

LEAP 2025 Grade 3 Social Studies Practice Test Answer Key

Session	Sequence	Item Type	Key	Assessable Content
1	1	MC	B	3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana
1	2	MS	A, D	3.2.3 Identify the causes and effects of migration on Louisiana
1	3	MC	D	3.2.3 Identify the causes and effects of migration on Louisiana
1	4	MC	A	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
1	5	MC	C	3.2.3 Identify the causes and effects of migration on Louisiana
1	6	MC	D	3.4.1 Compare and contrast the physical features of various regions of Louisiana
1	7	MC	A	3.2.4 Identify cultural elements that have contributed to the state's heritage
1	8	MC	D	3.2.4 Identify cultural elements that have contributed to the state's heritage
1	9	MC	B	3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state
1	10	MC	B	3.1.6 Compare and contrast the influence of cultural groups in Louisiana
1	11	MC	A	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
1	12	MC	B	3.2.4 Identify cultural elements that have contributed to the state's heritage
1	13	MC	C	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
1	14	MC	D	3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana
1	15	MC	D	3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana
1	16	MC	B	3.4.1 Compare and contrast the physical features of various regions of Louisiana
1	17	CR	see rubric	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana

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Session	Sequence	Item Type	Key	Assessable Content
1	18	MC	D	3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live
1	19	MC	C	3.6.2 Describe the qualities of a good leader and citizen
1	20	MC	B	3.6.3 Describe how a citizen can help solve a local issue
1	21	MC	A	3.6.3 Describe how a citizen can help solve a local issue
1	22	CR	see rubric	3.6.2 Describe the qualities of a good leader and citizen
2	23	MC	A	3.5.3 Investigate the major responsibilities of the three branches of local and state government
2	24	MS	B, E	3.9.2 Investigate the responsibilities and characteristics of various jobs
2	25	MC	C	3.5.4 Explain how local and state governments meet the basic needs of society
2	26	ER	see rubric	3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live
3	27	MC	D	3.1.2 Explain how technology has changed family and community life in Louisiana over time
3	28	MC	B	3.4.1 Compare and contrast the physical features of various regions of Louisiana
3	29	MC	A	3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state
3	30	MC	D	3.4.7 Describe the importance of natural resources in Louisiana using maps
3	31	MC	C	3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services
3	32	MC	C	3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants
3	33	MC	B	3.5.4 Explain how local and state governments meet the basic needs of society

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Session	Sequence	Item Type	Key	Assessable Content
3	34	MC	D	3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state
3	35	MC	C	3.9.2 Investigate the responsibilities and characteristics of various jobs
3	36	MC	C	3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services
3	37	MC	D	3.1.1 Create timelines that identify important events in the history of Louisiana
3	38	MC	A	3.5.6 Compare how government officials at the state and national levels are elected
3	39	MC	A	3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions
3	40	MC	D	3.3.7 Locate specific places on a map using a simple grid system
3	41	MC	B	3.5.1 Explain the difference between rules and laws
3	42	MC	C	3.5.2 Explain who is responsible for enforcing state and local laws
3	43	MC	B	3.5.5 Discuss the powers of local and state officials
3	44	MC	C	3.7.2 List different ways people save their income and explain the advantages and disadvantages of each
3	45	MC	D	3.7.3 Explain the benefits of comparative shopping when making economic decisions
3	46	MC	A	3.8.4 Explain how producers and consumers affect prices
3	47	MS	B, E	3.10.1 Differentiate between imports and exports of goods in Louisiana

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Scoring for Session 1 Item 17

Describe **two** ways that the environment influenced the Natchez and Caddo cultures.

Scoring Information	
Score Points	Description
2	Student's response correctly describes two ways that the environment influenced the Natchez and Caddo cultures.
1	Student's response correctly describes one way that the environment influenced the Natchez and Caddo cultures.
0	Student's response is blank or does not accurately describe a way that the environment influenced the Natchez and Caddo cultures.

Scoring Notes:

Responses may include the following:

- The environment allowed the Natchez and the Caddo to establish settled villages by providing trees and grasses to build houses.
- The environment allowed the Natchez and the Caddo to be hunters and gatherers, by providing enough animals and plants to eat.
- The environment allowed the Natchez and the Caddo to settle in one place, by providing water and good soil for growing crops.
- The environment provided bones and stones that allowed the Natchez and the Caddo to make tools that made it easier for them to farm, build, hunt, and fish.
- The environment was an important part of the spirituality of the Natchez and the Caddo. They lived in harmony with nature and respected the land.

Accept other reasonable responses.

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Scoring for Session 1 Item 22

Describe **two** ways that volunteering can show good citizenship.

Scoring Information	
Score Points	Description
2	Student's response correctly identifies two ways that volunteering can show good citizenship.
1	Student's response correctly identifies one way that volunteering can show good citizenship.
0	Student's response is blank or does not identify a way that volunteering can show good citizenship.

Scoring Notes:

Responses may include the following:

Volunteering can help someone show good citizenship because volunteers:

- take responsibility for helping other people in the community
- care about society enough to learn about and help community organizations
- show compassion for other people and their problems
- have the courage to become role models or leaders for others
- help others to become leaders or role models
- show respect for other people
- participate in social organizations that try to make the world a better place
- care enough about social issues to work on solutions

Accept other reasonable responses.

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Scoring for Session 2 Item 26

Using all of the sources, describe how state police officers are good leaders in their communities.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from what you already know.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

Following the steps below will help you write a successful extended response.

Step 1: Planning and Writing

- Read the question carefully.
- Think about what you will write before you begin.
- Answer **all** parts of the question.
- Include many examples from the sources to support your response.
- Include information from what you already know to support your response.
- Put your ideas in a logical order.
- Use paragraphs to separate different main ideas.

Step 2: Proofreading

- Review the checklist to make sure you have covered all the steps.
- Reread your response.
- Add more details if needed.
- Correct any errors you find.

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Scoring

The response should be scored **holistically** on its content and claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none">• Reflects thorough knowledge of how state police officers are good leaders in their communities by incorporating ample, focused, factual information from prior knowledge and the sources;• Develops a valid claim which expresses a solid understanding of the topic• Supports the claim with well-chosen evidence from the sources• Response is organized in a logical manner that fully addresses all parts of the prompt with no errors significant enough to detract from the overall response
3	<p>The student's response:</p> <ul style="list-style-type: none">• Reflects general knowledge of how state police officers are good leaders in their communities by incorporating adequate factual information from prior knowledge and the sources;• Develops a relevant claim which expresses a general understanding of the topic• Supports the claim with sufficient evidence from the sources• Response is organized and addresses all parts of the prompt with minimal errors that do not substantially detract from the overall response
2	<p>The student's response:</p> <ul style="list-style-type: none">• Reflects limited knowledge of how state police officers are good leaders in their communities by incorporating some factual information from prior knowledge and the sources;• Presents an inadequate claim which expresses a limited understanding of the topic• Includes insufficient support for the claim, but does use some evidence from the sources• Response contains some accurate understandings with a few errors that detract from the overall response

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1	<p>The student's response:</p> <ul style="list-style-type: none">• Reflects minimal knowledge of how state police officers are good leaders in their communities by incorporating little or no factual information from prior knowledge and the sources;• Does not develop a claim but provides evidence that relates to the topic; OR Develops a substantially flawed claim with little or no evidence from the sources;• Response contains few accurate understandings with several errors that detract from the response
0	The student's response is blank, incorrect, or does not address the prompt.

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Scoring Notes

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

A response that develops a **substantially** flawed claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

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Characteristics of a Strong Response

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- State police officers are good leaders in their communities because they represent the government. The police officers know the laws of society, so they can teach other people the laws too. This can help people follow the law. For example, state police officers remind people to drive safely.
- State police officers are good leaders in their communities because they are trustworthy. People depend on police officers when they need help. State police officers are there to keep people safe and to fight crime. If people did not trust the state police, they would not call them for help. As a result, there would be more crime and more people breaking laws and getting away with it.
- State police officers are good leaders in their communities because they are role models for people. Good police officers do what is right. If people thought that state police officers were not good role models of how to behave, they would not call them for help. Plus, people would not follow the lead of police officers on how to behave in society.
- State police officers are good leaders in their communities because they have good judgment. State police officers want to do the right thing because they represent the government. Their job is to protect the public from harm. They work to make sure that people who break the law or harm others are arrested. They have to figure out who broke the law before arresting that person.

A strong response addresses the sources appropriately, by citing such evidence as:

- Source 1 explains that state police officers are responsible for enforcing the laws. State police officers are leaders because they know the laws, and they can teach others the laws too. They also teach people to be safe, and they take care of citizens by protecting them from criminals and from dangers like fires.
- Source 2 explains that state police officers must go through a lot of training and tests to be a police officer. They study the law and have to pass tests about it. Plus, they must have good moral character, because they will be role models. They represent the government, so it is important that they are honest, helpful, and trustworthy.

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- Source 3 explains that state police officers are responsible for handling crime. They also help people during emergencies and encourage people to be safe. The police show that they are leaders by doing these things. The public needs to be able to trust that the state police officers are going to arrest the criminals, and that they are going to be honest during the process.

A strong response also includes relevant information beyond what is presented in the sources, such as:

- In emergency situations, the state police need to lead others to safety. They help people who are hurt get to the hospital. They help people who are not hurt get to safety. For example, police officers help people who are in car accidents. They lead people to a safe place or call an ambulance to get them medical help.
- The state police need to have strong leadership skills because they need to show people how to fight crime and what to do in dangerous situations. They teach people how to protect themselves from crime. For example, police officers remind people to lock their doors.