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PURPOSE

The social studies practice tests provide teachers and students with items that mirror the kinds of questions that appear on the LEAP 2025 Social Studies assessments. To illustrate how the assessment reflects the Department’s vision for social studies and to support teachers in their use of the practice tests, this document contains a sample of annotated items from the LEAP 2025 Social Studies Practice Tests for grades 3-8. The annotations describe the purpose and reasoning represented in the selected items. For additional information about the practice tests, please see the [LEAP 2025 Social Studies Practice Test Guidance](#).

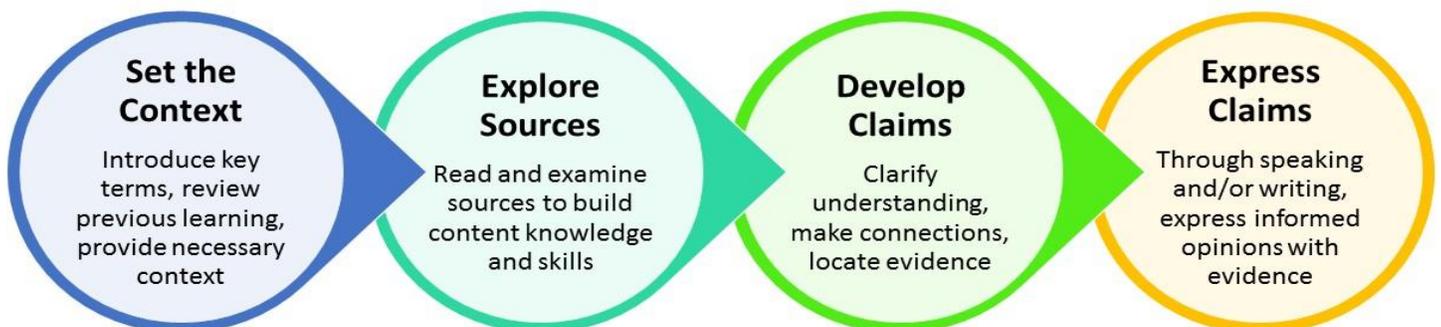
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
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- [Grade 7](#)
- [Grade 8](#)

SOCIAL STUDIES VISION

To be productive members of society, students must be critical consumers of the information they read, hear, and observe. To develop and express informed opinions, they need to examine and evaluate information from an array of sources and connect that information with their background knowledge. To understand how events happen and why people act in certain ways, students must also make connections between what happened in the past and what is occurring in the present. To accomplish this, students must

- use sources regularly to learn content;
- make claims that demonstrate connections among people, events, and ideas across time and place; and;
- express informed opinions using evidence from sources and outside knowledge.

Simply stated, students must delve deeply into content so that they are able to develop and support claims about social studies concepts.



ASSESSMENT DESIGN

Louisiana students in grades 3-8 and U.S. History take LEAP 2025 Social Studies assessments that measure their knowledge of the [Louisiana Student Standards and Grade-Level Expectations for Social Studies](#) and provide them with opportunities to demonstrate their understanding of social studies through a variety of item types and to engage with source documents while developing **claims** about social studies **content** and concepts.

The social studies vision is reflected in the summative assessment as students are presented with questions that ask them to apply their understanding of social studies **content** and concepts by making connections and showing relationships among ideas, people, and events within and across time and place. Students use both their **content knowledge** and the **sources** embedded in the assessment to develop their ideas and support their **claims**.

Set-Based Design

The LEAP 2025 Social Studies assessments have a set-based design.

- Related source documents provide the context from which students answer sets of questions.
- Questions ask students to use content knowledge and the sources to show an understanding of social studies content and concepts.
- Item sets include selected-response questions (multiple choice, multiple select) and some sets culminate with a technology-enhanced or constructed-response item.
- The task set contains selected-response questions and an extended-response item.

Like LEAP 2025 Social Studies assessments, the practice tests contain standalone items, item sets, and task sets. Sample item and task sets and additional information about the structure of the LEAP 2025 assessments can be found in the [Assessment Guidance Library](#). Unlike the LEAP 2025 assessments, the practice tests do not contain embedded field test items.

Source Documents

Sets and standalone items include a variety of source documents, such as:

- excerpts from text-based primary and/or secondary sources
- authentic and/or reproductions of historical maps
- charts, tables, and/or graphs
- timelines and/or lists of events
- graphic organizers and/or diagrams
- illustrations, paintings, and/or photographs
- historical posters and/or political cartoons

READABILITY OF SOURCE DOCUMENTS

Text complexity is based on several factors such as:

- readability, levels of meaning or purpose, of the texts
- structure and clarity of the language of the texts
- prior-knowledge demands of the text

Several measurement tools, quantitative and qualitative, are used to determine the appropriateness of sources and texts selected for item and task sets.

Quantitative Measurements

Quantitative measures are typically calculated using computer programs and consider features such as text length, word length, word frequency, word difficulty, sentence length, and text cohesion. The LDOE uses the [Lexile Framework for Reading](#) to evaluate texts of at least 100 words for grade-level appropriateness (as recommended, for reliable scores) and [ATOS for Text](#) to evaluate the readability of sources.

Qualitative Measurements

Qualitative measures allow educators to evaluate texts based on factors such as text structure, language features, purpose of text, and prior knowledge demands.

Source documents on the LEAP 2025 Social Studies assessments are evaluated using qualitative measures based on three criteria: information density, text structure, and vocabulary. The [LEAP Text Complexity Rubric](#) is based on a [tool developed by Cook and MacDonald](#) specifically for assessments. The sum of the scores for information density, text structure, and vocabulary provide an overall qualitative text complexity rating of low (sum of 3 or 4), medium (sum of 5, 6, or 7) or high (sum of 8 or 9). The [Louisiana Student Standards and Grade-Level Expectations for Social Studies](#) stress the importance of teaching students how to support claims using evidence and prior knowledge, and recognizing connections among ideas and texts.

Most importantly, Louisiana educators verify that sources are accessible to students. Committees are made up of Louisiana educators from regions across the state who possess content expertise and a wide-range of experience working with all types of students, including diverse learners. The committee members evaluate the sources and provide recommendations and feedback to the LDOE. Committee feedback includes, but is not limited to, recommendations about defining or footnoting terms, adding introductory captions to provide context, adapting or shortening excerpts, or replacing sources. The committees carefully consider the complexity of the vocabulary on the assessments and approve only the language they feel students are familiar with after year-long classroom instruction. Implementation of committee feedback ensures the grade-level appropriateness of sources.

General Guidance for Selecting Sources

- Use multiple tools to determine text complexity and avoid using one measure alone. Text complexity should be determined using both quantitative and qualitative measures.
- Use LDOE resources, including the [Louisiana Student Standards and Grade-Level Expectations for Social Studies](#) and [Social Studies Scope and Sequence documents](#), to help identify content-specific vocabulary and resources such as The Children’s Writers’ Word Book and Marzano’s Academic Vocabulary to help determine grade-level appropriateness of terms.
- Become familiar with the instructions for using quantitative measures to attain accurate results. Quantitative measures have different guidelines for preparing texts for analysis and for measuring short texts. For instance, the [Degrees of Reading Power \(DRP\) Text Analyzer](#) provides an estimated DRP value for texts of 150–1000 words, and [Lexile measures](#) split text into 125-word slices.
- Be aware of features that may lead to higher quantitative measures for texts considered grade-level appropriate based on qualitative measures, or vice versa. For example, the [Lexile Framework for Reading](#) explains that “[g]enerally, longer sentence lengths and words of lower frequency lead to higher Lexile measures; shorter sentence lengths and words of high frequency lead to lower Lexile measures.” Content-specific vocabulary and proper names (e.g., early explorers, ancient civilizations, Native American tribes, etc.) may yield higher results depending on measured factors.

Example Readability Analysis: [Early Louisiana Immigrants, Grade 3 Item Set](#)

This set examines some of the early groups that immigrated to Louisiana. The main goal of this set is for students to connect that while many diverse groups settled in the area, patterns exist in the how, where, and why of settling within the region known as Louisiana. The items within the set align to geography and history [Grade Level Expectations](#). The items ask about the causes and effects of early migration to Louisiana, the impact to the geography made by the people who settled here, and how these groups adapted to living in the region.

Source 1: [German Settlement in Louisiana](#)

The source did not meet the recommended word count for an accurate Lexile measurement. Other qualitative measures were used to determine appropriate reading level. The review committee determined

- students should be able to recognize the proper nouns (German, French, Cajun, and New Orleans) in text after year-long instruction;
- students do not need to read the text on the map, but should, instead, glean that the Germans farming settlements occurred on the rivers and near lakes, which is a typical theme often seen in settlement patterns.

Source 2: Seafood Paella

The source did not meet the recommended word count for an accurate Lexile measurement. Other qualitative measures were used to determine appropriate reading level. The review committee determined

- students should be familiar with the proper nouns (Africa, Spain, and Louisiana) after year-long instruction;
- the picture supports the text by showing the dish made up of rice and seafood as many students may be unfamiliar with the specific dish, also providing accessibility for any student who may struggle reading the term *paella*; and
- students should be able to recognize that many cultures, both familiar to them and new, came to the Louisiana region and blended their own culture with a new way of life.

Source 3: Adapted from a Newspaper Article about Acadians Who Sailed to Louisiana

Since this source introduction and text has more than 100 words, the LDOE applied a Lexile measure to verify appropriateness of the reading level. Because of the typically uncommon nouns used in the text (Great Britain, Acadian, French, Europe, New Orleans, Florida, and Spanish), the Lexile measure skewed high. When these grade-level, content-specific vocabulary words were replaced with more common nouns, the Lexile dropped to 800-900. The ATOS level is slightly higher than the band due to longer sentence length. The overall text complexity scored medium due to the longer sentence length and the high number of vocabulary terms used. The table shows the quantitative and qualitative metric outcome.

Quantitative Metrics			Qualitative Metrics			
Word Count	Lexile Level	ATOS Level	Complexity: Information Density	Complexity: Text Structure	Complexity: Vocabulary	Complexity: Total
157	940	6.4	2-Medium	2-Medium	2-Medium	5-7=Medium

The review committee determined

- any further adaptations, such as replacing the proper nouns, would create confusion for students; and
- the proper nouns are grade-level, content-specific vocabulary words the students should be able to recognize in print after year-long instruction.

Source 4: Haitians Flee to Louisiana

The source did not meet the recommended word count for an accurate Lexile measurement. Other qualitative measures were used to determine appropriate reading level. The review committee determined

- the introduction provides context for the picture;
- the sentence length and word choices were appropriate;
- this source connects and builds upon the concept of the growth of Louisiana’s culture due to diverse settlers moving into the region.

Example Readability Analysis: [Life in the Middle Colonies, Grade 5 Item Set](#)

This set focuses in on the natural resources and geography of the Middle Colonies, and how this developed a way of life unique from the other colonies. Items in this set align to geography and economics [Grade Level Expectations](#). The questions in the set explore settlement in the Middle Colonies, natural resources of the region, the economic motivations of the settlers, and ask students to connect how the geography impacted the economic development specific to the Middle Colonies.

Source 1: Products of the Middle Colonies

Because this graphic does not include any text, it was not evaluated for readability. The review committee determined the graphic accessible to all students, including visually impaired and special education students.

[Source 2: Adapted from *Positive Information from America \(1683\)*](#), and [Source 3: Adapted from a letter by Maria Van Rensselaer \(1675\)](#)

These texts were measured using both quantitative and qualitative metrics for readability and grade-level appropriateness. The following table summarizes the quantitative and qualitative metric information.

Source	Quantitative Metrics			Qualitative Metrics			
	Word Count	Lexile Level	ATOS Level	Complexity: Information Density	Complexity: Text Structure	Complexity: Vocabulary	Complexity: Total
2	135	940	7.1	2-Medium	1-Low	2-Medium	5-7-Medium
3	206	930	7.5	2-Medium	1-Low	2-Medium	5-7 Medium

Since the adapted texts have 100 or more words, the LDOE applied a Lexile measure to verify appropriateness of the reading level; sources 2 and 3 measure near the top of the 4th-5th grade band. Source 2 measured 7.1 on the ATOS metric, within the recommended range for grade 5; source 3 measured 7.5, just outside the recommended range (up to 7.3). The LDOE adapted the original text of both sources to bring the quantitative and qualitative measures down because the original texts were inaccessible for students in grade 5. With the guidance of classroom teachers, content specialists, and specialists such as teachers of special education students and English language learners, the LDOE removed and/or changed text to bring the overall complexity and vocabulary to the appropriate level. The review committee felt students should be able to access vocabulary terms such as *West Indies* and *export* after year-long instruction and should not be adapted so as to maintain the authenticity of the original source. These adapted texts fall within the medium and low ranges with an overall complexity score of medium.

Grade 3 Annotated Practice Test Items

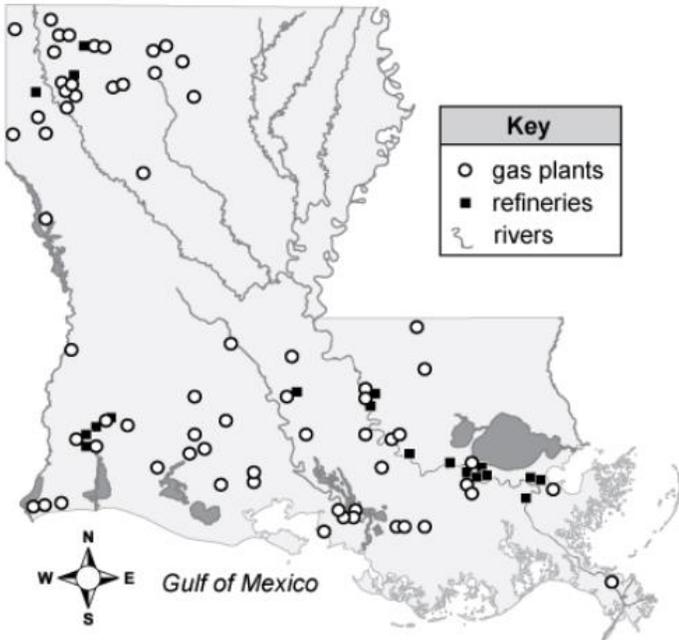
Sources

Source 1: Jennings Field (Early 1900s)

Oil was discovered at Jennings Field on September 21, 1901. The discovery started an “oil rush.” This picture shows many oil wells in Jennings, Louisiana. These wells pumped oil from a huge oil field. An oil field is a lake of oil deep underground. More than 7,000 barrels of oil were produced every day at the Jennings oil field.



Source 2: Louisiana Gas Plants and Refineries



Source 3: John Wark/AirPhoto.

Source 3: Louisiana Oil Refinery

This picture shows the Marathon Refinery on the Mississippi River in Garyville, Louisiana. Oil companies produce nearly 1.45 million barrels of oil in Louisiana every day. Almost 65,000 people work in the oil industry in Louisiana. State and local governments in Louisiana get billions of dollars a year from the oil industry.



Source 4: Some Surprising Uses for Petroleum

chewing gum	hula hoops
pillows	toothpaste
aspirin	tires
crayons	umbrellas
balloons	cameras

Grade 3 Annotated Practice Test Items

Item Set: Associated Items, Practice Test 6-10

6. Based on Source 1 and Source 3, how have oil wells **most** changed life in Louisiana?

This question assesses the student's understanding of how the oil industry has contributed to the economic development of Louisiana.

A. Oil wells brought many tourists into the state.

Distractor Option A. The student may recognize that Louisiana has a large tourist industry. However, the student does not understand that the oil industry is not a significant attraction for most tourists. The student may also misinterpret Source 3, which refers to 65,000 people working in the Louisiana oil industry.

B. Oil wells increased the amount of land for farming.

Distractor Option B. The student may recognize that Louisiana has a large agricultural sector. However, the student does not understand that the oil industry competes with the agricultural sector for land usage, as suggested in Source 1. The student may also misinterpret the photograph in Source 3 that shows farms across the river from the oil refinery.

C. Oil wells took the place of other businesses.

Distractor Option C. The student may recognize that the economy of Louisiana has evolved over time. However, the student does not understand that the oil industry contributed to expanding the economy of Louisiana and did not require other industries to shut down. The student may also misinterpret the reference to 65,000 employees in Source 3 as meaning that the oil industry has replaced other businesses.

D. Oil wells started an industry that provides jobs.

Correct Answer: D. The student recognizes that the oil industry is a significant employer in Louisiana. The student may use Source 1 to determine that there is significant activity in the oil industry as a result of the building of the oil derricks. The student may use Source 3 to see that many people in Louisiana work for petroleum companies.

7. Which statement **best** explains why there are fewer refineries in central Louisiana than in southern Louisiana, as shown in Source 2?

A. There are fewer gas stations in central Louisiana.

B. There are more oil wells in southern Louisiana.

C. There are fewer refinery workers in central Louisiana.

D. There is more need for oil in southern Louisiana.

This question assesses the student's understanding of the relationship between physical characteristics of Louisiana and economic activities in Louisiana.

Distractor Option A. The student may recognize that more people live near the New Orleans metropolitan area than in central Louisiana, and may connect the smaller population in central Louisiana with a need for fewer drivers and fewer gas stations in central Louisiana. However, the student does not understand that the numbers of drivers in each area are not the reason why refineries are located near gas plants.

Correct Answer: B. The student recognizes that oil refineries are near oil wells because oil wells are sources of petroleum. The student may use the map in Source 2, as well as outside knowledge, to recognize that many of the oil wells that supply oil to oil refineries in southern Louisiana are offshore in the Gulf of Mexico.

Distractor Option C. The student may recognize that more people live in the larger urban areas of southern Louisiana than live in central Louisiana. However, the student does not understand that people frequently migrate to where they will find work, rather than expecting the work to come to their community. Workers who are skilled in oil-refinery work are more likely to move to communities near oil refineries.

Distractor Option D. The student may recognize that more people live in the larger urban areas of southern Louisiana. However, the student may not understand that refined oil products can be transported to other areas where there is a demand for these products, not only used where they are produced.

8. Based on Source 2 and Source 3, why are rivers and ports important to the oil industry?

This question assesses the student's understanding of how rivers and ports are used by the oil industry.

A. They are used to catch seafood for the workers.

Distractor Option A. The student may recognize that seafood is a major agricultural commodity in Louisiana and that many fishermen use the rivers to catch their fish. However, the student does not understand that seafood is not a part of the oil industry. The student may also misinterpret the photograph in Source 3, which shows the refinery next to a river.

B. They are used to provide steam to power trains.

Distractor Option B. The student may recognize that trains were once powered by steam, which can be generated from burning coal. The student may also know that modern train engines rely on diesel fuel. However, the student does not understand that rivers and ports do not help trains generate steam.

C. They are used to produce goods made from oil.

Distractor Option C. The student may recognize that ports are used to ship goods. However, the student does not understand that ports are used in the transportation phase, not the production phase, of economic development. The ports and rivers do not produce petroleum-based products. They are used for shipping the petroleum-based products to other areas.

D. They are used to ship oil around the world.

Correct Answer: D. The student recognizes that ships use rivers and ports to carry oil from refineries to the rest of the world. The student may use Source 2, which shows the river network and the proximity of refineries to the rivers. The student may also use Source 3, which shows a river and a port next to a refinery.

9. How does Source 4 show the importance of the oil industry in Louisiana?

This question assesses the student's understanding of how important the oil industry is to the economy of Louisiana.

A. It shows that people want to have jobs at oil refineries.

Distractor Option A. The student may recognize that the oil industry hires many people in Louisiana. However, the student does not correctly interpret Source 4, which does not describe jobs in oil refineries. The products listed in Source 4 are consumer goods that are not part of the oil-refining industry.

B. It shows that producers make a lot of money from oil wells.

Distractor Option B. The student may recognize that oil generates significant revenues for oil companies in Louisiana. However, the student does not correctly interpret Source 4, which shows various types of products that are manufactured from petroleum.

C. It shows that oil is used to make many different products.

Correct Answer: C. The student recognizes that petroleum is used to make a wide variety of products, not just gasoline, which consumers use in everyday life. The oil and refined chemicals used to produce these consumer goods provide jobs to workers in Louisiana.

D. It shows that people need oil to send products to other places.

Distractor Option D. The student may recognize that oil is refined into gasoline that is used to transport products. However, the student does not understand that the products in Source 4 are manufactured from the chemicals refined from petroleum oil, not from gasoline.

10. A student has enough money to buy only one of the products shown in Source 4. What is the opportunity cost of buying crayons?

A. the price of the crayons

B. the supply of crayons

C. the purchase of chewing gum

D. the number of packs of chewing gum

This question assesses the student's understanding of the scarcity of money and of the choices that consumers must make when they have a limited amount of money.

Distractor Option A. The student may recognize that a consumer's decision to purchase a product is affected by the price of the product. However, the student does not understand that opportunity cost in this scenario involves giving up a chance to purchase another product.

Distractor Option B. The student may recognize that supply of a product affects a consumer's decision to buy it. However, the student does not understand that opportunity cost in this scenario involves the loss of the potential gain from purchasing another product as a result of buying the crayons.

Correct Answer: C. The student recognizes that opportunity cost in this scenario involves giving up the potential gain of enjoying the chewing gum as a result of buying the crayons.

Distractor Option D. The student may recognize the supply of chewing gum as an important factor in buying the crayons. However, the student does not understand that opportunity cost in this scenario more closely involves giving up the chance to purchase the chewing gum than it involves the supply of the chewing gum.

Grade 3 Annotated Practice Test Items

Item Set: Sources

Source 1: Career Profile: Firefighters

2015 Average Salary: \$25,440–\$34,240 in Louisiana

Education: Firefighters need a high school diploma and training in emergency medical services. Most firefighters are trained at a fire academy. They must pass written and physical tests.

Job Description: Firefighters control and put out fires. They also help out whenever life, property, or the environment is at risk.

Interview with Teri Gilland, Captain, Ward Six Fire Protection District 1, Louisiana

Q: How did you decide you wanted to be a firefighter?

A: At the age of 18, my twin brother joined the local fire department. My husband was also a member of the fire department. After riding to a few fires with him, I saw that the department could use more volunteers. So I decided to join the department in 1992. I was unaware that this volunteer job would become my career.

Q: What would you tell people who want to be firefighters?

A: Never let anyone tell you that you cannot be a firefighter, or that the job is too tough for a girl to do. It is the most rewarding¹ career that I could have ever dreamed of having. It is hard at times, and it takes a lot of physical effort and training, but it is worth it.

¹**rewarding:** satisfying or enjoyable



Source 2: Career Profile: Civil Engineer

2015 Average Salary: \$87,750–\$110,050 in Louisiana

Education: Bachelor's degree; government license required in most states.

Job Description: Civil engineers plan, build, and manage construction projects. This includes roads, buildings, airports, tunnels, dams, bridges, and other projects. Civil engineers work in many different locations and conditions. Many spend time outdoors at construction sites so that they can solve problems while there.

Interview with Joseph Niles, Engineering Manager, Louisiana

Q: What do you like best about being an engineer?

A: I always tried to learn from every experience.

Q: What would you tell people who want to be engineers?

A: Enjoy school, and don't get down about having to miss out on some social activities because you have to study. All the hard work is an investment¹ in yourself, and it will pay off in a few years.

Q: What can future engineers do to improve their learning?

A: I was a member of several organizations² while in college, including the National Society of Black Engineers (NSBE). Being a member of NSBE helped me learn about the many types of jobs engineers can have.

¹**investment:** act of spending money, time, or effort to get something in return

²**organizations:** groups of people with a common goal



Source 1: "Female Firefighters in SWLA" by Lydia Crochet from Lagniappe Magazine. Copyright © 2015 Lagniappe Magazine. Reprinted by permission of Lagniappe Magazine. All rights reserved.

Source 2: "Industrial Engineering Alumnus Discusses Finding a Job and Working-up the Organizational Chain" from LSU College of Engineering News. Copyright © 2016 Louisiana State University College of Engineering. All Rights Reserved.

Grade 3 Annotated Practice Test Items

Item Set: Associated Items, Practice Test 39-44

39. Using Source 2, which statement **best** describes how engineers like Joseph Niles can have a positive effect on the land where he works?

- A. They can build bridges over crowded roads to decrease traffic.
- B. They can build large buildings where many people can work.
- C. They can use their skills to build cities that keep wildlife habitats safe.
- D. They can use their experience to make airport travel faster.

This question assesses the student’s understanding of how people in various jobs, such as an engineer, can affect the environment in positive ways.

Distractor Option A. The student may recognize that an engineer can help to reduce traffic by building bridges, but the student fails to connect this to the having a positive effect on the land, but rather a positive effect on the people in the community.

Distractor Option B. The student may recognize that civil engineers plan, build, and manage construction projects as explained in the source, but does not understand that this job will necessarily have a positive effect on the environment.

Correct Answer: C. The student recognizes that by using their skills to protect wildlife and habitats, civil engineers can make positive choices in their environment by preserving and protecting wildlife.

Distractor Option D. The student may recognize that civil engineers work with designing airports as noted in Source 2, but does not understand that faster air may not be a positive effect on the land.

40. Which technologies have most helped fire departments to do their job safely?

Select the **two** correct answers.

- A. special suits that resist fire
- B. large vehicles that carry equipment
- C. maps to help the fire department arrive quickly
- D. air masks to avoid breathing smoke
- E. special tools to connect hoses to fire hydrants

This question assesses the student’s understanding of how technology has changed the role of community workers in Louisiana over time.

Correct Answer A. The student recognizes that improvements to technology not only are a part of computer systems, but technology can also incorporate advanced types of materials such as cloth.

Distractor Option B. The student may make a connection that technology helps to create larger vehicles to carry equipment, but does not make the connection to how larger vehicles make a firefighter safer.

Distractor Option C. The student recognizes that navigations systems are a part of technology and can help fire departments to arrive faster. The student has not connected a faster arrival time to completing a job safely.

Correct Answer: D. The student recognizes that technology is also connected to improvements in safety equipment, including air masks to help firefighters breathe in smoke filled building.

Distractor Option E. The student recognizes that tools are necessary in how firefighters work, but fails to connect how the tools make the job safer.

41. Based on Source 1, how does Teri Gilland help society meet its needs?

This question assesses the student’s understanding of how citizens contribute to society.

A. by telling people about her job

Distractor Option A. The student may recognize that in Source 1, Teri Gilland explains the role of being a firefighter. However, the student does not understand that her telling people about her job does not help society meet its needs. The work that she describes in the interview is how she helps society meet its needs.

B. by protecting people from loss

Correct Answer: B. The student correctly interprets the job description and the interview in Source 1 and recognizes that by protecting people, Teri Gilland is helping society meet its needs.

C. by getting paid a salary for her work

Distractor Option C. The student may recognize that Teri Gilland earns a salary as a firefighter, as indicated in Source 1. However, the student does not understand that earning a salary does not necessarily help society meet its needs. Rather, it helps Teri Gilland meet her personal needs. The work that Teri Gilland performs to earn her salary is how she helps society meet its needs.

D. by passing written and physical tests

Distractor Option D. The student may recognize that Teri Gilland had to pass tests to become a firefighter, as described in Source 1. However, the student does not understand that passing tests does not help society meet its needs. It helps Teri Gilland achieve a personal professional goal that she has set for herself. The work that Teri Gilland performs after she passes her tests is how she helps society meet its needs, by protecting people and property.

42. Based on Source 2, how do engineers help the economy of Louisiana?

This question assesses the student’s understanding of the role of engineers in the economy of Louisiana.

A. They spend time outdoors at construction sites.

Distractor Option A. The student may recognize from the job description in Source 2 that engineers frequently work outside. However, the student does not understand that spending time outside is not the critical work that engineers perform that benefits the economy of Louisiana; the work they do is how they contribute to the economy of Louisiana.

B. They earn much more money than firefighters do.

Distractor Option B. The student may recognize, by comparing the job descriptions in Source 1 and Source 2, that engineers earn more money than firefighters. However, the student may not understand that earning money mainly benefits the individual who earns it, not the economy of Louisiana overall. The activities performed by engineers contribute to the economy of Louisiana by providing jobs to other people.

C. They enjoy going to school and learning new things.

Distractor Option C. The student may recognize from the job description and the interview in Source 2 that working as an engineer requires a university education. However, the student does not understand that, although the knowledge that they gain and their application of that knowledge are benefits to their work, enjoying school and learning are not ways in which engineers help the economy of Louisiana.

D. They plan large projects that provide income to workers.

Correct Answer: D. The student correctly interprets Source 2, which notes that engineers plan large construction projects. The student recognizes that planning construction projects creates jobs for workers, which benefits the economy of Louisiana.

43. Based on both of the sources, how is a job as a firefighter similar to a job as an engineer?

This question assesses the student's understanding of the similar job requirements for firefighters and engineers.

- A. Both jobs require good physical fitness.
- B. Both jobs require emergency medical training.
- C. Both jobs require education or training after high school.
- D. Both jobs require planning and managing construction projects.

Distractor Option A. The student may recognize that firefighters require physical fitness, as noted in Source 1. Firefighters must pass a physical examination to do their work. However, the student may have misread the career profile for civil engineers in Source 2. Being physically fit is not a requirement of engineers. The student may confuse working outdoors with physical fitness.

Distractor Option B. The student may recognize that firefighters require medical training, as noted in Source 1. However, the student may have misread the career profile for engineers in Source 2. The student may misinterpret receiving a government license as requiring medical training.

Correct Answer: C. The student recognizes that both jobs require additional education beyond high school, as noted in both Source 1

Distractor Option D. The student may recognize that engineers plan and manage construction projects, as noted in Source 2. However, the student may have misread the career profile in Source 1. The student may misinterpret protecting property as being similar to working on construction projects.

44. As an engineer, Joseph Niles works with people who have certain skills. Some people work only with concrete. Others work only with steel. Which term **best** describes jobs that require people to work on one small part of a larger project?

This question assesses the student's understanding of the concept of job specialization.

- A. competition
- B. barter
- C. specialization
- D. producers

Distractor Option A. The student may recognize that competition is an important part of a free-market economy. However, the student does not understand that the scenario in the question does not describe competition among employees. It describes employees cooperating to complete the project.

Distractor Option B. The student may recognize that barter is an economic term, but does not make the connection that this applies to exchange of goods rather the breakdown of larger jobs into smaller, more specialized ones.

Correct Answer: C. The student recognizes that different people working on different small parts of a project is an example of specialization.

Distractor Option D. The student may recognize that making concrete or steel is part of production. However, the student does not understand the scenario, which does not describe the engineers making concrete or steel.

Grade 4 Annotated Practice Test Items

Item Set: Sources

Source 1: Ruby Bridges

In this photograph, Ruby Bridges stands next to a sculpture of herself as a young girl during a ceremony in 2014. The sculpture marks the day in 1960 when Bridges became the first African American to attend the all-white William Frantz Elementary School in New Orleans. Before that, black students and white students had to attend separate schools. The Supreme Court ruled this practice unconstitutional with the 1954 case of *Brown v. Board of Education*.



Source 1: SiliconValleyStock/Alamy

Source 2: Some Ways to Be a Good Citizen



Source 3: Thomas Jefferson on Citizenship (1792)

Thomas Jefferson was the main author of the Declaration of Independence and the third president of the United States. At the time of this quotation, he was serving as secretary of state under President George Washington.

“A nation, as a society, forms a moral person, and every member of it is personally responsible for his society.”

Grade 4 Annotated Practice Test Items

Item Set: Associated Items, Practice Test 23-28

23. Based on Source 1, which right did Ruby Bridges exercise in 1960?

This question assesses the student’s understanding of the different civil rights that people have in the United States.

A. the right to worship freely

Distractor Option A. The student may recognize that the right to worship freely is a right guaranteed by the U.S. Constitution. However, the student does not understand that Source 1 does not address the freedom of religion.

B. the right to run for public office

Distractor Option B. The student may recognize that the right to run for public office is a civil right guaranteed to citizens of the United States. However, the student does not understand that Source 1 does not discuss Ruby Bridges seeking public office. The student may also not understand that working as a civil rights activist is not the same as seeking to hold public office.

C. the right to equal treatment

Correct Answer: C. The student recognizes that Ruby Bridges was working as a civil rights activist, and recognizes that the civil rights movement wanted equal treatment for all citizens before the law. One of the goals of the civil rights movement was to end segregation of public schools, as shown in Source 1.

D. the right to a fair trial by jury

Distractor Option D. The student may recognize that the right to a fair trial by jury is a right guaranteed by the U.S. Constitution. The student may also recognize that civil rights activists fought for equal rights through the court system. However, the student may not understand Source 1, which references *Brown v. Board of Education*. The student may believe that because *Brown v. Board of Education* is referenced, Ruby Bridges was fighting for a fair trial.

24. Based on Source 2, which statement describes a responsibility of citizenship?

This question assesses the student’s understanding of the responsibilities that all citizens have in a democracy.

A. Citizens should learn about current events and political issues.

Correct Answer: A. The student recognizes that “learns what is going on in the world” in Source 2 means that citizens should be informed about current events and political issues.

B. Citizens should take important issues to the Supreme Court.

Distractor Option B. The student may recognize that a right to a trial is a right of citizens. However, the student does not understand that a right is not the same as a responsibility—for example, citizens have a responsibility to participate in jury duty.

C. Citizens should ignore the opinions of people they disagree with.

Distractor Option C. The student may recognize that ignoring the opinions of others is a right of citizens. However, the student does not understand that a right is not the same as a responsibility. Source 2 notes that respecting the rights of others is considered a responsibility of good citizens.

D. Citizens should vote for the candidate who is most likely to win.

Distractor Option D. The student may recognize that voting is a right of citizenship. However, the student does not understand that voting for the most likely candidate to win is not necessarily an act of being a citizen. Voting in an election is a responsibility of citizenship.

25. Based on Source 2 and Source 3, which statements **best** describe qualities of good citizens?

Select the **two** correct answers.

A. They go to college.

This question assesses the student's understanding of the qualities of good citizens.

Distractor Option A. The student may recognize that going to college is an important goal for many people. However, the student does not understand that it is not necessarily a quality of being a good citizen. Many people have not attended college but are still good citizens.

B. They use their talents.

Distractor Option B. The student may recognize that using one's talents to the best of one's ability is an important goal for individuals. However, the student does not understand that it is not a quality of being a good citizen. Using one's talents benefits the individual, but it does not necessarily benefit society.

C. They spend money.

Distractor Option C. The student may recognize that consumers spend money. However, the student does not understand that being a consumer is not a quality of being a good citizen. It is an activity that benefits the individual, but it does not always benefit society.

D. They vote in elections.

Correct Answer: D. The student recognizes that voting in elections is an important quality of being a good citizen. Using Source 3, the student may recognize that voting in elections is one way in which citizens can be personally responsible for their society.

E. They volunteer their time.

Correct Answer: E. The student recognizes that volunteering one's time is an important quality of being a good citizen. The student may interpret "contributes to the community" in Source 2 as referring to volunteering time.

F. They study history.

Distractor Option F. The student may recognize that studying history is important to many people. However, the student does not understand that it is not a quality of being a good citizen. It is an interest that mainly benefits the individual and does not necessarily benefit society.

26. Which statement **best** describes how good citizens contribute to the democratic process in the United States?

A. Good citizens care for the environment.

This question assesses the student’s recognition of examples of good citizenship and the student’s understanding of their benefits to American.

B. Good citizens write to their senators to express opinions.

Distractor Option A. The student may recognize that good citizens contribute to society by caring for the environment as “contribute to the community” is shown in Source 2. However, the response does not clearly address the question as caring for the environment does not relate to contributing to the democratic process.

Correct Answer: B. The student recognizes that citizens writing to their senators to express their opinions can make an important contribution to the democratic process by letting government officials know how people feel about political issues. Using Source 2, the student may recognize that writing to elected officials is a way of contributing to the community. Using Source 3, the student may also recognize that writing to senators is a way that citizens can be personally responsible for their society.

C. Good citizens create parks in neighborhoods.

Distractor Option C. The student may recognize that creating a park in a neighborhood may be a sign of a good citizen, as suggested in Source 2. However, the student does not understand that building parks does not necessarily contribute to the democratic process in the United States.

D. Good citizens make new laws to benefit themselves.

Distractor Option D. The student may recognize that making laws is an important part of the democratic process. However, the student does not understand that making laws to benefit oneself does not necessarily contribute to the democratic process, and that, rather than benefiting the democratic process, it may harm the democratic process.

27. Which activity **best** describes an individual citizen helping to solve a current problem?

A. Brianna learns about how people of her community are working to clean up litter at local parks.

This question assesses the student’s understanding of how citizens can contribute to their communities by solving problems.

Distractor Option A. The student may recognize that being informed about local issues in the community is a sign of a good citizen, as referenced in Source 2. However, the student does not understand that being informed is not the same as helping to solve a current problem.

B. Richard writes a report for the local newspaper, describing an important event in state history.

Distractor Option B. The student may recognize that writing a newspaper article is an important contribution to keeping the public informed, as implied in Source 2. However, the student does not understand that writing an article about history is not the same as helping to solve a current problem.

C. Michael speaks to the city council, asking them to put a stop sign at a dangerous intersection.

Correct Answer: C. The student recognizes that speaking to a city council and asking it to put up traffic signs on a dangerous street is an example of a citizen helping to solve a current problem.

D. Gabriela visits the mayor of her town and then tells her classmates about the experience.

Distractor Option D. The student may recognize that meeting the mayor of a town is an important way for a citizen to be informed about local issues in the community, as referenced in Source 2. However, the student does not understand that being an informed citizen is not the same as helping to solve a current problem.

28. Based on Source 1 and Source 3, which statement **best** describes how Ruby Bridges fulfilled Thomas Jefferson's idea of being personally responsible to society?

- A. She attended school when no one else wanted to.
- B. She followed new laws as soon as they were made.
- C. She took a courageous stand on an important issue.
- D. She changed what students learned about in school.

This question assesses the student's ability to recognize an example of a political concept.

Distractor Option A. The student may recognize that Ruby Bridges wanted to attend school, as referenced in Source 1. However, the student does not understand that others also wanted to attend the school.

Distractor Option B. The student may recognize that Ruby Bridges was able to attend William Frantz Elementary School after the U.S. Supreme Court decision in *Brown v. Board of Education*, as indicated in Source 1. However, the student does not understand Source 3. Thomas Jefferson was not simply encouraging people to follow the laws of society; he was encouraging people to take personal responsibility to make society more moral and just.

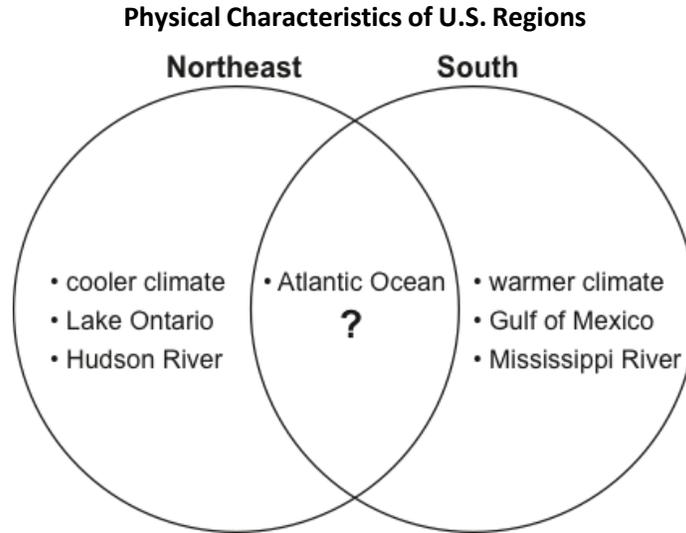
Correct Answer: C. The student recognizes that Ruby Bridges took a courageous stand on an important issue, as suggested in Source 1. The student also recognizes that her action was an act of personal responsibility to make society more moral and just, as indicated in Source 3.

Distractor Option D. The student may recognize that Ruby Bridges is often taught about in classrooms because of her activities in the civil rights movement. However, the student does not understand that Ruby Bridges did not change what students learned about.

Grade 4 Annotated Practice Test Items

Standalone Item

46. Use the Venn diagram and your knowledge of social studies to answer the question.



Which physical characteristic **best** completes the Venn diagram?

- A. Grand Canyon
- B. Everglades
- C. Great Basin
- D. Appalachian Mountains

This question assesses the student’s understanding of geographic features that are shared among the Northeast and the South.

Distractor Option A. The student does not know the location of the Grand Canyon and does not understand that it is found in the Southwest.

Distractor Option B. The student does not know the location of the Everglades and does not understand that it is found in the South.

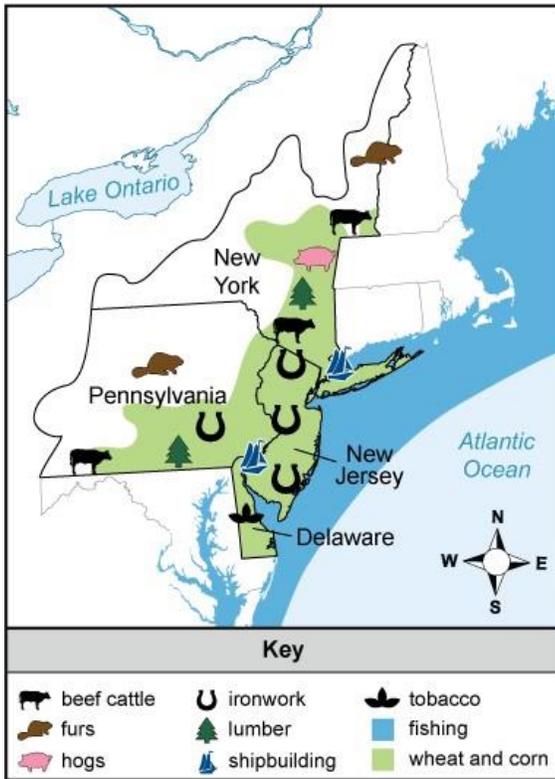
Distractor Option C. The student does not know the location of the Great Basin and does not understand that it is found in the West.

Correct Answer: D. The student recognizes that the Appalachian Mountains are a geographic feature in both the Northeast and the South.

Grade 5 Annotated Practice Test Items

Item Set: Sources

Source 1: Products of the Middle Colonies



Source 2: Adapted from *Positive Information from America* (1683)

by Francis Daniel Pastorius

German immigrant Francis Daniel Pastorius described his thoughts of Pennsylvania upon his arrival.

Every day Philadelphia increases in houses and residents. Soon a prison will be built so that those who are not willing to live in a proper manner may be punished. In Frankfort, they have built a mill and a glass factory. Not far from there lies our Germantown, where already forty-two people are living in twelve dwellings. They are mostly linen weavers and not very skilled in agriculture. These good people spent all their money to pay for the journey here. If William Penn had not advanced supplies to them, they would have become servants to others. Germantown lies on black, rich soil and is half surrounded with streams like a natural defense. Every family has a house lot of three acres.

Source 3: Adapted from a Letter by Maria van Rensselaer (1675)

Maria van Rensselaer lived in the Dutch colony of New Netherland, which became New York Colony in 1674 after war between England and Holland. In the letter, she wrote to her brother-in-law.

To Richard,

The government here in this country is good. Trade is carried on as before to Boston and the West Indies. Trading with the Indians goes on as it did while you were here. The past summer there was a lively trade. Agriculture, during the last two years, has become so much worse. Because of the high water and the increase of weeds, the farmers demand a reduction in the rent. The honorable governor has forbidden the export of wheat flour for six months, but allowed that of bread.

As to my house and the land, they are in the same condition as when my husband was living. May it please the Lord that we may possess them in peace and have the mill for making wheat into flour and the sawmill, so that I may be able to support myself. But we live here in great fear of the war between the English and the Indians around the north and of New England. The Indians have attacked many villages and killed many.

Grade 5 Annotated Practice Test Items

Item Set: Associated Items, Practice Test 1-5

1. Using all of the sources, which motivation for settling the Middle colonies was shared by England and the Netherlands?

A. They hoped to find allies among Native American tribes against the Spanish.

B. They wanted to discover and use natural resources that were scarce in Europe.

C. They wanted to provide a place where criminals could rebuild their lives.

D. They hoped to introduce and spread new religions to the local indigenous people.

This question assesses the student’s understanding of the similar reasons that England and the Netherlands had for founding their colonies in North America.

Distractor Option A. The student may recognize that in Source 3, the writer discusses trade between Dutch merchants and Native Americans, but the student may misinterpret the discussion as meaning that the Dutch were looking to the Native Americans in the Middle colonies to be allies against the Spanish. The student may also have outside content knowledge that the English had allies among some of the Native American tribes. However, the main rivals of the English in the region were the French, not the Spanish.

Correct Answer: B. The student recognizes that the different resources identified in Source 1 were motivations for English and Dutch settlers; the student may analyze Source 2 and Source 3 and interpret the rich farm land as a natural resource desired by England and the Netherlands that would attract colonists; the student may also use their knowledge of social studies to answer the question.

Distractor Option C. The student may recognize, from outside content knowledge, that criminals were sometimes deported to the colonies in North America, such as Georgia. The student may misinterpret Source 2, which references the building of a prison. This prison was built to punish colonists who violated laws in Pennsylvania, not to house criminals from Europe.

Distractor Option D. The student may recognize from outside content knowledge that religious freedom was a motivation of many English colonists at this time. However, the original intent was not to convert natives to Christianity. The main intent of the Dutch was for economic motivations, as shown in source 3. Though the sources mention local indigenous populations, neither address the spreading of new religions to the natives.

2. Based on all of the sources, which statement **best** describes settlement and land use in the Middle colonies?

- A. The climate and geography of the Middle colonies allowed settlers to grow sugar cane and produce molasses.
- B. The location and environment of the Middle colonies allowed settlers to establish farms and grow grains.
- C. The lack of coastal cities in the Middle colonies prevented settlers from making a living harvesting fish from the ocean.
- D. The lack of animals with pelts in the Middle colonies prevented settlers from engaging in the fur trade.

This question assesses the student's understanding of how the geography of the Middle colonies influenced the settlement and land use of the Middle colonies.

Distractor Option A. The student may understand that sugar cane and molasses were major agricultural goods produced in North America. However, sugar-cane plantations were mainly in the Caribbean, where the tropical climate was suitable for growing sugar cane. Source 1 suggests that sugar cane was not grown in the Middle colonies. These colonies did not have a climate that was suitable for growing sugar cane.

Correct Answer: B. The student correctly interprets Source 1 and Source 3, recognizing that farms were established in the Middle colonies and that grains, such as wheat, were a major agricultural product in that region. Using Source 2, the student may also recognize that the soil there was very fertile for crop production.

Distractor Option C. The student may misinterpret the sources, and may not recognize that there were ports in the Middle colonies and that fishing was an industry in that region. Source 1 shows that fishing took place along the Atlantic coast, including in the Middle colonies, but does not show ports. Source 2, however, references Philadelphia, which was a port and was one of the largest cities in the Middle colonies. Source 3 also makes reference to New York Colony, which was one of the largest ports in North America and had vibrant trade with New England and the Caribbean.

Distractor Option D. The student may misinterpret Source 1, which shows that fur trading took place in the colony of Pennsylvania. The student may believe that because the symbol for furs is outside the green area representing farmland, fur trading did not take place in Pennsylvania.

3. Based on Source 2, which statements **best** describe natural resources used by settlers in the Middle colonies?

Select the **two** correct answers.

- A. Settlers cut down forests to build cities.
- B. Settlers used irrigation canals to grow crops.
- C. Settlers harnessed rivers for energy.
- D. Settlers cleared land for large plantations.
- E. Settlers trapped buffalo for hides.
- F. Settlers used soil for adobe dwellings.

This question assesses the student's understanding of the natural resources available to settlers in the Middle colonies and how the settlers used those natural resources.

Correct Answer: A. The student recognizes that colonists would have needed to cut down forests to produce lumber for use as building materials. The student interprets from Source 2 that timber from the forests was used to build houses. Forests also needed to be cleared so that cities could be built on the land. The student may use Source 1, which shows lumber as a resource. The student may also use Source 3, which discusses a sawmill.

Distractor Option B. The student may misinterpret Source 2 and Source 3 because they refer to streams and high water. The student may recognize that irrigation canals were used to grow crops. However, irrigation canals were not used much in the Middle colonies. As indicated in Source 2 and Source 3, these colonies had adequate sources of water that made canals unnecessary.

Correct Answer: C. The student recognizes that rivers and streams were important for providing a source of energy for flour mills and sawmills. The student interprets from Source 2 that streams were necessary sources of energy for the mill built in Frankfort. The student may also use Source 3, which discusses a flour mill and a sawmill.

Distractor Option D. The student may recognize that land needed to be cleared to build large plantations. However, most large plantations were created in the Southern colonies and in the Caribbean colonies, rather than in the Middle colonies.

Distractor Option E. The student may recognize that buffalo were an important source of furs in American history. The student may also misinterpret Source 1, which shows furs as a resource in the Middle colonies. However, these furs were mainly beaver, fox, mink, or bear. Buffalo were not a main source of furs in the Middle colonies. Buffalo appeared in Kentucky, but not east of the Appalachian Mountains, and hunting of buffalo in large numbers primarily took place in the nineteenth century.

Distractor Option F. The student may have outside content knowledge that adobe was an important resource for building houses in North America. However, adobe was used in the Southwest by Native American tribes and by Spanish settlers, not in the Middle colonies.

4. Read the quotation from Source 3.

“May it please the Lord that we may possess them in peace and have the mill for making wheat into flour and the sawmill, so that I may be able to support myself.”

Which statement describes a similarity between the economies of the New England colonies and the Middle colonies?

This question assesses the student’s understanding of the similarities in the types of economic needs and activities of the New England colonies and the Middle colonies.

A. Grain was the main export from both areas.

Distractor Option A. The student may understand that grain was a major export of the Middle colonies by interpreting Source 1. However, in analyzing the map, the student may incorrectly assume that it was also a major export of the New England colonies.

B. Factories employed many settlers in both areas.

Distractor Option B. The student may recognize that there were factories in the Middle colonies by interpreting Source 2. However, the student may have the misconception that the region had a large industrial base with many factories during this time period. Most people in the Middle and New England colonies were engaged in small-scale agriculture or trade. Few were working in factories. Industrialization and large-scale factory construction did not begin until after the United States was founded.

C. Bread had to be imported into both areas.

Distractor Option C. The student may understand that bread was a staple food of the colonists in both the Middle and New England colonies. However, the student may misinterpret Source 1, which shows wheat as a major agricultural product of the Middle Colonies. It is unlikely that bread would have been imported to the region.

D. Timber was an important natural resource for both areas.

Correct Answer: D. The student may use outside content knowledge and, in analyzing Source 3, recognize that sawmills were used to make lumber from timber. The student may also use Source 1 and confirm that timber was an important resource in the Middle Colonies, by recognizing that lumber is a product created from timber.

5. Complete the table by writing one motivation from the list next to **each** economic activity in the Middle colonies. Only **four** motivations will be used.

Motivations:

- satisfy local demand
- create new opportunities
- obtain personal glory
- expand the empire
- participate in the transatlantic fur trade
- establish a transatlantic grain trade

This question assesses the student’s understanding that the colonists had motivations that led to them engaging in specific economic activities.

Incorrect motivations

obtain personal glory: The student may associate this concept with economics, but it is not an economic concept. The student may remember glory as part of the reasons for the Spanish conquistadors exploring the New World (e.g., “glory, God, and gold”), and may incorrectly associate it with the economic activities of the Middle colonial economies.

expand the empire: The student may associate this concept with economics, but it does not align with any of the economic activities described in the left-hand column of the table.

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 export of wheat flour” (Source 3)	establish a transatlantic grain trade

Correct motivations

satisfy local demand: The student recognizes that the mill and the factory provided goods and services for local consumption. Local consumers and producers would have had needs for mills, such as to grind flour or to cut lumber. They also would have had a need for glass, such as for bottles or glass panes for houses.

create new opportunities: The student recognizes that a reason for moving to the Middle colonies would have been to find new economic opportunities for employment.

participate in the transatlantic fur trade: The student recognizes that Europeans traded with Native Americans—buying the furs that they sold and selling them to European buyers in the transatlantic market.

establish a transatlantic grain trade: The student recognizes that farmers in the Middle colonies grew wheat and corn and established trade with buyers in England to sell them.

Grade 5 Annotated Practice Test Items

Standalone

18. Use the list and your knowledge of social studies to answer the question.

The list describes the government established in the Rhode Island Colony:

- ruled by a governor
- had an assembly elected by the people
- held town meetings
- early leaders included Roger Williams and Anne Hutchinson
- laws established trial by jury and separation of church and state

Which phrase **best** describes the initial motivation for establishing the colony of Rhode Island?

This question assesses the student's understanding of why Rhode Island was founded as a colony.

A. to start farming settlements

Distractor Option A. The student may recognize that many of the English colonies were founded by colonists who had an interest in farming but does not realize that this was not the initial motivation for the founding of Rhode Island.

B. to increase fur trade with Native Americans

Distractor Option B. The student may recognize that the fur trade was an important motivation for European settlement in North America, particularly among the French and the Dutch, but does not realize that this was not the initial motivation for the founding of Rhode Island.

C. to create a manufacturing industry

Distractor Option C. The student may recognize that small-scale manufacturing occurred in the English colonies, particularly in the Middle colonies, but does not realize that this was not the initial motivation for the founding of Rhode Island.

D. to allow for freedom of religion

Correct Answer: D. The student recognizes that Roger Williams and Anne Hutchinson believed in religious tolerance and had been expelled from the Massachusetts Bay Colony for following the religious doctrine of the Puritan leadership. Roger Williams founded Rhode Island as a colony for refugees fleeing religious persecution.

Grade 5 Annotated Practice Test Items

Standalone

19. Use the text and your knowledge of social studies to answer the question.

Adapted from the Mayflower Compact (1620)

We whose names are underwritten do solemnly and mutually combine ourselves together in a civil group of persons organized under a single authority. For our better ordering and preservation, we enact and frame just and equal laws for the general good of the Colony. To the colony we promise all due submission and obedience.

Which statement **best** explains how the Mayflower Compact influenced the development of American democracy?

This question assesses the student's understanding of how the Mayflower Compact was an important document in the development of American democracy.

A. It identified the importance of citizens agreeing to be governed.

Correct Answer: A. The student recognizes, based on the source, that with the Mayflower Compact, the English settlers agreed to a set of laws and agreed to follow the rules of one government.

B. It created the separation between church and government.

Distractor Option B. The student may recognize that separation of church and state is now a part of American democracy. However, the student does not understand that the Pilgrims did not support the separation of church and state. Although they wanted the freedom of worship and to dissent from the rules of the Church of England, they did not want to separate the church from the government.

C. It established individual rights and freedoms.

Distractor Option C. The student may recognize that individual rights and freedoms are now an important part of American democracy. However, the student does not understand that the Mayflower Compact called for the colonists to submit to the decisions of the colonial government.

D. It encouraged the development of political parties.

Distractor Option D. The student may recognize that political parties are now a part of American democracy. However, the student does not understand that the Pilgrims were not interested in establishing political parties.

Grade 5 Annotated Practice Test Items

Standalone

46. Use the drawing and your knowledge of social studies to answer the question.

Drawing of the First Assembly of the House of Burgesses (1619)

This drawing shows a representative addressing the first meeting of the House of Burgesses in the Virginia Colony. The House of Burgesses was the first representative government in the American colonies.



Source: Archive Photos/Getty Images, Inc.

Which statement **best** explains how the founding of the House of Burgesses in Virginia influenced the development of government in the United States?

- A. The House of Burgesses adopted rules for creating a senate.
- B. The House of Burgesses allowed citizens to elect legislators.
- C. The House of Burgesses established a bill of rights.
- D. The House of Burgesses granted women the right to vote.

This question assesses the student's understanding of how the Virginia House of Burgesses was an early example of representative democracy in American

Distractor Option A. The student may recognize that a senate is now an important part of the U.S. government but may misinterpret the drawing as showing members of the Virginia House of Burgesses voting on the creation of a senate. The Virginia House of Burgesses did not have a senate.

Correct Answer: B. The student recognizes that the Virginia House of Burgesses was an early form of representative democracy in American history, in that its members were elected by Virginia colonists.

Distractor Option C. The student may recognize that the Bill of Rights is now a part of American democracy, and may recognize that prominent Virginians called for a bill of rights during the Constitutional Convention. However, the student does not understand that the call for a bill of rights did not occur at the founding of the colony; rather, it occurred near the end of the colonial period.

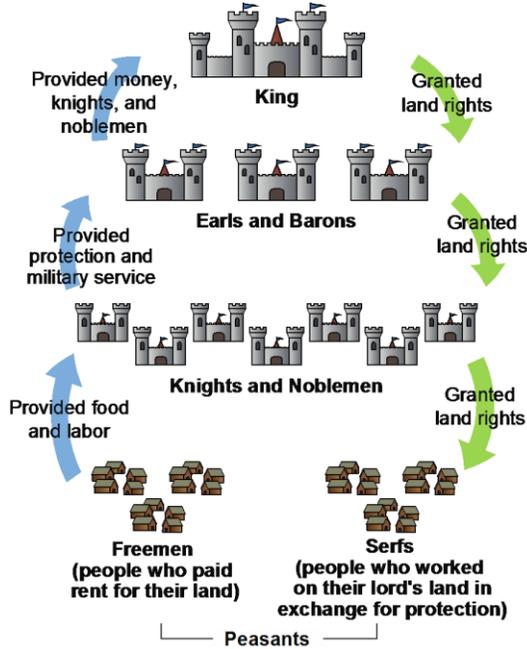
Distractor Option D. The student may recognize that women having the right to vote is now a part of American democracy. However, the student does not understand that women were not granted the right to vote until much later in American history.

Grade 6 Annotated Practice Test Items

Item Set: Sources

Source 1: The Feudal System

This graphic shows the basic structure of the feudal system in Western Europe during the Middle Ages.



Source 2: Excerpt from *Middle Ages* (1897)

by J. H. Robinson

In this excerpt, the author quotes a description written in 1265 of an English manor house. This is where the lord of the manor lived with his family, gave legal judgments, collected taxes, and provided protection to the peasants who lived on his land.

[The lord of the manor] received . . . a sufficient and handsome hall¹ . . . On the western side [of the hall] is a worthy bed on the ground, a stone chimney, [and] a wardrobe. . . [A]t the eastern end [of the hall] is a pantry and a buttery². . . There is a decent chapel covered with tiles, a portable altar, and a small cross. . . There [is] a good kitchen covered with tiles, with a furnace and ovens, . . . two tables, and alongside the kitchen a small house for baking. Also a new granary³ covered with oak shingles, and a building in which the dairy is contained . . . These are within the inner gate.

[O]utside of that gate are an old house for the servants . . . [and] two barns, one for wheat and one for oats. These buildings are enclosed with a moat, a wall, and a hedge.

¹hall: the main room of the manor house

²buttery: room where leftover food and drink are stored

³granary: building where grain is stored

Source 4: Excerpt from *Feudalism and Village Life in the Middle Ages* by Mercedes Padrino. Copyright © 2006 World Almanac Library. Reprinted with permission of Gareth Stevens Publishing.

Source 3: *Boats Leave a City by Night*

by Egerton

This painting was created around 1480. It shows a large English town surrounded by the countryside and protected by a wall. Traders carrying bags of goods come and go on foot and by boat near a town gate. In the upper left corner of the painting, an army can be seen entering through another gate of the town.



Source 4: Excerpt from *Feudalism and Village Life in the Middle Ages* (2006)

by Mercedes Padrino

Freedom was a source of status within a village but not the only source. . . . The amount of property a person controlled was a second source of status. Serfs . . . sold each other parts of the land they got from the lord, as if they owned it. Lords did not interfere with the deals. . . . By 1300, peasants who had more land or animals than others became the leading people in the village, regardless of whether they were serfs or freemen. Those without the means to support a family had the lowest status in village society.

Grade 6 Annotated Practice Test Items

Item Set: Associated Items, Practice Test 27-32

27. Based on Source 1, which statement **best** describes an important characteristic of feudalism during the Middle Ages?

This question assesses the student’s understanding of how the feudal hierarchy was linked to loyalty and land.

- A. Land was exchanged for loyalty at all levels of society.
- B. Freemen and peasants paid taxes directly to the king.
- C. The separation of church and state was clear in politics.
- D. Democracy encouraged peasants to participate in the government.

Correct Answer: A. The student recognizes from Source 1 that, throughout the feudal structure, the lower levels of nobility received land from the upper levels of nobility in exchange for loyalty and services.

Distractor Option B. The student may recognize that the king eventually received the money that freemen and peasants paid to knights and noblemen. The student may not understand Source 1 and may interpret it to mean that freemen paid the king directly to rent land.

Distractor Option C. The student may recognize that the Church does not appear in Source 1 and misinterpret this as meaning that the separation of church and state was a characteristic of feudalism. However, during the Middle Ages, the Church was deeply involved in political matters.

Distractor Option D. The student may recognize that the peasants participated in the feudal system. However, the student may misinterpret Source 1 as suggesting that the hierarchy of feudalism resembles a form of democracy. Democracy was not a part of the feudal system.

28. Based on Source 1, which statement **best** describes society in the feudal system?

This question assesses the student’s understanding of the social structure and basic tenets of the feudal system in Europe.

- A. Society was based on equality between men and women.
- B. Society discouraged cooperation between social classes.
- C. Society gave people many individual freedoms.
- D. Society had defined social roles for people.

Distractor Option A. The student may misinterpret the lack of specific mention of men or women in Source 1 as a sign of their equality in the feudal system. However, men and women were not equals within feudal society. Women had very little power at all levels of the society.

Distractor Option B. The student may recognize the distinctions between social classes, but may mistakenly assume that they did not work together for the benefit of the kingdom. The student may misinterpret Source 1 as dividing the social classes, without understanding that the classes supported one another. However, cooperation between social classes was an important aspect of the feudal system.

Distractor Option C. The student may misinterpret the references to land rights in Source 1 as representing an individual freedom. Most individuals had limited rights and freedoms in the feudal system.

Correct Answer: D. The student recognizes that there were clearly defined roles within the feudal system, and may use Source 1 to correctly come to this conclusion. Source 1 shows the divisions between the classes.

29. Using Source 4, which statement **best** describes the status of peasants in the feudal system?

- A. Peasants could improve their standing in the village if they gained land or livestock.
- B. Peasants were more valued in the feudal hierarchy than barons or knights.
- C. Peasants were denied the chance to acquire land and possessions of their own.
- D. Peasants who traveled to foreign countries had the highest status.

This question assesses the student's understanding of how peasants lived and were viewed within the feudal system.

Correct Answer: A. The student correctly interprets Source 4 and recognizes that within the peasant class, people could hold higher positions in society by owning more land or livestock.

Distractor Option B. The student may recognize that there were divisions of social classes within the structure of the feudal system. However, the student may misinterpret the reference in Source 4 to peasants becoming the most important people in the villages through the purchase of land, as an indication that peasants were more important than barons and knights. Barons and knights did not live in the villages, and they were more powerful within the hierarchy than the peasants.

Distractor Option C. The student may recognize that most peasants rented land from the noblemen, and acquired possessions. The student, however, may misinterpret Source 4, which describes the land being owned by lords. Peasants were permitted to acquire land by renting it from the lord or from other peasants.

Distractor Option D. The student may recognize that some peasants, such as merchants, could travel to foreign lands for trade. As a result, the student may misinterpret the reference to freedom in Source 4 to indicate that peasants could freely travel and thus had high status. However, very few peasants could travel.

30. Using Source 1 and Source 2, which statements explain how the money raised by nobles collecting taxes **most likely** affected manor societies?

Select the **two** correct answers.

- A. The money was used to build homes for the poor.
- B. The money was used to make improvements to manor houses.
- C. The money was given to the peasant class.
- D. The money was given to the king to pay expenses.
- E. The money was used to make improvements to local schools.
- F. The money was used to improve working conditions.

This question assesses the student's understanding of how nobles within manor societies used the tax system.

Distractor Option A. The student may recognize that the noblemen collected taxes to improve homes, but may misinterpret references to lodgings for servants in Source 2 as that they used the tax money to build homes for the poor. The noblemen used it for making improvements to their own manors. The servants lived in the manor houses, not in their own private homes.

Correct Answer: B. The student recognizes the grandeur of the manor house, which, as noted in Source 2, was paid for with the taxes of the lower classes. This system of taxes is also evident in Source 1.

Distractor Option C. The student may recognize that land and protection were given to the peasant class, but may misinterpret Source 1 to mean that tax money was given to the peasants. As Source 1 demonstrates, the peasants gave wealth to the nobles in the form of rents.

Correct Answer: D. The student recognizes that operating a kingdom was expensive and that the king needed to raise money to keep up the manor and its protection. The student may use Source 1 to determine that the king collected taxes from the lower classes and may use Source 2 as an example of how the tax money was spent.

Distractor Option E. The student may recognize that the nobles collected taxes, but may misinterpret the description of the role of the nobles in the caption of Source 2 as that they were responsible for providing education to the poor. In feudal society, most education in the manor villages was provided either by villagers themselves or by churches.

Distractor Option F. The student may recognize that working conditions needed improvement within the manor society, and may mistakenly conclude that the tax money was used to improve these conditions. The student may misinterpret Source 2 as describing an improvement in working conditions for servants in manor houses. Nobles were not concerned with improving the working conditions of their servants.

31. Using Source 3, which statement explains how trade **most likely** influenced economic growth during the feudal period?

- A. Trade encouraged peasants to buy land to build their own towns.
- B. Trade helped towns expand and increase their wealth.
- C. Trade allowed noblemen to leave their towns and open new businesses.
- D. Trade encouraged the king to decrease rents paid to the lords of towns.

This question assesses the student’s understanding of the role that trade played in the feudal period and how trade impacted economic growth in that period.

Distractor Option A. The student may recognize that peasants were allowed to buy their own land and that trade helped peasants gain wealth. However, the student does not understand that peasants’ efforts to build their own towns were not encouraged by nobles. The growth of towns undermined the power of the nobles. If the peasants were serfs, they were required to remain on the nobles’ lands. If they attempted to flee to towns, they could be brought back.

Correct Answer: B. The student recognizes that trade allowed the peasants freedom to earn money. It also increased their wealth and status within their communities. This economic growth helped towns expand. Using Source 3 and his or her own knowledge of social studies, the student may recognize the parade of traders in the painting in Source 3 as a sign of development and growth.

Distractor Option C. The student may recognize the higher status of the noblemen, demonstrated in Source 1, which would have given them more freedom than other social classes. However, the student may misinterpret Source 3 as suggesting that nobles left their manors to open businesses because an army approached the city. The nobles generally avoided engaging openly in commerce and trade, as it was not considered appropriate for them. They were expected to acquire their wealth from their lands or from plunder in times of war.

Distractor Option D. The student may recognize that trade brought increased wealth to the towns, but may mistakenly assume that this would have led the king to return that increase in wealth to the towns. Although the towns may have enjoyed improved defenses or other infrastructure improvements, it was unlikely that kings would have decreased rents to their nobles.

32. Feudalism was a system that had benefits for both the nobility and peasants.

Drag and drop the phrases about feudalism into the correct columns of the chart to show **two** benefits of feudalism for the nobility and **two** benefits of feudalism for peasants.

allowed them to focus on defense of a specific area

allowed them to disobey laws made by the monarch

provided them with land to grow crops

provided them with a steady supply of workers

provided them with military protection

allowed them to make treaties with foreign kings

Benefits of Feudalism for the Nobility	Benefits of Feudalism for the Peasants
allowed them to focus on defense of a specific area	provided them with land to grow crops
provided them with a steady supply of workers	provided them with military protection

This question assesses the student’s understanding of the benefits of the feudal system for the nobility and the peasants and the student’s ability to identify which benefits correlated to which classes within the structure.

Incorrect options

allowed them to disobey laws made by the monarch: The student may recognize that peasants or noblemen wished to disobey the king from time to time. However, peasants or noblemen disobeying the king may have been punished by a decrease in benefits. The feudal system only worked as long as those within the system followed the rules.

allowed them to make treaties with foreign kings: The student may recognize the need for cooperation between kingdoms as a method of protection. However, due to their status within the feudal system, as shown in Source 1, the kings were ultimately responsible for providing protection for the kingdom, including making treaties or agreements with other kings. If others had made treaties with foreign kings, they would have been undermining the authority of their kings.

Benefits of Feudalism for the Nobility

allowed them to focus on defense of a specific area: The student recognizes that the nobility was able to concentrate its protection and defenses on its own domain rather than trying to spread those defenses across several towns. Using Source 1, the student recognizes that the feudal system worked within a structure that was intended to benefit all levels of society.

provided them with a steady supply of workers: Using Source 1 and Source 2, the student recognizes that noblemen benefited from the peasants providing most of the labor for the feudal system.

Benefits of Feudalism for the Peasants

provided them with land to grow crops: The student recognizes that the land given to the peasants through the feudal structure, as shown in Source 1, allowed them to feed their families, make some profit, and make payments to the nobility.

provided them with military protection: The student recognizes the protections that the noblemen provided to the peasants, as shown in Source 1. The student recognizes that these protections benefited the peasants because they could focus on their crops, trading, and everyday needs without worrying about protecting themselves.

Grade 6 Annotated Practice Test Items

Standalone

23. Which statement **best** describes how the specialization of skilled craftsmen helped civilizations develop?

This question assesses the student's understanding of specialization and its role in helping civilizations develop.

A. Their work eliminated the need for agricultural production.

Distractor Option A. The student may recognize that some people specialized in efforts other than agriculture. However, the student may not understand that this did not eliminate the need for agricultural production; it only reduced the percentage of people in society who were collectively responsible for producing food for the entire civilization.

B. Their work reduced dependence on government.

Distractor Option B. The student may recognize that specialization helped skilled craftsmen support themselves. However, the student may not understand that specialization increased these craftsmen's dependence on their governments. They relied on the governments to provide them with protection as well as other services.

C. Their work increased hunter-and-gatherer activities.

Distractor Option C. The student may recognize that hunter-gatherer activities were important to early humans. However, the student may not understand that the development of the specialization of skilled craftsmen occurred after civilizations had moved away from hunter- and-gatherer activities to become agricultural societies.

D. Their work allowed some people to focus on other tasks.

Correct Answer: D. The student recognizes that specialization by skilled tradesmen allowed others to focus on farming, hunting, and other civilization-sustaining activities. The student understands that specialization allowed for the development of government, religion, and scholarly occupations, and that this contributed to the development of civilizations.

Grade 6 Annotated Practice Test Items

Standalone

50. Use the timeline and your knowledge of social studies to answer the question.

Events Related to the Development of Agriculture and Civilization



Which statement about the development of early agriculture is **best** supported by the information in the timeline?

- A. The domestication of animals allowed people to travel farther from their homes.
- B. Improvements in agriculture allowed people to establish permanent settlements in many locations.
- C. Advances in farming methods decreased the need for trade between civilizations.
- D. The success of agriculture depended on the widespread availability of irrigation technology.

This question assesses the student’s understanding of the development of early agriculture and how it affected civilization.

Distractor Option A. The student may recognize that animals were domesticated during the development of early agriculture. The student may also recognize that animals such as horses and camels were used for human travel in ancient history. However, the student may not understand that prehistoric humans had spread throughout much of the world prior to the domestication of animals.

Correct Answer: B. The student recognizes that the timeline notes that domestication of animals and farming allowed humans to establish permanent settlements and to remain in one place while providing for all their needs by making it unnecessary to roam to find additional sources of food. The student may also use outside knowledge of social studies to answer the question.

Distractor Option C. The student may recognize that farming led to humans being able to provide for most of their own needs. However, the student misinterprets this ability as having led to a decrease in trade. The student may not understand that increased farming led to specialization, which increased the need for trade.

Distractor Option D. The student may recognize that irrigation was important to many of the civilizations shown in the timeline. However, the student may not understand that irrigation was not a necessity within every civilization, and may not understand that the timeline shows that farming was successful prior to the development of irrigation.

Grade 6 Annotated Practice Test Items

Standalone

50. Use the map and your knowledge of social studies to answer the question.

The Shang Dynasty in China (c. 1600–1046 B.C.)



Which statement **best** describes the relationship between geography and the Shang dynasty in China?

- A. The dynasty's population centers developed in regions along the coast of China.
- B. The dynasty's major cities were developed in the Yellow River Valley.
- C. The dynasty's leaders established a kingdom that extended throughout Asia.
- D. The dynasty's armies were able to easily defend Chinese cities from attack.

This question assesses the student's understanding of how the geography of China supported the growth of the Shang dynasty.

Distractor Option A. The student may recognize that coastal areas supported the growth of population centers in some ancient civilizations. However, the map suggests that the Shang dynasty did not rely significantly on coastal areas, but had a small coastline along the Yellow River. The map shows that the Yellow River, not the coastal areas, provided support to the Shang capitals.

Correct Answer: B. The student recognizes that the Yellow River supported many of the growing cities of the Shang dynasty. The river irrigated the farms, provided water to the people, provided a waterway for trade, and allowed for conveniences such as bathing people and washing clothing.

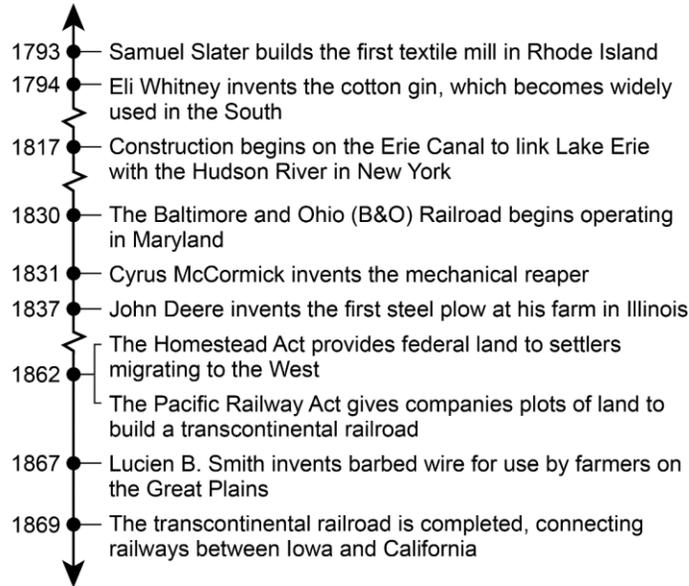
Distractor Option C. The student may recognize that the Shang dynasty was large and growing during this period. However, the student may have misinterpreted the map to mean the Shang dynasty covered most of Asia. The student may be unfamiliar with the extent of Asia, as the map shows only a portion of Asia and the Shang dynasty covers only a small portion of the map.

Distractor Option D. The student may recognize that the Shang dynasty needed defenses to protect its empire. However, the map does not indicate defensible positions or resources for defense. The student may confuse the Shang dynasty with the Qin dynasty, which was responsible for beginning the construction of the Great Wall.

Grade 7 Annotated Practice Test Items

Item Set: Sources

Source 1: Events Related to U.S. Technological Advances



Source 2: Excerpt from *The Roots of American Industrialization*

by David R. Meyer

After 1840, [Northeastern] farmers . . . adjusted their production to compete with cheap wheat, cattle, and pork arriving over the Erie Canal from the Midwest. Wheat growing became less profitable [in the Northeast], and specialized agriculture expanded. . . . Farmers near the largest cities [increased] their specialization, . . . and as the railroads expanded, . . . milk was shipped longer distances to these cities. [Farmers] on poor agricultural land . . . became less competitive. If these farmers and their children stayed, their incomes declined . . . but if they moved to the Midwest or to the . . . industrial cities of the [Northeast], they had the chance of participating in the rising prosperity¹.

¹prosperity: wealth or success

Source 3: Adapted from “Hauling Grain from Baraboo to Milwaukee” (1914)

by H. H. Flynt

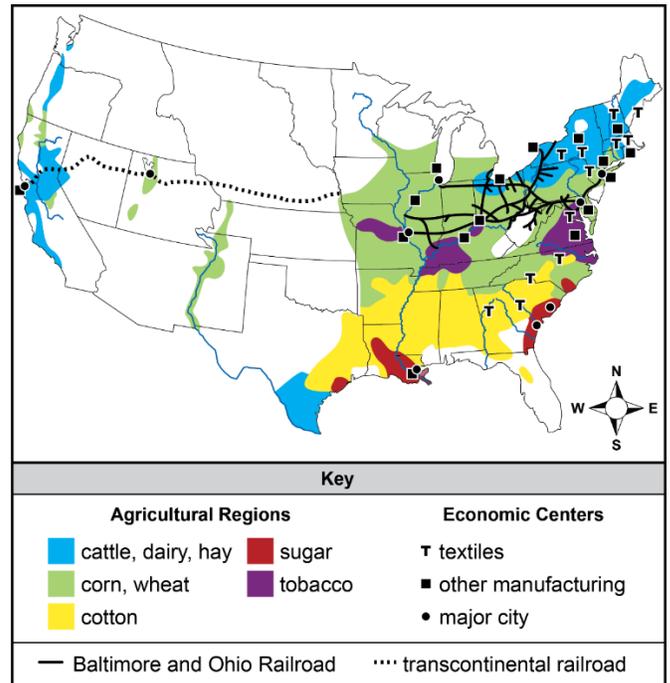
In this excerpt from an article by H. H. Flynt, he recalls how his family established a new farm in Wisconsin in the 1850s and began growing wheat. The article was published in the Baraboo Daily News in 1914.

In November 1851, father packed his household goods. With mother and four boys, a team of horses and a wagon, he boarded a steamboat and went by the lakes to Milwaukee, Wisconsin. From there, he went overland about one hundred miles to a farm about four miles northwest of Baraboo. Wisconsin was then wilderness. Father had relocated thinking to better his condition.

Some farmers thought the soil was better adapted to wheat than anything else. As fast as they got their land broke up, they planted wheat.

Milwaukee was the nearest place that provided a market for our wheat. Therefore, the only option was to haul our wheat to Milwaukee and sell it for thirty, forty, fifty, and sometimes as high as sixty cents per bushel.

Source 4: Economic Activities in U.S. Regions (1860)



Source 2: *The Roots of American Industrialization* by David R. Meyer. Copyright © 2003 David R. Meyer. Reprinted with permission by Johns Hopkins University Press.

Grade 7 Annotated Practice Test Items

Item Set: Associated Items, Practice Test 12-16

12. Using Source 1 and Source 4, which statement **best** explains how the economy of the United States was affected by the invention of the cotton gin?

A. It decreased the price of cotton, causing the Midwest to become the main textile producer in the country.

B. It reduced the supply of cotton harvested, resulting in the Northeast declining as a region for textiles.

C. It decreased the production time for cotton, causing cotton to become the main cash crop of the South.

D. It reduced the dependence on cotton, resulting in the South developing a large industrial base.

This question assesses the student's understanding of the impact of the cotton gin on the economy of the United States.

Distractor Option A. Using Source 4, the student may recognize that the price of cotton decreased as a result of the increase in the supply of cotton in the South. However, the student does not understand that the textile industry mainly developed in the Northeast. Source 4 shows textiles in the Northeast and other manufacturing industries in the Midwest.

Distractor Option B. The student may not understand the effect of the cotton gin. Rather than reducing the supply of cotton and leading to the decline of the Northeast as a region for textiles, it increased the supply of cotton and resulted in the expansion of the textile industry in the Northeast.

Correct Answer: C. The student recognizes that the cotton gin allowed farmers to harvest cotton more quickly, allowing them to expand production of cotton so that it became the main cash crop in the South.

Distractor Option D. Using Source 4, the student may recognize that textile factories appeared in the South. However, the student does not understand that the South became more dependent, rather than less dependent, on cotton as a cash crop. During the antebellum era, cotton farming spread across the South, from North Carolina to Texas.

13. Based on Source 2, which statement **best** describes an effect of the economic developments in the Northeast?

This question assesses the student's understanding of the effect of competition on farmers in the Northeast.

A. Some northeastern farmers migrated to cities to take manufacturing jobs.

Correct Answer: A. The student recognizes from Source 2 that some farmers in the Northeast abandoned their farms as a result of pressure from farmers in the Midwest and migrated to cities to find jobs in the manufacturing industry.

B. Northeastern farmers increased competition by beginning to produce wheat.

Distractor Option B. The student may recognize from Source 2 that there was increased competition in the farming industry. However, the student does not understand that northeastern farmers already grew wheat, and may not understand that they suffered from competition from farmers from the Midwest.

C. Northeastern farmers moved farther west to gain access to markets for their goods.

Distractor Option C. The student may recognize from Source 2 that some farmers in the Northeast migrated westward. However, the student does not understand that they could not compete with farmers from the Midwest who had gained access to their market in the Northeast. The reason for their migration was that they could not compete in the existing market that they supplied.

D. Some northeastern farmers dug canals to access markets in the middle of the country.

Distractor Option D. The student may recognize from Source 2 that the Erie Canal opened new markets. However, the student does not understand that the Erie Canal did not open new markets to farmers in the Northeast; it opened markets to manufacturers in the Northeast and to farmers in the Midwest. Northeastern farmers suffered from competition from Midwestern farmers.

14. Using all of the sources, which statements **best** explain how specialization affected the economic development of regions in the United States?

Select the **three** correct answers.

- A. The West became a major supplier of manufactured goods for the Northeast.
- B. The Midwest became a major grain-growing region of the United States.
- C. The North became dependent on workers who migrated from the South.
- D. The South had to import most of its food to feed its growing population.
- E. The South began to produce more cotton than any other region.
- F. The Northeast became a center for manufacturing and industry.
- G. The North and the South produced similar crops and goods.

This question assesses the student's understanding of how specialization in industries affected the economic development of regions in the United States.

Distractor Option A. Using Source 4, the student may recognize that the West produced some manufactured goods. However, the student does not understand that the West was not a major producer of manufactured goods in the nineteenth century. The map in Source 4 only shows manufacturing activity in one area of the West, around San Francisco.

Correct Answer: B. The student recognizes from Source 4 that the Midwest was a major grain-growing region in the United States. The map shows grain produced in the United States was mainly grown in the Midwest.

Distractor Option C. The student may recognize that some people migrated to the North from the South, and may recognize that African Americans migrated to the North from the South to escape slavery. However, the student does not understand that migration from the South was not a major source of labor for the North, and that manufacturers in the North mainly depended on immigrant labor from Europe.

Distractor Option D. The student may recognize that the South was part of a cash-crop economy, as shown in Source 4. The student may also use outside knowledge and recognize that the South shipped goods to the Northeast and Europe. However, the student does not understand that the South produced most of the food its people needed, and it mainly needed to import manufactured goods.

Correct Answer: E. The student recognizes from Source 4 that the South was the largest producer of cotton in the United States. The map shows that almost all of the cotton in the United States was grown in the South.

Correct Answer: F. The student recognizes from Source 4 that the Northeast became a center for manufacturing and industry. The map shows significant production of textiles and other manufacturing in the Northeast.

Distractor Option G. The student may recognize that the North and the South produced goods. However, the student misinterprets the map and does not understand that the economies of the North and the South were based on different crops and goods.

15. Using all of the sources, which statement **best** explains how the regional economies of the United States developed during the 1800s?

A. Changes in production led people to focus on agriculture and to develop a barter economy.

B. Technological innovations supported the growth of diverse regional economies.

C. Weak economic growth resulted in rising unemployment in both manufacturing and agriculture.

D. Population shifts caused the majority of people to live in cities and work in factories.

This question assesses the student's understanding of how technological innovations affected the development of regional economies in the United States.

Distractor Option A. The student may recognize that agriculture was a major part of the economy of the United States in the 1800s. However, the student does not recognize that the United States did not engage in a barter economy during the 1800s.

Correct Answer: B. The student recognizes that different technologies affected the economic development of the regions of the United States. For example, the cotton gin led to the expansion of the South; the development of factories led to the growth of textile manufacturing in the Northeast; and the development of the McCormick reaper led to the growth of the Midwest as "the breadbasket of the United States." The invention of steam power also led to the growth of railroads and steamboats that linked regions of the country.

Distractor Option C. The student may recognize that weak economic growth affects unemployment. However, the student does not recognize that the United States generally experienced strong economic growth and development during the 1800s.

Distractor Option D. The student may recognize that many people migrated to cities, as described in Source 3. However, the student does not understand that during the 1800s, most Americans lived in rural areas and worked in the agricultural sector.

16. Drag and drop the **four** correct events into the flow chart in chronological order from earliest to most recent to show how technological advancements influenced the U.S. economy in the 1800s.

Events

Economic interdependence between regions in the U.S. increases.

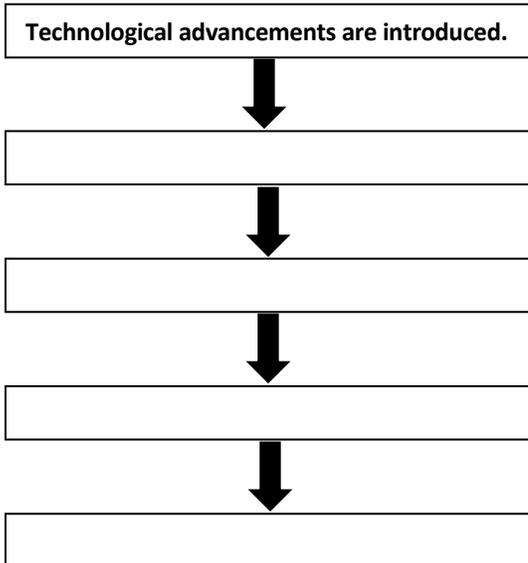
Wheat prices increase because of overproduction.

Improved agricultural tools and machines allow farmers to increase crop production.

People in different regions are able to buy products from other areas of the country.

Refrigerator railroad cars expand the market for the growing supply of agricultural goods.

The Midwest increases production by using more enslaved people.



This question assesses the student's understanding of the impact of technological advancements on the development of the economy of the United States.

Incorrect Options

The Midwest increases production by using more enslaved people. The student may recognize that slavery was a practice used in agricultural production. However, the student does not understand that slavery was outlawed in much of the Midwest by the federal government. Slavery was primarily practiced in the South.

Wheat prices increase because of overproduction. The student may recognize that wheat prices are affected by the supply of wheat. The student, however, does not understand that overproduction will cause prices to decrease.

Correct Statements

Improved agricultural tools and machines allow farmers to increase crop production. The student recognizes that the technological advances in Box 1 led to improved agricultural tools and machines that allowed farmers to increase their crop production. The student may use Source 1 for information about the invention of agricultural tools.

Refrigerator railroad cars expand the market for the growing supply of agricultural goods. The student recognizes that development of railroad cars, particularly refrigerator cars, allowed farmers to ship their goods farther and compete in markets beyond their local areas. The student may use Source 2 and Source 3 for information about farmers using railroads to ship their agricultural goods to other markets.

People in different regions are able to buy products from other areas of the country. The student recognizes that farmers shipping their goods to other markets by railroad allowed consumers in those markets to buy goods from other regions of the country. The student may use Source 2 for information about the exchange of goods across regions.

Economic interdependence between regions in the U.S. increases. The student recognizes that increased competition among regions resulted in these regions specializing their economic activities and becoming increasingly interdependent. The student may use Source 4 for information about the dominant economic activities in each region and may understand how those activities may lead to economic interdependence.

Grade 7 Annotated Practice Test Items

Standalone

23. Use the excerpt and your knowledge of social studies to answer the question.

Adapted from Luzena Stanley Wilson '49er: Her Memoirs as Taken Down by her Daughter in 1881

This excerpt is from the memoirs of Luzena Stanley Wilson, who traveled from Missouri to Sacramento, California, with her family in 1849.

We bought an interest in the hotel, which stood on what is now known as K Street. The kitchen which was my special area.

It was a motley crowd¹ that gathered every day at my table, but respect was given to me. Women were scarce in those days. I lived six months in Sacramento and saw only two women. There was no time for visiting or gossiping. It was hard work from daylight till dark, and sometimes long after. Yes, we worked; we did things our servants would now look at and say it was impossible for a woman to do. Later the “flush” times² came, when the miners and everyone had money.

¹**motley crowd**: mixed group of diverse people

²**“flush” times**: times when people had abundant amounts of money

Which statement **best** explains why women like Luzena Stanley Wilson decided to move west during the California Gold Rush?

- A. Women could manage mines and oversee the work of miners.
- B. Women could earn income by cooking and washing for miners.
- C. Women could work side by side with men in the mines.
- D. Women could learn new ideas and skills from the men in the mines.

This question assesses the student’s understanding of social factors that led women to move westward.

Distractor Option A. The student may recognize that women were part of the workforce in the mining camps. However, the student does not understand that women generally were not given opportunities to manage mines and oversee workers.

Correct Answer: B. The student recognizes that women such as Wilson were able to earn income by playing supporting roles in the mining of gold. The student also recognizes that these roles were important to the inner workings of the mining camps.

Distractor Option C. The student may misinterpret the source as implying that women and men worked together in the mines. The student does not understand that women were often discriminated against and were not permitted to work with men; more often, the women worked in the camp or town that supported the miners.

Distractor Option D. The student may recognize that, without the miners, the women would have had no work. However, the student does not understand that women brought their own skills with them, rather than learning them from the miners, and that the activities that women were employed in were separate from the mines.

Grade 7 Annotated Practice Test Items

Standalone

24. Use the excerpt and your knowledge of social studies to answer the question.

Excerpt from “Pioneer Norwegian Settlement in Minnesota” (1931)

by Carlton C. Qualey

This excerpt from a scholarly article about immigration from Norway to Minnesota during the mid-nineteenth century was published in Minnesota History magazine.

The Norwegians were essentially an agricultural people; consequently, in Minnesota they settled in the rural areas, as they had previously done in Illinois, Wisconsin, and Iowa. The rolling woodland and meadowland of southeastern Minnesota first attracted them. Then . . . north-central and northwestern Minnesota became dotted with farms worked by Norwegian settlers. The prairies . . . were found to be surprisingly fertile and excellent farming lands. Consequently, the prairie lands of southwestern Minnesota were settled.

Source: “Pioneer Norwegian Settlement in Minnesota” by Carlton C. Qualey from *Minnesota History*. Copyright © 1931 Carlton C. Qualey. Reprinted by permission of the Minnesota Historical Society.

Which factor **most** influenced the settlement patterns of Norwegians during the mid-nineteenth century?

A. a desire for cooler weather

B. a location near large cities

C. an abundance of fertile farmland

D. an availability of factory jobs

This question assesses the student’s understanding of settlement patterns of ethnic groups, including Norwegians, around the United States during the nineteenth century.

Distractor Option A. The student may recognize that Norwegians come from a cold climate. However, the student does not understand that they were looking to settle in a cold climate.

Distractor Option B. The student may recognize that many immigrants chose to live in large cities where unskilled jobs were plentiful. However, the student does not understand that the Norwegian immigrants were mainly farmers looking to live near farming communities.

Correct Answer: C. The student recognizes from the excerpt that most Norwegian immigrants were farmers and were looking for land with good soil.

Distractor Option D. The student may recognize that many immigrants sought jobs in factories because those jobs required mostly unskilled labor. However, the student does not understand that the Norwegians were mainly looking for land to farm.

Grade 7 Annotated Practice Test Items

Standalone

50. Use the excerpt and your knowledge of social studies to answer the question.

Excerpt from “The Righteous Revolution of Mercy Otis Warren” (2009)

by Ray Raphael

[Mercy Otis Warren] published anonymously in the patriotic press. . . . In 1787–1788 during the debates over the proposed new Constitution for the United States . . . she argued that the Constitution, which lacked a bill of rights, undermined several liberties key to republican thought: freedom of the press, prohibition of warrantless searches and seizures, civil trials by jury. . . .

In the fight over ratification, Warren lost the battle but not the war. With other Antifederalists, she could soon claim credit for passage of the Bill of Rights.

Source: “The Righteous Revolution of Mercy Otis Warren” by Ray Raphael from *History Now*. Copyright © The Gilder Lehrman Institute of American History. Reprinted by permission. All Rights Reserved.

Which statement explains how writers like Mercy Otis Warren **most likely** influenced the ratification of the Bill of Rights?

A. The Bill of Rights was adopted to protect minorities and enslaved people.

B. The U.S. Constitution was replaced with the Articles of Confederation.

C. The Bill of Rights was written to introduce freedom and liberty to citizens.

D. The U.S. Constitution was amended to include protections of individual liberties.

This question assesses the student’s understanding of how individuals influenced the ratification of the U.S. Constitution and the Bill of Rights.

Distractor Option A. The student may recognize that the Bill of Rights was ratified to guarantee individuals protection of the rights that it describes. However, the student does not understand that the framers of the Constitution did not intend these rights to be extended to minorities and enslaved people.

Distractor Option B. The student may recognize that the Articles of Confederation were important during the American Revolution. However, the student does not understand the sequence of events during the ratification of the U.S. Constitution. The U.S. Constitution was adopted to replace the Articles of Confederation, because the latter document was seen as ineffective.

Distractor Option C. The student may recognize that the Bill of Rights protected individual liberties for citizens. However, the student may not understand that these freedoms and liberties had existed prior to the adoption of the Bill of Rights. Anti-Federalists requested that the Bill of Rights be adopted in order to ensure that these freedoms and liberties would be protected under the new Constitution.

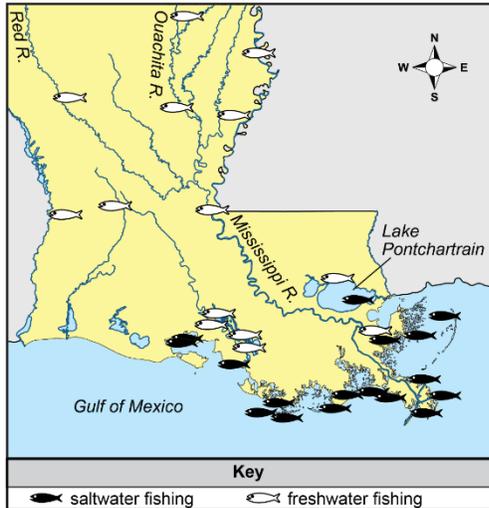
Correct Answer: D. The student recognizes that the U.S. Constitution was amended by the adoption of the Bill of Rights in order to protect individual liberties.

Grade 8 Annotated Practice Test Items

Item Set: Sources

Source 1: Saltwater and Freshwater Fishing in Louisiana

This map shows select locations of saltwater and freshwater fishing for commercial and recreational purposes in Louisiana.



Source 2: Excerpt from Commercial Fishing

by the Louisiana Department of Wildlife and Fisheries

Louisiana seafood is known around the world for taste, quality and variety. . . . About 70 percent of the seafood harvested off the Gulf Coast is [caught] in Louisiana, making [the state] the number one supplier of shrimp, oysters, blue crab, crawfish and alligator in the United States and a close second in . . . finfish.

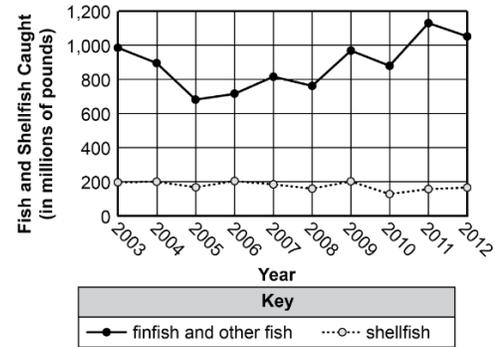
The aquatic resources of Louisiana are an important part of the state economy. They provide jobs, income, tax revenue and innovations that protect [the state's] . . . waters.

In Louisiana, the fisheries management systems . . . at both the state and federal level ensure that [the state's] fisheries operate sustainably¹, protecting the long-term health of fish, shellfish, and their ecosystems, as well as the communities and economies that depend upon these resources.

¹sustainably: in a way that can be continued for a long time

Source 3: The Louisiana Seafood Industry, 2003–2012

This graph shows the amount of fish and shellfish caught by Louisiana commercial fisheries from 2003 to 2012.



Source 4: Factors Affecting Commercial Fishing in Louisiana

Event	Effects
Hurricane	<ul style="list-style-type: none"> • Destroys boats and docks • Tides change land underwater and along beaches • Moves saltwater/freshwater line
Overfishing	<ul style="list-style-type: none"> • Decreases availability of fish
Drought	<ul style="list-style-type: none"> • Saltwater becomes overly salty • Reduces river flow and water levels • Increases water temperatures
Excessive rain	<ul style="list-style-type: none"> • Shifts habitats • Floods fisheries • Washes toxins into waterways
Increased fuel prices	<ul style="list-style-type: none"> • Increases fishing costs
Increased quantities of imported seafood	<ul style="list-style-type: none"> • Decreases the price of locally sourced seafood

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Item Set: Associated Items, Practice Test 12-16

12. Using Source 1, which of Louisiana’s fishing areas would **most likely** be affected by storm surges created by hurricanes?

Select the **two** correct answers.

- A. freshwater areas near the Arkansas border
- B. areas closest to the Gulf Coast
- C. areas on waterways in the northern part of the state
- D. low-lying areas near water sources
- E. freshwater areas along the Red River

This question assesses the student’s understanding of how hurricanes affect the physical geography of Louisiana.

Distractor Option A. The student may recognize that hurricanes can affect a wide geographic region. However, the student may not understand that storm surges are water that is pushed up onto the shore along coastal areas of oceans and seas by hurricane winds. Source 1 shows that freshwater areas near the Arkansas border would be among the areas least affected by storm surges.

Correct Answer: B. The student recognizes that areas near the Gulf Coast would be affected by storm surges. The student may use Source 1 to recognize that most of the fishing sites are close to the Gulf Coast.

Distractor Option C. The student may recognize that hurricanes can affect a wide geographic region. However, the student may not understand that storm surges are water that is pushed up onto the shore along coastal areas of oceans and seas by hurricane winds. Source 1 shows that areas on waterways in the northern part of the state would be among the areas least affected by storm surges.

Correct Answer: D. The student recognizes that low-lying areas near large water sources would be affected by storm surges. The student may use Source 1 to determine that most of the fishing sites are near large bodies of water. The student may use Source 1 to correctly interpret that coastal and delta areas could be affected by storm surges.

Distractor Option E. The student may recognize that hurricanes can affect a wide geographic region. However, the student may not understand that storm surges are water that is pushed up onto the shore along coastal areas of oceans and seas by hurricane winds. Source 1 indicates that the Red River may experience some storm surge, but not as much as the areas described in answer options B and C.

13. Using Source 2, which statement explains how the demand for seafood products **most likely** affects the commercial fishing industry in Louisiana?

- A. When demand is low, the price of seafood increases in the market.
- B. Changes in demand affect recreational fishing more than commercial fishing.
- C. When demand is high, more jobs in the industry become available.
- D. Changes in demand affect the quality more than the quantity of fish supplied.

This question assesses the student's understanding of the market-force effect of demand on the commercial fishing industry in Louisiana.

Distractor Option A. The student may recognize that there is a relationship between consumer demand for seafood and the price of seafood. However, the student may not understand that a decrease in demand typically causes the price of a good to decrease as well.

Distractor Option B. The student may recognize that industries are affected by consumer demand. However, the student may not understand Source 2, which indicates that the commercial fishing industry of Louisiana enjoys strong consumer demand because of the quality and variety of its fish stocks. A decline in demand would have a significant impact on the commercial fishing industry. The recreational fishing industry would be affected less because the amount of fish caught is smaller.

Correct Answer: C. The student recognizes that an increase in demand encourages employers in the fishing industry to increase their supply of fish, which often results in their hiring more workers. The student may recognize from Source 2 that the fishing industry is important to the economy of Louisiana and that it provides many jobs to people in local communities.

Distractor Option D. The student may recognize that there is a relationship between supply and demand. However, the student may misinterpret Source 2, which refers to consumer demand and quality in the first sentence. Consumer demand may have similar effects on both the quality and the quantity of fish supplied to the market.

14. Based on Source 2, which factor is **most** important for maintaining the long-term trend for finfish shown in Source 3?

This question assesses the student's understanding of the government's role in and its effect on the economy of Louisiana.

- A. government efforts to prevent the overfishing of the fisheries
- B. government efforts to encourage consumer demand for fish
- C. industry efforts to reduce costs of harvesting fish
- D. industry efforts to recruit new workers to the fisheries

Correct Answer: A. The student recognizes from Source 2 that federal and state governments both play important roles in maintaining fisheries, and that one way to maintain the health of a fishery is to prevent overfishing.

Distractor Option B. The student may recognize that governments frequently promote industries to help the economy. However, the student may not understand that consumer demand is affected by many factors, and government efforts to encourage it may not necessarily increase demand.

Distractor Option C. The student may recognize that reducing costs is an important part of industry. However, the student may not understand Source 3, which shows a trend of increasing the size of the fish catch. This would suggest that overfishing would be a bigger threat to the fishery than increased costs.

Distractor Option D. The student may recognize that worker recruitment is important for an industry to survive and that providing work for the existing workforce is a challenge. However, the student may not understand Source 2, which suggests that the industry is not suffering from a lack of workers.

15. Based on Source 4, which statement **best** explains how excessive rain can negatively affect the fishing industry in Louisiana?

This question assesses the student's understanding of how significant amounts of rain may affect fish habitats and the fishing industry in Louisiana.

- A. Excessive rain introduces predatory species in fish habitats.
- B. Excessive rain increases oxygen levels in fish habitats.
- C. Excessive rain increases the pollution of fish habitats.
- D. Excessive rain changes the water levels of fish habitats.

Distractor Option A. The student may recognize that excessive rain may result in flooding. The student may misinterpret Source 4, which refers to shifts in fish populations. Although excessive rain can shift fish populations within an area, it is unlikely to result in the introduction of invasive species, let alone predatory species, to the fish habitat. The introduction of predatory species usually occurs as a result of human activity.

Distractor Option B. The student may misinterpret Source 4, which refers to disturbances in fish habitats. It is unlikely that excessive rain will result in an increase in oxygen levels in fish habitats. It is also not clear that it will have a negative effect on the fishing industry.

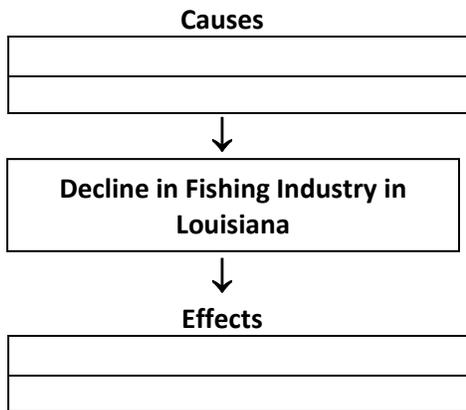
Correct Answer: C. The student recognizes from Source 4 that excessive rain may introduce toxins and pollutants into fish habitats, which is an increase of pollution.

Distractor Option D. The student may recognize from Source 4 that excessive rain may cause flooding and result in changes in water levels in fish habitats. However, the student does not understand that this will not necessarily have a negative effect on the fishing industry.

16. Drag and drop **two** correct factors that influence decline in the fishing industry in Louisiana and **two** correct effects of decline in the fishing industry in Louisiana into the concept map.

Factors

- fishing profits decrease
- droughts disturb natural habitats
- hurricanes damage breeding grounds
- unemployment increases
- cost of fishing decreases
- thunderstorms move across the state
- annual snow melt increases water levels in rivers



This question assesses the student’s understanding of the causes of the decline of the fishing industry in Louisiana and of their effects on the industry.

Incorrect Option

cost of fishing decreases: The student may recognize that there are costs associated with fishing. However, the student does not recognize that the costs of fishing will not decrease as natural phenomena deplete fishing stocks. They will more likely have no effect or will increase costs.

thunderstorms move across the state: The student may recognize this as a natural phenomenon. However, the student may not understand that it is unlikely that thunderstorms, which are regular occurrences in Louisiana, would cause a significant decline in the fishing industry in Louisiana.

annual snow melt increases water levels in rivers: The student may recognize this as a natural phenomenon. However, the student may not understand that snow melt upstream in the Mississippi River basin is a regular occurrence every spring, and it is unlikely that it would cause a decline in the fishing industry in Louisiana.

Causes

droughts disturb natural habitats: The student recognizes that droughts are a natural phenomenon and recognizes from Source 4 that they can have significant effects on fish habitats, which would affect the fishing industry.

hurricanes damage breeding grounds: The student recognizes that hurricanes are natural phenomena and recognizes from Source 4 that they have significant effects on fish habitats, which would affect the fishing industry.

Effects

fishing profits decrease: The student recognizes that a decline in the supply of fish would cause a decline in profits for the fishing industry. The student may use Source 2 to determine that a decline in the supply of fish would have a negative effect on the fishing industry.

unemployment increases in the fishing industry: The student recognizes that a decline in the supply of fish would result in an increase in unemployment in the fishing industry. The student may use Source 2 to determine that a decline in the supply of fish would reduce employers’ demand for workers.

Grade 8 Annotated Practice Test Items

Standalone

20. Use the excerpt and your knowledge of social studies to answer the question.

Excerpt from “Huey Long” in *The Readers Companion to American History* (1991)

by Alan Brinkley

Beginning in 1932, Huey Long began a national political career. . . . Huey Long voiced resentments¹ that many depression-era Americans felt. He promised a radical redistribution² of wealth: . . . taxes would scale down large fortunes, and the revenue would be used to guarantee everyone a minimum annual income.

¹**resentments:** bitterness

²**redistribution:** to divide something among groups in a different way

Source: Excerpt from “Huey Long” by Alan Brinkley from *The Readers Companion to American History* edited by Eric Foner & John A. Garraty. Copyright © 1991 by Houghton Mifflin Harcourt. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Which statement **best** explains how Huey Long influenced politics in Louisiana?

- A. His goal to abolish income taxes led to an increase in voter turnout.
- B. His plans to help the working class weakened the power of the wealthy elites.
- C. His views reflected a trend toward more conservative tax policies.
- D. His appeal to big business owners caused them to donate to his campaign.

This question assesses the student’s understanding of Huey Long’s influence on the politics of Louisiana as a significant part of Louisiana history.

Distractor Option A. The student may recognize that one of Huey Long’s goals was tax reform. The student may misinterpret the excerpt as implying that Huey Long wanted to abolish taxes. Huey Long wanted to increase taxes and use them to redistribute wealth to the poorer members of society in Louisiana.

Correct Answer: B. The student recognizes that Huey Long’s key goals included empowering the less fortunate and redistributing not only the wealth in Louisiana but the power.

Distractor Option C. The student may recognize that Huey Long’s Share Our Wealth program involved taxes. However, the student may not understand distinctions between populist and conservative views.

Distractor Option D. The student may recognize that Huey Long’s policies affected the interests of business owners. However, the student may misinterpret the meanings of the phrases “a radical redistribution of wealth” and “taxes would scale down large fortunes.” Most of Huey Long’s agenda was not friendly to big businesses. Instead, it threatened the wealth of large business owners.

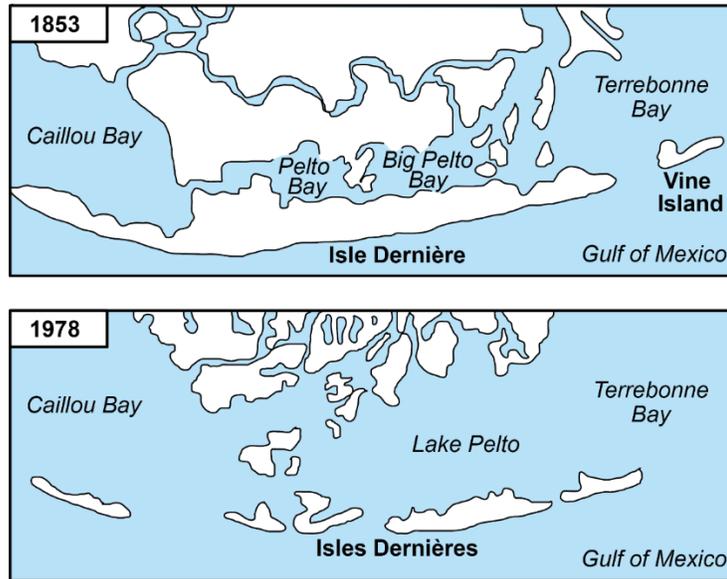
Grade 8 Annotated Practice Test Items

Standalone

24. Use the maps and your knowledge of social studies to answer the question.

Louisiana Coastal Wetlands, 1853 and 1978

These maps show the Isles Dernières in southeastern Louisiana.



Which factor **most** influenced the changes shown on the maps?

- A. rising sea levels that caused coastal erosion
- B. bridge construction that caused the shoreline to erode
- C. offshore oil drilling that changed the seafloor
- D. development of the coast that changed the shoreline

This question assesses the student’s understanding of the effect of rising sea levels on the coast of Louisiana.

Correct Answer: A. The student recognizes that, over time, rising sea levels have caused the erosion and loss of the Isles Dernières’ coastlines.

Distractor Option B. The student may recognize that, over time, bridges have been built to support the populations on the Isles Dernières and may conclude that this construction contributed to the loss of coastline. However, the student does not understand that the main cause of the changes shown on the maps is rising sea levels.

Distractor Option C. The student may consider offshore drilling to be the main cause of the loss of coastline. However, the student does not understand that the main cause of the changes in the coastline is rising sea levels.

Distractor Option D. The student may recognize that development along the Isles Dernières has increased over time, and may conclude that this has led to the loss of coastline. However, the main cause of the loss of coastline over time has been rising sea levels.

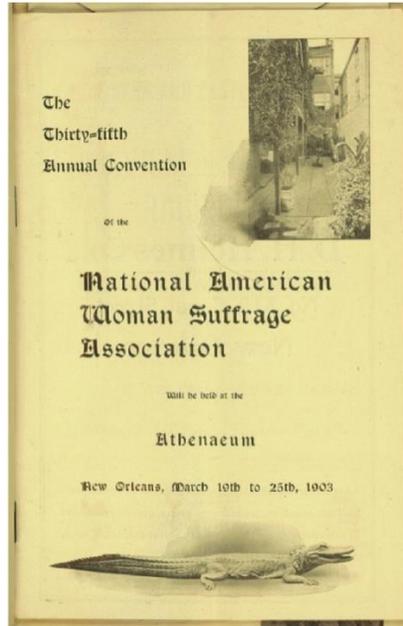
Grade 8 Annotated Practice Test Items

Standalone

50. Use the image and your knowledge of social studies to answer the question.

National American Woman Suffrage Association, Program Book (1903)

This is an image of a program book from a convention that was held in New Orleans in 1903.



Which statement describes the **most likely** purpose of holding the convention in Louisiana?

- A. to influence government officials to support voting rights for women
- B. to convince state legislators to vote to increase wages for female workers
- C. to persuade state legislators to improve working conditions for female workers
- D. to nominate a presidential candidate who supports women's rights

This question assesses the student's understanding of how women influenced politics within Louisiana.

Correct Answer: A. The student recognizes that women gathered at a convention in New Orleans to bring attention to voting rights for women and that they hoped that holding the convention would draw the attention of citizens who could make changes to laws.

Distractor Option B. The student may recognize that women were paid less for their work than men were, and that most women wanted a raise in wages. However, the student may not understand that this convention was focused on voting rights for women, as suggested by the word "suffrage" in the title of the association.

Distractor Option C. The student may recognize that working conditions for women were poor during this era and may conclude that the issue deserved attention. However, the student may not understand that this convention was focused on voting rights for women, as suggested by the word "suffrage" in the title of the association.

Distractor Option D. The student may recognize that having a presidential candidate who supported voting rights for women was important to the cause. However, the student may not understand that this convention was intended to bring attention to voting rights for women, not to nominate a presidential candidate.

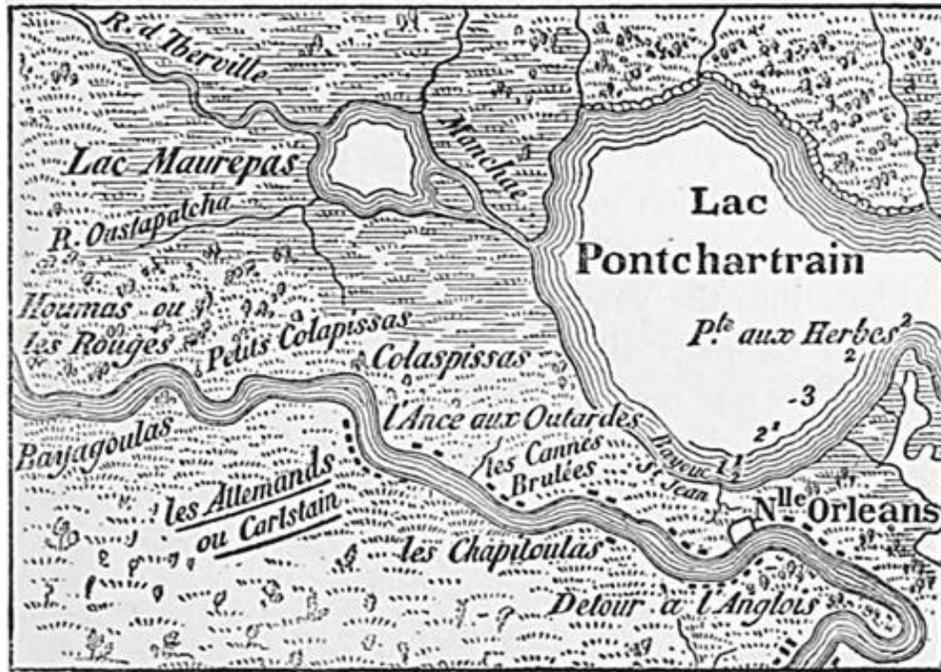
Appendix A

LEAP Text Complexity Rubric			
Category	Low (1)	Medium (2)	High (3)
<i>Information Density</i>	The text contains only a few novel propositions, ideas, or pieces of information. These are mostly concrete and clearly elaborated, so will be readily understood by students with a grade-	The text contains multiple propositions, ideas, or pieces of information. Although some are abstract or vaguely elaborated, they will likely be understood by students with a grade-level familiarity and understanding of the topic.	The text contains numerous propositions, ideas, or pieces of information. Many of these are abstract or vaguely elaborated and may be challenging for students with a grade-level familiarity and understanding of the topic.
<i>Text Structure</i>	The text consists of mostly short to medium-length simple sentences. Although there are some compound sentences , the grammatical construction is straightforward and comprehensible for students with grade-level reading ability.	The text consists of mostly medium to long compound sentences that are moderately complex. Although some sentences contain subordinate clauses, which place a moderate cognitive demand on the student, the text is comprehensible for students with grade-level reading ability.	The text consists of mostly long, complex sentences that contain complex grammatical forms, such as relative clauses, adverbial phrases, nominalizations, and passive voice constructions. The complex grammar places a substantial cognitive demand on the student, which makes the text somewhat challenging for students with grade-level reading ability.
<i>Vocabulary</i>	The text consists of mostly common, high-frequency words that students with grade-level reading ability should have little difficulty understanding.	The text contains a moderate number of content-specific terms, uncommon or multiple-meaning words, or idiomatic phrases and expressions , but there is enough context or elaboration in the text for students with grade-level reading ability to understand.	The text contains a large number of content-specific or technical terms, multiple-meaning words that apply a lesser-known meaning, or idiomatic phrases and expressions with only some context or elaboration that will make the text challenging for students with grade-level reading ability to understand.

Appendix B

Source 1: German Settlement in Louisiana

The swampy region west of New Orleans came to be known as the German Coast, because German settlers began to arrive there in the early 1700s. They established farms and married early French settlers. Food from those farms fed the people in the struggling settlement of New Orleans. In later decades, German settlers married Acadian settlers and helped to create Cajun culture. Historians believe that Germans introduced the accordion to Cajun music.



Source 2: Seafood Paella

Seafood paella is a rice dish that was first made in Spain. It was a favorite of people from the Canary Islands, a Spanish community off the coast of Africa. From 1778 to 1783, Spain gave about two thousand Canary Islanders land and homes in Spanish-controlled land in Louisiana. The Canary Islanders kept many traditions and ways of life after moving to Louisiana, such as making seafood paella.



Source 3: Adapted from a Newspaper Article about Acadians Who Sailed to Louisiana (1786)

In the 1600s and 1700s, many French immigrants settled in Canada. When the French and Indian War broke out, Great Britain took control of the colonies in Canada. In 1755 the French colonists, known as Acadians, were forced to leave their homes. Some returned to Europe, and some settled in other places in the New World. This newspaper article explains what happened when a large group of Acadians came to Louisiana in the late 1700s.

Near the end of last year, several large French ships with about one thousand Acadian families arrived at New Orleans. The Spanish government gave the Acadians land in different parts of Louisiana. A number of Acadians are also expected to settle in Florida.

Giving the unlucky Acadians land seems like an act of kindness. The Spanish king would consider any such request. However, giving land to the Acadians also prevents Americans from settling on this fertile¹ land.

¹**fertile:** good for growing food

Source 4: Haitians Flee to Louisiana (1791)

The French ruled western Hispaniola, now called Haiti, from 1625 until 1791. The drawing shows the burning of a city during the unrest that ended French rule. Thousands of Haitians, whose families came from France and Africa, fled to New Orleans. These immigrants helped to develop Louisiana's Creole culture.



Source 2: monkeybusinessimages/iStock.