

LEAP 2025 Grade 4 Social Studies Practice Test Answer Key

Session	Sequence	Item Type	Key	Assessable Content
1	1	MC	B	4.5.2 Analyze how physical characteristics of a region shape its economic development
1	2	MC	B	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
1	3	MS	C, E	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
1	4	MC	D	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
1	5	MC	A	4.5.2 Analyze how physical characteristics of a region shape its economic development
1	6	MC	D	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
1	7	MC	A	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
1	8	MC	D	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
1	9	MC	B	4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States
1	10	MC	C	4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States
1	11	MC	C	4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States
1	12	MC	A	4.5.2 Analyze how physical characteristics of a region shape its economic development
1	13	MC	A	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
1	14	MC	D	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States

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Session	Sequence	Item Type	Key	Assessable Content
1	15	MC	B	4.9.7 Explain why individuals and businesses engage in barter and trade
1	16	MC	C	4.9.3 Define the terms <i>profit</i> and <i>risk</i> and explain how they relate to each other
1	17	CR	see rubric	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
1	18	MC	A	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States
1	19	MS	C, E	4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States
1	20	MC	B	4.5.2 Analyze how physical characteristics of a region shape its economic development
1	21	MC	D	4.9.4 Investigate the relationship between supply, demand, and price
1	22	CR	see rubric	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
2	23	MC	A	4.1.1 Construct timelines of historical events
2	24	MC	D	4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States
2	25	MC	C	4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution
2	26	ER	see rubric	4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution
3	27	MC	C	4.8.2 Differentiate between citizens' rights, responsibilities, and duties
3	28	MC	A	4.8.2 Differentiate between citizens' rights, responsibilities, and duties
3	29	MS	D, E	4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy

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Session	Sequence	Item Type	Key	Assessable Content
3	30	MC	B	4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy
3	31	MC	C	4.8.4 Explain how good citizenship can solve a current issue
3	32	MC	C	4.8.2 Differentiate between citizens' rights, responsibilities, and duties
3	33	MC	D	4.9.7 Explain why individuals and businesses engage in barter and trade
3	34	MC	C	4.9.7 Explain why individuals and businesses engage in barter and trade
3	35	MC	B	4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange
3	36	MC	A	4.7.4 Differentiate between the structure and function of the three branches of federal government
3	37	MC	C	4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States
3	38	MC	B	4.1.5 Explain the historical significance of U.S. political symbols
3	39	MC	C	4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe
3	40	MC	C	4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States
3	41	MC	A	4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process
3	42	MC	D	4.7.4 Differentiate between the structure and function of the three branches of federal government
3	43	MC	A	4.9.6 Summarize the roles of households, businesses, jobs, banks, and governments in the economy
3	44	MC	C	4.8.1 Identify the key requirements to become a United States citizen

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Session	Sequence	Item Type	Key	Assessable Content
3	45	MC	A	4.2.5 Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States
3	46	MC	D	4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States
3	47	MC	C	4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met
3	48	MC	B	4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights

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Scoring for Session 1 Item 17

Based on all of the sources, describe **two** different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.

Scoring Information	
Score Points	Description
2	Student's response correctly describes two different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.
1	Student's response correctly describes one way that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.
0	Student provided no response or provided a response that does not correctly describe any ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.

Scoring Notes:

- Explorers discovered new lands for Europeans to settle.
- Explorers wrote descriptions of the New World that made Europeans want to know more.
- Explorers brought back reports of the many natural resources in the New World.
- Explorers showed that there was money to be made in the New World by trading with Native Americans.
- Explorers proved that settlement in the New World was possible.
- Explorers made people excited about exploration and eager to start their own explorations and adventures.

Accept other reasonable responses.

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Scoring for Session 1 Item 22

Based on all of the sources, describe **one** way that improvements in steel production affected human resources and **one** way that improvements in steel production affected natural resources.

Scoring Information	
Score Points	Description
2	Student's response correctly describes one way that improvements in steel production affected human resources AND one way that improvements in steel production affected natural resources.
1	Student's response correctly describes one way that improvements in steel production affected human resources OR one way that improvements in steel production affected natural resources.
0	Student's response is blank or does not describe how improvements in steel production affected either human resources or natural resources.

Scoring Notes:

Ways improvements in steel production affected human resources:

- Workers had to learn new skills in order to keep working in the steel industry.
- Increased steel production led to increased demand for the workers who were needed to produce steel and to make a wide range of products that use steel.

Accept other reasonable responses.

Ways improvements in steel production affected natural resources.

- Improvements in steel production allowed mills to make steel faster and cheaper than before. As a result, railroad companies could build more tracks, which increased the demand for natural resources such as the iron used to make steel.
- Improvements in steel production led to increased construction of new buildings, ships, and railroads, placing a greater demand on natural resources such as wood and the materials used to make concrete.
- Improvements in steel production resulted in stronger ships, which allowed companies to ship more materials and products over greater distances. This established new markets for goods, which increased the demand for the natural resources used to make those goods.

Accept other reasonable responses.

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Scoring for Session 2 Item 26

Using the sources and your knowledge of social studies, explain how the federal government meets **two** goals stated in the Preamble to the United States Constitution shown in Source 4.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- 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 your own knowledge 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 adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Dimension: Content	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects thorough knowledge of how the federal government meets two goals stated in the Preamble to the United States Constitution by incorporating ample, focused factual information from prior knowledge and the sources; • Contains accurate understandings with no errors significant enough to detract from the overall content of the response; • Fully addresses all parts of the prompt.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects general knowledge of how the federal government meets two goals stated in the Preamble to the United States Constitution by incorporating adequate factual information from prior knowledge and the sources; • Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; • Addresses all parts of the prompt.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects limited knowledge of how the federal government meets two goals stated in the Preamble to the United States Constitution by incorporating some factual information from prior knowledge and the sources; • Contains some accurate understandings with a few errors that detract from the overall content of the response; • Addresses part of the prompt.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects minimal knowledge of how the federal government meets two goals stated in the Preamble to the United States Constitution by incorporating little or no factual information from prior knowledge and the sources; • Contains few accurate understandings with several errors that detract from the overall content of the response; • Minimally addresses part of the prompt.
0	The student's response is blank, incorrect, or does not address the prompt.

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Dimension: Claims	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a valid claim that effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • 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; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • 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; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	The student's response is blank, incorrect, or does not address the prompt.

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Scoring Notes for Claims Rubric

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.

- Two goals of the federal government are to establish justice and to provide defense. The government establishes justice by creating fair laws and making sure that everybody knows about them. The government also created a court system, or judicial branch, for when someone breaks the law. The courts are made up of judges and lawyers who punish people who break the law. But all people get a fair chance to defend themselves in court. The highest court is the U.S. Supreme Court, and it makes sure all the laws go along with the Constitution. Another goal of the federal government is to provide for the country's defense. To meet this goal, the government created the military and ordered it to defend the country against anyone that tries to invade it. Also, the police are supposed to help defend people inside the borders of the United States. The police keep order by arresting people who break the law. They also give aid to people who need help.
- Two goals of the federal government are to insure domestic tranquility and to promote the general welfare. Insuring domestic tranquility means that the government makes sure people live in peace. The government meets this goal by setting laws that make it illegal to hurt other people or steal from them. The laws are rules for everyone to live under. If everyone agrees to the rules, then hopefully no one breaks them or fights about them. The government meets its goal of promoting the general welfare by trying to help as many people as possible. The government does this because it represents all citizens. The government is a system designed to protect and help everyone who lives in the United States.
- Two goals of the federal government are to represent the people and to form a more perfect union. The government meets its goal of representing the people by setting up a system that allows the people to elect senators and representatives. These elected officials then go to Washington D.C. and work for the people. "Form a more perfect union" means to improve the country or nation. The government meets this goal by passing laws that the senators and representatives feel will help most of the people.
- Two goals of the federal government are to secure the blessings of liberty and to establish the U.S. Constitution. "Secure the blessings of liberty" means that the government is there to protect freedom for the people and for future generations. They did this by using the judicial system to make sure laws are fair and the liberty of the people is protected. The Supreme Court is the highest law in the

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land. It makes sure that laws honor the Constitution and protects liberty. “Do ordain and establish this Constitution” means the people give permission to create a new nation through the Constitution. In other words, the people approved the creation of a government with the powers and responsibilities spelled out in the Constitution. The Constitution was established by having each state vote on whether to accept it.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- By rebelling against King George III, the colonists showed that they wanted the government to get its power from the people, not from a king. (Source 1).
- The adoptions of the Articles of Confederation and the Constitution show U.S. representatives trying to spell out the goals and responsibilities of a new form of government (Source 1).
- The proclamation shows that King George III could punish the colonies and the colonists without a trial or other legal protections, which led the new country to clearly define the goal of protecting liberty (Source 2).
- The painting of the signing of the Constitution shows that one goal of the federal government is to act in the name of the people (Source 3).
- The phrase “We the people” shows that one goal of the federal government is to act on behalf of the people rather than in support of a king (Source 4).
- The phrase “to form a more perfect union” shows that one goal of the federal government is to improve the country (Source 4).
- The phrase “establish justice” shows that one goal of the federal government is to create fair laws and courts (Source 4).
- The phrase “insure domestic tranquility” shows that one goal of the federal government is to guarantee peace (Source 4).
- The phrase “provide for the common defense” shows that one goal of the federal government is to protect the country from harm (Source 4).
- The phrase “promote the general welfare” shows that one goal of the federal government is to encourage the well-being of all people (Source 4).
- The phrase “secure the blessing of liberty to ourselves and our posterity” shows that one goal of the federal government is to ensure freedom for Americans now and in the future (Source 4).

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

- **Branches of government:** The legislative branch includes the Senate and the House of Representatives and is charged with making the laws for everyone in the country. The executive branch includes the president and is charged with making sure the laws are enforced. The judicial branch includes the courts, which help to make sure the laws are fair and conform to the Constitution.
- **The military:** The military of the United States includes the Army, Navy, Air Force, Marine Corps, and Coast Guard. All of these groups protect the people from harm.
- **The police:** Local and state police help to enforce the laws and give aid to people who need help. In other words, they are there to keep the peace.
- **Political representation:** State legislatures and Congress are made up of representatives and senators, who act on behalf of the people.
- **Previous governments:** The colonies were ruled by foreign governments, which did not always act for the good of the people. The Articles of Confederation were flawed for many reasons, so people wanted to create a new form of government with the Constitution.