

This document contains the answer keys, rubrics, and Scoring Notes for items on the Grade 3 Social Studies Practice Test. For support on how to use sample student work, refer to the [LEAP 2025 Social Studies Practice Test Guidance](#). Additional Practice Test resources are available in the LDOE [Practice Test Library](#).

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	D	3.2.3 Identify the causes and effects of migration on Louisiana
1		4	MC	A	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
1		5	MC	C	3.2.3 Identify the causes and effects of migration on Louisiana
1		6	MC	D	3.4.1 Compare and contrast the physical features of various regions of Louisiana
1	Louisiana Culture	7	MC	A	3.2.4 Identify cultural elements that have contributed to the state's heritage
1		8	MC	D	3.2.4 Identify cultural elements that have contributed to the state's heritage
1		9	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
1		10	MC	B	3.1.6 Compare and contrast the influence of cultural groups in Louisiana
1		11	MC	A	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
1		12	MC	B	3.2.4 Identify cultural elements that have contributed to the state's heritage
1	Louisiana Native Americans: Natchez and Caddo	13	MC	C	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
1		14	MC	D	3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana
1		15	MC	D	3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana
1		16	MC	B	3.4.1 Compare and contrast the physical features of various regions of Louisiana
1		17	CR	see rubric	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana

Session	Set	Sequence	Item Type	Key	Alignment
1	Louisiana Volunteers	18	MC	D	3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live
1		19	MC	C	3.6.2 Describe the qualities of a good leader and citizen
1		20	MC	B	3.6.3 Describe how a citizen can help solve a local issue
1		21	MC	A	3.6.3 Describe how a citizen can help solve a local issue
1		22	CR	see rubric	3.6.2 Describe the qualities of a good leader and citizen
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	MS	B, E	3.9.2 Investigate the responsibilities and characteristics of various jobs
2		25	MC	C	3.5.4 Explain how local and state governments meet the basic needs of society
2		26	ER	see rubric	3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live
3	Oil Industry in Louisiana	27	MC	D	3.1.2 Explain how technology has changed family and community life in Louisiana over time
3		28	MC	B	3.4.1 Compare and contrast the physical features of various regions of Louisiana
3		29	MC	A	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		30	MC	D	3.4.7 Describe the importance of natural resources in Louisiana using maps
3		31	MC	C	3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services
3		32	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
3	Jobs and Careers	33	MC	B	3.5.4 Explain how local and state governments meet the basic needs of society
3		34	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		35	MC	C	3.9.2 Investigate the responsibilities and characteristics of various jobs
3		36	MC	C	3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services

Session	Set	Sequence	Item Type	Key	Alignment
3	Stand-Alone Items	37	MC	D	3.1.1 Create timelines that identify important events in the history of Louisiana
3		38	MC	A	3.5.6 Compare how government officials at the state and national levels are elected
3		39	MC	A	3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions
3		40	MC	D	3.3.7 Locate specific places on a map using a simple grid system
3		41	MC	B	3.5.1 Explain the difference between rules and laws
3		42	MC	C	3.5.2 Explain who is responsible for enforcing state and local laws
3		43	MC	B	3.5.5 Discuss the powers of local and state officials
3		44	MC	C	3.7.2 List different ways people save their income and explain the advantages and disadvantages of each
3		45	MC	D	3.7.3 Explain the benefits of comparative shopping when making economic decisions
3		46	MC	A	3.8.4 Explain how producers and consumers affect prices
3		47	MS	B, E	3.10.1 Differentiate between imports and exports of goods in Louisiana

Session 1 Item 17

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

Scoring Information	
Score Points	Description
2	Student's response correctly describes two 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.

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 1 Item 17

Prompt

Describe **two** 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, which would have pushed the student into 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. It earns credit for “hunted for food.” Student’s misunderstanding of hunting “with a Poverty Point” 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.

Session 1 Item 22

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

Scoring Information	
Score Points	Description
2	Student's response correctly identifies two 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 is blank or does not identify a way that volunteering can show good citizenship.

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 22

Prompt

Describe **two** 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, “when someone was hurt or engered in a car reck” or “when you here that someone is screaming or scared”. The response 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 26

Using all of the sources, describe how state police officers are good leaders in their communities.

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.
- Follow the steps on the Checklist as you write your response.

Social Studies
Extended-Response Checklist
Grades 3, 4, 5

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

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

Following the steps below will help you write a successful extended response.

Step 1: Planning and Writing

- Read the question carefully.
- Think about what you will write before you begin.
- Answer **all** parts of the question.
- Include many examples from the sources to support your response.
- Include information from your own knowledge to support your response.
- Put your ideas in a logical order.
- Use paragraphs to separate different main ideas.

Step 2: Proofreading

- Review the checklist to make sure you have covered all the steps.
- Reread your response.
- Add more details if needed.
- Correct any errors you find.

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 state police officers are good leaders in their communities, 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 state police officers are good leaders in their communities, 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 state police officers are good leaders in their communities, by incorporating some factual information from prior knowledge and the sources; • Presents an inadequate claim that expresses a limited understanding of the topic; • Includes insufficient support for the claim, but does use 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 state police officers are good leaders in their communities, by incorporating little or no factual information from prior knowledge and the sources;• Does not develop a claim but provides evidence that relates to the topic, OR develops a substantially flawed claim with little or no evidence from the sources;• 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.

Scoring Notes

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

A response that develops a **substantially** flawed claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

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.

- State police officers are good leaders in their communities because they represent the government. The police officers know the laws of society, so they can teach other people the laws too. This can help people follow the law. For example, state police officers remind people to drive safely.
- State police officers are good leaders in their communities because they are trustworthy. People depend on police officers when they need help. State police officers are there to keep people safe and to fight crime. If people did not trust the state police, they would not call them for help. As a result, there would be more crime and more people breaking laws and getting away with it.
- State police officers are good leaders in their communities because they are role models for people. Good police officers do what is right. If people thought that state police officers were not good role models of how to behave, they would not call them for help. Plus, people would not follow the lead of police officers on how to behave in society.
- State police officers are good leaders in their communities because they have good judgment. State police officers want to do the right thing because they represent the government. Their job is to protect the public from harm. They work to make sure that people who break the law or harm others are arrested. They have to figure out who broke the law before arresting that person.

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

- Source 1 explains that state police officers are responsible for enforcing the laws. State police officers are leaders because they know the laws, and they can teach others the laws too. They also teach people to be safe, and they take care of citizens by protecting them from criminals and from dangers like fires.
- Source 2 explains that state police officers must go through a lot of training and tests to be a police officer. They study the law and have to pass tests about it. Plus, they must have good moral character, because they will be role models. They represent the government, so it is important that they are honest, helpful, and trustworthy.

- Source 3 explains that state police officers are responsible for handling crime. They also help people during emergencies and encourage people to be safe. The police show that they are leaders by doing these things. The public needs to be able to trust that the state police officers are going to arrest the criminals, and that they are going to be honest during the process.

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

- In emergency situations, the state police need to lead others to safety. They help people who are hurt get to the hospital. They help people who are not hurt get to safety. For example, police officers help people who are in car accidents. They lead people to a safe place or call an ambulance to get them medical help.
- The state police need to have strong leadership skills because they need to show people how to fight crime and what to do in dangerous situations. They teach people how to protect themselves from crime. For example, police officers remind people to lock their doors.

Student Responses for Session 2 Item 26

Prompt

Using all of the sources, describe how state police officers are good leaders in their communities.

Response 1

State police officers are good leaders in their communities. For example, they pull people over for speeding, as speeding can cause car wrecks. They also bring people to court for judging if they do something against the law. According to source 3, they also enforce traffic laws. Source 2 shows that it takes a lot to become a police officer, too. Source 1 states that they also help in emergencies (fires, car wrecks, etc.) Police officers are good leaders in their communities in many ways, and those were some of them.

Score: 4

The response earns a 4. It states a claim in the first sentence and repeats it in the final sentence. The response offers ample, focused, factual information from sources as evidence and examples. Examples are focused on not just the job responsibilities that a police officer does, but how this leadership positively affects the community: “they pull people over for speeding, as speeding can cause car wrecks.”

Response 2

Poillice offisers are good around the cummuniteis by helping others. By making the laws. By taking bad people to jail. By inforsing the laws. By protecting people. By saving people. By making sure people where their seatbelt. By making sure knowone jaywalks. By making sure people put little kids, and babbies in car, or bosterseats that are buckled up. Making sure people stop at redlights. By making sure people stop at stopsighns. To beacome a police officer yoy have to be a united states citizen pass some college classes or work in goverment be of good moral charecter pass a writen test pass a physical test pass an oral test successfullly compleat the police training academy. The police prevent trafic from wreking sometimes.

Score: 4

The response earns a low 4. It does not state a clear claim, but the intent is evident with the phrase “helping others.” The response offers no connection to leaders or the impact to communities, but provides ample evidence from all of the sources and prior knowledge that relates to helping others.

Response 3

They are helpful parts of communities. They tell us what the difference is between wrong and right they know what good citizenship and bad citizenship. They know how following the laws and breaking the laws are different. They know that we should abide by the rules and laws that are made and we should never forget how they save and protect our cities all the time. They respect us all the time so we should respect them back they deserve so much honor.

Score: 3

The response earns a high 3. It states a claim in the first sentence, “They are helpful parts of communities”, but does not connect that to how police officers are leaders. The evidence is related to how police officers are helpful. The overall response shows general knowledge but is repetitive and focuses on good versus bad.

Response 4

The state police help many people each day. The police officers make sure that no one gets hurt in a fire or car accident. They also make sure that if someone bad breaks in a house then they can call the police and the police can come and arrest those bad people. That is what I learned in this passage.

Score: 3

The response earns a low 3. It states a clear but weak claim, “state police help many people each day.” The response does not directly connect how police officers are good leaders, but does show a general understanding of the topic with background knowledge.

Response 5

Police are good leaders in their communities because they are known to protect their people from danger, and inspire them to care for people and to help others.

Score: 2

The response earns a solid 2. It presents a strong claim, but with insufficient evidence or support from prior knowledge or the sources.

Response 6

i think police oficers are good leaders because they help us be safe by making shore we follow laws. also i trust them because they go through college, test, schools, and academies. thats why i think they are good leaders.

Score: 2

The response earns a low 2. It states a claim, “police oficers are good leaders because they help us be safe,” but evidence is not clearly connected to how police officers keep us safe or why they are trustworthy. The response shows limited knowledge of the topic with insufficient support.

Response 7

Because they get to the problem fast. They keep highways safe. They help citizens in emergencys. they help people a lot on the highways.

Score: 1

The response earns a 1. It does not provide a claim, but provides some evidence related to the topic.

Response 8

You have to do these things to be safe do not heart anybody if you do heart anybody you will go to jail.

Score: 0

The response earns a 0. It is not related to the topic, so no points are earned.