

LEAP 2025 Grade 5 Social Studies Practice Test Answer Key

Session	Sequence	Item Type	Key	Assessable Content
1	1	MS	A, E	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
1	2	MC	C	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
1	3	MC	A	5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity
1	4	MC	B	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
1	5	MC	D	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
1	6	TEI	see TEI key	5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment
1	7	MS	A, C, F	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
1	8	MC	A	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
1	9	MC	B	5.2.3 Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples
1	10	MC	D	5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity
1	11	MC	D	5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period
1	12	CR	see rubric	5.2.3 Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples
1	13	MC	B	5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity

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Session	Sequence	Item Type	Key	Assessable Content
1	14	MC	B	5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
1	15	MS	A, C	5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment
1	16	MC	D	5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies
1	17	TEI	see TEI key	5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity
1	18	MC	C	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
1	19	MS	A, D, F	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
1	20	MS	A, E	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
1	21	MC	C	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
1	22	TEI	see TEI key	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
2	23	MC	B	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
2	24	MC	C	5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements
2	25	MC	C	5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities

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Session	Sequence	Item Type	Key	Assessable Content
2	26	ER	see rubric	5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities
3	27	MC	C	5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies
3	28	MC	B	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
3	29	MC	D	5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
3	30	MC	A	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
3	31	MC	C	5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period
3	32	CR	see rubric	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
3	33	MC	A	5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War
3	34	MC	D	5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War
3	35	MC	D	5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War
3	36	MC	B	5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War
3	37	MC	A	5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy
3	38	MC	D	5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States
3	39	MC	C	5.2.2 Identify early explorers and their motivations, challenges, and achievements
3	40	MC	D	5.4.3 Analyze maps from the Age of Exploration to 1763

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Session	Sequence	Item Type	Key	Assessable Content
3	41	MC	C	5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment
3	42	MC	B	5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment
3	43	MC	D	5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies
3	44	MC	A	5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy
3	45	MC	B	5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States
3	46	MC	C	5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy
3	47	MC	B	5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period
3	48	MC	C	5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa

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Scoring for Session 1 Item 6

Causes of Colonization	Effects of Colonization on the Environment
the desire to establish religious communities the need for raw materials to make goods	the destruction of forest habitats the introduction of new species

Two points = four events in the correct columns

One point = three or two events in the correct columns

Zero points = one or zero events in the correct column

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Scoring for Session 1 Item 12

Explain **two** ways that the Inca Empire and the Spanish Empire were similar.

Scoring Information	
Score Points	Description
2	Student's response correctly explains two ways that the Inca Empire and the Spanish Empire were similar.
1	Student's response correctly explains one way that the Inca Empire and the Spanish Empire were similar.
0	Student provides no response or provides a response that does not correctly explain one way that the Inca Empire and the Spanish Empire were similar.

Scoring Notes:

Explanation of similarities between the Inca Empire and the Spanish Empire:

- Both had powerful armies and conquered vast territories. The Inca conquered much of the Pacific Coast of South America. The Spanish built a worldwide empire that eventually included land seized from the Inca.
- Both valued precious metals such as silver and gold. The Inca used precious metals to make jewelry and religious objects. The Spanish made jewelry and religious objects as well, but also built and sold the metals all over the world.
- Both had an organized system of government that kept official records and was ruled by a single person. The Spanish king and the Inca emperor had wide powers and were thought to rule by divine right.
- Both were involved in trade and commerce. The Inca traded goods with neighbors relatively close to them, while the Spanish traded goods all over the world.
- Both used a system of labor in which laborers were forced to work for free. The Inca forced defeated soldiers into slavery, while the Spanish used Inca people as slaves.

Accept other reasonable responses.

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Scoring for Session 1 Item 17

Economic Activity	Motivation
“In Frankfort, they have built a mill and a glass factory.” (Source 2)	satisfy local demand
“These good people spent all their money to pay for the journey here.” (Source 2)	create new opportunities
“Trading with the Indians” (Source 3)	participate in the transatlantic fur trade
“The exportation of wheat flour” (Source 3)	establish transatlantic grain trade

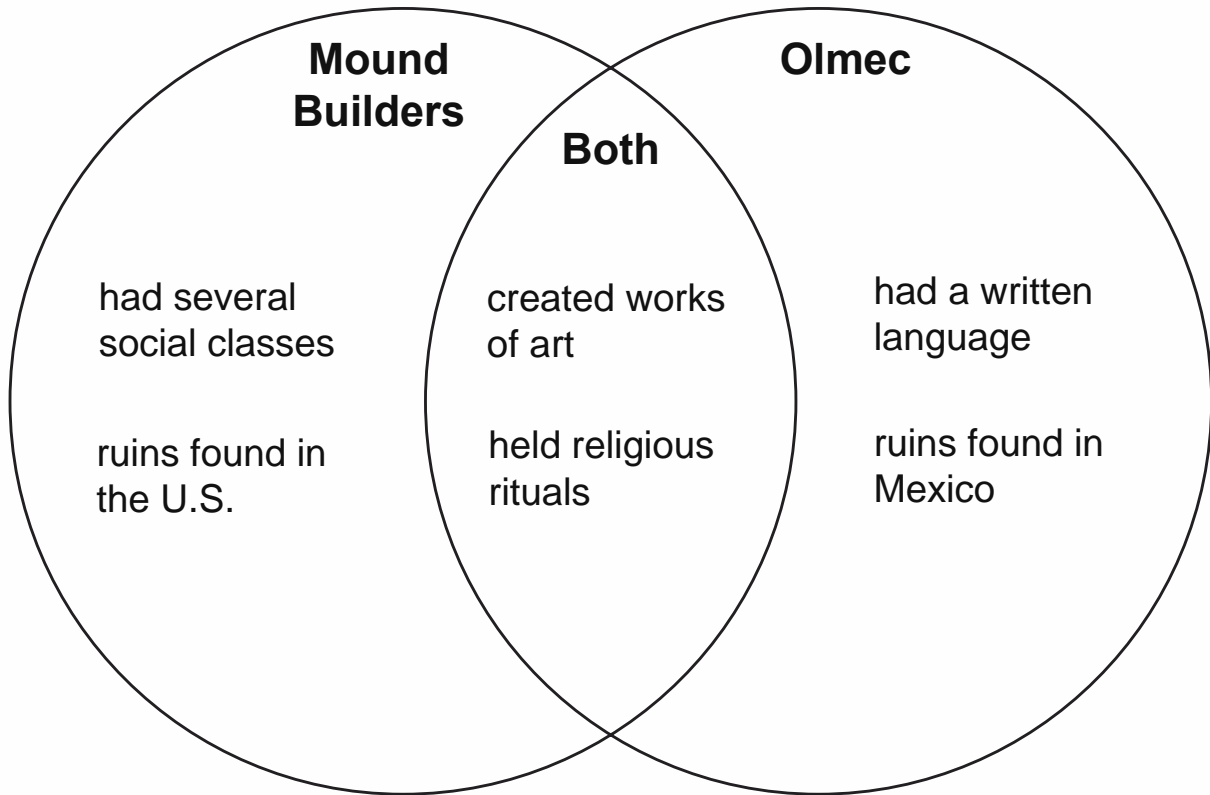
Two points = four events in the correct positions

One point = three or two events in the correct positions

Zero points = one or zero events in the correct position

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Scoring for Session 1 Item 22



Two points = six events in the correct positions

One point = three, four, or five events in the correct positions

Zero points = two, one, or zero events in the correct positions

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Scoring for Session 2 Item 26

Based on the sources and your knowledge of social studies, explain how the Quakers and the Puritans contributed to the development of the English colonies in North America.

As you write your response, be sure to complete the following:

- Show that you understand the topic very well.
- Answer all parts of the question.
- Include many well-chosen examples from the sources to support your answer.
- Include information from your own knowledge, beyond the information that is given in the sources, to support your answer.
- Explain your ideas well.
- Write enough to fully answer the question. You may need more than one paragraph.

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 Quakers and the Puritans contributed to the development of the English colonies in North America, 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 Quakers and the Puritans contributed to the development of the English colonies in North America, 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 Quakers and the Puritans contributed to the development of the English colonies in North America, 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 Quakers and the Puritans contributed to the development of the English colonies in North America, 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.

- The Quakers and the Puritans contributed to the development of the English colonies in North America in a number of ways. The Quakers largely settled in Pennsylvania and the other Middle colonies, and the Puritans mainly settled in New England. They settled the land in the colonies. They created farms and built towns. They founded religious communities. The Quakers promoted freedom of religion and encouraged other religious sects to come to Pennsylvania. The Puritans were stricter and discouraged religious freedom. They migrated to New England to create religious communities, but not to encourage religious freedom. They formed new governments for the towns and colonies. The Puritans, in particular, practiced a direct form of democracy, setting up town hall meetings to make decisions. Both the Quakers and the Puritans encouraged commerce, creating businesses that shipped goods to and from England. Quakers shipped grain and fish from the Middle colonies. Puritans shipped timber and whaling products to England. Both communities established small iron works in their colonies to support the growth of industry in the colonies.
- The Quakers and the Puritans contributed to the development of the English colonies in North America in several ways. The Quakers and Puritans formed societies that were different than those in Europe. This encouraged other Europeans to come to the New World and start their own towns and colonies. All of the settlers wanted to be able to live according to their beliefs. Quakers encouraged religious toleration in Pennsylvania, which resulted in many religious groups settling in the Middle colonies. The Puritans wanted to practice their religion, but they did not allow others to worship freely. They forced people who disagreed with them into exile. Rhode Island was founded by Roger Williams after he was forced into exile from the Massachusetts Bay colony. Quakers settled in Rhode Island as well, because of its religious tolerance. The Quakers and the Puritans also contributed to the political development of the American colonies. The Puritans used the town hall meeting as a form of direct democracy. This was important in the development of democracy and of the belief in self-rule of government. In the colony of Pennsylvania, Quakers created a general assembly that allowed all male property owners to vote for their representatives.

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

- Quakers mainly settled in Rhode Island, Pennsylvania, and New Jersey (Source 1).
- Puritans mainly settled in New England (Source 1).
- Puritans fought with Native Americans (Source 2).
- Puritans worried about Native American tribes forming alliances against them (Source 2).
- Quakers opposed war and the use of violence (Source 3).
- Quakers supported religious freedom (Source 3).
- Quakers supported political liberty (Source 3).
- Quakers spread Christianity (Source 3).

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

- **Colonial governments:** Different colonies had different types of governments. For example, Pennsylvania was a proprietary colony, which means that one person was allowed to govern an area of land. Other colonies were royal colonies or charter colonies. Each type had a special kind of permission from the king to govern.
- **Colonial leadership:** There were many different leaders in the colonies. Some of them founded their own colonies. Others were representatives of the people within their colonies. Examples (not from the sources) could include Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, or Roger Williams in Rhode Island.
- **Conflicts with Native Americans:** Some colonists were friendly with the Native Americans, and others were not. Some examples of conflicts between settlers and Native Americans were the Pequot War, King Philip's War, and the French and Indian War.

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- **Examples of working together and tolerance:** Some colonies were more welcoming or tolerant than others. For example, the Quakers were nice to Native Americans and people of other religions. They thought everyone should be able to worship and live in freedom. The Puritans, on the other hand, expelled dissenters from their towns or colonies. People could be exiled if they did not agree with the community leaders or the community's strict laws.

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Scoring for Session 3 Item 32

Based on all of the sources, describe **two** reasons that South Carolina’s rice plantations depended on enslaved Africans.

Scoring Information	
Score Points	Description
2	Student’s response correctly describes two reasons that South Carolina’s rice plantations depended on enslaved Africans.
1	Student’s response correctly describes one reason that South Carolina’s rice plantations depended on enslaved Africans.
0	Student provides no response or provides a response that does not describe a reason that South Carolina’s rice plantations depended on enslaved Africans.

Scoring Notes:

- South Carolina plantations lacked a large enough labor force without importing enslaved Africans.
- People from Africa’s Rice Coast had a great deal of experience growing rice, making them valuable to South Carolina’s rice plantations.
- People in Africa were accustomed to the hot climate in South Carolina, while European workers were not.
- Enslaved workers were not free to leave if they did not like the climate or work.

Accept other reasonable responses.