

This document contains the answers to all items on the grade 4 ELA Computer-Based Practice Test, as well as alignment and scoring information. Refer to the [ELA Practice Test Guidance](#) for information on how to incorporate the practice tests into instruction, as well as a scoring activity.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task (RST) AND a Literary Analysis Task (LAT) OR a Narrative Writing Task (NWT)—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the [Grade 4 ELA Assessment Guide](#) for more information about the test’s design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	MS	<b>PART A:</b> D <b>PART B:</b> C, E	RL.4.4, L.4.4, RL.4.1
	2	MS	<b>PART A:</b> D <b>PART B:</b> C, F	RL.4.3, RL.4.1
	3	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RL.4.3, RL.4.1
	4	EBSR	<b>PART A:</b> A <b>PART B:</b> C	RL.4.2, RL.4.1
	5	EBSR	<b>PART A:</b> C <b>PART B:</b> B	RL.4.4, L.4.5, RL.4.1
	6	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RL.4.2, RL.4.1
	7	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric</a> <a href="#">Sample Student Responses</a>	RL.4.5, RL.4.1; W.4.2, W.4.4, W.4.9; L.4.1, L.4.2
1 Reading Passage Set	8	EBSR	<b>PART A:</b> A <b>PART B:</b> D	L.4.4, RL.4.4, RL.4.1
	9	EBSR	<b>PART A:</b> C <b>PART B:</b> B	RL.4.3, RL.4.1

Session	Sequence	Item Type	Key	Alignment
	10	TE	<a href="#">See TE Item Key</a>	RL.4.3, RL.4.1
	11	EBSR	<b>PART A: A</b> <b>PART B: D</b>	RL.4.2, RL.4.1
2 Research Simulation Task	12	TE	<a href="#">See TE Item Key</a>	RI.4.3, RI.4.1
	13	EBSR	<b>PART A: C</b> <b>PART B: B</b>	RI.4.3, RI.4.1
	14	EBSR	<b>PART A: A</b> <b>PART B: C</b>	L.4.4, RI.4.4, RI.4.1
	15	EBSR	<b>PART A: D</b> <b>PART B: A</b>	RI.4.3, RI.4.1
	16	EBSR	<b>PART A: D</b> <b>PART B: B</b>	RI.4.5, RI.4.1
	17	EBSR	<b>PART A: D</b> <b>PART B: C</b>	RI.4.6, RI.4.1
	18	EBSR	<b>PART A: C</b> <b>PART B: A</b>	L.4.4, RI.4.4, RI.4.1
	19	EBSR	<b>PART A: B</b> <b>PART B: C</b>	RI.4.2, RI.4.1
	20	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric</a>	RI.4.7, RI.4.9, RI.4.1; W.4.2, W.4.4, W.4.9; L.4.1, L.4.2
3 Narrative Writing Task	21	EBSR	<b>PART A: A</b> <b>PART B: B</b>	RL.4.3, RL.4.1
	22	EBSR	<b>PART A: B</b> <b>PART B: D</b>	RL.4.3, RL.4.1
	23	EBSR	<b>PART A: D</b> <b>PART B: A</b>	RL.4.2, RL.4.1
	24	EBSR	<b>PART A: C</b> <b>PART B: D</b>	RL.4.3, RL.4.1

Session	Sequence	Item Type	Key	Alignment
	25	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric Sample Student Responses</a>	W.4.3, W.4.4; L.4.1, L.4.2
3 Reading Passage Set	26	MS	<b>PART A:</b> A <b>PART B:</b> C, E	L.4.4, RI.4.4, RI.4.1
	27	EBSR	<b>PART A:</b> B <b>PART B:</b> C	RI.4.2, RI.4.1
	28	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RI.4.2, RI.4.1
	29	TE	<a href="#">See TE Item Key</a>	RI.4.2, RI.4.1
	30	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RI.4.8, RI.4.1
	31	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RI.4.3, RI.4.1
4 Reading Literary and Informational Texts	32	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RL.4.3, RL.4.1
	33	EBSR	<b>PART A:</b> B <b>PART B:</b> C	L.4.4, RL.4.4, RL.4.1
	34	TE	<a href="#">See TE Item Key</a>	RL.4.3, RL.4.1
	35	EBSR	<b>PART A:</b> A <b>PART B:</b> D	L.4.5, RL.4.4, RL.4.1
	36	EBSR	<b>PART A:</b> C <b>PART B:</b> C	RL.4.2, RL.4.3, RL.4.1
	37	TE	<a href="#">See TE Item Key</a>	RL.4.5, RL.4.1

Item Type	Description	Scoring Information
<b>Evidence-Based Selected Response (EBSR)</b>	<ul style="list-style-type: none"> <li>Two-part item</li> <li>Part A measures reading comprehension</li> <li>Part B asks for evidence to support part A</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): both parts correct</li> <li>Partial credit (1 point): Part A is correct; Part B is not correct</li> <li>No credit (0 points): <b>only</b> Part B is correct or neither part is correct</li> </ul>
<b>Multiple-Select (MS)</b>	<ul style="list-style-type: none"> <li>Requires more than one answer (required number of correct answers in <b>boldface</b> in question)</li> <li>Can have one part (e.g., asks student to select <b>two</b> summary details) or two parts (e.g., Part A asks students to choose <b>two</b> themes; Part B asks for evidence for themes)</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): All answers correct</li> <li>Partial credit (1 point): for one-part MS item, 1 of 2 answers is correct or for an EBSR with MS in Part A, 1 of 2 answers in Part A is correct OR both answers are correct in part A, but Part B is incorrect</li> <li>No credit (0 points): Both parts are incorrect OR <b>only</b> Part B is correct</li> </ul>
<b><u>Prose Constructed Response (PCR)</u></b>	<ul style="list-style-type: none"> <li>Requires student to show understanding of text(s) by writing a multi-paragraph response</li> <li>Addresses more than one text depending on the task (LAT: 2 texts; RST: 3 texts)</li> <li>Requires evidence from texts</li> <li>Measures Reading Comprehension and Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT)</li> </ul>	<p>LAT/RST: Worth up to 19 points</p> <ul style="list-style-type: none"> <li>Reading Comprehension and Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score</li> <li>Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul> <p>NWT: Worth up to 12 points</p> <ul style="list-style-type: none"> <li>Written Expression dimension: score point of 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score</li> <li>Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul>

<p><b>Technology-Enhanced (TE)</b></p>	<ul style="list-style-type: none"> <li>• May have one part OR be part of an EBSR item</li> <li>• Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, matching information (refer to <a href="#">LEAP 2025 Technology Enhanced Item Types document</a> for more information)</li> </ul>	<ul style="list-style-type: none"> <li>• Worth up to two points (2, 1, or 0)</li> <li>• TE Items that are part of an EBSR follow the same general rules as EBSR items.</li> <li>• Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, OR if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1)</li> <li>• Partial credit (1 point): depends on item type <ul style="list-style-type: none"> <li>○ For most one-part TE items: 1 point if student chooses at least half of the correct responses</li> <li>○ For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses</li> <li>○ For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses</li> <li>○ For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order 4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses</li> </ul> </li> <li>• No credit (0 points): does not meet partial credit rules or for a two-part TE item, <b>only</b> part B is correct</li> </ul>
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## Key for Technology-Enhanced Items

### Session 1, Item 10\*

#### Character Traits of the Lion

Trait: Confident
Evidence: "Well, then," continued the Lion, "go and fetch it, and bring it to me, and I shall be able then to decide between you." (paragraph 9)
Trait: Wise
Evidence: "Neither is better than the other." (paragraph 13)

Brave

"Just as they were coming to blows, a Lion happened to pass."  
(paragraph 4)

**\*The evidence needs to be placed under the correct trait, but the traits do not need to be in a particular order.**

Note: The image on the next page shows the question prior to a response being entered.

## Character Traits of the Lion

Trait:
Evidence:
Trait:
Evidence:

Brave

"Just as they were coming to blows,  
a Lion happened to pass."  
(paragraph 4)

Confident

Wise

"Well, then,' continued the Lion, 'go and  
fetch it, and bring it to me, and I shall  
be able then to decide between you.'"  
(paragraph 9)

"Neither is better than the other."  
(paragraph 13)

## Session 2, Item 12

<b>Problem</b>	<b>How the horses solve the problem</b>	<b>The outcome for the horses</b>
salty grass	<input type="text" value="... drink over twice the amount of water ..."/>	<input type="text" value="... bloated appearance."/>
poor quality food	<input type="text" value="... spend most of their time grazing ..."/>	<input type="text" value="... they are now pony size."/>

### List of phrases

"... they are considered horses ..."

"... cool, rainy weather and fresh plant growth ..."

"... live with their mothers in a family group ..."

"... thick, furry coats ..."

Note: The image on the next page shows the question prior to a response being entered.



Problem	How the horses solve the problem	The outcome for the horses
salty grass		
poor quality food		

**List of phrases**

“ . . . spend most of their time grazing . . . ”

“ . . . they are considered horses . . . . ”

“ . . . they are now pony size.”

“ . . . drink over twice the amount of water . . . ”

“ . . . bloated appearance.”

“ . . . cool, rainy weather and fresh plant growth . . . ”

“ . . . live with their mothers in a family group . . . ”

“ . . . thick, furry coats . . . ”

Session 3, Item 29

He was curious about plants.

He worked as a teacher.

He introduced crop rotation.

He created new uses for peanuts.

He spoke before Congress.

Note: The image on the next page shows the question prior to a response being entered.

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**He worked as a teacher.**

**He spoke before Congress.**

**He introduced crop rotation.**

**He created new uses for peanuts.**

**He was curious about plants.**

Session 4, Item 33\*

True

Butterflies carry pollen to plants.	Butterflies are in the same order as moths.	Butterflies are food for other types of animals.
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False

Butterflies live for several years.	Butterflies eat all types of plants.
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\*The facts do not have to be in a particular order in the boxes.

Note: The image on the next page shows the question prior to a response being entered.

**Butterflies  
live for  
several  
years.**

**Butterflies  
carry  
pollen to  
plants.**

**Butterflies  
eat all  
types of  
plants.**

**Butterflies  
are in the  
same order  
as moths.**

**Butterflies  
are food  
for other  
types of  
animals.**

**True**

**False**

Session 4, Item 34

Phrases that Describe the Setting	Evidence from "Just Like Home"
a playground with a large cement area	"Now she sat in the corner of the field and watched the other kids play without her." (paragraph 1)
a long driveway with room to welcome guests	"The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink." (paragraph 2)
a field for sitting and watching others	"All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother." (paragraph 4)
a walkway with a little drawing space	"Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli." (paragraph 4)
a workspace filled with art supplies	"Priya walked over to the basketball court and sat on the hot pavement." (paragraph 5)

Session 4, Item 37

"Just Like Home"		"Life Doesn't Frighten Me"	
setting	dialogue	rhyme	rhythm
paragraphs	descriptions	stanzas	descriptions
		setting	

setting      rhyme      dialogue      paragraphs      rhythm      stanzas      descriptions

Note: The image below shows the question prior to a response being entered.

"Just Like Home"		"Life Doesn't Frighten Me"	

setting      rhyme      dialogue      paragraphs      rhythm      stanzas      descriptions

Scoring of Grade 4 PCR's				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Narrative Writing	Written Expression	9 points (3 times holistic score)	12	<a href="#">NWT Rubric</a>
	Conventions	3 points		

\*When scoring the Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST and the LAT.



## Grades 4–5 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full comprehension</b> of ideas stated explicitly and/or inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of the topic that is <b>appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>somewhat appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and text-based evidence in the development of the topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>uses language to express ideas with <b>some</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no comprehension</b> of ideas by providing an <b>inaccurate or no</b> analysis;</li> <li>is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions		<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

## Grades 4–5 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>is organized with <b>mostly coherent</b> writing;</li> <li>uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped and/or inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions	<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

**NOTES:**

- The reading dimension is **not** scored for elicited narrative stories.
- Per the [Louisiana Student Standards](#), narrative elements in grades 3-5 may include establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.