

LEAP 2025 Grade 7 Social Studies Practice Test Answer Key

Session	Sequence	Item Type	Key	Assessable Content
1	1	MC	C	7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States
1	2	MC	A	7.6.3 Analyze patterns, motivations and the impact of rural and urban migration in the United States from 1763– 1877
1	3	MC	B	7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877
1	4	MS	B, E, F	7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States
1	5	MC	B	7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States
1	6	TEI	see TEI key	7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries
1	7	MC	B	7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877
1	8	MS	A, E	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
1	9	MC	C	7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877
1	10	MC	B	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
1	11	MS	A, B, D	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
1	12	CR	see rubric	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
1	13	MC	A	7.4.3 Describe long-term and short-term outcomes of Reconstruction
1	14	MC	D	7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877
1	15	MC	C	7.4.3 Describe long-term and short-term outcomes of Reconstruction

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Session	Sequence	Item Type	Key	Assessable Content
1	16	MS	B, F	7.4.3 Describe long-term and short-term outcomes of Reconstruction
1	17	MC	A	7.4.3 Describe long-term and short-term outcomes of Reconstruction
1	18	MC	B	7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877
1	19	MC	B	7.10.2 Identify and describe ways in which citizens influence change in a democratic society
1	20	MC	C	7.8.5 Describe the structure and powers of the three branches of the federal government
1	21	MC	D	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms
1	22	MC	A	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms
1	23	TEI	see TEI key	7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies
1	24	MC	C	7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877
1	25	MC	B	7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War
1	26	MS	A, E	7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War
1	27	MC	D	7.4.2 Analyze important turning points and major developments during the Civil War
2	28	MC	A	7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877
2	29	MC	B	7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850
2	30	MC	C	7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877
2	31	MC	A	7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877

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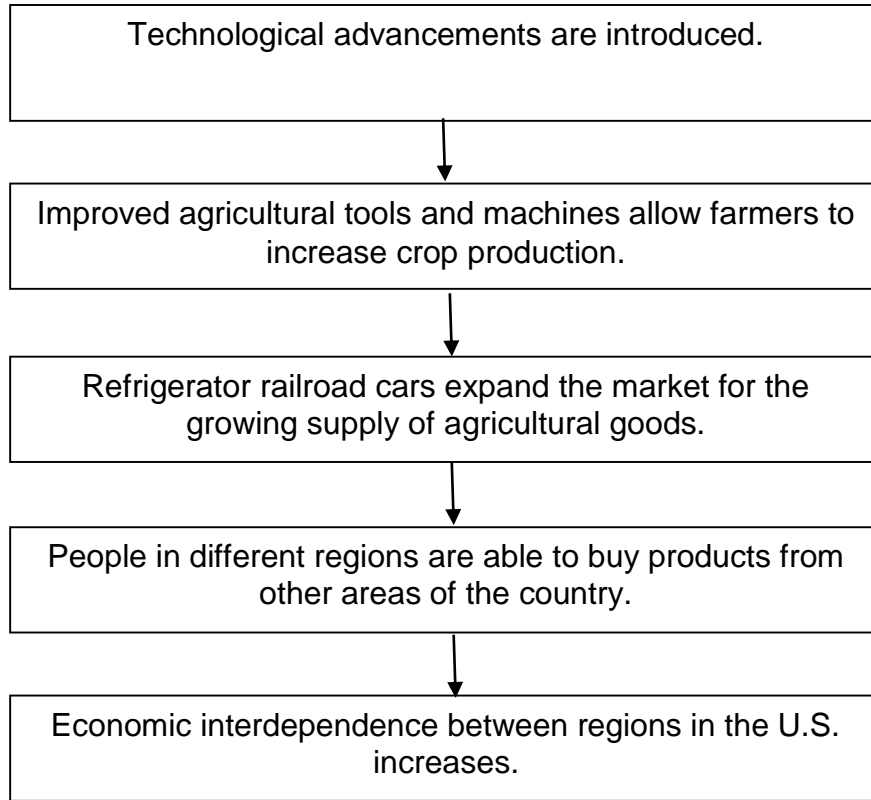
Session	Sequence	Item Type	Key	Assessable Content
2	32	ER	see rubric	7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877
3	33	MC	C	7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery
3	34	MC	B	7.3.3 Examine the motivations and influence of major American reform movements during the 19 th century
3	35	MS	C, F	7.10.2 Identify and describe ways in which citizens influence change in a democratic society
3	36	MC	D	7.3.3 Examine the motivations and influence of major American reform movements during the 19 th century
3	37	MC	A	7.3.3 Examine the motivations and influence of major American reform movements during the 19 th century
3	38	CR	see rubric	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms
3	39	MC	D	7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877
3	40	MC	C	7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850
3	41	MC	A	7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877
3	42	MS	A, C	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
3	43	MC	D	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
3	44	TEI	see TEI key	7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850
3	45	MC	D	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms
3	46	MC	C	7.10.2 Identify and describe ways in which citizens influence change in a democratic society

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Session	Sequence	Item Type	Key	Assessable Content
3	47	MC	A	7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies
3	48	MC	B	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
3	49	MC	A	7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877
3	50	MC	C	7.11.3 Describe government policies that influenced the United States economy
3	51	MC	B	7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States
3	52	MC	A	7.4.2 Analyze important turning points and major developments during the Civil War
3	53	MC	C	7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877
3	54	MC	D	7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877
3	55	MC	C	7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence
3	56	MC	B	7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877

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Scoring for Session 1 Item 6



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 12

Based on the sources and your knowledge of social studies, explain **two** ways that the Lewis and Clark expedition influenced the economic growth and the diversity of the United States during the 1800s.

Scoring Information	
Score Points	Description
2	Student's response correctly explains two ways that the Lewis and Clark expedition influenced the economic growth and diversity of the United States during the 1800s.
1	Student's response correctly explains one way that the Lewis and Clark expedition influenced the economic growth and diversity of the United States during the 1800s.
0	Student's response is blank or does not correctly explain a way that the Lewis and Clark expedition influenced the economic growth and diversity of the United States during the 1800s.

Scoring Notes:

Ways that the Lewis and Clark expedition influenced the economic growth and diversity of the United States during the 1800s:

- The expedition identified areas where settlers could establish farms, which helped the agricultural industry grow in the 1800s. By the late 1800s, the Midwest became an important region for grain production.
- The spread of agriculture to the Midwest allowed the region to become specialized in agricultural production and allowed the Northeast to concentrate on manufacturing. Many farmers from the Northeast moved to the Midwest to continue farming or moved to urban centers in the Northeast to work in factories, particularly textile factories.
- The expedition located potential sources of minerals for mining. The mining industry became important to the development of the industrial economy.
- The expedition found animals and plants that could be raised for trade, such as for fur and timber. The Northwest became an important region for timber production in the late 1800s.
- The discovery of timber and minerals in the Northwest was important to economic development for the United States. Settlers migrated, along the Oregon Trail, to the Oregon Territory, based on the knowledge that the land in the Northwest was rich in resources. Over time, the timber industry developed

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and became an important resource for the US. economy. This was particularly the case after most of the forests in the Northeast had been cut down for farm cultivation by the early 1800s.

- The expedition identified routes to the western United States, which provided people with opportunities to ship products into and out of the region.
- Based on the findings of Lewis and Clark, the United States eventually claimed the Oregon Territory. As it reached the Pacific Ocean, the United States began to visualize itself as spreading across the North American continent. Having cities and states on the Pacific coast opened up important trade possibilities for the United States with Asian markets. The new markets created new opportunities for American businesses to sell manufactured goods.

Accept any other reasonable response.

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Scoring for Session 1 Item 23

Thomas Jefferson	Thomas Jefferson and John Adams	John Adams
strong supporter of states' rights	member of George Washington's cabinet	leader of the Federalist Party
leader of the Democratic-Republican Party	U.S. president	strong supporter of a powerful federal government

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 32

Based on the sources and your knowledge of social studies, evaluate the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries.

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

- Show an in-depth understanding of the topic.
- Answer all parts of the question.
- Include ample, well-chosen evidence from the sources to support and develop your response.
- Include accurate and relevant factual information from your own knowledge, beyond the information that is given in the sources, to support your response.
- Communicate your ideas well and use logical reasoning.
- Write enough to fully answer the question. This will usually require 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 ample, well-chosen evidence from the sources to support your response.
- Include accurate and relevant factual information from your own knowledge to support your response.
- Communicate your ideas clearly.
- Organize 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 expectations.
- Reread your response.
- Revise 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 the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries 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 the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries 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 the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries 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 the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries 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.

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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:

- U.S. foreign policy decisions during the late eighteenth and early nineteenth centuries were effective in achieving the territorial expansion of the United States by acquiring land from other countries. Purchases of vast territory, such as the Louisiana Purchase from France, the purchase of Florida from Spain, and the Gadsden Purchase from Mexico, showed the willingness of the U.S. government to expand its territory. U.S. participation in the Mexican-American War and the signing of a treaty with Great Britain that established permanent borders for Oregon Country also enabled the territorial expansion of the United States.
- U.S. foreign policy decisions during the late eighteenth and early nineteenth centuries were effective in helping the country become a powerful nation in the Western Hemisphere. The Monroe Doctrine influenced foreign and domestic affairs by helping to provide the United States with the ability to explore western lands and establish commercial interests throughout North America.
- U.S. foreign policy decisions during the late eighteenth and early nineteenth centuries were not fully effective in keeping the nation out of wars with foreign countries. Despite George Washington's declarations that the United States wished to maintain friendly relations with other countries, disagreement with Great Britain over a number of issues, such as trade and the impressment of U.S. sailors, caused the two countries to go to war in 1812. The United States also went to war with Mexico in 1846, partially in order to gain new territory.
- U.S. foreign policy decisions during the late eighteenth and early nineteenth centuries influenced but did not effectively resolve foreign and domestic issues related to the issue of slavery. Acquiring new territories caused the United States to face the question of whether these territories would allow slavery and whether they would become slave states or free states. The tension caused by this issue eventually led to the Civil War, as several compromises regarding this issue failed to deal with the essential question of slavery.

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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:

- The 1793 event on the timeline shows that the United States attempted to remain neutral in European conflicts during George Washington's administration (Source 1).
- The timeline shows that the United States placed restrictions on British goods in 1806, which eventually led to the War of 1812 (Source 1).
- The 1845 event on the timeline shows the U.S. annexation of Texas, which eventually led to the Mexican-American War (Source 1).
- In 1796, President George Washington issued his Farewell Address. In this address, President Washington warned the United States that having relationships that are too close with other countries or attitudes that are too hostile toward other countries can negatively influence leaders when making decisions and can cause citizens to have divided loyalties (Source 1 and Source 2).
- In 1823, President Monroe introduced the Monroe Doctrine, which discusses the foreign policy of the United States in relation to the Western Hemisphere (Source 1 and Source 3).
- The Monroe Doctrine, introduced by President Monroe in 1823, warned European powers that the Americas are off-limits to those powers for further colonization (Source 1 and Source 3).
- In 1823, President Monroe introduced the Monroe Doctrine, which declared that the United States would not interfere with the affairs of European powers or of the colonies that those powers had already established in the Americas (Source 1 and Source 3).
- The timeline and the map of U.S. territorial expansion show when and how each area was acquired by the United States. Some of the territory was purchased, and some was gained through treaties. The map also shows that the United States expanded westward towards the Pacific Ocean over time (Source 1 and Source 4).

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

- The role of British impressment in causing the War of 1812.
- The role of Manifest Destiny in encouraging the territorial expansion of the nation.

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- The long-term effects of U.S. territorial expansion in helping the United States become a powerful and respected nation throughout the world.
- The long-term effects of U.S. territorial expansion and how it complicated the issue of the expansion of slavery.
- The long-term effects of territorial expansion in the Southwest and how it affected relations with Mexico.

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Scoring for Session 3 Item 38

Based on the sources and your knowledge of social studies, explain **one** similarity and **one** difference between the goals of the abolitionist movement and the goals of the woman's rights movement.

Scoring Information	
Score Points	Description
2	Student's response correctly explains one similarity between the goals of the abolitionist movement and the goals of the women's rights movement, and correctly explains one difference between the abolitionist movement and the goals of the women's rights movement.
1	Student's response correctly explains one similarity between the goals of the abolitionist movement and the goals of the women's rights movement, but does not correctly explain one difference between the goals of the abolitionist movement and the goals of the women's rights movement. OR Student's response correctly explains one difference between the goals of the abolitionist movement and the goals of the women's rights movement, but does not correctly explain one similarity between the goals of the abolitionist movement and the goals of the women's rights movement.
0	Student's response is blank or does not correctly explain a similarity or a difference between the goals of the abolitionist movement and the goals of the women's rights movement.

Similarities between the goals of the abolitionist movement and the goals of the women's rights movement:

- Both movements fought for basic human rights as described in the Declaration of Independence—life, liberty, and the pursuit of happiness.
- Both movements wanted a specific group to gain the full rights of citizenship, including:
 - the right to vote;
 - the right to own property; and
 - the right to equal treatment under the law, including in the workplace.

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- Both movements wanted Americans to change their way of thinking.

Accept other reasonable responses.

Differences between the goals of the abolitionist movement and the goals of the women's rights movement:

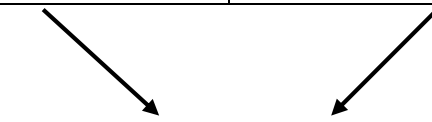
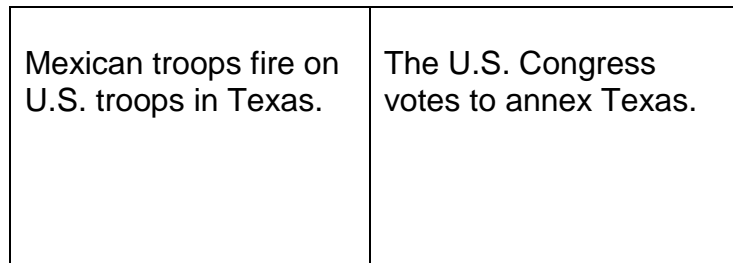
- Some goals of the movements were different.
 - Abolitionists wanted emancipation of all slaves and the end of racial discrimination and segregation.
 - The women's rights movement wanted women to gain all the rights of citizenship and to end gender discrimination.
- The movements had goals that focused on different groups of people.
 - The abolitionist movement fought for the right of freedom for enslaved people.
 - The women's rights movement fought for civil rights for women, such as the right to vote and the right to own property.
- The goals of the movements were based on the rights that each group aimed to achieve.
 - The abolitionist movement fought for freedom and citizenship for enslaved people.
 - Most women already had citizenship, but wanted the full rights that came with it.
- The depths of the goals of each movement differed.
 - The abolitionist movement was focused more on freedom and citizenship for enslaved people. The fight for full citizenship rights for African Americans was not resolved until long after the Civil War.
 - The women's movement fought for rights that went beyond those of the abolitionist movement: it fought for the right of women to serve in government, and the legal and civil rights of married women—for example, the right to own and control their own property.

Accept other reasonable responses.

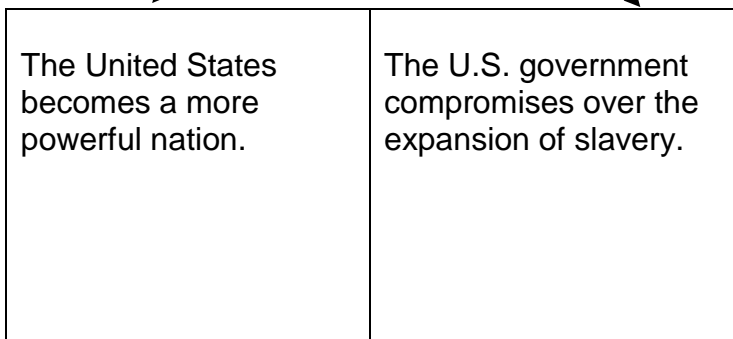
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Scoring for Session 3 Item 44

Causes



Effects



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