Grade 4 English Language Arts
Paper-Based Practice Test Answer Key

LEAP 2025

This document contains the answers to all items on the grade 4 ELA Paper-Based Practice Test, as well as alignment and scoring information. Refer to the ELA Practice Test Guidance for information on how to incorporate the practice tests into instruction, as well as a scoring activity.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task (RST) AND a Literary Analysis Task (LAT) OR a Narrative Writing Task (NWT)—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the Grade 4 ELA Assessment Guide for more information about the test's design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	MS	**PART A:** D **PART B:** C, E	RL.4.4, L.4.4, RL.4.1
	2	MS	**PART A:** D **PART B:** C, F	RL.4.3, RL.4.1
	3	EBSR	**PART A:** B **PART B:** D	RL.4.3, RL.4.1
	4	EBSR	**PART A:** A **PART B:** C	RL.4.2, RL.4.1
	5	EBSR	**PART A:** C **PART B:** B	RL.4.4, L.4.5, RL.4.1
	6	EBSR	**PART A:** A **PART B:** D	RL.4.2, RL.4.1
	7	PCR	See Scoring Table and Rubric Sample Student Responses	RL.4.5, RL.4.1; W.4.2, W.4.4, W.4.9; L.4.1, L.4.2
1 Reading Passage Set	8	EBSR	**PART A:** A **PART B:** D	L.4.4, RL.4.4, RL.4.1
	9	EBSR	**PART A:** C **PART B:** B	RL.4.3, RL.4.1

Session	Sequence	Item Type	Key	Alignment
	10	EBSR	**PART A:** A **PART B:** D	RL.4.3, RL.4.1
	11	EBSR	**PART A:** A **PART B:** D	RL.4.2, RL.4.1
2 Research Simulation Task	12	EBSR	**PART A:** B **PART B:** A	L.4.4, RI.4.4, RI.4.1
	13	EBSR	**PART A:** C **PART B:** B	RI.4.3, RI.4.1
	14	EBSR	**PART A:** A **PART B:** C	L.4.4, RI.4.4, RI.4.1
	15	EBSR	**PART A:** D **PART B:** A	RI.4.3, RI.4.1
	16	EBSR	**PART A:** D **PART B:** B	RI.4.5, RI.4.1
	17	EBSR	**PART A:** D **PART B:** C	RI.4.6, RI.4.1
	18	EBSR	**PART A:** C **PART B:** A	L.4.4, RI.4.4, RI.4.1
	19	EBSR	**PART A:** B **PART B:** C	RI.4.2, RI.4.1
	20	PCR	See Scoring Table and Rubric	RI.4.7, RI.4.9, RI.4.1; W.4.2, W.4.4, W.4.9; L.4.1, L.4.2
3 Narrative Writing Task	21	EBSR	**PART A:** A **PART B:** B	RL.4.3, RL.4.1
	22	EBSR	**PART A:** B **PART B:** D	RL.4.3, RL.4.1
	23	EBSR	**PART A:** D **PART B:** A	RL.4.2, RL.4.1

Session	Sequence	Item Type	Key	Alignment
	24	EBSR	**PART A:** C **PART B:** D	RL.4.3, RL.4.1
	25	PCR	See Scoring Table and Rubric Sample Student Responses	W.4.3, W.4.4; L.4.1, L.4.2
3 Reading Passage Set	26	MS	**PART A:** A **PART B:** C, E	L.4.4, RI.4.4, RI.4.1
	27	EBSR	**PART A:** B **PART B:** C	RI.4.2, RI.4.1
	28	EBSR	**PART A:** A **PART B:** D	RI.4.2, RI.4.1
	29	MS	**PART A:** D **PART B:** D, F	RI.4.2, RI.4.1
	30	EBSR	**PART A:** C **PART B:** D	RI.4.8, RI.4.1
	31	EBSR	**PART A:** C **PART B:** D	RI.4.3, RI.4.1
4 Reading Literary and Informational Texts	32	EBSR	**PART A:** A **PART B:** D	RL.4.3, RL.4.1
	33	EBSR	**PART A:** B **PART B:** C	L.4.4, RL.4.4, RL.4.1
	34	EBSR	**PART A:** C **PART B:** B	RL.4.3, RL.4.1
	35	EBSR	**PART A:** A **PART B:** D	L.4.5, RL.4.4, RL.4.1
	36	EBSR	**PART A:** C **PART B:** C	RL.4.2, RL.4.3, RL.4.1
	37	EBSR	**PART A:** B **PART B:** D	RL.4.5, RL.4.1

Item Type	Description	Scoring Information
Evidence-Based Selected Response (EBSR)	• Two-part item • Part A measures reading comprehension • Part B asks for evidence to support part A	• Worth up to two points (2, 1, or 0) • Full credit (2 points): both parts correct • Partial credit (1 point): Part A is correct; Part B is not correct • No credit (0 points): **only** Part B is correct or neither part is correct
Multiple-Select (MS)	• Requires more than one answer (required number of correct answers in **boldface** in question) • Can have one part (e.g., asks student to select **two** summary details) or two parts (e.g., Part A asks students to choose **two** themes; Part B asks for evidence for themes)	• Worth up to two points (2, 1, or 0) • Full credit (2 points): All answers correct • Partial credit (1 point): for one-part MS item, 1 of 2 answers is correct or for an EBSR with MS in Part A, 1 of 2 answers in Part A is correct OR both answers are correct in part A, but Part B is incorrect • No credit (0 points): Both parts are incorrect OR **only** Part B is correct
Prose Constructed Response (PCR)	• Requires student to show understanding of text(s) by writing a multi-paragraph response • Addresses more than one text depending on the task (LAT: 2 texts; RST: 3 texts) • Requires evidence from texts • Measures Reading Comprehension and Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT)	LAT/RST: Worth up to 19 points • Reading Comprehension and Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0) NWT: Worth up to 12 points • Written Expression dimension: score point of 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0)

Scoring of Grade 4 PCRs				
Task	**Dimensions**	**Points by Dimension**	**Total Points**	**Rubric**
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Narrative Writing	Written Expression	9 points (3 times holistic score)	12	NWT Rubric
	Conventions	3 points		

*When scoring the Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST and the LAT.

Grades 4–5 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and/or inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is **effectively** organized with **clear and coherent** writing; • uses language **effectively** to clarify ideas.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the topic that is **appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is organized with **mostly clear and coherent** writing; • uses language that is **mostly effective** to clarify ideas.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the topic; • demonstrates **some** organization with **somewhat coherent** writing; • uses language to express ideas with **some** clarity.	The student response • demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Grades 4–5 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • is **effectively** organized with **clear and coherent** writing; • uses language **effectively** to clarify ideas.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • is organized with **mostly coherent** writing; • uses language that is **mostly effective** to clarify ideas.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions	The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding,** but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

NOTES:
- The reading dimension is **not** scored for elicited narrative stories.
- Per the Louisiana Student Standards, narrative elements in grades 3-5 may include establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.