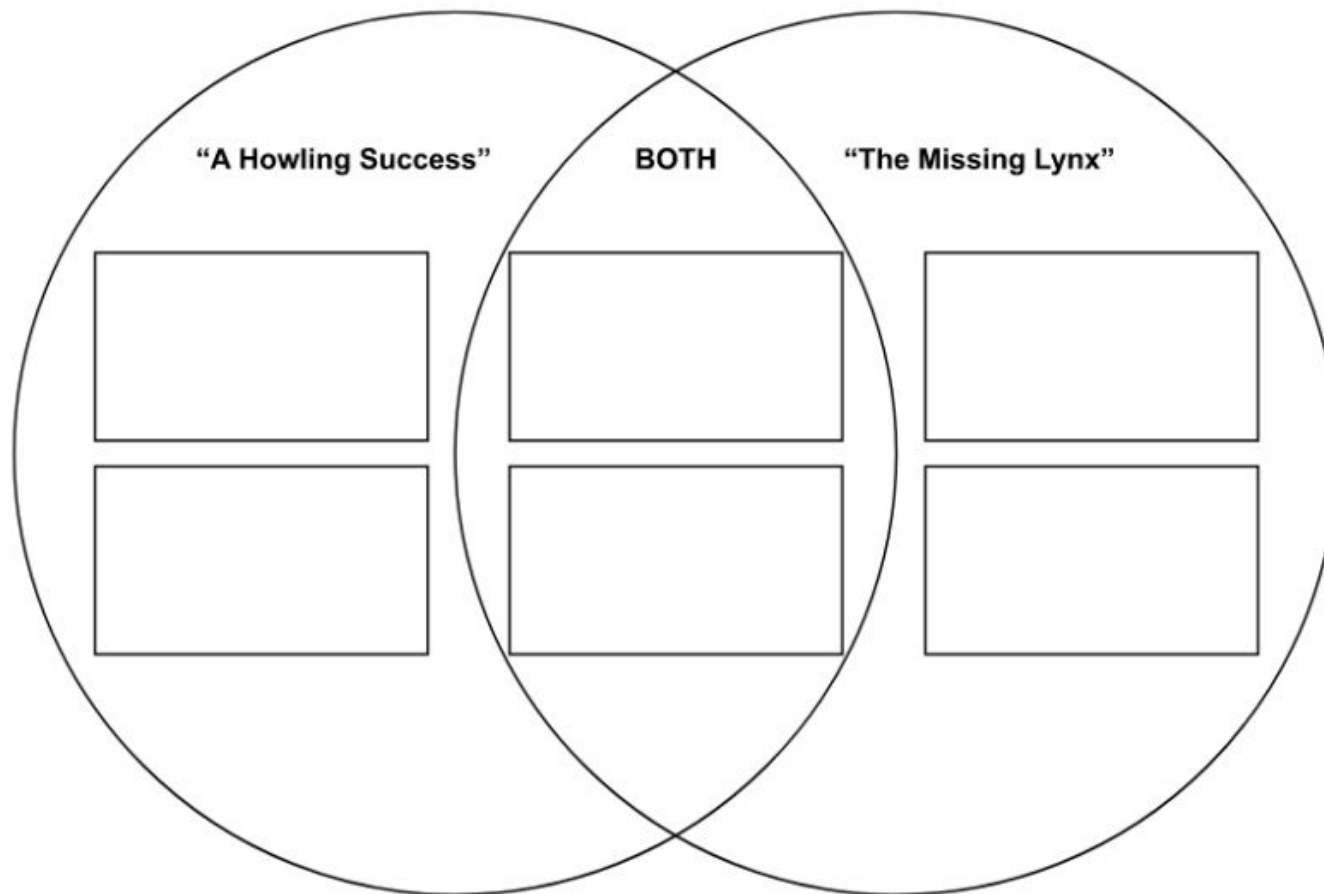
Scientists were able to keep track of the animal population and record how their numbers grew.

Scientists had to bring back enough smaller animals to help feed the larger animal population.

Scientists warned ranchers about hunting the endangered animals.

Scientists first made sure that the animals were comfortable in their new surroundings and then set them free.

Click To Respond



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More Text Below

OK

Technology-Enhanced Item

Today you will read two articles about advances in weather forecasting.

Read the article "Father of All Forecasters." Then answer the questions.

Father of All Forecasters

by Charlene Brusso

- 1 Did you know that the National Weather Service gathers data from across the country to help create local weather reports every day? In fact, its on-line national map (www.weather.gov/view/largemap.php) refreshes itself every five minutes to offer updated watches, warnings, and advisories. Cleveland Abbe would be so proud!
- 2 Abbe was born in New York City on December 3, 1838. In the summers, he worked on his grandfather's farm outside Windham, Connecticut. Fascinated by nature, he learned how important the weather could be on the farm. Heavy rains might delay planting or drown plants before they could be harvested. Storms could knock crops flat.
- 3 After studying science and mathematics, Abbe became a teacher. While teaching at the University of Michigan in Ann Arbor, he also studied astronomy. In 1868, he was hired as director of Ohio's Cincinnati Observatory. Abbe knew that atmospheric conditions such as clouds, haze, fog, and rain could affect astronomical observations. He became fascinated with the idea of studying weather in other places to predict what the local weather would be like.

Select the options from the drop-down menus that **best** complete the sentences.

Abbe's studies led him to enter the field of

, which is the study of

, such as clouds, rain,

and wind. His research allowed him to create forecasts

based on his and provide

to areas that were going to have bad

weather.



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mathematics
astronomy
meteorology

atmospheric conditions
astronomical observations
time zones

advisories
stations
barometers

science
probabilities
locations

Read the folktale “The Four Dragons.” Then answer the questions.

Part B

1 Once upon a time, there were no rivers and lakes on earth, but only the Eastern Sea, in which lived four dragons: the Long Dragon, the Yellow Dragon, the Black Dragon, and the Pearl Dragon. One day the four dragons flew from the sea into the sky. They soared and dived, playing at hide-and-seek in the clouds.

3 "What's up?" asked the other three, |
Pearl Dragon pointed.

4 On the earth they saw many people
incense sticks. They were praying! A
ground with a thin boy on her back, r

5 "Please send rain quickly, God of He

6 For there had been no rain for a long
turned yellow and fields cracked und

7 "How poor the people are!" said the
doesn't rain soon."

OK

ELA Overview

LEAP - ELA



Grade	Task	Scoring Dimensions	Points	Weight	Score	Total Score	Rubric
Grade 3	Literary Analysis	Reading Comprehension and Written Expression	3	4	12	15	LAT/RST
		Conventions	3	1	3		
	Research Simulation	Reading Comprehension and Written Expression	3	4	12	15	LAT/RST
		Conventions	3	1	3		
	Narrative Writing	Written Expression	3	3	9	12	NWT
		Conventions	3	1	3		
Grades 4-5	Literary Analysis	Reading Comprehension and Written Expression	4	4	16	19	LAT/RST
		Conventions	3	1	3		
	Research Simulation	Reading Comprehension and Written Expression	4	4	16	19	LAT/RST
		Conventions	3	1	3		
	Narrative Writing	Written Expression	3	3	9	12	NWT
		Conventions	3	1	3		
Grades 6-8	Literary Analysis	Reading Comprehension and Written Expression	4	4	16	19	LAT/RST
		Conventions	3	1	3		
	Research Simulation	Reading Comprehension and Written Expression	4	4	16	19	LAT/RST
		Conventions	3	1	3		
	Narrative Writing	Written Expression	4	3	12	15	NWT
		Conventions	3	1	3		

November 2024

LEAP - ELA

Research Simulation Task:

- Research Simulation Task Specifics–

*Students must use details from the passages (articles, websites, encyclopedias, primary sources... to write a letter or an essay explaining, describing, or comparing/contrasting:

- *What the reader has learned from the texts (3rd)*
- *How illustrations relate to articles (4th)*
- *Comparing and/or contrasting texts (5th)*



LEAP - ELA

Research Simulation Task:

3rd Grade RST Passage

English Language Arts

Today you will research life in the Arctic. You will read *Life in a Deep Freeze* and a passage from "Inuit." As you review these sources, you will gather information and answer questions about life in the Arctic so you can write an essay. Read the article "Life in a Deep Freeze." Then answer the questions.

Life in a Deep Freeze

by Sandra Markle

How do animals survive the Arctic's c-c-cold winters?

- 1 It's noon and dark and very cold—minus 30°F. Snow and ice blanket the region. Strong winds blow across ice-covered ocean waters. It's winter in the Arctic, one of the harshest environments on Earth. But, for many animals, this place is home.
- 2 So just where is the Arctic? It's about as far north as you can go. It's the North Polar region—the Arctic Ocean plus the lands bordering it. The landscape varies from high, icy mountains to tundra. That's a treeless plain where a layer of soil remains frozen all year. Arctic animals have adapted well to their surroundings with some rather clever survival tactics.

ESCAPE ARTISTS

- 3 Some Arctic animals have found clever ways to wait out the long, harsh winters.
- 4 **Grizzly Bear:** This bear spends all spring, summer, and fall eating and storing up fat. Then the bear goes into a special type of sleep. During its winter sleep, the grizzly lives off its stored fat. To conserve energy, the bear's internal temperature drops a few degrees. Its heart rate slows down too.
- 5 **Collared Lemming:** This furry relative of mice and rats changes its coat from grayish brown to white in winter. It also grows longer front claws. With their claws, lemmings dig tunnels under the wind-packed snow. There they live, protected from the cold and their predators.

THE LAYERED LOOK

- 6 For some animals, being fat means staying alive. That's especially true for animals that hunt and live in the icy waters of the Arctic Ocean.
- 7 **Walrus:** This animal keeps warm even while digging for clams along the bottom of cold ocean waters. Under its inch-thick hide, the walrus has a nearly six-inch layer of blubber, or fat, to block out the cold. During deep-sea dives, warm blood shifts away from the skin surface to inside the body. This helps the walrus keep its body heat stable at about 99°F. When the walrus moves ashore, blood flows back to the skin.
- 8 **Harp Seal:** Protected by a thick layer of blubber, the harp seal spends most of its time underwater. The seal is a fast swimmer and can stay underwater for 30 minutes at a time. The seal is a fast swimmer and can stay underwater for 30 minutes at a time.

English Language Arts

DRESSED FOR WINTER

- 9 Like you, many Arctic animals change their coats with the seasons. In winter these animals replace their summer coats with thicker ones to keep them warm when temperatures plunge. They'll wear their winter coats for a long time. Arctic winters can last for eight months.
- 10 **Arctic Hare:** The arctic hare living in the northernmost part of the Arctic stays white all year. But its fur coat grows thicker and longer in winter. The hare has small ears, which protect it too. Can you figure out how? Less skin is exposed to the cold, and small ears lose less body heat than larger ears.
- 11 **Musk Ox:** This animal has lots of hair to keep it warm. In fact the native Inuit people call it *umingmak*, meaning "the animal with skin like a beard." The musk ox's shaggy outer coat covers everything but its feet. Underneath this outer layer of long, coarse hair is even more hair—a soft, woolly coat. The musk ox sheds this undercoat when the weather gets warmer. Musk oxen also have curved hooves with sharp rims. That gives them solid footing on icy slopes.
- 12 **Snowy Owl:** Feathers keep this bird warm. The snowy owl's entire body—even its legs and toes—is covered with soft, fluffy feathers. On top of this coat is still another coat of overlapping feathers. When temperatures drop, the owl crouches on the ground behind an object that can block the wind. The owl stays still. Flying would use up precious heat energy.
- 13 **Arctic Fox:** As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat. The new coat keeps the fox warm as well as hidden from predators, like the wolf. A special bloodflow system helps the fox hang onto its normal body temperature. Warm blood flowing toward the fox's legs heats up the cool blood returning from its feet. That means that the arctic fox has a warm body and cold feet. Having cold feet helps too. Ice doesn't stick to cold toes.

"Life in a Deep Freeze" by Sandra Markle, copyright © 2002 by Sandra Markle. Used by permission of National Geographic Stock. All rights reserved.

Students will have 2-3 passages to read with 2-3 sets of
MC/MS Questions for each Passage.

LEAP - ELA

Research Simulation Task:

3rd Grade RST Passage



Please note :

*Multiple Choice questions
with a Part A and a Part B:*

*If you get Part A correct
and Part B incorrect, you will
get partial credit.*

*If you get Part A incorrect,
both answers will be marked
incorrect.*

1. Part A

What does the word **harsh** mean as it is used in paragraph 3 of “Life in a Deep Freeze”?

- (A) located in a faraway region
- (B) physically uncomfortable
- (C) lasting for a long time
- (D) easily managed

Part B

Which **two** sentences from the article help readers understand the meaning of the word **harsh** as it is used in paragraph 3?

- (A) “Strong winds blow across ice-covered ocean waters.” (paragraph 1)
- (B) “It’s about as far north as you can go.” (paragraph 2)
- (C) “This bear spends all spring, summer, and fall eating and storing up fat.” (paragraph 4)
- (D) “The seal is a fast swimmer and can stay underwater for 30 minutes at a time.” (paragraph 8)
- (E) “Like you, many Arctic animals change their coats with the seasons.” (paragraph 9)
- (F) “When temperatures drop, the owl crouches on the ground behind an object that can block the wind.” (paragraph 12)

LEAP - ELA

Research Simulation Task:



3rd Grade RST Passage

5. Which **two** statements describe how the Arctic environment has affected the Inuit?
- ☐ A Because the Arctic is so cold, most Inuit live in small igloos.
 - ☐ B Because the Arctic is so remote, the Inuit are a peaceful people.
 - ☐ C To avoid freezing in the wet and cold Arctic conditions, the Inuit make clothing from animal furs and seal intestines.
 - ☐ D To help make the Arctic more advanced, the Inuit ask visitors to bring in modern technology.
 - ☐ E Because the Arctic has extreme temperatures, the Inuit avoid going out during wintertime.
 - ☐ F Because few plants grow in the Arctic, the Inuit have become very good hunters.

Please note :

*Multiple Select
Questions will tell the
student how many correct
answers should be
selected.*

ELA
Sample
Items

LEAP - ELA

Research Simulation Task:

At the end of each session, students will be given a writing prompt that involves both passages.

Students have 75-90 minutes to complete each session.

7. Your friend thinks it is impossible for people and animals to live in the Arctic.

Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.

Sample Items

Research Simulation Task:

8. You have read three texts that claim that the role of zoos is to protect animals. Write an essay that compares and contrasts the evidence each source uses to support this claim. Be sure to use evidence from all three sources to support your response.

Time Allowed _____	

Grade Level	Time Allowed on Written Response Session
3rd - 5th	90 minutes

LEAP - ELA



Literary Analysis Task:

- Literary Analysis Task –
 - *Students must use details from the stories, poems, excerpts... to write an essay explaining or describing :
 - *How the illustrations help the reader understand the character's actions (3rd)*
 - *Describe a character's qualities based on words and actions from both passages (4th)*
 - *Point of view of both authors or characters(5th)*

LEAP - ELA

Literary Analysis Task:

5th Grade LAT Passage

Today you will analyze a passage from *Where the Red Fern Grows* and the poem "The Lighthouse Lamp." As you read these texts, you will gather information and answer questions about the narrator's point of view so you can write an essay.

Read the passage from *Where the Red Fern Grows*. Then answer the questions.

from *Where the Red Fern Grows*

by Wilson Rawls

- 1 I shouted as loud as I could. "Over here. I need help. My dog is drowning."
- 2 I waited for an answer. All I could hear were the cries of Little Ann.
- 3 Again I hollered. "Over here. Over on the bank. Can you see my light? I need help. Please hurry."
- 4 I held my breath waiting for an answering shout. I shivered from the freezing cold of my wet shoes and overalls. A straining silence settled over the river. A feathery rustle swished by in the blackness. A flock of low-flying ducks had been disturbed by my loud shouts. I strained my ears for some sound. Now and then I could hear the lapping slap of the ice-cold water as it swirled its way through the trough.
- 5 I glanced to Little Ann. She was still holding on but I saw her paws were almost at the edge. I knew her time was short.
- 6 I couldn't figure out what I had heard. The sound was made by metal striking metal, but what was it? What could have caused it?
- 7 I looked at my ax. It couldn't have made the sound as it was too close to me. The noise had come from out in the river.
- 8 When I looked at my lantern I knew that it had made the strange sound. I had left the lantern on the ice.
- 9 As I stepped down into the hole in the ice, I felt the cold bite of it took my breath away. I felt my body grow numb. I couldn't feel my feet at all but I knew they were moving. When the water reached my armpits I stopped and worked my pole toward Little Ann. Stretching my arms as far out as I could, I saw I was still a foot short. Closing my eyes and gritting my teeth, I moved on. The water reached my chin.
- 10 Fast as I could, I started hooking at the collar of Little Ann. Time after time I felt hook almost catch. I saw I was fishing on a wrong angle. She had settled so low in the water I couldn't reach her collar. Raising my arms above my head so the pole would be on a slant I kept hooking and praying. The seconds ticked by. I strained for one more inch. The muscles in my arms grew numb from the weight of the pole.
- 11 With a sudden jerk, Little Ann's claws slipped again. I thought she was gone. At the very edge of the ice, she caught again. All I could see now were her small red paws and her nose and eyes.
- 12 By Old Dan's actions I could tell he understood and wanted to help. He ran over close to my pole and started digging at the ice. I had to get him out of the way so I could see what I was doing.
- 13 Just when I thought my task was impossible, I felt the hook slide under the tough leather. It was none too soon.

From *WHERE THE RED FERN GROWS*—Public Domain

9. Part A

What does the word **strained** mean as it is used in paragraph 16?

- ☐ A to exert great physical effort
- ☐ B to demonstrate strong resistance
- ☐ C to experience stress or tension
- ☐ D to fight against a feeling of panic

Part B

Which sentence from the passage supports the narrator's use of the word **strained** in paragraph 16?

- ☐ A "As I stared at the yellow glow of my light, the last bit of hope faded away." (paragraph 9)
- ☐ B "After a little wiggling and pushing, I worked the hook loose and laid the pole down." (paragraph 13)
- ☐ C "Step by step, breaking the ice with my ax, I waded out." (paragraph 14)
- ☐ D "Stretching my arms as far out as I could, I saw I was still a foot short." (paragraph 15)

LEAP - ELA

Literary Analysis Task:

11. Part A

Which emotions are emphasized through the author's use of first-person point of view?

- ☐ A frightened, but driven
- ☐ B powerful, but insecure
- ☐ C forceful, but respectful
- ☐ D excited, but confused

Part B

Which **two** sentences from the passage support both parts of the answer in Part A?

- ☐ A "I started shouting encouragement to Little Ann." (paragraph 12)
- ☐ B "It came to my knees." (paragraph 14)
- ☐ C "The water came up to my hips, and then to my waist." (paragraph 15)
- ☐ D "Closing my eyes and gritting my teeth, I moved on." (paragraph 15)
- ☐ E "I saw I was fishing on a wrong angle." (paragraph 16)
- ☐ F "Raising my arms above my head so the pole would be on a slant I kept hooking and praying." (paragraph 16)

Questions will focus on:

- *Theme
- *Point of View
- *Character Development
- *Vocabulary
- *Summarizing

LEAP – ELA

Narrative Writing Task



- Narrative Writing Task –

*Students must use details from the stories, poems, folktales, excerpts... to write a story or journal entry explaining:

- *Story (what might happen next, using setting and characters – believable continuation) – 3rd)*
- *How the story may be different if written from another character's perspective/point of view (4th, 5th)*

LEAP – ELA

Narrative Writing Task

4th Grade NWT Passage

Read the story "Sally's Rescue." Then answer questions 21 through 25.

Sally's Rescue

by Roderick J. Robison

- 1 Sitting at the cabin's breakfast table, Anna and Jim could see the sun's rays fill the calm water in the bay. It was a welcome sight after the storm. During the heavy wind and rain, they hadn't left the cabin.
- 2 "We're going down to the beach," said Anna, hardly able to contain her excitement.
- 3 "Have fun. I hope you find something good washed up on the shore," their mother replied.
- 4 The two children bolted out the front door and ran down the hill to the gravel beach. A strange grayish lump looked out of place in the seaweed that had washed ashore. As they drew closer they noticed it was moving! There, at the water's edge, a baby seal swiveled her head and peered up at them. Underneath her, strewn about on the sand, was a section of fishnet.
- 5 "Hello, girl. What a beautiful seal you are!" said Anna.
- 6 The seal tilted her head at the sound of Anna's voice.
- 7 "She looks so sad," said Jim. "Maybe she's hurt. I'll get Mom and Dad." Moments later he was back with their parents.
- 8 "She's just a pup, probably less than a month old," said Mom.
- 9 "H'm. Appears to be caught in the net," added Dad as he knelt down and gently untangled the netting. "There. That does it." He placed the seal in the shallow water.
- 10 "Good-bye, girl," said Anna.
- 11 "Good-bye, seal," said Jim.
- 12 The seal didn't swim off as they expected. She just looked up at them with sad, big, dark, beady eyes. Mom waded out into the water and gently pushed the seal toward the sea, but she just swam back to the shore.
- 13 "I'm going to name her Sally," said Anna. "Can we keep her? Please?"
- 14 Before her parents could reply, Jim interrupted. "What are those?" he asked, pointing at two dark bumps bobbing way out on the surface of the sea.
- 15 Dad lifted his binoculars and focused them. "They're seals," he replied.
- 16 "Do you think they're Sally's parents?" asked Anna.
- 17 "They very well could be," replied Mom. "If they are, they're probably looking for her right now."
- 18 "They must miss her very much," said Jim.

23. Part A

Which is a theme of "Sally's Rescue"?

- (A) Making new friends is important.
- (B) Exploring is a way to find new adventures.
- (C) Finding fun things to do sometimes takes time.
- (D) Solving a problem sometimes takes much effort.

Part B

Which detail from the story **best** supports the answer to Part A?

- (A) The family makes many different attempts to save the seal.
- (B) The children have to spend time indoors while the storm passes.
- (C) The children go to the beach to find something to do with their time.
- (D) The family is kind to the seals in the bay throughout the day.

25. Imagine what the story would be like from the seal's point of view. Consider how it would be different from the story you read. Rewrite the story to tell it from the seal's point of view.

GO ON ►

LEAP – Math



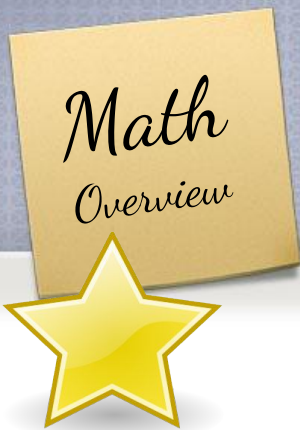
Math Overview

-Addresses conceptual understanding, procedural skills and fluency, and application in every grade level

Students will:-

- Solve real-life problems
- provide reasoning, arguments, justifications to support their answers
- show calculations for specific problems
- Apply and interpret mathematical modeling in a real-world context
- assess application of procedures and algorithms





LEAP

Types of Test Questions



Reporting Categories

Major Content

Additional/Supporting
Content

Reasoning
Applications

Modeling
Applications

Type I
Major and
Additional/Supporting
Content

- Conceptual Understanding
- Fluency
- Application

Type II-Mathematical
Reasoning

- Express through reasoning by constructing mathematical arguments and critiques

Type
III-Modeling/Application

- Solve problems in a real-world context or scenario engaging particularly in the modeling practice

LEAP (3rd – 5th)

3rd, 4th, and 5th Grade

Reporting Category	Session 1		Session 2		Session 3		Total	
	Tasks	Points	Tasks	Points	Tasks	Points	Tasks	Points
A - Major Content	8-9	9	7-9	9	9	9	24-27	27
B - Additional & Supporting Content	3-4	4	2-3	3	2	2	7-9	9
C - Mathematical Reasoning & Modeling	1	4	1	6	2	6	4	16
Total Operational	13	17	11	18	13	17	37	52
Total Field-Test	1-2	N/A	1	N/A	1-2	N/A	3-5	N/A
Session Time	65 minutes		65 minutes		65 minutes		195 minutes	

LEAP (3rd – 5th)

The table below includes information on the total tasks, total points, and percentage of assessment points by task-type point-values.

Task Types	Point Values	Total Tasks	Total Points		Percentage of Points	
Type I	1-point	30	30	36	58%	70%
	2-point	3	6		11.5%	
Type II	3-point	1	3	7	6%	13%
	4-point	1	4		7%	
Type III	3-point	1	3	9	6%	17%
	6-point	1	6		11.5%	
Total		37	52		100%	

LEAP (3rd – 5th)

task types, description of what is expected in each task type, alignment to reporting category and standard alignment.

Task Type	Description	Reporting Category	Mathematical Practice
Type I	conceptual understanding, fluency, application	A - Major Content: solve problems involving the major content for grade 3 B - Additional & Supporting Content: solve problems involving the additional and supporting content for grade 3	may align with any or all practices
Type II	written argument/justification, critique of reasoning/precision in mathematical statements	C - Mathematical Reasoning & Modeling: express mathematical reasoning by constructing mathematical arguments and critiques; solve real-world problems engaging particularly in the modeling practice	primarily MP.3, MP. 4, and MP.6, but may also involve any of the other practices
Type III	modeling or application in a real-world context		

Math

Calculators

3rd-5th grade will **NOT** be allowed to use a calculator on any part of the test.



Multiple Choice

Solve $\frac{6}{6} - \frac{2}{3}$

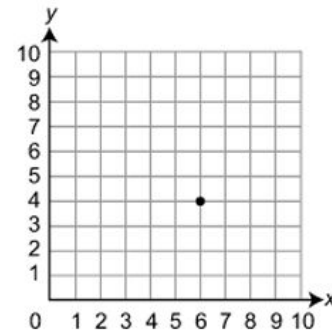
(a) $\frac{5}{6}$

(b) $\frac{4}{3}$

(c) $\frac{2}{3}$

(d) $\frac{1}{3}$

Multiple Select

Select the **three** statements that correctly describe the point plotted on the coordinate plane.

- (a) The point is located at the ordered pair (4, 6).
- (b) The point is located at the ordered pair (6, 4).
- (c) The x-coordinate is 6 and the y-coordinate is 4.
- (d) The x-coordinate is 4 and the y-coordinate is 6.
- (e) The point is 4 units to the right of the origin on the x-axis and 6 units up from the origin on the y-axis.
- (f) The point is 6 units to the right of the origin on the x-axis and 4 units up from the origin on the y-axis.



Math

LEAP

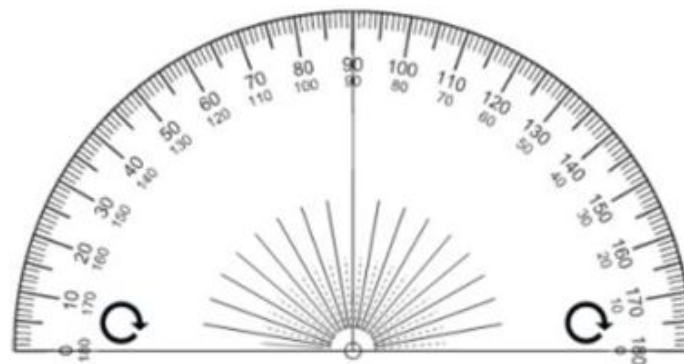
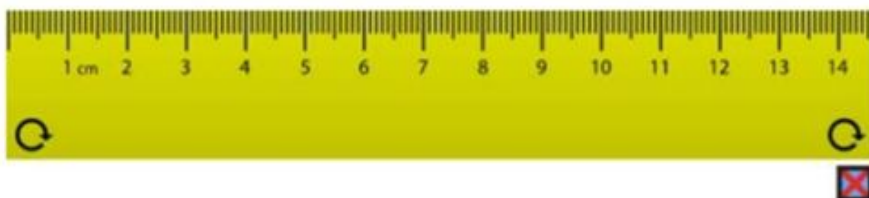
Assessment Tools and Resources

3rd grade only

Measurement Tools



Provided for 4th-5th



Math

LEAP

Requisite Knowledge

Grades 4 and 5

Students in grade 4 will be required to know relative sizes of measurement units within one system of units. Therefore, the requisite knowledge listed is necessary in grade 4 and will **not** be provided in a reference sheet.

- 1 meter = 100 centimeters
- 1 kilometer = 1000 meters
- 1 kilogram = 1000 grams
- 1 liter = 1000 milliliters
- 1 foot = 12 inches
- 1 pound = 16 ounces
- 1 minute = 60 seconds
- 1 hour = 60 minutes
- Area and Perimeter formula for rectangles



LEAP

Reference Sheets

Grade 5 Mathematics Reference Sheet

1 mile = 5280 feet

1 mile = 1760 yards

1 pound = 16 ounces

1 ton = 2000 pounds

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 liter = 1000 cubic centimeters

Right Rectangular Prism	$V = B \times h$ or $V = l \times w \times h$
-------------------------	---



Online Testing Tools

3rd-5th

Testing Platform

Students taking the computer-based tests will enter their answers into the online testing system. The way each answer is entered depends on the task type. The computer-based tests include the following online tools, which allow a student to select answer choices, “mark” tasks, eliminate answer options, highlight specific information, take notes, enlarge the task, guide the reading of a task line by line, use a ruler and protractor, apply a mask to cover a part of their screen, see the mathematics reference sheet, and use an equation builder for entering special characters. A help tool is also featured to assist students as they use the online system.

- Pointer



- Cross-off



- Highlighter



- Sticky note



- Magnifier



- Line guide



- Measurement Tools



- Masking



- Reference Sheet



- Help



- Equation Builder



Note: The images to the left represent both ways students will see the online tools. All tools, except the equation builder, will have a white background. When a student hovers the cursor over the icon, it will change the background to blue as shown.

LEAP

Type I Samples

3rd

Multiple-Choice Task

Maya's rectangular rug has a perimeter of 16 feet.

What is the width of the rug?

- ☐ (a) 3 feet
- ☐ (b) 9 feet
- ☐ (c) 11 feet
- ☐ (d) 13 feet

1 point



4th

Multiple-Choice/Multiple-Select Type I Task

Part A

A plant grew $\frac{3}{10}$ meter in April and $\frac{27}{100}$ meter in May.

Which expression can be used to find the total amount the plant grew during the two months?

- ☐ (a) $\frac{3}{10} + \frac{27}{10}$
- ☐ (b) $\frac{30}{10} + \frac{27}{10}$
- ☐ (c) $\frac{3}{100} + \frac{27}{100}$
- ☐ (d) $\frac{30}{100} + \frac{27}{100}$

Part B

A plant grew $\frac{3}{10}$ meter in April and $\frac{27}{100}$ meter in May.

In June, the plant grew another $\frac{13}{100}$ meter.

fraction of a meter the plant grew during the three months?

Select the **two** correct answers.

- ☐ (a) $\frac{7}{10}$
- ☐ (b) $\frac{40}{10}$
- ☐ (c) $\frac{70}{10}$
- ☐ (d) $\frac{4}{100}$
- ☐ (e) $\frac{40}{100}$
- ☐ (f) $\frac{70}{100}$

LEAP

Type I Samples

5th

TEI: Dropdown Menu Task

Select the correct numbers and symbol to create an expression that is equivalent to $\frac{5}{6}$.

Select from the drop-down menus to correctly create the expression.

<input type="text"/>	<input type="text"/>	<input type="text"/>
1	+	1
5	-	5
6	x	6
11	÷	11

TEI: Drag-and-Drop Task

Drag and drop an operation symbol and a number into the appropriate blanks to make a true statement.

?

x + $\frac{1}{10}$ 1 $\frac{1}{100}$ 10 100

35 = 3.5

Short Answer Task

What is the value of the expression $20 \div [1 + (15 \div 5)]$?

Enter your answer in the box.

Keypad Input Task

What is the value of $\frac{5}{6} - \frac{2}{3}$?

Enter your answer in the box.

?

1	2	3
4	5	6
7	8	9
0	.	$\frac{\Box}{\Box}$

1 point





LEAP Type I Samples

Multiple-Select Task

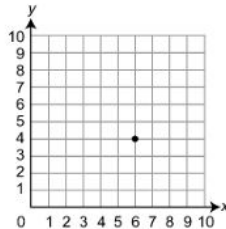
Which shapes are quadrilaterals?
Select the **three** correct answers.

- ☐ (a) triangle
- ☐ (b) rhombus
- ☐ (c) pentagon
- ☐ (d) hexagon
- ☐ (e) square
- ☐ (f) trapezoid

3rd

Multiple-Select Task

Select the **three** statements that correctly describe the point plotted on the coordinate plane.



- ☐ (a) The point is located at the ordered pair (4, 6).
- ☐ (b) The point is located at the ordered pair (6, 4).
- ☐ (c) The x-coordinate is 6 and the y-coordinate is 4.
- ☐ (d) The x-coordinate is 4 and the y-coordinate is 6.
- ☐ (e) The point is 4 units to the right of the origin on the x-axis and 6 units up from the origin on the y-axis.
- ☐ (f) The point is 6 units to the right of the origin on the x-axis and 4 units up from the origin on the y-axis.

5 th

1 point

Please Note:

Although more than one answer is required, this question is only worth 1 point. Students must choose all the correct answers to earn the point.

LEAP

Type II Samples

2 Points



5th grade

Type II Constructed-Response Task

Part A

Jake built a figure out of centimeter cubes.

Jake's Figure



What is the volume of Jake's figure?

Enter your answer in the box.

cubic centimeters

Part B

Tom also made a figure. The length of his figure is 9 centimeters, the width is 2 centimeters, and the height is 1 centimeter.

What is the volume of Tom's figure?

cubic centimeters

Part C

What is the total volume for both Tom and Jake's figures?

Show your work and explain how you found the total volume.

EQ

LEAP

Type III Samples

Type III Constructed-Response Task

Part A

Nolan has 16 pennies in one jar and 94 pennies in another jar.

He uses some of the pennies to buy a pencil that costs 25 cents. What is the total number of pennies Nolan has left after he buys the pencil? Show your work.

Enter your answer and your work in the box provided.

Part B

Nolan saves some more pennies and now has 187 pennies all in one jar. He finds 10 more pennies in his pocket.

What is the total number of pennies Nolan has after he adds the 10 pennies from his pocket to the jar?

Enter your answer in the box.

Part C

The table shows the number of pennies Nolan saved each week for four weeks.

Pennies Saved Each Week

Week	Number of Pennies
Week 1	18
Week 2	40
Week 3	32
Week 4	25

What is the total number of pennies Nolan saved during the four weeks? Show your work.

Enter your answer and your work in the box provided.

3 Points



3rd Grade

LEAP

Type III Samples

4th Grade

3 Points

Type III Constructed-Response Task

The table shows the number of yards Ed ran in each of the first three football games of the season.

Ed's Running Yards	
Game	Yards
1	157
2	309
3	172

After the first three games of the season, Rico had exactly 3 times the total number of running yards that Ed had.

How many **more** total running yards did Rico have than Ed after the first three games of the season? Show your work using equations.

Enter your answer and your work or explanation in the box provided.

EQ



LEAP

Type III Samples

5th Grade

3 Points

Type III Constructed-Response Task

An egg farm packages 264 total cartons of eggs each month. The farm has 3 different sizes of cartons.

- The small carton holds 8 eggs, and $\frac{1}{6}$ of the total cartons are small.
- The medium carton holds 12 eggs, and $\frac{2}{3}$ of the total cartons are medium.
- The large carton holds 18 eggs, and the rest of the total cartons are large.

Determine how many of each size of carton is needed each month. Then determine how many eggs are needed to fill the 264 cartons. Show your work or explain your answers.

Enter your answers and your work or explanations in the box provided.

EQ



LEAP

Type III Samples

6 points



The Lions and Bulldogs played a basketball game. The scoreboard is shown.

	1st Half	2nd Half	Score
Lions	28	35	
Bulldogs	32	29	

1 pt

Part A

1 pt

How many total points did the Lions score?

- (A) 51
- (B) 53
- (C) 61
- (D) 63

Part B

1 pt

How many total points did the Bulldogs score?

- (A) 51
- (B) 53
- (C) 61
- (D) 63

Part C

When the first half ended, how many more points did the Bulldogs have than the Lions?

Enter your answer in the box.

Part D

3pt

The top two scorers for the Lions scored 25 points and 12 points.

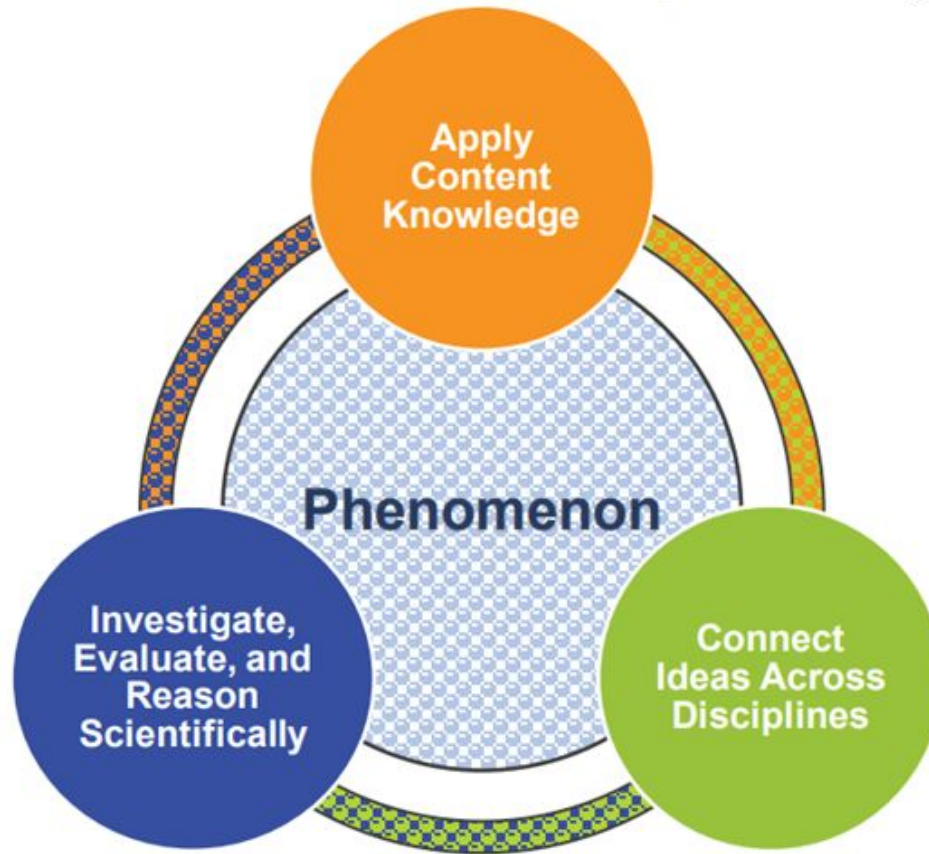
How many points did the rest of the team score?

Show the steps you used to solve the problem.

Enter your answer and your work in the box provided.

*Science
Overview*

Science



Science

Phenomena are real world observations that can be explained through scientific knowledge and reasoning (e.g., water droplets form on the outside of a water glass, plants tend to grow toward their light source, different layers of rock can be seen on the side of the road)

Apply content knowledge and skills (Disciplinary Core Idea, DCI)

- **In the classroom**, students develop skills and content knowledge reflected in the Performance Expectations (PE) and detailed in the Disciplinary Core Ideas (DCI), the key skills and knowledge students are expected to master by the end of the course.
- **On the LEAP test**, students answer questions which require content knowledge and skills aligned to PE bundles (groupings of PEs) and the corresponding DCIs.

Science

Investigate, evaluate, and reason scientifically (Science and Engineering Practice, SEP)

- **In the classroom:** students do more than learn about science; they “do” science. Science instruction must integrate the practices, or behaviors, of scientists and engineers as students investigate real world phenomena and design solutions to problems.
- **On the LEAP test,** students do more than answer recall questions about science; they apply the practices, or behaviors, of scientists and engineers to investigate each real-world phenomenon and design solutions to problems.

Science

Connect ideas across disciplines (Crosscutting Concept, CCC)

- **In the classroom:** students develop a coherent and scientifically-based view of the world, they must make connections across the domains of science (life science, physical science, earth and space science, environmental science, and engineering, technology, and applications of science). These connections are identified as crosscutting concepts (CCC).
- **On the LEAP test,** sets of questions assess student application of knowledge across the domains of science for a comprehensive picture of student readiness for their next grade or course in science.

- **The Phenomenon and Stimulus Materials:** A variety of stimulus materials provide context for each described phenomenon. Art is used to help convey information in a simplified form, examples include maps, charts, data tables, bar or line graphs, diagrams, pictures, photographs, or artist's renderings.

Selected Response: Multiple Choice and Multiple Select items

- Multiple Select questions identify the number of correct answers. All SR items are worth one point each.

Two-part SR: requires students to answer two related questions, worth two points. Two-part items may combine SR item types.

*Two-part Dependent (TPD): the first SR must be correct in order to earn credit for the second SR item.

*Two-part Independent (TPI): each SR is scored independently.

Constructed Response (CR): requires a brief response provided by the student and will be scored using a 2-point rubric. These items may require a brief paragraph or a few sentences.

Extended Response (ER): asks students to write a response that expresses the students' ability to apply all three dimensions of the LSS for Science and will be scored using a 9-point rubric. **(5th grade only)**

Science Overview

Science

3rd grade

Test Session	Component	Points	Time Allowed
Session 1	2 Item Sets	12	70 minutes
	5 Standalone Items	6	
Session 2	4 Item Sets	24	70 minutes
	7 Standalone Items	8	
Total Operational	6 Item Sets and 12 Standalones	50	140 minutes

4th grade

Test Session	Component	Points	Time Allowed
Session 1	3 Item Sets	18	80 minutes
	8 Standalone Items	10	
Session 2	4 Item Sets	24	80 minutes
Total Operational	7 Item Sets and 8 Standalones	52	160 minutes

Science Overview

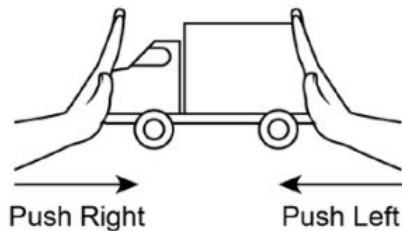
5th grade

Test Session	Component	Points	Time Allowed
Session 1	3 Item Sets	18	65 minutes
	3 Standalone Items	4	
Session 2	1 Task	15	65 minutes
	1 Item Set	6	
	3 Standalone Items	4	
Session 3	1 Item Set	6	65 minutes
	6 Standalone Items	8	
Total Operational	5 Item Sets, 1 Task, 12 Standalones	61	195 minutes

Examples

Some students conducted an investigation with force and motion. They placed a toy truck on a table. One student pushed the truck from the right and the other student pushed from the left at the same time, as shown.

Experiment with Toy Truck



The students conducted five trials. Their observations are shown in the table.

Students' Observations

Trial	Observation
1	The truck stayed still.
2	The truck stayed still.
3	The truck moved to the left.
4	The truck moved to the right.
5	The truck stayed still.

Which statement explains what caused the truck to move in trials 3 and 4 but stay still in trials 1, 2, and 5?

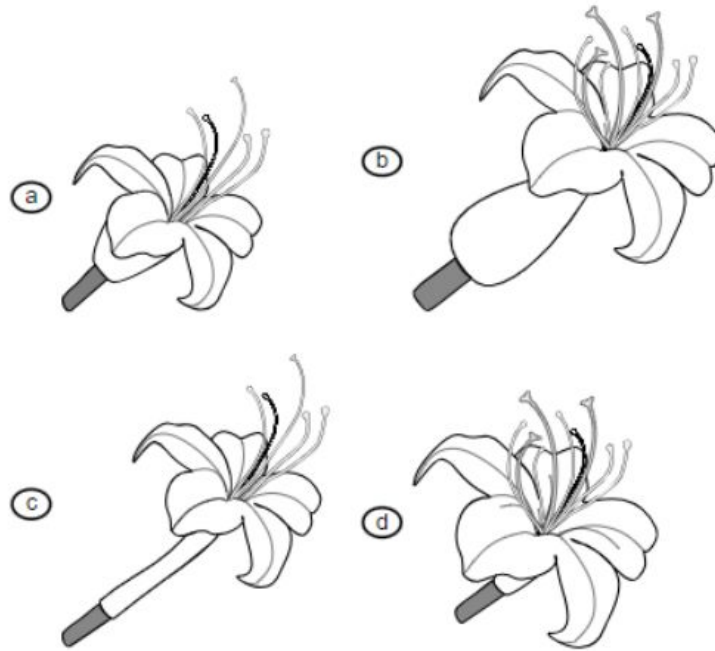
- A. When one student pushed with more force than the other student, the truck rolled.*
- B. When both students pushed with the same force, the truck rolled to the right or the left.
- C. When one student pushed with more force than the other student, the truck stayed still.
- D. When one student stopped pushing before the other student stopped, the truck stayed still.

Examples

Many plants rely on organisms called pollinators (organisms that help spread pollen among flowers) to survive. Flowers produce nectar to attract pollinators, such as bees and hummingbirds. Hummingbirds have long, narrow beaks that they push deep into a flower and drink the nectar from the bottom of certain flowers where insects, like bees, cannot reach. When a hummingbird drinks nectar from a flower, some pollen sticks to its feathers and is carried to the flowers on another plant.

Part A

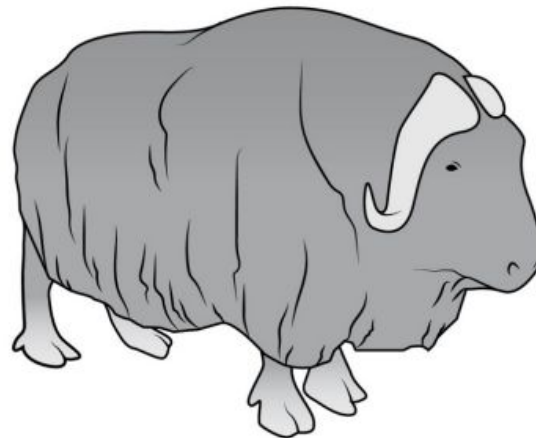
Which flower is **most** attractive to hummingbirds, rather than to bees?



Science Overview

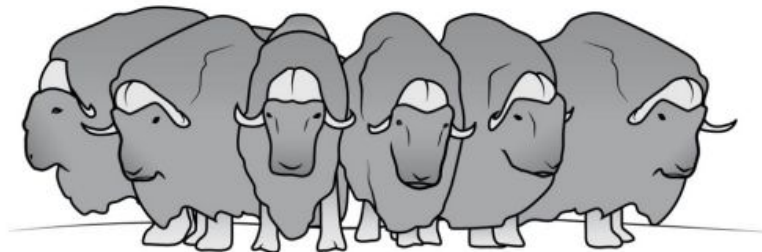
Musk oxen have long, thick fur that hangs low to the ground. They eat grass and small plants. In the summer, they form small herds. They do not travel very far. In the winter, they stay in the very cold tundra. They form large herds and press their bodies together. They dig in the snow to find food. A musk ox is shown in Image 2.

Image 2. Musk Ox



Wolves and grizzly bears are predators that eat caribou and musk oxen. Caribou can run a long distance very quickly, so they usually try to escape predators. Musk oxen get too hot if they run, even in the winter, so they do not try to escape predators. Instead, they press their bodies together in a tight circle with their horns facing out, as shown in Image 3.

Image 3. Musk Ox Circle



Examples

Part A

Which statement **best** explains a reason why musk oxen live in groups?

- A. It allows them to share their food.
- B. It allows them to provide shade for their young.
- C. It allows them to travel a long way without getting lost.
- D. It allows them to stay warm when the tundra is very cold.*

Part B

A student argues that a group of musk oxen face out when forming a circle as shown in Image 3 because it helps them survive. Which statement is evidence that **best** supports the student's argument?

- A. Oxen face outward toward the Sun so that the herd stays warmer.
- B. Oxen face outward to defend against predators by hiding their young inside the circle.*
- C. Oxen face outward so that they can walk while pressed together to travel long distances.
- D. Oxen face outward so that they are better able to find food by seeing in all directions at once.

Multi-Dimensional Alignment: While effectively applying the science practice of [engaging in argument from evidence](#) by [supporting a claim with relevant evidence](#), the student demonstrates knowledge that [being part of a group helps animals defend themselves and cope with changes](#).

Multiple-Choice Item

Female caribou in a herd all give birth at the same time. They gather in large groups with their babies. How does staying with the herd instead of going off by themselves help the female caribou?

- A. In a large herd, more individuals can keep watch for predators than can a lone individual.*
- B. In a large herd, more individuals are able to hunt for food than can a lone individual.
- C. In a large herd, fewer individuals are needed to care for more young.
- D. In a large herd, fewer individuals are likely to become sick or injured.

Examples

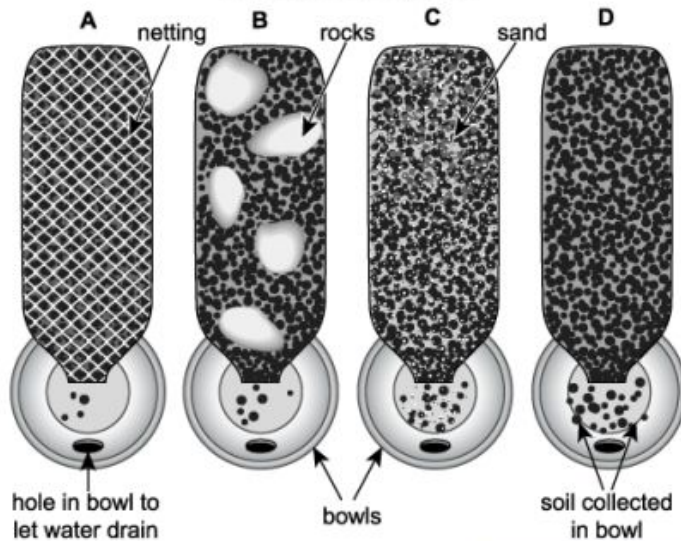
4-ESS2-1 Plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion.

Students experiment to find out whether different materials could be used to slow down the erosion of the Louisiana coastline.

- They cut four 3-liter plastic bottles in half from top to bottom.
- They add the same amount of soil to each bottle.
- They add different kinds of materials to the soil in three of the bottles.
- They put a bowl at the end of each bottle.
- They pour 100 milliliters of water over the soil in each bottle.

The setup of their experiment is shown in the figure.

Erosion Experiment



The students dry and weigh the soil from the bowls. Their data are shown in the table.

Erosion Experiment Data

Bottle	Material Added to Soil	Soil Weight (grams)
A	netting	0.4
B	rocks	0.5
C	sand	1.8
D	no material added	2.5

Based on the students' data, which statement describes the material that will help prevent the **greatest** amount of erosion?

- Add netting, because it kept the greatest amount of soil in the bottle.*
- Add sand, because some of it moved into the bowl along with the soil.
- Add rocks, because only a few were needed in order to keep a lot of soil in the bottle.
- Add no material, because having only soil caused the greatest amount of soil to move into the bowl.

Item Set

Use the information about how bears see and your knowledge of science to answer the questions.

How Bears See

Animals use their vision and other senses to help them find food. Comparing differences in animals' activities can help in understanding differences in their eyesight.

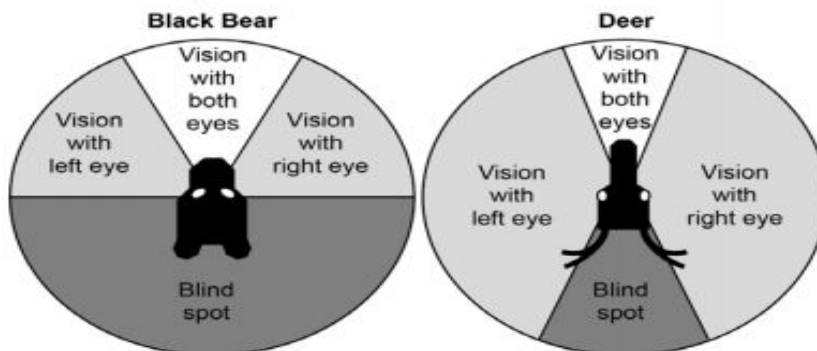
Table 1 shows some information about black bears and deer.

Table 1. Black Bear and Deer Facts

	Black Bear	Deer
Diet	plants, fruits, nuts, insects, fish, mammals	grasses, leaves, twigs, fruit, nuts
Behavior	mostly active at night; some activity during the day	active at dawn and at dusk
Predators	no natural predators	wolves, coyotes, mountain lions, bobcats

A blind spot is a place where an animal cannot see. Figure 1 shows the blind spots of a black bear and a deer.

Figure 1. Black Bear and Deer Vision



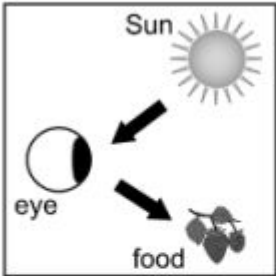
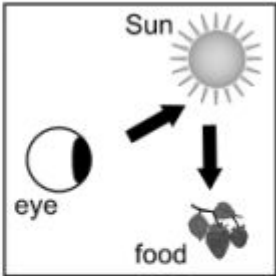
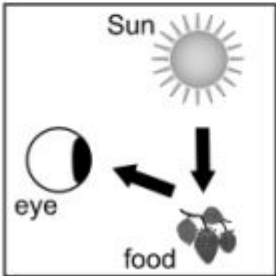
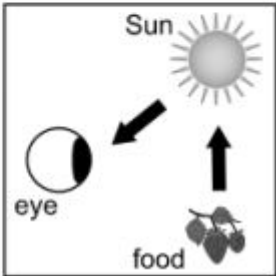
Black bears can see well at night. This is because there is a thin layer of shiny material on the insides of their eyes. This helps their eyes capture more light and makes their eyes appear to glow at night, as shown in Figure 2.

Figure 2. Black Bear at Night



Examples

Which model shows the path of light that allows a bear to see its food during the day?

- ☐ A. 
- ☐ B. 
- ☒ C. 
- ☐ D. 

Which sentence **best** explains what causes a bear's eyes to appear to glow at night, as shown in Figure 2?

- A. Light is transmitted from objects to the bear's eyes.
- B. Light is produced by the bear's eyes at night.
- C. Extra light is stored in the bear's eyes during the daytime.
- D. Extra light captured by the bear's eyes is reflected back out of the eyes.*

Examples

Part A

Which statements explain why bears and deer need different information to help them survive?

Select the **two** correct answers.

- A. Deer need to find food at night.
- B. Bears need to find food that they cannot see.
- C. Deer need to know if there are predators nearby.*
- D. Deer need to travel long distances to find enough food.
- E. Bears need to see prey such as fish so that they can catch them.*

Part B

Which statement supports the answer to Part A?

- A. Bears have paws that can identify textures, but deer do not.
- B. Deer have tongues that detect sweetness, but bears do not.
- C. Deer have eyes that see almost all around them, but bears have eyes that see mostly in front of them.*
- D. Bears have small ears that can turn in different directions, but deer must turn their heads to hear sounds.

Constructed-Response Item

A bear is hunting during a night when the Moon is full. A large cloud moves in front of the Moon and blocks the Moon's light. Explain whether the bear can see better before the cloud covers the Moon or after the light is blocked. Support your answer with evidence about how a bear is able to see and how a change in the amount of light affects the bear's vision.

3rd - 4th May 3
5th April 30-
May 1

Social Studies



SOCIAL STUDIES

Social Studies

Set Based Design, Content Knowledge, and Sources

The LEAP Social Studies assessments include item sets and standalone items, which are not part of a set. Sets are designed around one to five related sources and include three to six questions. First and foremost, all test items require students to demonstrate their understanding of social studies content knowledge.

Constructed Response Item

Content Alignment: 4.11; Skills and Practices Alignment: 4.1

Use **the sources** to answer the question.

Explain **two** different ways that advancements in agriculture affected the development of Mesopotamian civilization.

As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of social studies.

Sample Response

One way that advancements in agriculture affected the development of Mesopotamian civilization is the domestication of plants and animals led to food surpluses which allowed Mesopotamian civilization to grow. Another way that advancements in agriculture affected the development of Mesopotamian civilization is the use of the zirigum to water crops onto higher land. This led to food surpluses which allowed Mesopotamian civilization to grow.

Constructed Response Rubric

Score	Scoring Description
4	Student correctly explains two different ways that advancements in agriculture affected the development of Mesopotamian civilization.
3	Student correctly explains one way AND correctly identifies a second way that advancements in agriculture affected the development of Mesopotamian civilization without explaining it.
2	Student correctly identifies two different ways that advancements in agriculture affected the development of Mesopotamian civilization without explaining either. OR Student correctly explains only one way that advancements in agriculture affected the development of Mesopotamian civilization.
1	Student correctly identifies only one way that advancements in agriculture affected the development of Mesopotamian civilization without explaining it. OR Response includes correct information that is not directly relevant to the prompt, but that demonstrates some student content knowledge about Mesopotamian civilization.
0	The response contained only incorrect or irrelevant information or the item was left blank.

*Social
Studies
Overview*

Social Studies

Test Design for Grades 3 and 4

Test Session	Time	Description of Session Components
Session 1	80 minutes	Each session contains a mix of standalone items and item sets. Each session has one Constructed Response question, one of which is a field-test question. Each test in grades 3 and 4 contain about 16-22 standalone items and 4-6 item sets.
Session 2	80 minutes	

Test Components	MC, MS, TEI, TPI, TPD	CR	Total All
Number of Operational Items	43	1	44
Number of Operational Points	49	4	53
Number of Field-Test Items	6	1	7

Test Design for Grades 5-8

Test Session	Time	Description of Session Components
Session 1	65 minutes	Each session contains a mix of standalone items and item sets, and each session has one Extended Response or Constructed Response question, one of which is a field-test question. Each test in grades 5-8 contain about 12-16 standalone items and 5-7 item sets.
Session 2	65 minutes	
Session 3	65 minutes	

Grade Level	Test Components	MC, MS, TEI, TPI, TPD	CR	ER	Total All
Grade 5	Number of Operational Items	39	1	1	41
	Number of Operational Points	49	4	4	57
	Number of Field-Test Items	9	1		10

Social Studies Overview

Social Studies

Multiple-Select Item

Content Alignment: 4.19e; Skills and Practices Alignment: 4.3

Use the **picture** to answer the question.

Poverty Point



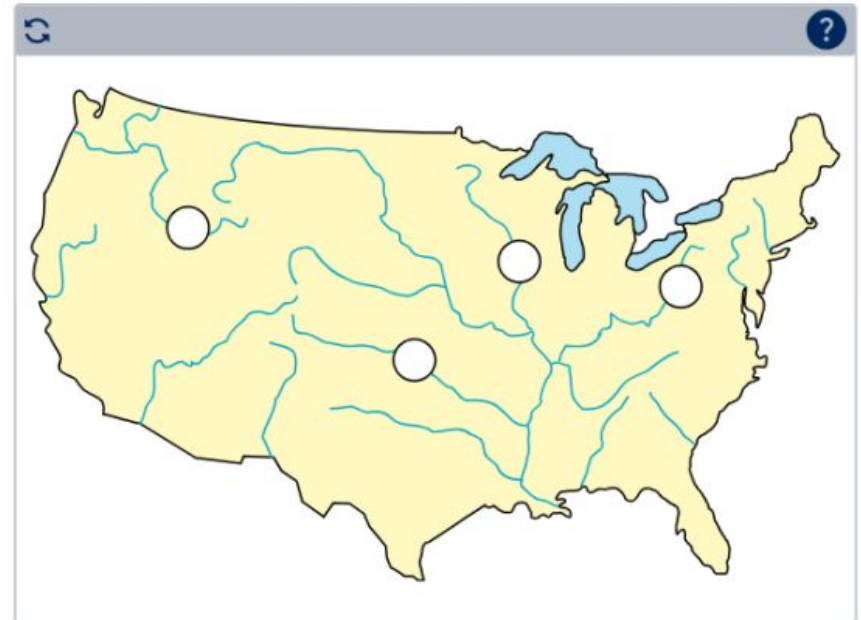
Which words **best** describe the people of Poverty Point?
Select the **two** correct answers.

- A. scribes (writers)
- B. hunter-gatherers*
- C. farmers
- D. mound builders*
- E. warriors

Technology Enhanced Item

Content Alignment: 3.6e-1; Skills and Practices Alignment: 3.19

Select the spot on the map that shows the location of the Mississippi River.



Social Studies Overview

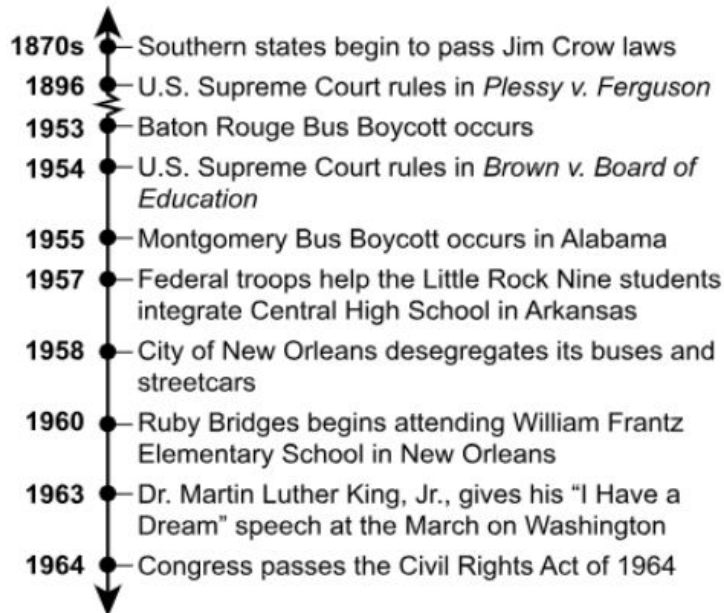
Social Studies

Two-part Independent Item

Content Alignment: 3.7-3; Skills and Practices Alignment: 3.1

Use the **timeline** to answer the questions.

Events Related to Civil Rights in Louisiana and the United States



Part A

Which statement **best** describes a cause of the civil rights movement in Louisiana and other states?

- A. People wanted to end segregation and discrimination.*
- B. People wanted to create different ways to travel.
- C. People wanted to lower the voting age.
- D. People wanted to make farm and factory work better.

Part B

How did the civil rights movement affect the people of Louisiana and other states?

- A. Fewer people participated in elections.
- B. Fewer people moved from place to place.
- C. Equality and freedom increased for people.*
- D. Prices for goods and services increased for people.

Social Studies Overview

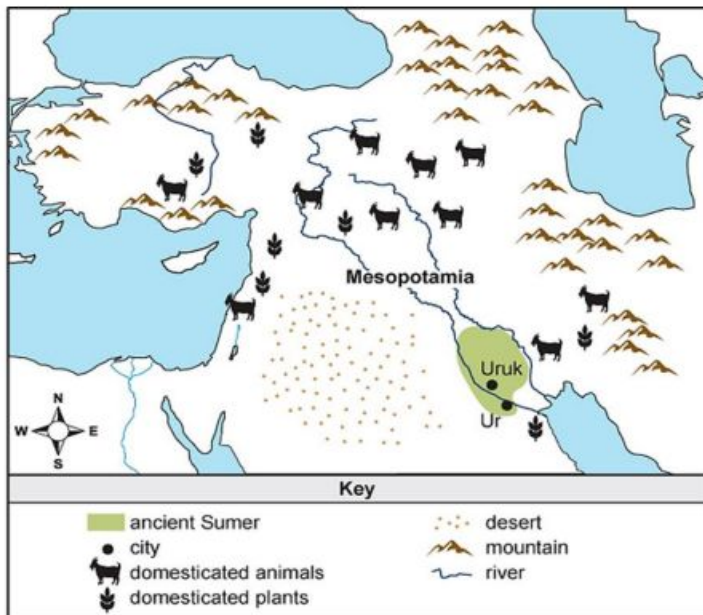
Social Studies

Read and study the sources about ancient Mesopotamia. Then use the sources to answer the questions.

Source 1

Ancient Mesopotamia and Near East

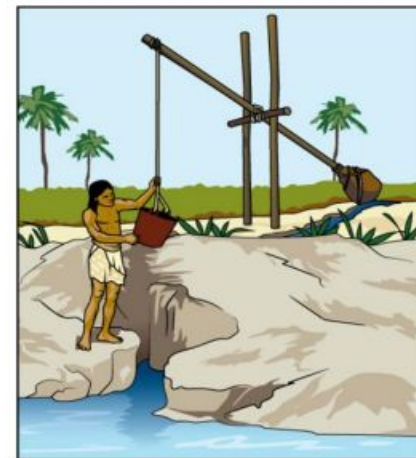
This map shows ancient Mesopotamia and surrounding areas. Evidence of agriculture and of domesticated plants and animals has been found throughout the region. These achievements first occurred in Sumer, which is the earliest known civilization in Mesopotamia.



Source 2

Zirigum

This picture shows a person using a zirigum or shaduf, believed to be invented in ancient Mesopotamia. It is a tool used to lift water from a well, river, or other water source. It has a long pole attached to a frame like a seesaw. One end of the pole has a rope and container connected to it. The other end of the pole has a weight attached. A person could lower the container to fill it with water and lift the container back onto higher land. They could then empty the container into watering systems for crops, drinking, or other purposes.



Social Studies

Source 3

Adapted from the Code of Ur-Nammu (c. 2100 BCE)

This excerpt is from the Code of Ur-Nammu. It is a written set of laws from ancient Mesopotamia. Sumerian King Ur-Nammu and his son created the laws and had them written on clay tablets. Archeologists have found copies in different parts of Mesopotamia. The Code of Ur-Nammu is one of the oldest written law codes. It was made long before the famous Code of Hammurabi in Babylon.

King Ur-Nammu established fairness in the land. He got rid of violence and conflict. He set the monthly temple fees at fixed amounts. He created standards for weighing and measuring.

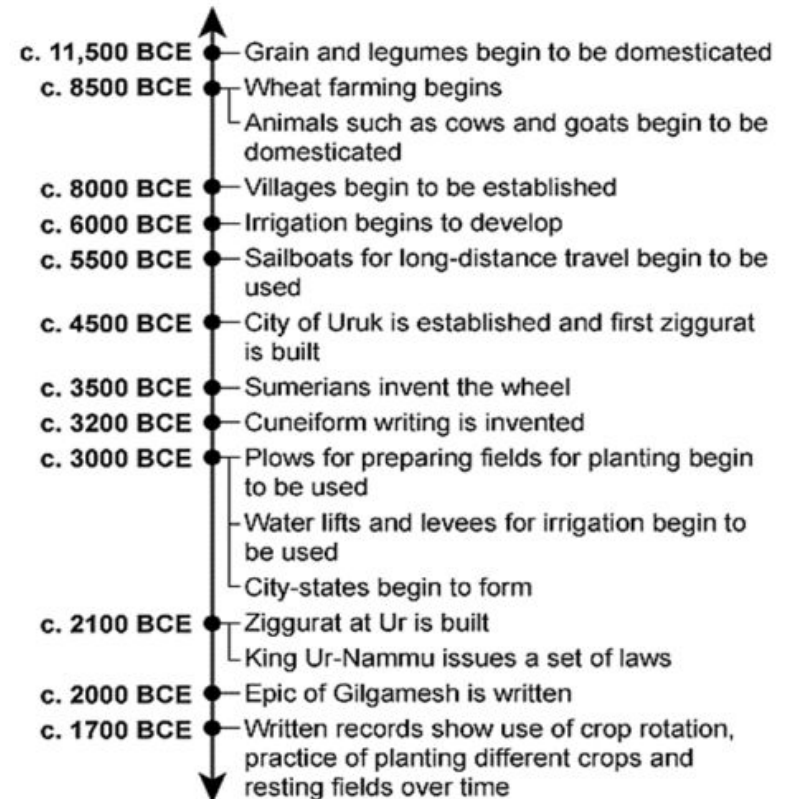
If a man secretly grows crops in the field of another man and complains, then the complaint will be rejected. The man will lose whatever money he spent farming the field.

If a man floods the field of another man with water, then he shall pay for the damage to each field.

If a man rented farmlands to another man, but the other man did not farm it and turned it into wasteland, then the other man shall pay for the damage to each field.

Source 4

Events Related to Ancient Mesopotamia



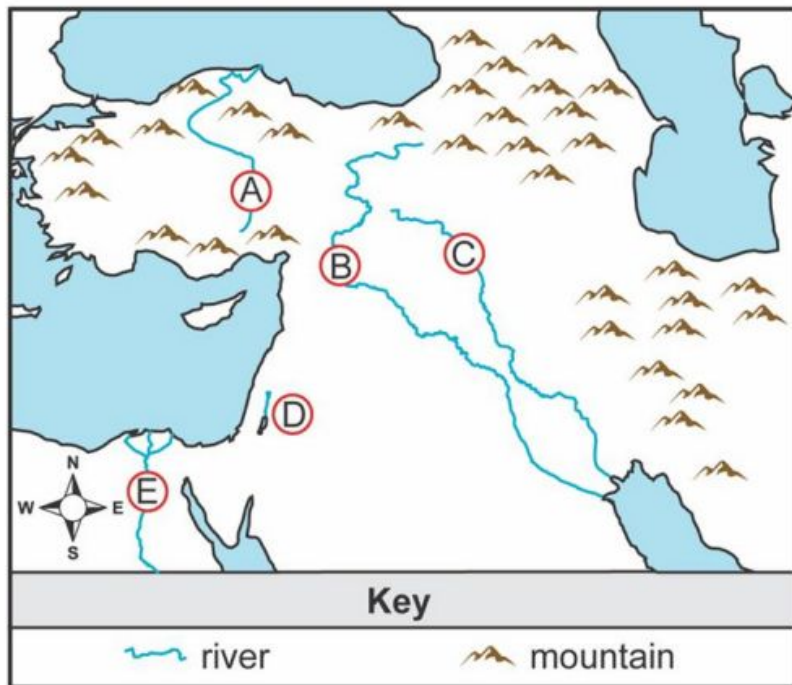
Social Studies Overview

Social Studies

Technology Enhanced Item

Content Alignment: 4.13a; Skills and Practices Alignment: 4.06

Fill in the **two** circles on the map to show the correct locations of the Tigris River and the Euphrates River.



Multiple Choice Item

Content Alignment: 4.13b; Skills and Practices Alignment: 4.06

Use **Source 1** to answer the question.

Which physical characteristic is **most closely** related to the region known as the Fertile Crescent?

- A. rich soil near rivers*
- B. many herds of wild animals
- C. high mountain ranges
- D. seas surrounding the area

Social Studies Overview

Social Studies

Extended Response Item

Content Alignment: 7.8; Skills and Practices Alignment: 7.7a

Use **the sources** to answer the question.

Analyze how the challenges of the early republic influenced the development of the United States from the 1790s to the 1820s.

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 social studies **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Scoring Notes

A strong response:

- Presents a claim (or argument) that clearly addresses the prompt.
- Includes accurate information and examples from social studies knowledge beyond what the sources provide.
- Includes relevant evidence from the sources to support the claims and ideas.

Sample Response:

As the United States developed foreign policy changed as a result of challenges faced in the early republic. In the days of the early republic, United States foreign policy was neutrality. As challenges were faced, the United States began to get more involved in foreign affairs. Source 1 says the United States announced its Proclamation of Neutrality in 1793.

Social Studies

Score	Scoring Description
4	Response includes a correct claim about how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. 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 sources.
3	Response includes a correct claim about how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. 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 source, but not both. OR Response includes a correct explanation to address how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. 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 challenges of the early republic influenced the development of the United States from the 1790s to the 1820s 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 how challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. 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 challenges of the early republic influenced the development of the United States from the 1790s to the 1820s. OR Response includes correct information that is not directly relevant to the prompt, but that demonstrates some student content knowledge about challenges of the early republic or the development of the United States from the 1790s to the 1820s.
0	Response does not include any elements described above.

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization that do not interfere with the ability of the reader to understand the ideas presented.

Reach
for the
Stars

Achievement Levels



Advanced: Students performing at this level have exceeded college and career readiness expectations, and are well prepared for the next level of studies in this content area. **(150 points)**

Mastery: Students performing at this level have met college and career readiness expectations, and are prepared for the next level of studies in this content area. **(100 points)**

Basic: Students performing at this level have nearly met college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area. **(80 points)**

Approaching Basic: Students performing at this level have partially met college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area. **(0 points)**

Unsatisfactory: Students performing at this level have not yet met the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area. **(0 points)**



Reach
for the
Stars

What we are doing to prepare students.....

- ◎ Louisiana Student State Standards daily
- ◎ LEAP 360 Practice Tests/Pear Assessments
- ◎ iReady My Path/Moby Max
- ◎ Reflex Math (learning math facts)
- ◎ Test Testing Strategies
- ◎ District Benchmark Tests (Pear)
- ◎ Tutoring Programs within school for both tutoring and enrichment
- ◎ Family Nights (Literacy and Math)
- ◎ Leap 101 😊



Reach
for the
Stars



Test Taking Strategies



- ⦿ Read the directions as carefully as the questions.
- ⦿ Use complete sentences during a writing assignment and always show your work on constructed response math items.
- ⦿ ***Read all of the answers before choosing one.*** That way you can eliminate all the answers you know aren't correct and have a smaller number of possible right answers.
- ⦿ ***Keep your eye out for key words like **always**, **never**, **every**, **no**, **not** and **all**.*** If these words show up in the answer, they are often a signal that this is not the correct answer. Those types of key words tend to rule out any flexibility and, for the most part, answers tend not to be absolute.
- ⦿ ***Flag and skip a question if you're completely stuck on it.*** Wrestling to come up with an answer can not only cause you anxiety that may affect your performance on the rest of the test, but can also use up a lot of your testing time. You might be surprised how easy it is to answer the question when you come back to it.

Reach
for the
Stars



As a parent what can I do?



- Make attendance a priority.
- Look over your child's homework daily and check for understanding.
- Go over tests with your child when he/she gets them back or when you receive the scores. Together you can look at any mistakes he made and correct them so he/she knows the information for the next test. After all, just because the test is done doesn't mean we can forget everything we've learned!
- Avoid pressuring your child and provide him with encouragement. Few children want to fail, and most will try their hardest to do well. Being afraid of your reaction to a bad test grade can increase anxiety, which makes careless mistakes more likely.
- Set a reasonable bedtime and stick to it. Tired children have difficulty focusing and are easily flustered by challenges.
- Make sure your child has enough time to wake up fully before he has to go to school. Just as rest is important, so is having enough time to get his brain engaged and in gear. If his test is first thing in the morning, he can't afford to spend the first hour of school groggy and unfocused.
- Provide a high-protein, healthy, low-sugar breakfast for your child. Kids learn better on full stomachs, but if their stomachs are full of sugary, heavy foods that will make them sleepy or slightly queasy, it's not much better than an empty stomach.
- Talk to your child about how the test went, what he did well and what he would have done differently. Think of it as a mini-debriefing or brainstorming session.

Reach
for the
Stars

Websites and Apps



- ⦿ <http://www.homeworkla.org/>
- ⦿ www.ixl.com
- ⦿ www.mobymax.com
- ⦿ www.explorellearning.com - Login/Reflex (math fact practice)
- ⦿ www.learnzillion.com
- ⦿ www.edulastic.com
- ⦿ www.readworks.org
- ⦿ www.khanacademy.org
- ⦿ <https://doe.louisiana.gov/school-system-leaders/measuring-results/grades-3-8-assessments> -- Assessment Guidance for grades 3-8

Reach
for the
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Testing 101



Q & A