

This document contains the answer keys, rubrics, and Scoring Notes for items on the Grade 3 Social Studies Practice Test. Refer to the [Practice Test Library](#) for additional resources, including the [Social Studies Practice Test Guidance](#), which provides general supports and cautions in using the practice test, and the [Annotated Social Studies Practice Test Items](#) document, which explains the purpose and reasoning of selected practice tests items. For additional help in scoring constructed- and extended-response items, refer to the [2019 Summit Session: Social Studies 101](#) materials and presentation.

Session	Set	Sequence	Item Type	Key	Alignment
1	Early Louisiana Immigrants	1	MC	B	3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana
1		2	MS	A, D	3.2.3 Identify the causes and effects of migration on Louisiana
1		3	MC	A	3.4.2 Explain historical patterns of settlement in Louisiana using maps
1		4	MC	C	3.2.3 Identify the causes and effects of migration on Louisiana
1		5	MC	D	3.4.1 Compare and contrast the physical features of various regions of Louisiana
1	Oil Industry in Louisiana	6	MC	D	3.1.2 Explain how technology has changed family and community life in Louisiana over time
1		7	MC	B	3.4.1 Compare and contrast the physical features of various regions of Louisiana
1		8	MC	D	3.4.7 Describe the importance of natural resources in Louisiana using maps
1		9	MC	C	3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services
1		10	MC	C	3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants
1	Louisiana Volunteers	11	MC	D	3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live
1		12	MC	C	3.6.2 Describe the qualities of a good leader and citizen
1		13	MC	B	3.6.3 Describe how a citizen can help solve a local issue
1		14	MC	A	3.6.3 Describe how a citizen can help solve a local issue
1		15	CR	see rubric	3.6.2 Describe the qualities of a good leader and citizen

Session	Set	Sequence	Item Type	Key	Alignment
1	Standalone Items	16	MC	D	3.3.7 Locate specific places on a map using a simple grid system
1		17	MC	B	3.5.5 Discuss the powers of local and state officials
1		18	MC	C	3.7.2 List different ways people save their income and explain the advantages and disadvantages of each
1		19	MC	D	3.7.3 Explain the benefits of comparative shopping when making economic decisions
1		20	MC	A	3.8.4 Explain how producers and consumers affect prices
1		21	MC	C	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
1		22	MC	A	3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions
2	Louisiana State Police	23	MC	A	3.5.3 Investigate the major responsibilities of the three branches of local and state government
2		24	MC	D	3.5.1 Explain the difference between rules and laws
2		25	MC	A	3.9.2 Investigate the responsibilities and characteristics of various jobs
2		26	MS	B, E	3.9.2 Investigate the responsibilities and characteristics of various jobs
2		27	MC	C	3.5.4 Explain how local and state governments meet the basic needs of society
2		28	MC	B	3.1.2 Explain how technology has changed family and community life in Louisiana over time
2	Louisiana Culture	29	MC	A	3.2.4 Identify cultural elements that have contributed to the state's heritage
2		30	MC	B	3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state
2		31	MC	A	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
2		32	MC	B	3.2.4 Identify cultural elements that have contributed to the state's heritage
2		33	ER	see rubric	3.2.4 Identify cultural elements that have contributed to the state's heritage
3	Louisiana Native Americans:	34	MC	C	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
3		35	MC	D	3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana

Session	Set	Sequence	Item Type	Key	Alignment
3	Natchez and Caddo	36	MC	D	3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana
3		37	MC	B	3.4.1 Compare and contrast the physical features of various regions of Louisiana
3		38	CR	see rubric	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
3	Jobs and Careers	39	MC	C	3.4.5 Describe how humans affect the environment of Louisiana
3		40	MS	A, D	3.1.2 Explain how technology has changed family and community life in Louisiana over time
3		41	MC	B	3.5.4 Explain how local and state governments meet the basic needs of society
3		42	MC	D	3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state
3		43	MC	C	3.9.2 Investigate the responsibilities and characteristics of various jobs
3		44	MC	C	3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services
3	Standalone Items	45	MC	D	3.1.1 Create timelines that identify important events in the history of Louisiana
3		46	MC	A	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
3		47	MS	B, E	3.10.1 Differentiate between imports and exports of goods in Louisiana

Session 1 Item 15

Describe **two** different ways that volunteering can show good citizenship.

Scoring Information	
Score Points	Description
2	Student's response correctly identifies two different ways that volunteering can show good citizenship.
1	Student's response correctly identifies one way that volunteering can show good citizenship.
0	Student's response does not identify a way that volunteering can show good citizenship. OR Student's response is blank, irrelevant, or too brief to evaluate.

Scoring Notes:

Volunteering can help someone show good citizenship because volunteers:

- take responsibility for helping other people in the community
- care about society enough to learn about and help community organizations
- show compassion for other people and their problems
- have the courage to become role models or leaders for others
- help others to become leaders or role models
- show respect for other people
- participate in social organizations that try to make the world a better place
- care enough about social issues to work on solutions

Accept other reasonable responses.

Student Responses for Session 1 Item 15

Prompt

Describe **two** different ways that volunteering can show good citizenship.

Response 1

The two ways that volunteering can show good citizenship is that when you help someone that needs help is a good way that u can help the community. One way that volunteering can be when someone was hurt or engered in a car reck or something and you volunteer to help and help are community. That can show good citizenship. Another way is that when you here that someone is screaming or scared ,and if you help them that will also show good citizenship. That is two good ways that can show good citizenship

Score: 2

The response earns a 2. It offers two strong examples of actions that someone could take to help others (to help “when someone was hurt or engered in a car reck” or “when you here that someone is screaming or scared”), and explains that volunteering shows good citizenship because “when you help someone that needs help [it] is a good way that u can help the community.”

Response 2

Well, how i would say volunteering can show citizenship is that it can help others in need. It could also give hope to ones who have given up to find happiness.

Score: 2

The response earns a low 2. It explains how volunteering can show good citizenship because it can “help others in need” and “give hope.” It earns a low 2 because no specific action or support is given to show how this could be done.

Response 3

when you volunteer you are helping your commuinty and others. for example ,you mite help pick up trash in the park or even help surve and make food for the poor. When you volunteer you make a diffrenece!

Score: 1

The response earns a strong 1. It states that “when you volunteer you make a diffrenece!” which is then supported by “pick up trash in the park” and “make food for the poor.” The response connects citizenship to making a difference. This response does not reach a 2 with limited connections to how the actions of picking up trash or making food show good citizenship.

Response 4

According to the two passages volunteering can be kind too other people. On the passage Nicholas Guillery he accomplished fixing homes or repairing homes. After reading the passage he were able to give people lives back. On the next passage Cheryl Bryant it said that allowed to make her stronger. after reading the two passages I learnd that volunteering is great.

Score: 1

The response earns a strong 1. It earns credit for the phrase “be kind too other people,” which shows how a good citizen acts, and for explaining one example, “fixing homes.” The second portion, “make her stronger,” does not have a specific example or evidence to support it, and thus does not earn credit for additional score points.

Response 5

Volentering is always a good thing to do.

Score: 0

The response earns a 0. It says only that volunteering is “a good thing to do,” which is not sufficient to show how volunteering relates to citizenship, nor is the response supported with actions related to volunteering.

Session 2 Item 33

Based on the sources and your knowledge of social studies, explain how different groups have changed Louisiana's culture over time.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from what you already know.
- Use evidence from the sources to support your response.

Scoring

The response should be scored **holistically** on its content and claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Score	Description
4	The student's response: <ul style="list-style-type: none"> • Reflects thorough knowledge of how different groups have changed Louisiana's culture over time, by incorporating ample, focused, factual information from prior knowledge and the sources; • Develops a valid claim that expresses a solid understanding of the topic; • Supports the claim with well-chosen evidence from the sources; • Is organized in a logical manner that fully addresses all parts of the prompt with no errors significant enough to detract from the overall response.
3	The student's response: <ul style="list-style-type: none"> • Reflects general knowledge of how different groups have changed Louisiana's culture over time, by incorporating adequate factual information from prior knowledge and the sources; • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Is organized and addresses all parts of the prompt with minimal errors that do not substantially detract from the overall response.
2	The student's response: <ul style="list-style-type: none"> • Reflects limited knowledge of how different groups have changed Louisiana's culture over time, by incorporating some factual information from prior knowledge and the sources; • Presents a claim that expresses a basic understanding of the topic; • Includes limited support for the claim by using some evidence from the sources; • Contains some accurate understandings with a few errors that detract from the overall response.

Score	Description
1	The student's response: <ul style="list-style-type: none"> • Reflects minimal knowledge of how different groups have changed Louisiana's culture over time, by incorporating little or no factual information from prior knowledge and the sources; • Presents a claim with little or no evidence from the sources; • Contains few accurate understandings with several errors that detract from the response.
0	The student's response is blank, incorrect, too brief to evaluate, or does not address the prompt.

Characteristics of a Strong Response

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- Native Americans were the first group to inhabit present day Louisiana. They influenced the culture of Louisiana by showing early settlers how to survive off the land. They taught settlers how to farm, and which natural resources were good for food. Alligator hunting began with Native Americans and continues to be part of the culture for some people today.
- The French have impacted Louisiana's culture over time. Many French came and settled, including Acadians, bringing in their language. Lots of words used today in Louisiana are rooted in French language.
- Spanish culture influenced Louisiana with the food, government foundations, and architecture that can still be seen today.
- All groups that settled in Louisiana brought in their religion. Each group brought in their spiritual belief which is many Louisiana has a variety of churches and religious organizations today. The Catholic French established religious schools, many of which are still located in the New Orleans region.

- Louisiana is a gumbo of cultures, with each new group adding their style of food to the culture.

A strong response addresses the sources appropriately, by citing such evidence as:

- Spanish created the wrought-iron balconies seen in the French Quarter (Source 1).
- The French Quarter is named after the French that settled in the area (Source 1).
- Okra was brought to the area Portuguese traders and is used in gumbo (Source 2).
- Mix of French and African soups helped to create gumbo (Source 2).
- Farmers grow local ingredients used in food (Source 3).
- Zydeco is a blend of different music styles and instruments brought in by different cultures (Source 4).

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

- Germans brought the accordion to Louisiana which is a part of Zydeco music.
- Colonial government was divided into parishes, based upon Roman Catholic parishes.
- The Cabildo was built by the Spanish and served as the government headquarters.
- Architecture influenced by the Spanish includes flat-tiled roofs and tropical colors.

Student Responses for Session 2 Item 33

Response 1

Different groups changed Louisiana culture over time by adding new things in the culture to make it bigger and better like Zydeco Music and Food Traditions, New Orleans Buildings and one of the food traditions is Gumbo its's identified with South Louisiana, it blends in with Africa,European,and Native American cultures, and vegetables was added in gumbo. We also eat things like jambulya and beans and rice. Those foods probably came from the French and Spanish too. Next is Zydeco Music and two zydeco musicians play their instruments in front of a store near New Iberia, a man on the left plays an accordion and the man on the right plays the washboard, those two instruments are important in zydeco music, it was originated in Louisiana it blends blues, rhythm, and blues and creos music. That shows all kinds of music blend together to make Louisiana music. Lastly the New Orleans Building was a three story building in the French Quarter. The wrought-iron railing around the balcony and the second floor is an example of the Spanish Culture. That shows you have Spanish iron in a French city. That's how it have changed Louisiana's culture over time.

Score: 4

A strong claim ("Different groups changed Louisiana culture over time by adding new things in the culture to make it bigger and better like . . .") is presented at the beginning. The response continues with a thorough knowledge of how different groups have changed Louisiana's culture over time by focusing on music, food, and buildings. Though the use of direct evidence from the sources constitutes a large portion of the response, the student follows up each section with a connection back to the prompt ("That shows all kinds of much blend together to make Louisiana music.") Some prior knowledge is used (" . . .eat things like jambulya and beans and rice."), which directly relates to the response.

Response 2

A lot of people migrate to louisiana and give us a better culture like the music we have or the crops we learned how to grow from the native americans or the food we eat from the markets and the music we hear is zydeco or its some thing else and we have brocly, carrots, and squasj and the food we eat we're like a mix of peopleand culture each time someone comes like the french or spanish it would changes our culture by bringin new thing and that's amazing how a lot of people get along and we traditions also like Mardi Gras.

Score 3

The response presents a valid claim (“A lot of people migrate to Louisiana and give us a better culture. . .” and “. . . we’re like a mix of people and culture each time someone comes like the French or Spanish it would change our culture by bringing new things. . .”) and is supported with some evidence through an organized explanation. It also uses information from the sources (“music we hear is zydeco”) and prior knowledge (“like Mardi Gras”).

Response 3

Different people migrate here and brought stuff we did not have back then. Some stuff like zydeco, rice, onion, gumbo, bouillabaisse, and the blues. The African, French, German, and other people brought things if these people did not migrate here we would not have our uniqueness! We have stuff other people do not have.

Score: 2

The response demonstrates a limited knowledge of the diverse culture of Louisiana. While there is an effective claim (“and other people brought things if these people did not migrate here we would not have our uniqueness!”), supporting evidence is not elaborated upon. Use of sources is insufficient, consisting of a list rather than an explanation (“zydeco, . . ., gumbo, bouillabaisse, and the blues”). Some prior knowledge is listed (“onion” and “German”), but there is no further elaboration.

Response 4

Based on source 1, the Spanish has changed Louisiana’s culture over time by building the houses. Based on source 2, the Africans, Native Americans, and the Europeans has changed Louisiana’s culture over time by blending together and making gumbo. Based on source 3, we made farmers markets today. Based on source 4, Creole music blended with rhythm and blues, and today we call this Zydeco music. Based on my own knowledge, I know that Cajuns told this myth called the L’Loup and then Gorge Rore painted it and now we know it as the blue dog.

Score: 2 (low)

This response does not present a claim but does provide some relevant information from the sources, which shows a limited understanding of the content. The response includes some prior knowledge regarding the Cajun myth of the Rougarou (Loup-garou)

and how this is evident in present day culture, the famous Louisiana artist George Rodrigue. With the use of the clearly selected evidence from the sources and the unique prior knowledge, the response shows more than a minimal understanding and is enough to push the response into the 2 score point.

Response 5

When different people came to the LA they brot music,food, and culcher. Some times it is music like zydeco. It blends blues, rhythm,and creole music. And some tmes it can be food like gumbo. This is a blend of Africa, European, and Native American food culcher. I think that people coming here was good.

Score 1 (high)

The response reflects a minimal understanding of how different groups have changed Lousiana's culture over time. The response presents a claim ("When different people came to the LA they brot music,food, and culcher.") and supports it with little evidence from the sources. There is no prior knowledge used to support the claim or further elaboration on the ideas presented. The last sentence is an opinion which does not support the claim and is thus not used for earning credit.

Response 6

First it was owned by Spain so they made a treaty with France for Louisiana. Then the US purchased it from France. So louisiana has spanish culcher and french culcher. but not thanks to spain we have balconys. but France gave us all the swamp land.

Score 1

This response reflects minimal understanding of the topic and does not present a clear claim ("So louisiana has spanish culcher and french culcher."). Supporting evidence from prior knowledge is related to the topic ("First it was owned by Spain so they made a treaty with France for Louisiana. Then the US purchased it from France."), but there is no support from the sources. Misunderstandings from the source and background detract from the overall brief response ("but not thanks to spain we have balconys. but France gave us all the swamp land.")

Response 7

Louisiana groups has changed because people from different cultures come to teach people there language. Like we have a chinise teacher and she teaches us manderen she tought us a new language that why louisiana has a big population of people because more people from different cultures are coming to louisiana.another reason is louisiana has a influens of spanish,french,chinise all of those are different cultures that are builded with louisiana building.

Score 0

The claim presented (“Louisiana groups has changed because people from different cultures come to teach people there language.”) is not valid. Supporting evidence does not relate to the flawed claim and is unrelated to the sources and context of the item set. The one section (“that why louisiana has a big population of people because more people from different cultures are coming to louisiana.another reason is louisiana has a influens of spanish,french,chinise”) that does connect to factual information is too unclear and disconnected from the prompt to earn credit.

Response 8

Different groups have changed LA’s culture over time.One reason I know this is because the sourses stated how certain actions affected our culture.I also know that French specifically did one action which was bringing gumbo to our culture.Many people enjoy having gumbo on a nice day.

Score 0

The response earns a score of 0. While there is an attempt at a claim in the beginning, the overall response does not demonstrate even a minimal understanding of the content. Misinformation from the source is presented (“French specifically did one action which was bringing gumbo to our culture”) and further supported with irrelevant information (“Many people enjoy having gumbo on a nice day.”)

Session 3 Item 38

Describe **two** different ways that the environment influenced the Natchez and Caddo cultures.

Scoring Information	
Score Points	Description
2	Student's response correctly describes two different ways that the environment influenced the Natchez and Caddo cultures.
1	Student's response correctly describes one way that the environment influenced the Natchez and Caddo cultures.
0	Student's response is blank or does not accurately describe a way that the environment influenced the Natchez and Caddo cultures. OR Student's response is blank, irrelevant, or too brief to evaluate.

Scoring Notes:

Ways that the environment influenced the Natchez and Caddo cultures:

- The environment allowed the Natchez and the Caddo to establish settled villages by providing trees and grasses to build houses.
- The environment allowed the Natchez and the Caddo to be hunters and gatherers, by providing enough animals and plants to eat.
- The environment allowed the Natchez and the Caddo to settle in one place, by providing water and good soil for growing crops.
- The environment provided bones and stones that allowed the Natchez and the Caddo to make tools that made it easier for them to farm, build, hunt, and fish.
- The environment was an important part of the spirituality of the Natchez and the Caddo. They lived in harmony with nature and respected the land.

Accept other reasonable responses.

Student Responses for Session 3 Item 38

Prompt

Describe **two** different ways that the environment influenced the Natchez and Caddo cultures.

Response 1

2 ways the environment influenced the Natchez and Caddo cultures were living near the forest was a good way to hunt food so they could live. and the other way it influenced the Natchez and Caddo cultures were living on a flat piece of land where they had good soil and water to drink

Score: 2

The response earns a high 2. It describes two ways that the environment influenced the Natchez and Caddo. Where they lived (“near the forest”) enabled them to “hunt food so they could live.” Their location “on a flat piece of land” gave them access to soil for farming and water for drinking.

Response 2

The environment influenced the Natchez and the Caddo tribes in two main ways. one way the environment influenced them was giving them food and water to survive. And the second way it influenced them was giving them materials to make houses.

Score: 2

The response earns a low 2. It makes connections between the environment and survival by making use of “food and water” and “materials to make houses.” Specific natural resources used to make houses are not identified, however, which would have pushed the score to a higher 2.

Response 3

There are two ways that the environment influenced the Natchez and Caddo cultures. The Natchez's environment influenced them in two ways they lived by the Mississippi River so it gave them moist soil to grow crops had water for livestock. The Caddo's environment influenced them in two ways also they lived by a little bayou so they also had moist soil for crops and water for livestock.

Score: 1

The response earns a high 1. It is repetitive, noting only one way that two different cultures were influenced by the environment. “Mississippi River so it gave them moist soil to grow crops had water for livestock” is essentially the same as “moist soil for crops and water for livestock.”

Response 4

The Natchez work together to think of how to live in life. The Caddo hunted for food with a Poverty Point to catch what they needed to live.

Score: 1

The response earns a low 1 for citing only “hunted for food.” The student’s misunderstanding of hunting “with a Poverty Point,” however, is not enough to detract from a score point of 1.

Response 5

The caddo lived in villages they built around mounds. believe the caddo may have used these mounds for religious ceremonies. The plaquemine were ancestors of the natchez. Like the plaquemine the natchez built mounds. They held religious services. the natchez lived on family farms near the mounds were topped with sacred buildings were they held religious services

Score: 0

The response earns a 0. It describes the mounds, which are not a natural resource, and does not answer the question. The response contains no specific connection to the environment. The text is copied from sources and is not specific or selective enough to earn credit.