

# LEAP 2025

## English Language Arts Practice Test Grade 5



# Session 1

## Literary Analysis Task and Reading Passage

**Directions:**

Today you will take Session 1 of the Grade 5 English Language Arts Practice Test.

Read each passage and question. Then follow the directions to answer each question. Mark your answers by **circling** the correct choices in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

**GO ON ►**

Today you will analyze a passage from *Where the Red Fern Grows* and the poem “The Lighthouse Lamp.” As you read these texts, you will gather information and answer questions about the narrator’s point of view so you can write an essay.

Read the passage from *Where the Red Fern Grows*. Then answer questions 1 through 4.

## from *Where the Red Fern Grows*

by Wilson Rawls

- 1 I shouted as loud as I could. “Over here. I need help. My dog is drowning.”
- 2 I waited for an answer. All I could hear were the cries of Little Ann.
- 3 Again I hollered. “Over here. Over on the bank. Can you see my light? I need help. Please hurry.”
- 4 I held my breath waiting for an answering shout. I shivered from the freezing cold of my wet shoes and overalls. A straining silence settled over the river. A feathery rustle swished by in the blackness. A flock of low-flying ducks had been disturbed by my loud shouts. I strained my ears for some sound. Now and then I could hear the lapping slap of the ice-cold water as it swirled its way through the trough.
- 5 I glanced to Little Ann. She was still holding on but I saw her paws were almost at the edge. I knew her time was short.
- 6 I couldn’t figure out what I had heard. The sound was made by metal striking metal, but what was it? What could have caused it?
- 7 I looked at my ax. It couldn’t have made the sound as it was too close to me. The noise had come from out in the river.
- 8 When I looked at my lantern I knew that it had made the strange sound. I had left the handle standing straight up when I had taken the pole away. Now it was down. For some unknown reason the stiff wire handle had twisted in the sockets and dropped. As it had fallen it had struck the metal frame, making the sharp metallic sound I had heard.
- 9 As I stared at the yellow glow of my light, the last bit of hope faded away. I closed my eyes, intending to pray again for the help I so desperately needed. Then like a blinding red flash the message of the lantern bored its way into my brain. There was my miracle. There was the way to save my little dog. In the metallic sound I had heard were my instructions. They were so plain I couldn’t help but understand them. The bright yellow flame started flickering and dancing. It seemed to be saying, “Hurry. You know what to do.”

**GO ON ►**

- 10 Faster than I had ever moved in my life I went to work. With a stick I measured the water in the hole where my feet had broken through the ice. I was right. My foot had touched bottom. Eighteen inches down I felt the soft mud.
- 11 With my pole I fished the lantern back to the bank. I took the handle off, straightened it out, and bent a hook in one end. With one of my shoelaces I tied the wire to the end of the cane pole. I left the hook sticking out about six inches beyond the end of it.
- 12 I started shouting encouragement to Little Ann. I told her to hang on and not to give up for I was going to save her. She answered with a low cry.
- 13 With the hook stuck in one of the ventilating holes in the top of my light, I lifted it back out on the ice and set it down. After a little wiggling and pushing, I worked the hook loose and laid the pole down.
- 14 I took off my clothes, picked up my ax, and stepped down into the hole in the icy water. It came to my knees. Step by step, breaking the ice with my ax, I waded out.
- 15 The water came up to my hips, and then to my waist. The cold bite of it took my breath away. I felt my body grow numb. I couldn't feel my feet at all but I knew they were moving. When the water reached my armpits I stopped and worked my pole toward Little Ann. Stretching my arms as far out as I could, I saw I was still a foot short. Closing my eyes and gritting my teeth, I moved on. The water reached my chin.
- 16 I was close enough. I started hooking at the collar of Little Ann. Time after time I felt the hook almost catch. I saw I was fishing on a wrong angle. She had settled so low in the water I couldn't reach her collar. Raising my arms above my head so the pole would be on a slant I kept hooking and praying. The seconds ticked by. I strained for one more inch. The muscles in my arms grew numb from the weight of the pole.
- 17 Little Ann's claws slipped again. I thought she was gone. At the very edge of the ice, she caught again. All I could see now were her small red paws and her nose and eyes.
- 18 By Old Dan's actions I could tell he understood and wanted to help. He ran over close to my pole and started digging at the ice. I had to get him out of the way so I could see what I was doing.
- 19 Just when I thought my task was impossible, I felt the hook slide under the tough leather. It was none too soon.

From WHERE THE RED FERN GROWS—Public Domain

1. **Part A**

What does the phrase **bored its way into my brain** mean in paragraph 9 of *Where the Red Fern Grows*?

- A. formed an idea
- B. made a hole in
- C. created a lack of interest
- D. forced through an object

**Part B**

Which quotation from paragraph 9 helps the reader understand the meaning of the answer to Part A?

- A. “. . . the last bit of hope faded away.”
- B. “There was my miracle.”
- C. “They were so plain . . . .”
- D. “. . . I couldn’t help but understand them.”

**GO ON ►**

**2. Part A**

What does the word **strained** mean as it is used in paragraph 16?

- A. to exert great physical effort
- B. to demonstrate strong resistance
- C. to experience stress or tension
- D. to fight against a feeling of panic

**Part B**

Which sentence from the passage supports the narrator’s use of the word **strained** in paragraph 16?

- A. “As I stared at the yellow glow of my light, the last bit of hope faded away.” (paragraph 9)
- B. “After a little wiggling and pushing, I worked the hook loose and laid the pole down.” (paragraph 13)
- C. “Step by step, breaking the ice with my ax, I waded out.” (paragraph 14)
- D. “Stretching my arms as far out as I could, I saw I was still a foot short.” (paragraph 15)

**3. Part A**

Which statement expresses a theme in *Where the Red Fern Grows*?

- A. Determination is often rewarded.
- B. Caring for animals brings happiness.
- C. Harsh discipline is sometimes necessary.
- D. Animals can understand difficult situations.

**Part B**

Which sentence from the passage supports the answer to Part A?

- A. “I closed my eyes, intending to pray again for the help I so desperately needed.” (paragraph 9)
- B. “I started shouting encouragement to Little Ann.” (paragraph 12)
- C. “I strained for one more inch.” (paragraph 16)
- D. “Just when I thought my task was impossible, I felt the hook slide under the tough leather.” (paragraph 19)



**4. Part A**

Which emotions are emphasized through the author’s use of first-person point of view?

- A. frightened, but driven
- B. powerful, but insecure
- C. forceful, but respectful
- D. excited, but confused

**Part B**

Circle **two** sentences from paragraphs 14–17 of the passage that support both parts of the answer in Part A.

- 14 I took off my clothes, picked up my ax, and stepped down into the hole in the icy water. It came to my knees. Step by step, breaking the ice with my ax, I waded out.
- 15 The water came up to my hips, and then to my waist. The cold bite of it took my breath away. I felt my body grow numb. I couldn’t feel my feet at all but I knew they were moving. When the water reached my armpits I stopped and worked my pole toward Little Ann. Stretching my arms as far out as I could, I saw I was still a foot short. Closing my eyes and gritting my teeth, I moved on. The water reached my chin.
- 16 I was close enough. I started hooking at the collar of Little Ann. Time after time I felt the hook almost catch. I saw I was fishing on a wrong angle. She had settled so low in the water I couldn’t reach her collar. Raising my arms above my head so the pole would be on a slant I kept hooking and praying. The seconds ticked by. I strained for one more inch. The muscles in my arms grew numb from the weight of the pole.
- 17 Little Ann’s claws slipped again. I thought she was gone. At the very edge of the ice, she caught again. All I could see now were her small red paws and her nose and eyes.

**GO ON TO THE NEXT PAGE**

**GO ON ►**

Read the poem “The Lighthouse Lamp.” Then answer question 5.

## The Lighthouse Lamp

by Margaret E. Sangster

The winds came howling down from the north,  
Like a hungry wolf for prey,  
And the bitter sleet went hurtling forth,  
In the pallid face of the day.

5 And the snowflakes drifted near and far,  
Till the land was whitely fleeced,  
And the light-house lamp, a golden star,  
Flamed over the waves’ white yeast.

In the room at the foot of the light-house  
10 Lay mother and babe asleep,  
And little maid Gretchen was by them there,  
A resolute watch to keep.

There were only the three on the light-house isle,  
But father had trimmed the lamp,  
15 And set it burning a weary while  
In the morning’s dusk and damp.

“Long before night I’ll be back,” he said,  
And his white sail slipped away;  
Away and away to the mainland sped,  
20 But it came not home that day.

The mother stirred on her pillow’s space,  
And moaned in pain and fear,  
Then looked in her little daughter’s face  
Through the blur of a starting tear.

25 “Darling,” she whispered, “it’s piercing cold,  
And the tempest is rough and wild;  
And you are no laddie strong and bold,  
My poor little maiden child.

“But up aloft there’s the lamp to feed,  
30 Or its flame will die in the dark,  
And the sailor lose in his utmost need  
The light of our islet’s ark.”

“I’ll go,” said Gretchen, “a step at a time;  
Why, mother, I’m twelve years old,  
35 And steady, and never afraid to climb,  
And I’ve learned to do as I’m told.”

Then Gretchen up to the top of the tower,  
Up the icy, smooth-worn stair,  
Went slowly and surely that very hour,  
40 The sleet in her eyes and hair.

She fed the lamp, and she trimmed it well,  
And its clear light glowed afar,  
To warn of reefs, and of rocks to tell,  
This mariner’s guiding star.

45 And once again when the world awoke  
In the dawn of a bright new day,  
There was joy in the hearts of the fisher folks  
Along the stormy bay.

When the little boats came sailing in  
50 All safe and sound to the land,  
*To the haven the light had helped them win,  
By the aid of a child’s brave hand.*

“The Lighthouse Lamp” by Margaret E. Sangster—  
Public Domain

**5. Part A**

Which sentence summarizes the poem “The Lighthouse Lamp”?

- A. A father is lost at sea as his family struggles to survive through the night in a lighthouse.
- B. A mother huddles with her baby to stay warm during a storm while her twelve-year-old daughter watches over them.
- C. A mother and her family find courage to climb the icy steps to a lighthouse tower and turn on the lantern.
- D. A twelve-year-old girl saves boats coming to shore by fighting through a storm to light the lantern in a lighthouse.

**Part B**

Which lines from the poem provide the clearest evidence for the summary in Part A? Circle **two** answers.

- A. “And the light-house lamp, a golden star, / Flamed over the waves’ white yeast.”  
(lines 7–8)
- B. “In the room at the foot of the light-house / Lay mother and babe asleep,”  
(lines 9–10)
- C. “And little maid Gretchen was by them there, / A resolute watch to keep.”  
(lines 11–12)
- D. “The mother stirred on her pillow’s space, / And moaned in pain and fear,”  
(lines 21–22)
- E. “She fed the lamp, and she trimmed it well, / And its clear light glowed afar,”  
(lines 41–42)
- F. “There was joy in the hearts of the fisher folks / Along the stormy bay.”  
(lines 47–48)

Refer to the passage from *Where the Red Fern Grows* and the poem, “The Lighthouse Lamp.” Then answer questions 6 and 7.

**6. Part A**

Which **two** character traits describe both the narrator in the story and Gretchen in the poem as they respond to the challenges they must face?

- A. courageous
- B. adventurous
- C. persistent
- D. impatient
- E. clumsy
- F. bossy

**GO ON ►**

**Part B**

Circle **two** pieces of evidence from *Where the Red Fern Grows* and circle **two** pieces of evidence from “The Lighthouse Lamp” that demonstrate the traits from Part A.

**From *Where the Red Fern Grows***

“I shouted as loud as I could.”  
(paragraph 1)

“I shivered from the freezing cold of my wet shoes and overalls.”  
(paragraph 4)

“I couldn’t figure out what I had heard.” (paragraph 6)

“As I stared at the yellow glow of my light, the last bit of hope faded away.” (paragraph 9)

“I took off my clothes, picked up my ax, and stepped down into the hole in the icy water.” (paragraph 14)

“Closing my eyes and gritting my teeth, I moved on.” (paragraph 15)

**“The Lighthouse Lamp”**

“In the room at the foot of the light-house / Lay mother and babe asleep, . . . .” (lines 9–10)

“. . . And little maid Gretchen was by them there, . . . .” (line 11)

“‘I’ll go,’ said Gretchen ‘a step at a time; / Why, mother, I’m twelve years old, . . . .’” (lines 33–34)

“‘. . . And I’ve learned to do as I’m told.’” (line 36)

“Then Gretchen up to the top of the tower, . . . .” (line 37)

“The sleet in her eyes and hair. / She fed the lamp, and she trimmed it well, . . . .” (lines 40–41)

7. *Where the Red Fern Grows* and “The Lighthouse Lamp” are written from different points of view. Write an essay analyzing the impact of point of view on events in the passage from *Where the Red Fern Grows* and the impact of point of view on events in the poem, “The Lighthouse Lamp.” Use specific examples from **both** texts to support your answer.

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**GO ON ►**



A large rectangular box containing 20 horizontal lines for writing.

**GO ON ►**

A large rectangular box containing 20 horizontal lines for writing.

**GO ON ►**

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**GO ON ►**

Read the passage from the novel *Ida B*. Then answer questions 8 through 11.

## from *Ida B*

by Katherine Hannigan

- 1 Saturday morning, I was sitting on the front porch, waiting for nothing, with nothing I wanted to do. Rufus sat beside me for a while, hoping I'd be up to something more than misery. But he got tired of waiting and went off on his own, leaving a small sea of spit where he'd been sitting.
- 2 Just as I was about to take myself back to bed and try starting the day over again in the afternoon, I saw the big white car come down the road and turn left at the T. And right away, I knew what I had to do.
- 3 No plans. No least-possible-pain-and-humiliation scheming. Just plain and straight do the deed.
- 4 As soon as the white car disappeared down the DeLunas' drive, I picked myself up and headed out through the fields, then around the base of the mountain.
- 5 I walked through the orchard, eyes fixed forward, not slow and not rushed, either. Like I was on my way to the final showdown. Yes, there was a bunch of them and only one of me. Yes, they might ambush me, and I might not come back in one piece. But I'd take whatever those people needed to dish out, because I was going to do the right thing.
- 6 I stopped just before I stepped onto the land that now belonged to the DeLunas, and took a deep breath as I walked over that invisible boundary line.
- 7 And there was Claire straight ahead, looking at me, waiting for me. Her mom and little brother were crouched down at the side of the house, planting little bushes.
- 8 *Clump . . . clump . . . clump . . .* was the only sound my feet were making this time as I walked toward Claire, arms out from my sides and palms up, letting her know that I wasn't coming for a fight, even if she had some trouble and torture she needed to visit on me.
- 9 Claire's mother spotted me and stood, dusted off her hands, and watched as I walked up to Claire. Then all of the world was still except for the two of us.
- 10 "Claire," I said, making myself look her in the eye, "I'm sorry I scared you in the woods. I'm sorry I was mean to you. I was following you in school so I could apologize. I . . . I . . ." And there I was, babbling again. Should I tell her about Mama and the trees and school and everything? Where would I start if I was going to explain it all?

**GO ON ►**

- 11 Then Ms. W. came into my head and I knew it didn't really matter.
- 12 "I'm just sorry," I said.
- 13 Sometimes, on spring days, there will be the brightest, warmest sun and the darkest, rainiest clouds sharing the sky. All day long you wonder, "Will it rain? Will it shine?" And that's what I was thinking then, while I was looking at Claire's face. Everything was there, but nothing was happening one way or the other. I couldn't hang around any longer to see what would win out, though, because I had something else to do.
- 14 I turned to Claire's little brother, who had his arm around his mama's leg, and I could see that he was scared of me. He thought I was a monster, just like I'd wanted him to.
- 15 "I'm sorry I scared you," I said. "I won't ever do it again. I promise."
- 16 And he just stared at me, too. If I didn't know better, I would have thought that this family's mouths were under repair.
- 17 It was too hard waiting there for those people to decide if they wanted to tell me something, and I wasn't quite sure I could stand to hear the words they might want to say anyway. So I turned back to the orchard and started home.
- 18 I braced myself for a DeLuna ambush from behind and decided that when Mama and Daddy found me, just holding on to a tiny sliver of life, my last words would be, "Turn the land into a park, teach Rufus some mouth-related manners, and make sure Lulu gets her treats. Please."
- 19 But I got to the property line without harm or hollering, and by the time I crossed it, I did feel better. Like my heart was heavier and lighter at the same time.
- \* \* \*
- 20 Apologizing is like spring-cleaning. First of all, you don't want to do it. But there's something inside you, or somebody outside you who's standing there with her hands on her hips saying, "It's time to make things right around here," and there's no getting out of it.
- 21 Once you get started, though, you find out that you can't just clean out one room and be done with it; you have to do the whole house or you're tracking dirt from one place to the other. Well, it starts to seem like too, too much, and you want to quit more than Christmas. But there's that somebody or something telling you again, "Keep going. You're almost done. No quitting allowed."

Passage from *Ida B* by Katherine Hannigan, text copyright © 2004 by Katherine Hannigan. Used by permission of HarperCollins Publishers.

**8. Part A**

Read the sentence from paragraph 1.

Rufus sat beside me for a while, hoping I'd be up to something more than misery.

What does the word **misery** mean as it is used in the sentence?

- A. confusion
- B. exhaustion
- C. nervousness
- D. unhappiness

**Part B**

Which detail from the story provides the **best** clue for the meaning of the word **misery**?

- A. “. . . waiting for nothing, with nothing I wanted to do.”
- B. “. . . tired of waiting and went off on his own . . . .”
- C. “And right away, I knew what I had to do.”
- D. “No plans.”

**9. Part A**

How does the narrator’s apology to the neighbors contribute to the theme of the story?

- A. It shows that feelings of guilt will pass.
- B. It shows that it is best to admit to mistakes.
- C. It shows that it is difficult to understand how other people are feeling.
- D. It shows that it requires bravery to approach others who are angry.

**Part B**

Which detail from the story **best** supports the answer to Part A?

- A. “Yes, they might ambush me . . . .”
- B. “. . . because I was going to do the right thing.”
- C. “. . . I got to the property line without harm . . . .”
- D. “Like my heart was heavier and lighter . . . .”

10. Compare the feelings of the narrator and Claire in the story. Select **one** word that describes how the narrator feels and **one** word that describes how Claire feels and write the words into the charts labeled Description of Narrator’s Feeling and Description of Claire’s Feeling. Then write **one** quotation that provides evidence for **each** description to complete the chart.

Description of Narrator’s Feeling	Supporting Evidence for Narrator’s Feeling	Description of Claire’s Feeling	Supporting Evidence for Claire’s Feeling

Possible Descriptions

angry

determined

undecided

forgiving

protective

sympathetic

Possible Supporting Evidence:

“ . . . I might not come back in one piece.”

“Claire’s mother spotted me . . . .”

“ . . . stood, dusted off her hands, and watched . . . .”

“ . . . making myself look her in the eye . . . .”

“ . . . had his arm around his mama’s leg . . . .”

“Everything was there, but nothing was happening one way or the other.”



**11. Part A**

How does the narrator’s point of view influence how events in the story are presented?

- A. The narrator uses descriptive language, which shows her exaggerated response to the events.
- B. The narrator uses objective language, which provides unbiased reactions of the characters.
- C. The narrator uses questions throughout the story, which shows how confused she is.
- D. The narrator uses simple words, which helps the reader better understand the events.

**Part B**

Which **two** details from the story **best** support the answer to Part A?

- A. “Like I was on my way to the final showdown.” (paragraph 5)
- B. “Her mom and little brother were crouched down at the side of the house, . . . .” (paragraph 7)
- C. “Where would I start if I was going to explain it all?” (paragraph 10)
- D. “All day long you wonder, ‘Will it rain? Will it shine?’” (paragraph 13)
- E. “I turned to Claire’s little brother . . . and I could see that he was scared of me.” (paragraph 14)
- F. “. . . just holding on to a tiny sliver of life, my last words would be . . . .” (paragraph 18)





**You have come to the end of the Literary Analysis Task and Reading Passage Session of the test.**

- **Review your answers from the Literary Analysis Task and Reading Passage Session only.**
- **Then close your test booklet and sit quietly or read silently.**



# Session 2

## Research Simulation Task

**Directions:**

Today you will take Session 2 of the Grade 5 English Language Arts Practice Test.

Read each passage and question. Then follow the directions to answer each question. Mark your answers by **circling** the correct choices in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

**GO ON ►**

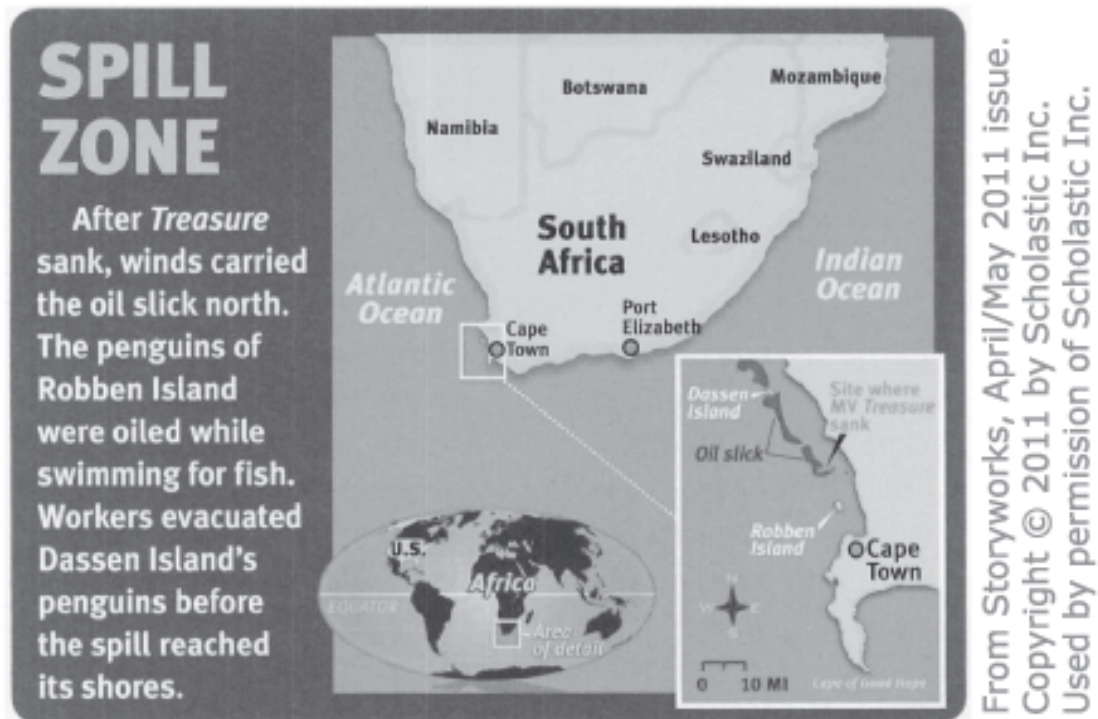
Today you will research how penguins are rescued after a large oil spill. You will read three articles. As you review these sources, you will gather information and answer questions about the rescue of penguins so you can write an essay.

Read the passage from the article by Lauren Tarshis, “The Amazing Penguin Rescue.” Then answer questions 12 and 13.

## from “The Amazing Penguin Rescue”

by Lauren Tarshis

- 1 Imagine you are an African penguin living on an island in the middle of the South Atlantic Ocean. You live with tens of thousands of other penguins on a rocky beach. It’s a typical day there in June—cold and windy. The beach echoes with penguin noises, barks and honks and brays. Some of your fellow penguins fight for territory. Others cuddle with their mates and dote on their chicks.



- 2 You’re hungry, so you head down to the water’s edge. You waddle on tiny feet, and your wings are too stubby for flying. But in the water, you can swim faster and dive deeper than any bird on Earth. As you plunge into the sea, your wings become powerful underwater propellers. You shoot through the water at 12 miles an hour, a black-and-white blur, snatching sardines from the surface, swallowing them whole, then catching more. Your thick feathers protect you from the freezing water.

**GO ON ►**

- 3 You stay in the sea for hours until your belly is full. Then you turn to head back to shore.
- 4 That’s when something goes wrong.
- 5 As you come to the surface for air, the water feels unfamiliar. It is thick, and it burns your eyes. You try to swim away, but suddenly your wings are too heavy to lift and you can barely propel yourself. Your body wobbles and rolls. You feel bitterly cold. You shiver and gasp for breath.
- 6 What you don’t know is that just hours ago, a cargo ship called *Treasure* hit a reef and split apart. As it sank, 1,300 tons of toxic crude oil gushed into the sea. Oil surrounds your breeding ground—the largest African penguin breeding ground in the world.
- 7 You are not the only penguin that has become soaked with the poisonous oil. Thousands of others have been trapped in the massive oil slick.
- 8 The impact of oil on a penguin (or any bird) is immediate and devastating. You are shivering because the oil has caused your layers of feathers to separate. Freezing water now lashes at your sensitive skin. Your eyes hurt because the oil has burned them. Your wings are heavy because they are coated with oil.
- 9 But your instinct for survival is strong. Somehow you struggle back to shore, fighting the waves and the current. The trip, usually effortless, is an agonizing ordeal. You manage to stagger onto the beach and back to your nest. You lick and peck at your feathers, desperate to clean them. Finally you give up. There is nothing to do but stand there, terrified, dazed, and silent.

### Strange Creatures

- 10 Then the beach is invaded by enormous creatures.
- 11 They are humans, but you don’t know that. You have never seen a human before. These men and women know what you don’t: that this oil spill is a catastrophe for you and your species. Some of them have devoted their lives to helping birds like you, birds caught in oil spills and other human-made disasters. They have helped with bird rescues around the world. All they care about is saving your life.
- 12 But how could you know this?

- 13 As the humans swarm the beach, you are overcome with panic. A man catches you. You lash out viciously with your powerful jaws and razor-sharp beak. You bite his arm, ripping his skin through the fabric of his thick coat. He doesn't let go. You strike again, biting his leg, inflicting a wound that will leave a scar for the rest of his life. But he cares more about you than himself. All across the beach, dozens of people are capturing penguins, enduring excruciating bites and wing slaps as they load you and the other penguins into crates. It is painful, exhausting work. The sight of all of these scared and injured penguins is heartbreaking to the humans. Some—grown men and women—fight tears.
- 14 But they don't give up. Tens of thousands of penguins are in danger. And they intend to save every single one.
- 15 Ten miles from the island, outside the city of Cape Town, a team of workers and volunteers has transformed a warehouse into a penguin rescue center. They have worked with astonishing speed. The warehouse holds hundreds of round enclosures, each large enough for 100 penguins. There are additional areas where penguins will be washed. One room is filled with ten tons of frozen fish, the amount needed daily to feed the penguins. Acquiring this enormous quantity of fish every day will be one of the workers' great challenges.
- 16 Actually, everything is a challenge. Simply getting one penguin to eat is a monumental task. In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling. These penguins won't accept the dead fish offered by human hands; workers have to force-feed them. They must restrain a penguin, pry its beak open, and shove the fish down its throat. Feeding one penguin can take an hour. Feeding all of the penguins takes an army of workers 15 hours.
- 17 And then there is the smell that fills the warehouse—a combination of penguin droppings, dead sardines, and human sweat. It is a stench so powerful that many people throw up when they first arrive.
- 18 But not even the smell keeps people away.
- 19 As news of the rescue effort spreads, hundreds, and then thousands, of volunteers flock to the warehouse, eager to help. They are a diverse group, including rich women from fancy neighborhoods and poor teenagers from Cape Town's streets. Some have experience helping wildlife; some have never even owned a pet. All of them have one thing in common: a mission to save as many penguins as possible.

“The Amazing Penguin Rescue” by Lauren Tarshis and map graphic from Storyworks April/May 2011 Issue. Copyright © 2011 by Scholastic, Inc. Used by permission of Scholastic, Inc.

**12. Part A**

What are **two** main ideas of the article by Lauren Tarshis?

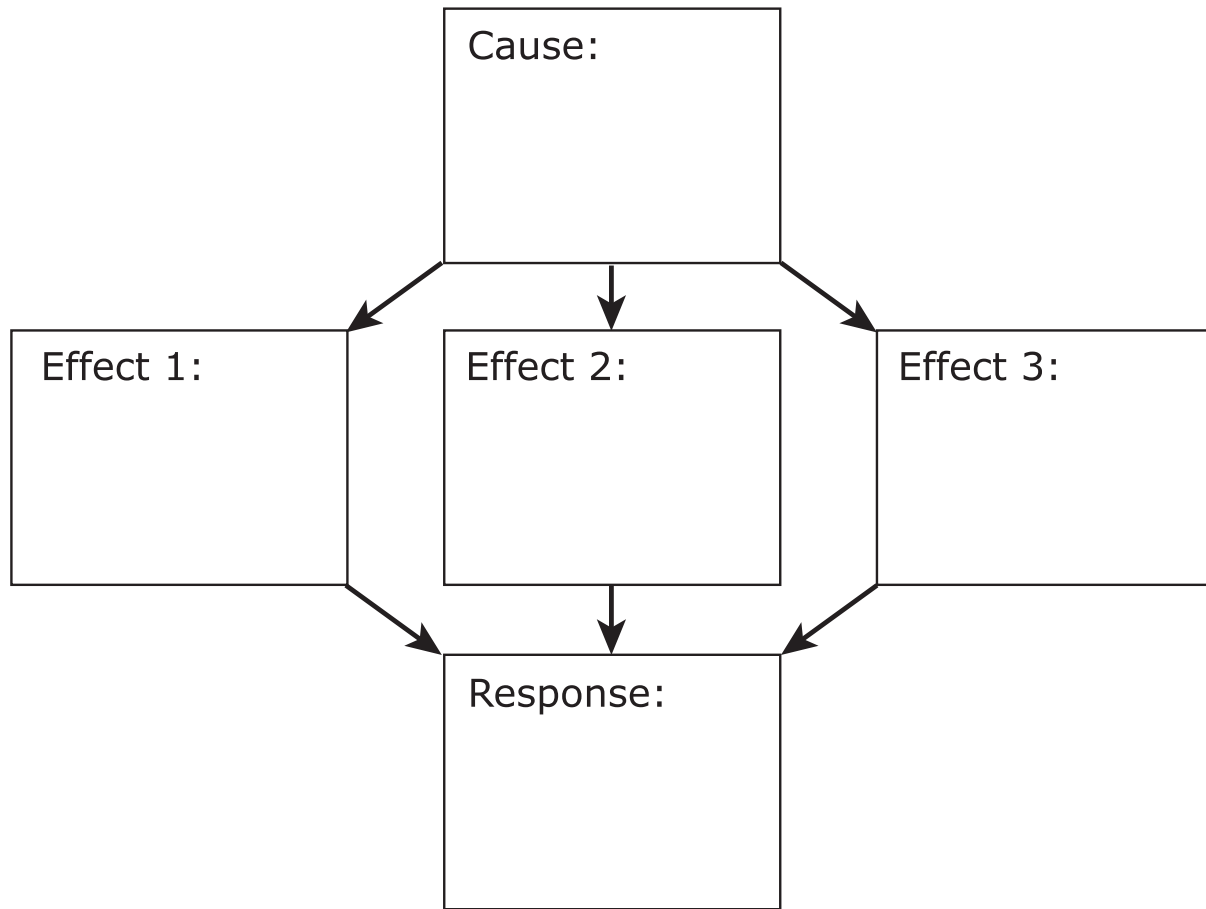
- A. Oil spills can spread quickly.
- B. Penguins are good swimmers.
- C. Oil spills are a great threat to penguins.
- D. Penguins take good care of their young.
- E. Penguins are interesting animals to watch.
- F. People work hard to help the penguins get better.

**Part B**

Which **two** sentences from the article **best** support the answer to Part A?

- A. “Others cuddle with their mates and dote on their chicks.” (paragraph 1)
- B. “As you plunge into the sea, your wings become powerful underwater propellers.” (paragraph 2)
- C. “You are not the only penguin that has become soaked with the poisonous oil.” (paragraph 7)
- D. “The impact of oil on a penguin (or any bird) is immediate and devastating.” (paragraph 8)
- E. “In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling.” (paragraph 16)
- F. “All of them have one thing in common: a mission to save as many penguins as possible.” (paragraph 19)

13. Using the list of events in the article by Lauren Tarshis, complete the diagram to show a cause, its effects, and then the response.



**Events:**

---

The penguin's eyes  
burn.

The penguin feels  
cold.

The penguin swims  
through oil.

The penguin is  
rescued by people.

The penguin has  
difficulty swimming.

**GO ON ►**



Read the article by Dyan deNapoli, “The Amazing Penguin Rescue.” Then answer questions 14 through 16.

## The Amazing Penguin Rescue

by Dyan deNapoli

as told to Natalie Smith



© AP Photo/IFAW, John Hrusa. Used by permission.

- 1 The summer of 2000, I had just finished my rounds tending to the New England Aquarium’s 60 penguins when I got an urgent call from South Africa. The manager of SANCCOB, a seabird rescue center in Cape Town, was on the line. The region’s penguins were in trouble. The cargo ship *MV Treasure* had sunk off the coast of Cape Town, creating an oil spill. Thirteen hundred tons of fuel oil were flowing near Robben Island, right in the middle of the African penguins’ primary habitat. In a matter of days, thick, toxic liquid had covered about 20,000 penguins. Without swift help, the seabirds would have no chance for survival.

**GO ON ►**



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- 2 SANCCOB had launched a massive rescue operation for the oiled penguins. Volunteers were showing up by the thousands, but they had no experience. The center needed penguin keepers to train the volunteers. Would I help?
- 3 Two days later, I boarded a plane to South Africa. I was about to take part in what would become the largest animal rescue operation ever attempted.

### **A Startling Silence**

- 4 Just outside Cape Town, a large warehouse had been turned into a rescue center for the oiled penguins. The rescuers had set up makeshift pools, which held about 100 oiled birds each. Hundreds of pools covered the floor.
- 5 When I first walked into the building, I couldn't believe my ears. Normally, African penguins are vocal birds. I expected to walk in to a chorus of honking and squawking. Instead, the center sounded like a library. Only the hushed voices of people could be heard. The penguins were dead silent.
- 6 I felt overwhelmed. My heart ached for the distressed birds. Cleaning them all seemed like an impossible task. But we had to carry on like doctors in an emergency room. There was no time for doubt.

### **Bird Bath**

- 7 Cleaning oil off a penguin isn't easy. It takes two people—one to hold the penguin, another to do the washing. The bird is sprayed with a degreaser and scrubbed with warm, soapy water. Delicate areas around the face must be brushed with a toothbrush. Then the bird gets rinsed under a hose. The whole process takes about an hour. Even with more than 12,500 volunteers, it took a month to bathe all 20,000 birds at the center.

**GO ON ►**



© AP Photo/Jon Hrusa. Used by permission.

### The Spreading Spill

- 8 While workers bathed penguins at the rescue center, another crisis was developing. Oil from the spill had started moving north toward Dassen Island. Tens of thousands of penguins were in the oil's path. But we already had our hands full with 20,000 recovering birds. Supplies were running low. If any more birds were oiled, we wouldn't have enough resources to save them.
- 9 One researcher came up with an idea: What if the Dassen penguins were temporarily moved out of harm's way? The method had never been tried before. Experts decided to give it a chance. Workers rounded up a large number of the penguins on Dassen Island and released them near Port Elizabeth, 500 miles away. The hope was that by the time the seabirds swam home, the oil would be gone. The plan worked! Another 20,000 penguins were saved.

### Amazing Rescue

- 10 The entire penguin rescue operation took about three months. In the end, more than 90 percent of the oiled penguins were successfully returned to the wild. In a previous large-scale penguin rescue, only half of the oiled birds survived. We could hardly believe that our efforts worked!
- 11 But for me, the most inspiring part was the work of the volunteers. Rescuing penguins isn't glamorous. The stench of the rescue center—a mix of penguin droppings and dead fish—made people feel sick. The scratches and bites of terrified birds covered volunteers' arms. As the Penguin Lady, I'm used to facing such hazards to care for the animals I love. What I didn't realize was how many other people care for penguins too.

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**GO ON ►**

14. Part A

Read the sentence from paragraph 5 of the article by Dyan deNapoli.

Normally, African penguins are vocal birds.

What does the word **vocal** mean as it is used in the sentence?

- A. shy
- B. fearful
- C. noisy
- D. challenging

Part B

Which sentence from the article **best** helps the reader understand the meaning of **vocal** in Part A?

- A. “I expected to walk in to a chorus of honking and squawking.”
- B. “Only the hushed voices of people could be heard.”
- C. “I felt overwhelmed.”
- D. “My heart ached for the distressed birds.”

**15. Part A**

Select the **best** summary of the article by Dyan deNapoli.

- A. A large oil spill in the water near Cape Town endangered the lives of a nearby penguin population. Despite their efforts, rescuers quickly realized that the penguins needed more care than they could provide.
- B. A large oil spill in the water near Cape Town threatened the penguins who lived on a nearby island. Experts spent months caring for the injured birds, but many were unable to be released back into the wild.
- C. A large oil spill in the water near Cape Town placed a nearby penguin population in danger. Thousands of rescuers worked together to help the penguins and eventually returned them to their home.
- D. A large oil spill in the water near Cape Town threatened the lives of penguins living nearby. Experts trained many people who volunteered to help the penguins.

**Part B**

Which **two** quotations from the article **best** support the answer to Part A?

- A. “The region’s penguins were in trouble.”
- B. “The center needed penguin keepers to train the volunteers.”
- C. “But we already had our hands full with 20,000 recovering birds.”
- D. “If any more birds were oiled, we wouldn’t have enough resources to save them.”
- E. “In the end, more than 90 percent of the oiled penguins were successfully returned to the wild.”
- F. “In a previous large-scale penguin rescue, only half of the oiled birds survived.”

**16. Part A**

How does the author, Dyan deNapoli, support the idea that cleaning the penguins was a difficult task?

- A. by providing a comparison of two ways to clean penguins
- B. by providing a description of the steps for cleaning penguins
- C. by providing a quotation from someone who cleaned penguins
- D. by providing an explanation of why oil must be cleaned from penguins

**Part B**

Which paragraph in the article by Dyan deNapoli **best** supports the answer to Part A?

- A. paragraph 1
- B. paragraph 6
- C. paragraph 7
- D. paragraph 9

Refer to the passage from the article by Lauren Tarshis, “The Amazing Penguin Rescue,” and the article by Dyan deNapoli, “The Amazing Penguin Rescue.” Then answer question 17.

**17. Part A**

Which sentence **best** states a difference between how information is presented in the article by Lauren Tarshis and how information is presented in the article by Dyan deNapoli?

- A. The article by Tarshis puts the reader in the role of a penguin affected by an oil spill event, while the article by deNapoli tells how a person was affected by an oil spill event.
- B. The article by Tarshis focuses on statistics to provide more information about an oil spill event, while the article by deNapoli shares the emotional effects on rescuers after an oil spill event.
- C. The article by Tarshis tells about the cause of an oil spill event, while the article by deNapoli highlights the process used to clean the penguins affected by an oil spill event.
- D. The article by Tarshis offers details about the experience of the rescuers who assist after an oil spill event, while the article by deNapoli discusses the causes of an oil spill event.

**Part B**

Circle **two** details from the articles that support the answer to Part A. Circle one detail from the article by Lauren Tarshis and one detail from the article by Dyan deNapoli.

- A. “As it sank, 1,300 tons of toxic crude oil gushed into the sea.” (from the article by Tarshis)
- B. “You are not the only penguin that has become soaked with the poisonous oil.” (from the article by Tarshis)
- C. “And they intend to save every single one.” (from the article by Tarshis)
- D. “I was about to take part in what would become the largest animal rescue operation ever attempted.” (from the article by deNapoli)
- E. “The rescuers had set up makeshift pools, which held about 100 oiled birds each.” (from the article by deNapoli)
- F. “It takes two people—one to hold the penguin, another to do the washing.” (from the article by deNapoli)

**GO ON TO THE NEXT PAGE**

**GO ON ►**



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Read the article “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic.” Then answer question 18.

## Update on Penguin Rescue Efforts from Oil Spill in South Atlantic

- 1 This is a follow-up to an earlier diary about the threat posed by oil spilled by a freighter that broke up off Nightingale Island, home to approximately half of the world’s endangered Northern Rockhopper penguin population.
- 2 Here is a brief recap of key events. On March 16, for reasons no one has been able to determine, a fully loaded freighter containing soybeans slammed into the rocks off Nightingale Island in the Tristan da Cunha archipelago (a World Heritage site) in the south Atlantic. The freighter broke in half and sank, dumping at least 1500 tons of fuel oil in the seas, which formed a heavy oil slick around the island, threatening marine life. The penguins attracted the most attention as they are critically endangered. Because of the remote location, it took wildlife rescue teams nearly a week to reach the island by boat and set up operations. Wildlife biologists estimate that half of the 20,000-penguin colony have had some exposure to the oil and over 300 oiled penguins have already died.
- 3 Thanks to outreach and updates by marine biologist David Guggenheim, the difficult wildlife rescue operation is starting to get broader attention by NGOs<sup>1</sup> and the media. CNN has finally covered the story.
- 4 This tragedy has been filled with unsung acts of heroism large and small. I want to sing their praises.
- 5 Shortly after the freighter ran aground, the cruise ship Prince Albert and fishing vessel Edinburgh responded to the distress signal and assisted in the difficult task of evacuating the 22 crew members of the MS *Oliva (Valetta)* before it broke apart and sank. A rescue team from the Prince Albert used small pontoon vessels to reach the stricken ship, navigating rough seas and rocks in the process. The crew members were brought to the *Edinburgh*, which was small enough to dock on the island.
- 6 The residents of the island and the wildlife rescue teams have been working around the clock to save the penguins and other marine animals affected by the oil. There are four major tasks required to save the penguin colony and other affected wildlife.

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<sup>1</sup> NGOs—nongovernmental organizations

- 7 (1) Locate and retrieve oiled animals. This means using small boats in heavy seas to find the animals in the water, on rocks, and in remote coves. While plucking the penguins from the water is relatively easy, getting to the animals on sea-splashed and oil-covered rocks is quite another matter.
- 8 At last report, over 3000 oiled penguins have been rescued, along with sea birds and seals.
- 9 (2) Treat the affected animals as quickly as possible to reduce ingestion of oil. This requires washing the feathers with detergent to remove oil and then coaxing them to drink fluids, vitamins and charcoal to absorb ingested oil. It is a labor of love that means working every waking hour for the residents and several dozen wildlife rescue specialists.
- 10 Once treated the less severely affected penguins are taken to the island’s swimming pool, which has been emptied, partially filled with fresh water, and cleaned frequently.
- 11 The more severely affected penguins and other sea birds are being taken to warehouses and specially built sheds. These animals require more care and observation. They also must be kept warm with heaters or infrared bulbs to prevent pneumonia. The freighter crew has been spending their time building the pens and rehabilitation sheds.
- 12 (3) Pen and house the rest of the colony to prevent exposure to oil. With molting season ending, the penguins’ instinct is to head for the seas to forage for food.
- 13 (4) Feed the entire colony of 20,000 penguins. A large fishing vessel has been working continuously since the crisis began to fish for the penguins. The seas have been particularly rough and island residents have emptied their freezers to feed the birds. By the way, fishing is the primary occupation among residents. When they donate the contents of their freezers, they are emptying their own larders<sup>1</sup> and wallets.

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<sup>1</sup> larders—pantry

“Update on Penguin Rescue Efforts from Oil Spill in South Atlantic,” © Kos Media, LLC.  
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**18. Part A**

What is the meaning of **ingestion** as it is used in paragraph 9 of the article “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”?

- A. removing from a protective covering
- B. taking something into the body
- C. working hard at a difficult task
- D. sticking tightly to a surface

**Part B**

Which phrase from paragraph 9 helps the reader understand the meaning of **ingestion**?

- A. “Treat the affected animals as quickly as possible . . . .”
- B. “. . . washing the feathers with detergent . . . .”
- C. “It is a labor of love . . . .”
- D. “. . . to drink fluids, vitamins and charcoal . . . .”

Refer to the article by Dyan deNapoli, “The Amazing Penguin Rescue,” and the article “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic.” Then answer question 19.

**19. Part A**

Which statement **best** describes a major difference between the structure of the articles “The Amazing Penguin Rescue” by Dyan deNapoli and “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”?

- A. “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” compares and contrasts many ways people can help rescue penguins, while the article by deNapoli focuses on only one part of the rescue process.
- B. “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” is mainly a chronological account of the oil spill itself, while the article by deNapoli focuses on the causes and effects of the oil spill.
- C. “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” presents facts to support an argument in favor of helping penguins, while the article by deNapoli is focused mostly on opinion and emotions related to the oil spill.
- D. “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” provides the main steps in the process of the rescue effort, while the article by deNapoli is a firsthand account of one person’s experience.

**Part B**

Circle **two** pieces of evidence, one from each article, that support the answer in Part A.

- A. “The cargo ship MV *Treasure* had sunk off the coast of Cape Town, creating an oil spill.” (“The Amazing Penguin Rescue” by Dyan deNapoli)
- B. “The rescuers had set up makeshift pools, which held about 100 oiled birds each.” (“The Amazing Penguin Rescue” by Dyan deNapoli)
- C. “But for me, the most inspiring part was the work of the volunteers.” (“The Amazing Penguin Rescue” by Dyan deNapoli)
- D. “The penguins attracted the most attention as they are critically endangered.” (“Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”)
- E. “The crew members were brought to the *Edinburgh*, which was small enough to dock on the island.” (“Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”)
- F. “There are four major tasks required to save the penguin colony and other affected wildlife.” (“Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”)



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**You have come to the end of the Research Simulation Session of the test.**

- **Review your answers from the Research Simulation Session only.**
- **Then close your test booklet and sit quietly or read silently.**



# Session 3

## Narrative Writing Task and Reading Passage

**Directions:**

Today you will take Session 3 of the Grade 5 English Language Arts Practice Test.

Read each passage and question. Then follow the directions to answer each question. Mark your answers by **circling** the correct choices in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

**GO ON ►**

Today you will read a passage from *The Bread Winner*. As you read and answer the questions, pay close attention to the point of view of the characters to prepare to write a narrative.

Read the passage from *The Bread Winner*. Then answer questions 21 through 25.

## from *The Bread Winner*

by Arvella Whitmore

- 1 “Ma’am,” he said, “I have a big table in my truck here. I thought since you folks were in the baking business, you might want it. It’s been in our basement a long time and we don’t need it.”
- 2 “That’s ever so nice of you,” said Mama. “I’d be happy to take it, but I’ll have to ask my husband and daughter what they think.” Sarah followed the man outside while Mama went to get Daddy, who was kneading dough in the back. The table was lying on its side, and it was huge. It must be seven or eight feet long and at least four feet wide, thought Sarah. Strong looking, too, with its thick, swirled oak legs. They’d have to keep it in the front of the store since there wouldn’t be room in back. But it would be just right for kneading dough. The tables they owned were too small.
- 3 Sarah smiled as Daddy came out, wiping his hands on his apron. A week ago you couldn’t have paid him to step out on Main Street in an apron. Sarah guessed he’d been so busy he forgot.
- 4 “What do you think?” asked Sarah. “It would be perfect for kneading dough and shaping loaves.”
- 5 “It looks good to me,” said Mama.
- 6 Daddy shook his head. “I don’t know. We don’t have room for it in the back.”
- 7 “But we could put it in front,” said Sarah. “Those tables in back are too small.”
- 8 Daddy frowned. “In front o’ the big windows?”
- 9 “Why not?” Mama said. “I don’t care if people watch me make bread.” She winked at Sarah behind Daddy’s back. Though Daddy had never said a word about it, they both knew that he would rather people didn’t see him work with dough. It was silly, thought Sarah, and the sooner he got over it, the better.

**GO ON ►**

- 10 “Please, Daddy,” Sarah cried, “let’s take the table. Besides, the front of the store looks bare, and when the shop is open we can use the table as a counter.”
- 11 Daddy nodded to the man and grinned. “Seems I’m outnumbered. Guess we’ll take it. Mighty thoughtful of you. Here, let me give you a hand.”
- 12 The two men placed the big dusty table in the front part of the store, in full view of the large show windows. With brushes and soapy water, Sarah and Mama scrubbed it down to its pale oak finish. Then they spread flour on top. Sarah took some of Daddy’s dough from the back, brought it out to the big table, and started kneading it.
- 13 Soon a small crowd gathered in the street outside the window to watch her. When Daddy came out from behind the privacy curtain, Sarah expected him to duck behind it, but he didn’t. When he saw all the people out there, he grinned and waved. Leaning over the table, he scrawled a message on a brown paper sack: OPEN AT NOON. He clipped it to the red-checked window curtain with a clothespin, then disappeared into the back of the store. A few seconds later he came out again with a big pan and set it down on the table between himself and Sarah. He grabbed some dough and started kneading it. Sarah couldn’t believe her eyes!
- 14 “You were right,” Daddy said. “We needed this table.” Once in a while he looked up and waved at the crowd on the street. “Pretty good advertising, wouldn’t you say?” he asked.
- 15 “The best,” said Sarah.
- 16 “Yep,” said Daddy, “nobody’s gonna say our bread isn’t homemade. No sirree.”
- 17 Mama looked on and smiled. A minute later she brought out a pan of dough and started making cinnamon rolls. “When we get settled in,” she said, “I might try my hand at cakes and pies. Just a few at first, to see how they go. I used to be good at it.”
- 18 “That would be wonderful,” said Sarah.
- 19 “What do you think we oughta call our bakery?” asked Daddy. “Every business oughta have a name.”
- 20 “Gee, I don’t know,” said Sarah. “I never thought about it.”
- 21 “I have an idea,” he said. “After all, Sarah, you won that blue ribbon at the fair a while back.” He glanced across the table at Mama. “If it wasn’t for our champ here, we might have ended up in the poorhouse. I think we oughta call it the Blue Ribbon Bakery.”

### English Language Arts—Session 3

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- 22 Sarah grinned. Daddy must be proud of her to suggest that name. But to her, it didn't seem quite right.
- 23 "That's nice, Daddy," she said. "But I think we ought to call it Pucketts' Blue Ribbon Bakery. It's a family business now."

Excerpt from THE BREAD WINNER by Arvella Whitmore, Copyright © 1990 by Arvella Whitmore. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

**GO ON ►**

**21. Part A**

What does paragraph 11 reveal about the characters?

- A. The characters have different opinions about the table.
- B. The characters had a disagreement about starting a bakery.
- C. The characters agree on a name for their new bakery.
- D. The characters think working together is a good idea.

**Part B**

Which word from paragraph 11 supports the answer to Part A?

- A. nodded
- B. grinned
- C. outnumbered
- D. thoughtful

**22. Part A**

What is a theme of the passage?

- A. If you are willing to change, good things may happen.
- B. Hard work pays off in many ways.
- C. People can find friendship in the most unexpected places.
- D. Opportunities are everywhere; you just need to take advantage of them.

**Part B**

Which paragraph from the passage supports this theme?

- A. paragraph 1
- B. paragraph 12
- C. paragraph 13
- D. paragraph 16



**23. Part A**

What does the narrator’s point of view reveal about Sarah?

- A. She is proud of winning a blue ribbon at the fair.
- B. She wants her Mama to start baking desserts again.
- C. She is worried about her father’s actions toward the man in the truck.
- D. She is confident and willing to take a risk with the business.

**Part B**

Which evidence from the passage supports the answer to Part A?

- A. “‘Ma’am,’ he said, ‘I have a big table in my truck here. I thought since you folks were in the baking business, you might want it. It’s been in our basement a long time and we don’t need it.’” (paragraph 1)
- B. “‘Please, Daddy,’ Sarah cried, ‘let’s take the table. Besides, the front of the store looks bare, and when the shop is open we can use the table as a counter.’” (paragraph 10)
- C. “‘I have an idea,’ he said. ‘After all, Sarah, you won that blue ribbon at the fair a while back.’ He glanced across the table at Mama. ‘If it wasn’t for our champ here, we might have ended up in the poorhouse.’” (paragraph 21)
- D. “‘That’s nice, Daddy,’ she said. ‘But I think we ought to call it Pucketts’ Blue Ribbon Bakery. It’s a family business now.’” (paragraph 23)

**24. Part A**

Compare Sarah’s and Daddy’s reactions to the offer of the table. Circle **two** quotations that show their different reactions.

- A. “It must be seven or eight feet long and at least four feet wide, thought Sarah. Strong looking, too, with its thick, swirled oak legs. They’d have to keep it in the front of the store since there wouldn’t be room in back. But it would be just right for kneading dough. The tables they owned were too small.” (paragraph 2)
- B. “Sarah smiled as Daddy came out, wiping his hands on his apron. A week ago you couldn’t have paid him to step out on Main Street in an apron. Sarah guessed he’d been so busy he forgot.” (paragraph 3)
- C. “Daddy shook his head. ‘I don’t know. We don’t have room for it in the back.’” (paragraph 6)
- D. “Though Daddy had never said a word about it, they both knew that he would rather people didn’t see him work with dough.” (paragraph 9)
- E. “Daddy nodded to the man and grinned. ‘Seems I’m outnumbered. Guess we’ll take it. Mighty thoughtful of you. Here, let me give you a hand.’” (paragraph 11)
- F. “‘Gee, I don’t know,’ said Sarah. ‘I never thought about it.’” (paragraph 20)

**Part B**

Why do Sarah and Daddy have different reactions to the offer of the table?

- A. Sarah does not mind if people see her through the windows working, but Daddy does not want people to see him.
- B. Daddy thinks they do not need another table, but Sarah thinks they do because the tables that they have are too small.
- C. Sarah thinks the table will be perfect in the store because the table is big and strong, but Daddy thinks the table is too old and dirty to put in the store.
- D. Daddy thinks the table will be useful as a counter because the store looks bare, but Sarah thinks the table is too big to put in the store.



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Read the passage “Play, Play Again.” Then answer questions 26 through 31.

## Play, Play Again

by Ellen Braaf

### **Play puzzles scientists. Why do animals spend time and energy doing silly things that seem to have no purpose?**

- 1 The struggle for survival in nature is deadly serious. What place is there for play, an activity that doesn't help animals eat, grow, or reproduce?
- 2 And play is risky. Animals can break bones, pull muscles, or get bitten or scratched. Why is play worth the risk? Many scientists believe it's essential for survival—as important as food or sleep. According to animal play expert Marc Beckoff at the University of Colorado, “play is serious business.”

### **Getting Ready for the Adult World**

- 3 Playing lets young animals try out different ways of doing things again and again in a safe environment, where a mistake won't be fatal. Most scientists believe that when animals play, they are practicing skills they'll need later in life. This is why different kinds of animals play in different ways. Young predators, such as wolves, lions, and bears, play by stalking, pouncing, biting, and shaking their heads from side to side. They're honing their skills for when they will run down, catch, and kill prey. When a wolf pup chases its own tail, bites it, and yanks it back and forth, the pup is rehearsing skills it will need one day as a hunter.
- 4 Prey animals, such as elk, deer, or antelope, play differently. They dash about like crazy, leaping wildly in the air—twisting, turning, twirling. According to biologist John Byers of the University of Idaho, they act like they have “flies in their brains.” But these animals are rehearsing skills they'll need one day to escape predators and avoid becoming dinner.
- 5 During play, animals constantly monitor their behavior to keep play going. If one animal plays too roughly, the play ends. To keep things fun, they often reverse roles. A stronger or dominant animal will lie on its back, assuming a submissive position, while a weaker animal gets to play “boss.”

### **Taking Risks**

- 6 Animals at play are also training for the unexpected. In play, animals learn about the world around them and their own physical limits. The need to test those limits, and experience unpredictable situations, could explain why animals sometimes seem to prefer play that is a bit dangerous.

**GO ON ►**



- 7 A study of Siberian ibexes at Brookfield Zoo in Chicago showed that even though half their enclosure was flat and grassy—a perfect place to frolic in safety—the young goats chose to play most of the time on a steep, rocky area where they were much more likely to get hurt. Why did they place themselves in danger?
- 8 Beckoff believes that such play helps animals develop flexibility—in their minds as well as their muscles—so that they are better prepared to deal with unexpected or uncontrolled events. In the confusion of fleeing a sudden attack by a predator, an ibex may stumble or crash into another member of the herd. But if it has had lots of practice regaining its footing in play, its misstep is less likely to spell disaster.

### **Playing for Smarts**

- 9 Research shows that smarter animals spend more time playing. Elephants play more than horses. Wolves play more than rabbits. And parrots play more than ducks or sparrows. Smarter animals also play in more creative and complex ways. Not surprisingly, humans and chimpanzees are among the most playful species.
- 10 Could play actually help the brain grow? Some scientists think so. They believe that play exercises the brain like lifting a weight exercises a muscle. They even call play “brain food.” So play on! Your brain will thank you for it.

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26. Part A

Read the subheading from the passage.

**Play puzzles scientists. Why do animals spend time and energy doing silly things that seem to have no purpose?**

How does the author answer the question?

- A. by providing descriptions of how animals play
- B. by providing examples of different animals that play
- C. by providing details of research studies on playing animals
- D. by providing explanations of how different types of play help animals

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- A. “Young predators, such as wolves, lions, and bears, play by stalking . . . .” (paragraph 3)
- B. “Prey animals, such as elk, deer, or antelope, play differently.” (paragraph 4)
- C. “. . . if it has lots of practice regaining its footing in play, its misstep is less likely to spell disaster.” (paragraph 8)
- D. “Research shows that smarter animals spend more time playing.” (paragraph 9)

**GO ON ►**

**27. Part A**

Read the statement from paragraph 2 of the passage.

“. . . play is serious business.”

Which point is the author supporting with the statement?

- A. Play for animals is not filled with fun.
- B. Play helps animals learn to survive.
- C. Play can be very risky for some animals.
- D. Play helps animals communicate with one another.

**Part B**

Which **two** sentences from the passage **best** support the author’s point in Part A?

- A. “. . . they are practicing skills they’ll need later in life.” (paragraph 3)
- B. “This is why different kinds of animals play in different ways.” (paragraph 3)
- C. “Prey animals, such as elk, deer, or antelope, play differently.” (paragraph 4)
- D. “They dash about like crazy, leaping wildly in the air—twisting, turning, twirling.” (paragraph 4)
- E. “. . . they act like they have ‘flies in their brains.’” (paragraph 4)
- F. “But these animals are rehearsing skills they’ll need one day to escape predators and avoid becoming dinner.” (paragraph 4)

**28. Part A**

Read the sentence from paragraph 3 of the passage.

They're honing their skills for when they will run down, catch, and kill prey.

What does the word **honing** mean as it is used in paragraph 3?

- A. demonstrating, displaying
- B. identifying, recognizing
- C. improving, sharpening
- D. changing, reversing

**Part B**

Which phrase from the passage **best** supports the answer to Part A?

- A. “. . . try out different ways of doing things . . . .” (paragraph 3)
- B. “. . . the pup is rehearsing skills . . . .” (paragraph 3)
- C. “. . . animals constantly monitor their behavior . . . .” (paragraph 5)
- D. “. . . animals develop flexibility . . . .” (paragraph 8)

**29. Part A**

Which sentence contains **two** main ideas from the passage?

- A. Some animals engage in risky play; goats prefer rugged play areas.
- B. Animals develop physical abilities in play; play increases their intelligence.
- C. Play is different for various animals; some animals play more than others.
- D. Large animals play more than small ones; prey animals play more roughly.

**Part B**

Next to each main idea below, write in **one** detail from the list that supports the first main idea, and then **one** detail from the list that supports the second main idea.

**Details:**

**“when animals play, they are practicing skills” (paragraph 3)**

**“different kinds of animals play in different ways” (paragraph 3)**

**“animals constantly monitor their behavior to keep play going” (paragraph 5)**

**“they often reverse roles” (paragraph 5)**

**“animals sometimes seem to prefer play that is a bit dangerous” (paragraph 6)**

**“more likely to get hurt” (paragraph 7)**

**“more creative and complex ways” (paragraph 9)**

**“play exercises the brain” (paragraph 10)**

Main Idea 1 \_\_\_\_\_

\_\_\_\_\_

Main Idea 2 \_\_\_\_\_

\_\_\_\_\_

**GO ON ►**

**30. Part A**

Which sentence describes a way that young prey animals play differently than young predators?

- A. Young prey animals injure themselves more often during play.
- B. Young prey animals jump and run around more during play.
- C. The play of young prey animals includes less role reversal.
- D. The play of young prey animals involves more creativity.

**Part B**

Circle the sentence from paragraph 4 or paragraph 5 that **best** supports the answer to Part A.

- 4 Prey animals, such as elk, deer, or antelope, play differently. They dash about like crazy, leaping wildly in the air—twisting, turning, twirling. According to biologist John Byers of the University of Idaho, they act like they have “flies in their brains.” But these animals are rehearsing skills they’ll need one day to escape predators and avoid becoming dinner.
- 5 During play, animals constantly monitor their behavior to keep play going. If one animal plays too roughly, the play ends. To keep things fun, they often reverse roles. A stronger or dominant animal will lie on its back, assuming a submissive position, while a weaker animal gets to play “boss.”

**31. Part A**

According to the passage, which is a benefit of risky play for young animals?

- A. They can build endurance and speed for long-distance travel.
- B. They gain the respect of other animals in their herd.
- C. They improve their physical and mental alertness.
- D. They can challenge animals in other herds.

**Part B**

Which statement from the passage **best** supports the answer to Part A?

- A. “The struggle for survival in nature is deadly serious.” (paragraph 1)
- B. “Many scientists believe it’s essential for survival—as important as food or sleep.” (paragraph 2)
- C. “. . . the young goats chose to play most of the time on a steep rocky area . . . .” (paragraph 7)
- D. “. . . such play helps animals develop flexibility—in their minds as well as their muscles . . . .” (paragraph 8)





**You have come to the end of the Narrative Writing Task and Reading Passage Session of the test.**

- **Review your answers from the Narrative Writing Task and Reading Passage Session only.**
- **Then close your test booklet and sit quietly or read silently.**





# Session 4

## Reading Literary and Informational Texts

**Directions:**

Today you will take Session 4 of the Grade 5 English Language Arts Practice Test.

Read each passage and question. Then follow the directions to answer each question. Mark your answers by **circling** the correct choices in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

**GO ON ►**

Read the article “Phillis’s Big Test.” Then answer questions 32 through 37.

## Phillis’s Big Test

by Catherine Clinton

- 1 ONE CRISP EARLY-AUTUMN morning in 1772, Phillis Wheatley was crossing the Boston cobblestones with a sheaf of papers held tightly under her arm. Her master, John Wheatley, had offered her a ride to her examination, but she preferred to walk.
- 2 She would make her own way to the public hall, where a group of men would decide once and for all: was she or was she not the author of her poems?
- 3 She had spent recent evenings copying and recopying her poetry in her own neat handwriting. She knew every line, every syllable, by heart. She wrapped the pages tightly in a roll, pages of poems that had come from deep inside her—and could not be taken away, no matter the outcome of today.
- 4 Still, she had something to prove. Not just because she was young, not just because she was a girl, but because she was a slave and came from Africa.
- 5 She could remember little about crossing the Atlantic, and even less about her African homeland. She was just shedding her front teeth when John Wheatley bought her on the Boston docks as a servant for his wife, Susanna. They christened their new slave Phillis, the name of the slave ship on which she arrived.
- 6 Her first winter in Boston was so very cold and awful. She survived only by the kindness of her masters, especially the Wheatleys’ twins, Nathaniel and Mary, who eagerly shared their lessons with her. They taught her not just English but Latin and Greek.
- 7 It was those lessons that led her to where she was today. As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing. And soon she was reciting her poems to the Wheatleys’ friends.
- 8 She had stayed up late, night after night, preparing for the examination. The previous evening, her mistress, Susanna, had taken away the candle at midnight and said, “Tomorrow you will look them straight in the eye as you answer all of their questions. Your talent will speak for itself. They will discover the poet we know you to be! And when your book is published, everyone will know!”
- 9 Books had opened up a whole new world to Phillis, as she was taught literature and geography, as she memorized the names of cities and countries, lists of kings and queens, and dates of discoveries.

**GO ON ►**

- 10 Over time she had come to appreciate her own time and place, her very own role in the chain of events stretching from past to present. She did not know why she had been brought from Africa to Boston, or why she had ended up in the Wheatley home. But she knew that she must now make the most of her opportunities. She must make her voice heard.
- 11 She was not content to recite her verse in drawing rooms or read one of her poems from a newspaper. She wanted her own book, because books would not just last a lifetime; they would be there for her children and her children’s children.
- 12 She hurried by the bookseller’s shop that she visited weekly. Today, Phillis did not have time to step inside and smell the leather bindings. Maybe soon she would visit and find her own name on a volume.
- 13 But she must first pass this examination to make her dream come true. There would be only eighteen gentlemen. She had often entertained as large a crowd in the Wheatley parlor.
- 14 This group, though, would include the governor, the lieutenant governor, famous ministers, and published poets . . . all learned men. Many had studied across the river at Harvard and knew much more than she did.
- 15 Phillis felt a chill as she neared the building. She started to turn away, but then Susanna Wheatley’s words echoed in her head: Your talent will speak for itself.
- 16 Phillis slowly mounted the steps. She would face her examiners—not just for herself or for the Wheatleys, but for her family back in Africa, and for her new brothers and sisters in America, who deserved their own poet.
- 17 As she turned the handle on the large wooden door, the sunlight framed her entrance. She moved into the hall as all eyes turned toward her:
- 18 “Good day, gentlemen. I am the poet, Phillis Wheatley.”
- 19 *NO RECORD EXISTS of her examination, but we now know that Phillis passed with flying colors. The men signed a document testifying to Wheatley’s authorship, which appeared in the back of her volume of poems, published in 1773.*

Excerpt from PHILLIS’S BIG TEST by Catherine Clinton. Text copyright © by Catherine Clinton. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

**32. Part A**

Which statement **best** expresses the main ideas of the article?

- A. Phillis memorized her poetry by copying it, and she was fully prepared to pass her exam.
- B. Phillis was grateful to her new family, and she wrote poetry to describe her experiences with them.
- C. Phillis enjoyed writing poetry, and she was encouraged to publish her work.
- D. Phillis was motivated by literature to express herself, and she overcame challenges to become a poet.

**Part B**

Which **two** details from the article support the answer to Part A?

- A. “She knew every line, every syllable, by heart.” (paragraph 3)
- B. “She survived only by the kindness of her masters, especially the Wheatleys’ twins . . . .” (paragraph 6)
- C. “As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing.” (paragraph 7)
- D. “Over time she had come to appreciate her own time and place, her very own role in the chain of events . . . .” (paragraph 10)
- E. “But she knew that she must now make the most of her opportunities.” (paragraph 10)
- F. “But she must first pass this examination to make her dream come true.” (paragraph 13)

**33. Part A**

In paragraph 19 of “Phillis’s Big Test,” what is the meaning of the phrase **testifying to**?

- A. offering
- B. exhibiting
- C. confirming
- D. representing

**Part B**

Which sentence from the article helps the reader understand the meaning of the phrase **testifying to** as it is used in paragraph 19?

- A. “She would make her own way to the public hall, where a group of men would decide once and for all: was she or was she not the author of her poems?” (paragraph 2)
- B. “She had spent recent evenings copying and recopying her poetry in her own neat handwriting.” (paragraph 3)
- C. “She was not content to recite her verse in drawing rooms or read one of her poems from a newspaper.” (paragraph 11)
- D. “She wanted her own book, because books would not just last a lifetime; they would be there for her children and her children’s children.” (paragraph 11)

**34. Part A**

According to the article “Phillis’s Big Test,” which statement explains Phillis Wheatley’s relationship with her master and his family?

- A. They treated her as a servant.
- B. They supported her as a writer.
- C. They provided her with transportation.
- D. They named her after a ship.

**Part B**

Which sentence from the article provides support for the answer to Part A?

- A. “ONE CRISP EARLY-AUTUMN morning in 1772, Phillis Wheatley was crossing the Boston cobblestones with a sheaf of papers held tightly under her arm.” (paragraph 1)
- B. “She was just shedding her front teeth when John Wheatley bought her on the Boston docks as a servant for his wife, Susanna.” (paragraph 5)
- C. “They christened their new slave Phillis, the name of the slave ship on which she arrived.” (paragraph 5)
- D. “She started to turn away, but then Susanna Wheatley’s words echoed in her head: Your talent will speak for itself.” (paragraph 15)

**35. Part A**

How does the author use evidence to support the point that Phillis was determined to succeed?

- A. by showing that she stayed busy reading literature
- B. by showing that she worked hard and had future plans
- C. by showing that she was independent and had strong opinions
- D. by showing that she received support and a good education

**Part B**

Which **two** details from the article support the answer in Part A?

- A. “. . . had offered her a ride to her examination, but she preferred to walk.” (paragraph 1)
- B. “. . . could not be taken away, no matter the outcome of today.” (paragraph 3)
- C. “They taught her not just English but Latin and Greek.” (paragraph 6)
- D. “She had stayed up late, night after night, preparing for the examination.” (paragraph 8)
- E. “She wanted her own book, because books would not just last a lifetime . . . .” (paragraph 11)
- F. “She hurried by the bookseller’s shop that she visited weekly.” (paragraph 12)

**36. Part A**

What is the difference between Phillis’s audience at the Wheatley’s home and the men at the exam?

- A. The Wheatley audience reads her poetry before she recites it.
- B. The men at the exam require her to prove herself.
- C. The Wheatley audience includes highly educated people.
- D. The men at the exam are greater in number.

**Part B**

Which paragraph from “Phillis’s Big Test” provides evidence to support the answer to Part A?

- A. paragraph 11
- B. paragraph 13
- C. paragraph 14
- D. paragraph 16



37. The article describes how Phillis was determined to achieve her goals. Select **two** statements that describe her opportunities and **two** that describe her challenges. Write each statement into the correct box.

**Statements:**

became a slave at a young age

was able to travel by herself

was supported by the family

had to prove she was a poet

was taught lessons by the twins

could copy her lines of poetry

Opportunities	Challenges





**You have come to the end of the Reading Literary and Informational Texts Session of the test.**

- **Review your answers from the Reading Literary and Informational Texts Session only.**
- **Then close your test booklet and sit quietly or read silently.**





## STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION TEST SECURITY POLICY<sup>1</sup>

The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

<sup>1</sup> Excerpts from *Bulletin 118*

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For further information or to anonymously report testing irregularities, call 1-844-268-7320.

# LEAP 2025

This document contains the answers to all items on the grade 5 ELA 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 5 ELA Assessment Guide](#) for more information about the test’s design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RL.5.4, L.5.5, RL.5.1
	2	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RL.5.4, L.5.4, RL.5.1
	3	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RL.5.2, RL.5.1
	4	TE	<b>PART A:</b> A <b>PART B:</b> <a href="#">See TE Item Key</a>	RL.5.6, RL.5.1
	5	MS	<b>PART A:</b> D <b>PART B:</b> E, F	RL.5.2, RL.5.1
	6	TE	<b>PART A:</b> A, C <b>PART B:</b> <a href="#">See TE Item Key</a>	RL.5.2, RL.5.3, RL.5.1
	7	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric Sample Student Responses</a>	RL.5.6, RL.5.1; W.5.2, W.5.4, W.5.9; L.5.1, L.5.2
1 Reading Passage Set	8	EBSR	<b>PART A:</b> D <b>PART B:</b> A	RL.5.4, L.5.4, RL.5.1
	9	EBSR	<b>PART A:</b> B <b>PART B:</b> B	RL.5.2, RL.5.1

Session	Sequence	Item Type	Key	Alignment
	10	TE	<a href="#">See TE Item Key</a>	RL.5.3, RL.5.1
	11	MS	<b>PART A:</b> A <b>PART B:</b> A, F	RL.5.6, RL.5.1
2 Research Simulation Task	12	MS	<b>PART A:</b> C, F <b>PART B:</b> D, F	RI.5.2, RI.5.1
	13	TE	<a href="#">See TE Item Key</a>	RI.5.3, RI.5.1
	14	EBSR	<b>PART A:</b> C <b>PART B:</b> A	L.5.4, RI.5.4, RI.5.1
	15	MS	<b>PART A:</b> C <b>PART B:</b> A, E	RI.5.2, RI.5.1
	16	EBSR	<b>PART A:</b> B <b>PART B:</b> C	RI.5.8, RI.5.1
	17	MS	<b>PART A:</b> A <b>PART B:</b> B, D	RI.5.6, RI.5.1
	18	EBSR	<b>PART A:</b> B <b>PART B:</b> D	L.5.4, RI.5.4, RI.5.1
	19	MS	<b>PART A:</b> D <b>PART B:</b> C, F	RI.5.5, RI.5.1
	20	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric</a>	RI.5.9, RI.5.1; W.5.2, W.5.4, W.5.9; L.5.1, L.5.2
3 Narrative Writing Task	21	EBSR	<b>PART A:</b> A <b>PART B:</b> C	RL.5.3, RL.5.1
	22	EBSR	<b>PART A:</b> A <b>PART B:</b> C	RL.5.2, RL.5.1
	23	EBSR	<b>PART A:</b> D <b>PART B:</b> B	RL.5.6, RL.5.1
	24	MS	<b>PART A:</b> A, C <b>PART B:</b> A	RL.5.3, RL.5.1

Session	Sequence	Item Type	Key	Alignment
	25	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric Sample Student Responses</a>	W.5.3, W.5.4; L.5.1, L.5.2
3 Reading Passage Set	26	EBSR	<b>PART A:</b> D <b>PART B:</b> C	RI.5.8, RI.5.1
	27	MS	<b>PART A:</b> B <b>PART B:</b> A, F	RI.5.8, RI.5.1
	28	EBSR	<b>PART A:</b> C <b>PART B:</b> B	RI.5.4, L.5.4, RI.5.1
	29	TE	<b>PART A:</b> B <b>PART B:</b> <a href="#">See TE Item Key</a>	RI.5.2, RI.5.1
	30	TE	<b>PART A:</b> B <b>PART B:</b> <a href="#">See TE Item Key</a>	RI.5.3, RI.5.1
	31	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RI.5.8, RI.5.1
4 Reading Literary and Informational Texts	32	MS	<b>PART A:</b> D <b>PART B:</b> C, F	RI.5.2, RI.5.1
	33	EBSR	<b>PART A:</b> C <b>PART B:</b> A	L.5.4, RI.5.4, RI.5.1
	34	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RI.5.3, RI.5.1
	35	MS	<b>PART A:</b> B <b>PART B:</b> D, E	RI.5.8, RI.5.1
	36	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RI.5.3, RI.5.1
	37	TE	<a href="#">See TE Item Key</a>	RI.5.8, RI.5.1



Item Type	Description	Scoring Information
<b>Evidence-Based Selected Response (EBSR)</b>	<ul style="list-style-type: none"> <li>Two-part item</li> <li>Part A measures reading comprehension</li> <li>Part B asks for evidence to support part A</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): both parts correct</li> <li>Partial credit (1 point): Part A is correct; Part B is not correct</li> <li>No credit (0 points): <b>only</b> Part B is correct or neither part is correct</li> </ul>
<b>Multiple-Select (MS)</b>	<ul style="list-style-type: none"> <li>Requires more than one answer (required number of correct answers in <b>boldface</b> in question)</li> <li>Can have one part (e.g., asks student to select <b>two</b> summary details) or two parts (e.g., Part A asks students to choose <b>two</b> themes; Part B asks for evidence for themes)</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): All answers correct</li> <li>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</li> <li>No credit (0 points): Both parts are incorrect OR <b>only</b> Part B is correct</li> </ul>
<b>Technology-Enhanced (TE)</b>	<ul style="list-style-type: none"> <li>May have one part OR be part of an EBSR item</li> <li>Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, matching information (refer to <a href="#">LEAP 2025 Technology Enhanced Item Types document</a> for more information)</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>TE Items that are part of an EBSR follow the same general rules as EBSR items.</li> <li>Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, OR if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1)</li> <li>Partial credit (1 point): depends on item type <ul style="list-style-type: none"> <li>For most one-part TE items: 1 point if student chooses at least half of the correct responses</li> <li>For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses</li> <li>For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order 4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses</li> <li>● No credit (0 points): does not meet partial credit rules or for a two-part TE item, <b>only</b> part B is correct</li> </ul>
<p><u>Prose Constructed Response (PCR)</u></p>	<ul style="list-style-type: none"> <li>● Requires student to show understanding of text(s) by writing a multi-paragraph response</li> <li>● Addresses more than one text depending on the task (LAT: 2 texts; RST: 3 texts)</li> <li>● Requires evidence from texts</li> <li>● 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)</li> </ul>	<p>LAT/RST: Worth up to 19 points</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul> <p>NWT: Worth up to 12 points</p> <ul style="list-style-type: none"> <li>● Written Expression dimension: score point of 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score</li> <li>● Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul>

## Key for Technology-Enhanced Items

### Session 1, Item 4

- 14 I took off my clothes, picked up my ax, and stepped down into the hole in the icy water. It came to my knees. Step by step, breaking the ice with my ax, I waded out.
- 15 The water came up to my hips, and then to my waist. The cold bite of it took my breath away. I felt my body grow numb. I couldn't feel my feet at all but I knew they were moving. When the water reached my armpits I stopped and worked my pole toward Little Ann. Stretching my arms as far out as I could, I saw I was still a foot short. **Closing my eyes and gritting my teeth, I moved on.** The water reached my chin.
- 16 I was close enough. I started hooking at the collar of Little Ann. Time after time I felt the hook almost catch. I saw I was fishing on a wrong angle. She had settled so low in the water I couldn't reach her collar. **Raising my arms above my head so the pole would be on a slant I kept hooking and praying.** The seconds ticked by. I strained for one more inch. The muscles in my arms grew numb from the weight of the pole.
- 17 Little Ann's claws slipped again. I thought she was gone. At the very edge of the ice, she caught again. All I could see now were her small red paws and her nose and eyes.

Session 1, Item 6

**From *Where the Red Fern Grows***

“I shouted as loud as I could.” (paragraph 1)

“I shivered from the freezing cold of my wet shoes and overalls.” (paragraph 4)

“I couldn’t figure out what I had heard.” (paragraph 6)

“As I stared at the yellow glow of my light, the last bit of hope faded away.” (paragraph 9)

“I took off my clothes, picked up my ax, and stepped down into the hole in the icy water.” (paragraph 14)

“Closing my eyes and gritting my teeth, I moved on.” (paragraph 15)

**“The Lighthouse Lamp”**

“In the room at the foot of the light-house / Lay mother and babe asleep, . . .” (lines 9–10)

“. . . And little maid Gretchen was by them there, . . .” (line 11)

“ ‘I’ll go,’ said Gretchen, ‘a step at a time; / Why, mother, I’m twelve years old, . . . ’” (lines 33–34)

“ ‘. . . And I’ve learned to do as I’m told.’ ” (line 36)

“Then Gretchen up to the top of the tower, . . .” (line 37)

“The sleet in her eyes and hair. / She fed the lamp, and she trimmed it well, . . .” (lines 40–41)

**Session 1, Item 10**

Possible Descriptions

angry

forgiving

protective

sympathetic

Possible Supporting Evidence

“...I might not come back in one piece.”

“Claire’s mother spotted me...”

“...stood, dusted off her hands, and watched...”

“...had his arm around his mama's leg...”

Description of Narrator’s Feeling	Supporting Evidence for Narrator’s Feeling	Description of Claire’s Feeling	Supporting Evidence for Claire’s Feeling
determined	“...making myself look her in the eye...”	undecided	“Everything was there, but nothing was happening one way or the other.”

Note: The image on the next page shows the question prior to a response being entered.

Possible Descriptions

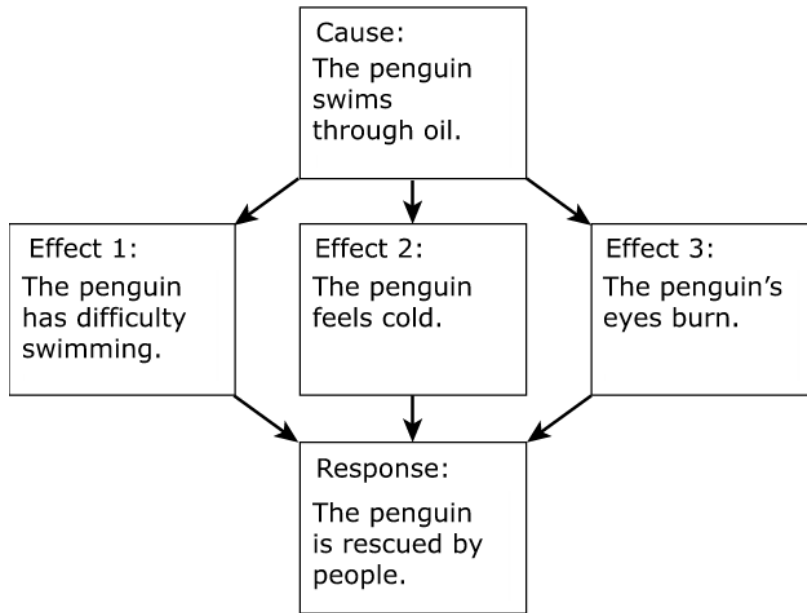
- angry
- determined
- undecided
- forgiving
- protective
- sympathetic

Possible Supporting Evidence

- “...I might not come back in one piece.”
- “Claire’s mother spotted me....”
- “...stood, dusted off her hands, and watched...”
- “...making myself look her in the eye...”
- “...had his arm around his mama’s leg...”
- “Everything was there, but nothing was happening one way or the other.”

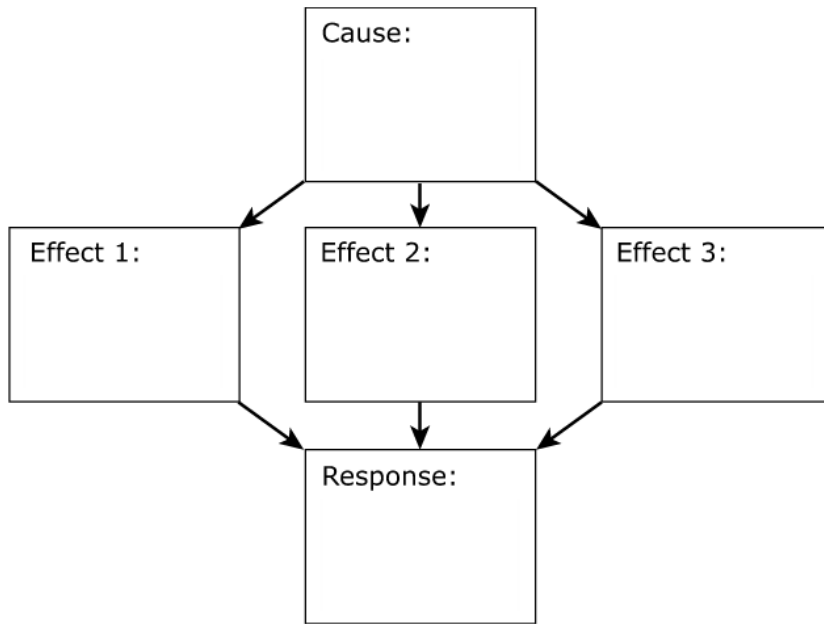
Description of Narrator’s Feeling	Supporting Evidence for Narrator’s Feeling	Description of Claire’s Feeling	Supporting Evidence for Claire’s Feeling

Session 2, Item 13\*



**\*The Effects do not have to be in a particular order.**

Note: The image on the next page shows the question prior to a response being entered.



The penguin's eyes burn.

The penguin feels cold.

The penguin swims through oil.

The penguin is rescued by people.

The penguin has difficulty swimming.



Session 3, Item 29\*

“different kinds of animals play in different ways” (paragraph 3)

“animals constantly monitor their behavior to keep play going” (paragraph 5)

“they often reverse roles” (paragraph 5)

“animals sometimes seem to prefer play that is a bit dangerous” (paragraph 6)

“more likely to get hurt” (paragraph 7)

“more creative and complex ways” (paragraph 9)

Main Idea 1

“play exercises the brain” (paragraph 10)

Main Idea 2

“when animals play, they are practicing skills” (paragraph 3)

\*The correct main ideas do not have to be in a particular order.

Note: The image on the next page shows the question prior to a response being entered.

“when animals play, they are practicing skills” (paragraph 3)

“different kinds of animals play in different ways” (paragraph 3)

“animals constantly monitor their behavior to keep play going” (paragraph 5)

“they often reverse roles” (paragraph 5)

“animals sometimes seem to prefer play that is a bit dangerous” (paragraph 6)

“more likely to get hurt” (paragraph 7)

“more creative and complex ways” (paragraph 9)

“play exercises the brain” (paragraph 10)

Main Idea 1

Main Idea 2

### Session 3, Item 30

- 4 Prey animals, such as elk, deer, or antelope, play differently. **They dash about like crazy, leaping wildly in the air—twisting, turning, twirling.** According to biologist John Byers of the University of Idaho, they act like they have “flies in their brains.” But these animals are rehearsing skills they’ll need one day to escape predators and avoid becoming dinner.
- 5 During play, animals constantly monitor their behavior to keep play going. If one animal plays too roughly, the play ends. To keep things fun, they often reverse roles. A stronger or dominant animal will lie on its back, assuming a submissive position, while a weaker animal gets to play “boss.”

Session 4, Item 37\*

---

Opportunities	Challenges
was supported by the family	became a slave at a young age
was taught lessons by the twins	had to prove she was a poet

was able to travel by herself

could copy her lines of poetry

**\*The opportunities and challenges do not have to be in a particular order.**

Note: The image on the next page shows the question prior to a response being entered.

Opportunities

Challenges

became a slave at a young age  
was able to travel by herself  
was supported by the family  
had to prove she was a poet  
was taught lessons by the twins  
could copy her lines of poetry

Scoring of Grade 5 PCRs				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Narrative Writing	Written Expression	9 points (3 times holistic score)	12	<a href="#">NWT Rubric</a>
	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	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full comprehension</b> of ideas stated explicitly and/or inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of the topic that is <b>appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>somewhat appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and text-based evidence in the development of the topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>uses language to express ideas with <b>some</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no comprehension</b> of ideas by providing an <b>inaccurate or no</b> analysis;</li> <li>is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions		<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

## 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	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>is organized with <b>mostly coherent</b> writing;</li> <li>uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped and/or inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions	<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

**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.



# LEAP 2025 Mathematics

Practice Test

Grade 5



# Session 1

**Directions:**

Today, you will take Session 1 of the Grade 5 Mathematics Practice Test. You will not be able to use a calculator in this session.

Read each question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

**GO ON ►**

1. What is the value of this expression?

$$100 - [5 \times (3 + 4)]$$

Enter your answer in the box.

**GO ON ►**

2. Select a phrase from each list to correctly complete each sentence.

The product of  $\frac{3}{5}$  and 4 is \_\_\_\_\_ 4.

less than  
equal to  
greater than

The product of  $1\frac{1}{2}$  and 2 is \_\_\_\_\_ 2.

less than  
equal to  
greater than

The product of  $\frac{5}{2}$  and  $\frac{13}{4}$  is \_\_\_\_\_  $\frac{13}{4}$ .

less than  
equal to  
greater than

3. Stan's lawn mower had  $\frac{1}{8}$  of a gallon of gasoline in the tank. Stan started mowing and used all of the gasoline. He put  $\frac{6}{10}$  of a gallon of gasoline in the tank. After he mowed,  $\frac{1}{4}$  of a gallon was left in the tank.

What was the total amount of gasoline Stan used?

- A.  $\frac{14}{40}$  gallon
- B.  $\frac{19}{40}$  gallon
- C.  $\frac{34}{40}$  gallon
- D.  $\frac{39}{40}$  gallon

**GO ON ►**

4. Solve.

Enter your answer in the box.

$$826 \times 3,569 =$$

**GO ON ►**

5. Mrs. Bell wrote the expanded form of a number, as shown.

$$5 \times 100 + 4 \times 10 + 6 \times 1 + 2 \times \left(\frac{1}{10}\right) + 8 \times \left(\frac{1}{1000}\right)$$

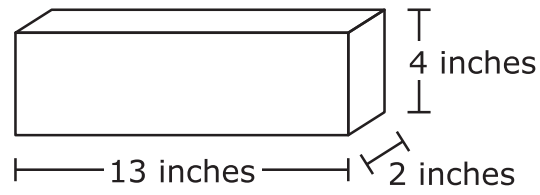
What is the number written in standard form?

Enter your answer in the box.

**GO ON ►**



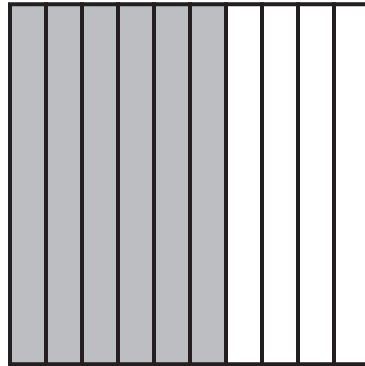
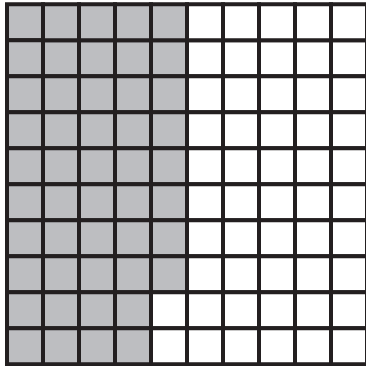
6. A rectangular prism is shown.



What is the volume, in cubic inches, of this rectangular prism?

Enter your answer in the box.

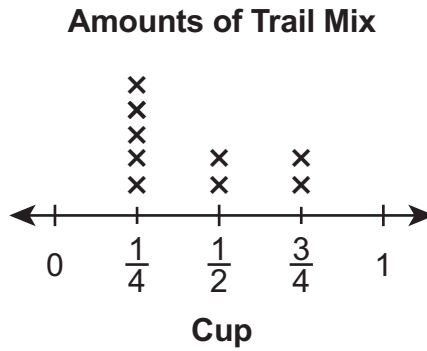
7. Find the sum of 0.48 and 0.6. You may use the models shown to help find the sum.



- A. 0.42
- B. 0.54
- C. 1.08
- D. 1.80

**GO ON ►**

8. Elijah ate trail mix nine different times. Each X on the line plot represents an amount that he ate.



How much total trail mix, in cups, did Elijah eat?

- A.  $\frac{9}{2}$
- B.  $\frac{15}{2}$
- C.  $\frac{9}{4}$
- D.  $\frac{15}{4}$

9. Kurt drew a rectangular maze with a length of  $\frac{3}{4}$  foot and a width of  $\frac{5}{12}$  foot.

What is the area, in square feet, of Kurt's maze?

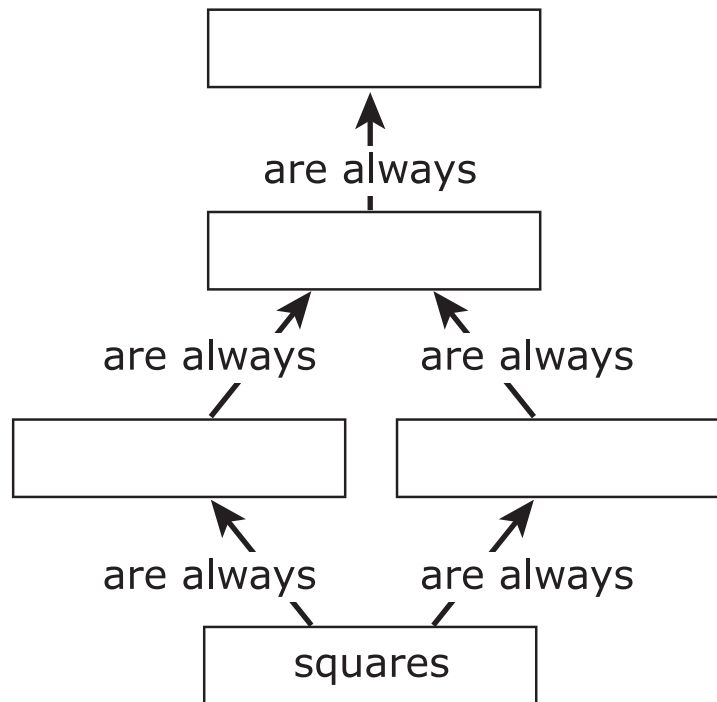
- A.  $\frac{15}{48}$
- B.  $\frac{8}{16}$
- C.  $\frac{20}{36}$
- D.  $\frac{15}{16}$

**GO ON ►**

10. Write the categories in the boxes to complete the diagram that shows the relationship among the figures listed. Each category will be used only once.

**Categories:**

rhombuses  
 rectangles  
 parallelograms  
 quadrilaterals



**11.** Which **two** statements about rounding decimals are correct?

- A. The number 5.066 rounded to the nearest hundredth is 5.07.
- B. The number 5.074 rounded to the nearest hundredth is 5.08.
- C. The number 5.117 rounded to the nearest hundredth is 5.10.
- D. The number 5.108 rounded to the nearest hundredth is 5.11.
- E. The number 5.025 rounded to the nearest hundredth is 5.02.

**GO ON ►**

12. Katie went to a craft store to purchase the supplies she needed to make two types of jewelry. This table shows the costs of the supplies Katie needed.

**Costs of Supplies**

Item	Cost per Item
bead	\$0.05
charm	\$0.45

This table shows the supplies needed to make each piece of jewelry.

**Supplies Needed**

Type of Jewelry	Beads	Charms
bracelet	25	4
necklace	48	1

Katie purchased the exact amount of supplies to make 1 bracelet and 2 necklaces.

**Part A**

Write an expression to determine the cost of supplies to make 1 bracelet.

Enter your expression in the box provided.

**Part B**

Write an expression to determine the cost of supplies to make 2 necklaces.

Enter your expression in the box provided.

**Part C**

Katie started with \$40. How much money did she have left after purchasing the supplies?

Enter your answer in the box provided.

**GO ON ►**



13. Each ticket for a concert cost \$14. The total amount of ticket sales for the concert was \$8,792. How many tickets were sold?
- A. 556
  - B. 628
  - C. 793
  - D. 858

**14.** There are two tanks at the aquarium, Tank A and Tank B. Each tank has two sections.

**Part A**

The volume of one section of Tank A is 24 cubic feet. The volume of the other section of Tank A is 96 cubic feet.

What is the total volume, in cubic feet, of Tank A?

- A. 4
- B. 72
- C. 120
- D. 2,304

**Part B**

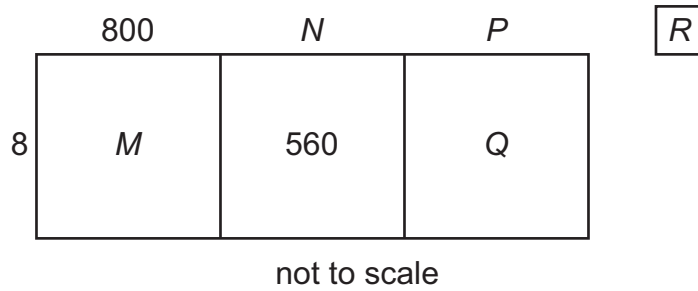
Tank B has the same volume as Tank A.

The volume of one section of Tank B is 45 cubic feet. What is the volume, in cubic feet, of the other section of Tank B?

Enter your answer in the box.

15. A teacher drew an area model to find the value of  $6,986 \div 8$ .

Teacher’s Model for  $6,986 \div 8$



- Determine the number that each letter in the model represents and explain each of your answers.
- Write the quotient and remainder for  $6,986 \div 8$ .
- Explain how to use multiplication to check that the quotient is correct. You may show your work in your explanation.

Enter your answers and your explanations in the box provided.



**NO TEST MATERIALS**

# Session 2

**Directions:**

Today, you will take Session 2 of the Grade 5 Mathematics Practice Test. You will not be able to use a calculator in this session.

Read each question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

**GO ON ►**

**16.** One student drew a square. Another student drew a rhombus that was not a square.

Select the **three** properties that both figures have.

- A. They have four right angles.
- B. They have four sides that are the same length.
- C. They have two pairs of parallel sides.
- D. They have opposite angles that are the same measure.
- E. They have four angles that are the same measure.

**GO ON ►**

17. Which equation shows how to use equivalent fractions to evaluate  $\frac{7}{6} - \frac{4}{5}$ ?

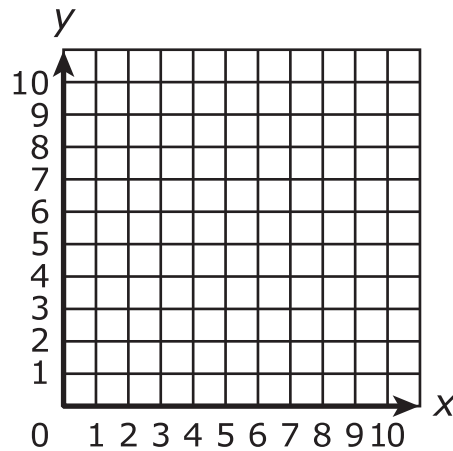
A.  $\frac{7}{6} - \frac{4}{5} = \frac{7}{11} - \frac{4}{11}$

B.  $\frac{7}{6} - \frac{4}{5} = \frac{35}{11} - \frac{24}{11}$

C.  $\frac{7}{6} - \frac{4}{5} = \frac{7}{30} - \frac{4}{30}$

D.  $\frac{7}{6} - \frac{4}{5} = \frac{35}{30} - \frac{24}{30}$

18. A coordinate plane is shown.



Which of these is a correct process for plotting the point (3, 6) on the coordinate plane?

- A. Start at the origin. Move 3 units up the  $y$ -axis, and then move 6 units to the right. Plot the point there.
- B. Start at the top of the  $y$ -axis. Move 3 units down the  $y$ -axis, and then move 6 units to the right. Plot the point there.
- C. Start at the origin. Move 3 units to the right on the  $x$ -axis, and then move 6 units up. Plot the point there.
- D. Start at the top of the  $y$ -axis. Move 3 units to the right, and then move 6 units down. Plot the point there.

**GO ON ►**



19. Two rules for creating number patterns are given below. Each rule begins with a number called the *input* and creates a number called the *output*.

**Rule 1**

Multiply the input by 2. Then add 3 to the result to get the output.

**Rule 2**

Multiply the input by 3. Then add 1 to the result to get the output.

Which input and output table works for **both** rules?

A.

Input	Output
2	7

B.

Input	Output
3	10

C.

Input	Output
4	11

D.

Input	Output
5	13

20. Len walks  $\frac{3}{10}$  mile in the morning to school. He walks  $\frac{2}{5}$  mile in the afternoon to a friend's house.

Len says that he walks a total of  $\frac{5}{15}$  mile in the morning and afternoon.

Which **two** statements are true?

- A. Since  $\frac{3}{10}$  plus  $\frac{2}{5}$  is  $\frac{5}{15}$ , the total of  $\frac{5}{15}$  is reasonable.
- B. Since  $\frac{5}{15}$  is less than  $\frac{2}{5}$ , the total of  $\frac{5}{15}$  is not reasonable.
- C. The fractions  $\frac{5}{15}$ ,  $\frac{3}{10}$ , and  $\frac{2}{5}$  are all less than  $\frac{1}{2}$ , so the total of  $\frac{5}{15}$  is reasonable.
- D. The fraction  $\frac{5}{15}$  is  $\frac{1}{3}$ , and  $\frac{1}{3}$  is greater than  $\frac{3}{10}$ . Since  $\frac{5}{15}$  is greater than one of the addends, the total of  $\frac{5}{15}$  is reasonable.
- E. The fractions  $\frac{3}{10}$  and  $\frac{2}{5}$  are each greater than  $\frac{1}{4}$ , so the total must be greater than  $\frac{1}{2}$ . The fraction  $\frac{5}{15}$  is less than  $\frac{1}{2}$ , so the total of  $\frac{5}{15}$  is not reasonable.

21. Solve.

$$\frac{3}{4} + \frac{4}{5} - \frac{7}{10} =$$

A.  $\frac{7}{20}$

B.  $\frac{14}{20}$

C.  $\frac{17}{20}$

D.  $\frac{21}{20}$

22. Enter your answer in the box.

$$0.35 \times 1.5 =$$

**GO ON ►**

23. Diana works at a clothing store. She sold  $\frac{1}{5}$  of the total number of green shirts on Monday and  $\frac{3}{12}$  of the total number of green shirts on Tuesday.

**Part A**

What fraction of green shirts did Diana sell on Monday and Tuesday?

- A.  $\frac{8}{13}$
- B.  $\frac{4}{17}$
- C.  $\frac{5}{36}$
- D.  $\frac{27}{60}$

**Part B**

Diana sold  $\frac{2}{15}$  of the total number of green shirts on Wednesday. What is the difference in the fraction of the total number of green shirts that were sold on Tuesday and Wednesday?

- A.  $\frac{7}{60}$
- B.  $\frac{5}{27}$
- C.  $\frac{1}{3}$
- D.  $\frac{1}{12}$

24. Leah incorrectly added the fractions  $\frac{2}{3}$ ,  $\frac{1}{2}$ , and  $\frac{5}{12}$ . She said that to add fractions with different denominators, you use the common denominator and add the numerators.

Leah's work is shown.

$$\frac{2}{3} + \frac{1}{2} + \frac{5}{12}$$

$$\frac{2 + 1 + 5}{12}$$

$$\frac{8}{12}$$

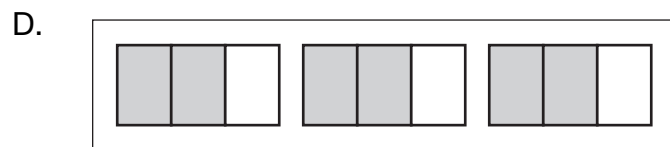
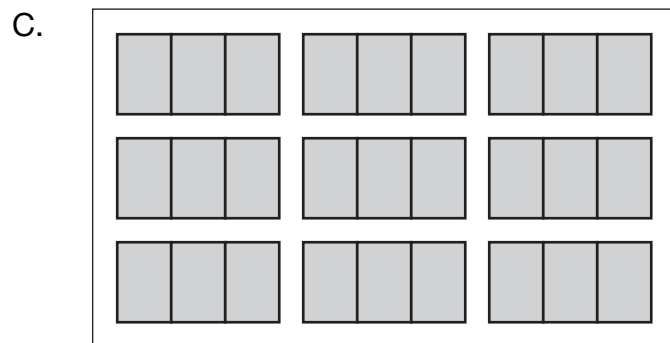
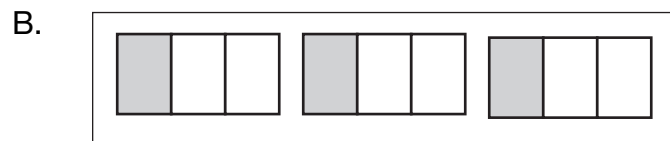
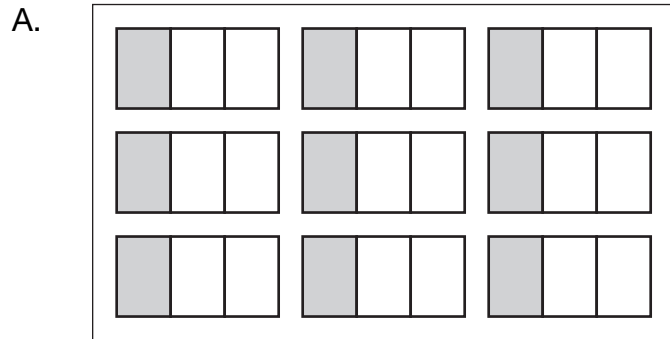
- What is Leah's mistake?
- Find the correct value of  $\frac{2}{3} + \frac{1}{2} + \frac{5}{12}$ .
- Show your work or explain your answer.

Enter your answers and your work or explanation in the box provided.

25. This model is shaded to show one whole.



Which set is shaded to represent the solution to  $\frac{1}{3} \times 9$ ?



26. Jim uses ribbon to make bookmarks. Jim has 9 feet of ribbon. He uses  $\frac{1}{3}$  foot of ribbon to make each bookmark.

What is the total number of bookmarks Jim makes with all 9 feet of ribbon?

Enter your answer in the box.

**GO ON ►**



27. Select from the lists to correctly complete each comparison.

4.408 \_\_\_\_\_ four and forty-eight thousandths

<
=
>

six hundred ninety-one and five hundredths \_\_\_\_\_

$$6 \times 100 + 9 \times 10 + 1 \times 1 + 8 \times \frac{1}{1,000}$$

<
=
>

28. Tom has a water tank that holds 5 gallons of water.

**Part A**

Tom uses water from a full tank to fill 6 bottles that each hold 16 ounces and a pitcher that holds  $\frac{1}{2}$  gallon.

How many ounces of water are left in the water tank?

Enter your answer in the box.

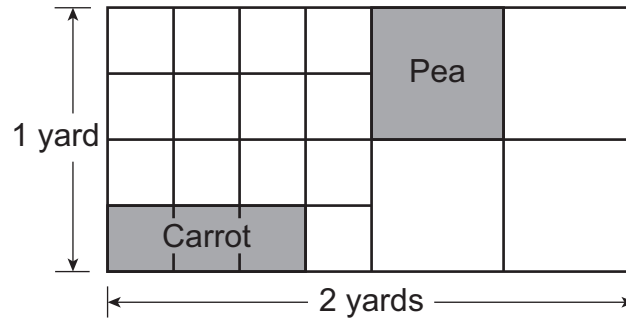
**Part B**

Tom drinks 4 pints of water a day.

How many full tanks of water will he drink in 30 days?

Enter your answer in the box.

29. Joshua planted carrots and peas in his garden.



Use the model to write and solve an equation that shows how much larger, in square yards, the pea section of the garden is than the carrot section of the garden.

Enter your equation and your solution in the box provided.



**NO TEST MATERIALS**

# Session 3

**Directions:**

Today, you will take Session 3 of the Grade 5 Mathematics Practice Test. You will not be able to use a calculator in this session.

Read each question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

**GO ON ►**

**30.** What is the value of  $4.05 \div 1.5$ ?

Enter your answer in the box.

**GO ON ►**

31. Emma has a board that is 5 feet long. She cuts the board into 6 equal pieces.

Which equation shows how to find the length, in feet, of each piece of the board?

A.  $5 \times 6 = 30$

B.  $6 - 5 = 1$

C.  $6 \div 5 = 1\frac{1}{5}$

D.  $5 \div 6 = \frac{5}{6}$

32. Solve.

$$\frac{5}{6} \times \frac{9}{10} =$$

A.  $\frac{14}{16}$

B.  $\frac{15}{30}$

C.  $\frac{45}{60}$

D.  $\frac{50}{54}$

**GO ON ►**



33. Jen makes a rectangular banner. It is  $\frac{3}{4}$  yard long and  $\frac{1}{4}$  yard wide.

What is the area, in square yards, of the banner?

- A.  $\frac{3}{16}$
- B.  $\frac{3}{8}$
- C. 1
- D. 3

34. Multiply.

$$\begin{array}{r} 2,639 \\ \times 29 \\ \hline \end{array}$$

Enter your answer in the box.

**GO ON ►**

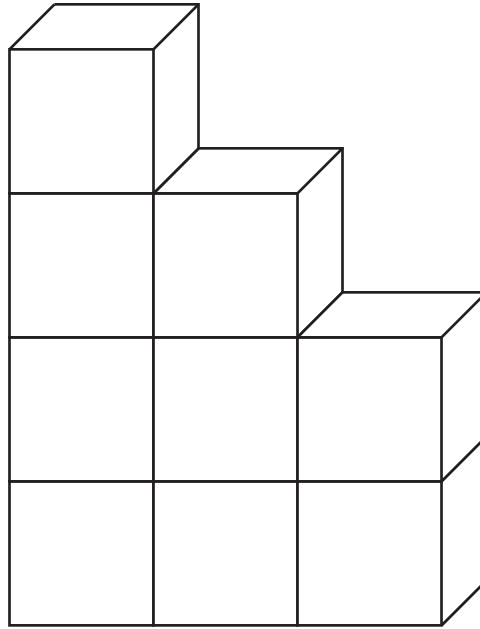
35. Which expression is equal to  $\frac{7}{8}$ ?

A.  $8 - 7$

B.  $7 \times 8$

C.  $\frac{8}{7}$

D.  $7 \div 8$



36. Anika stacked cubes, each with an edge of 1 inch, to build a model. The figure above shows how Anika stacked the cubes. What is the volume, in cubic inches, of Anika's model?
- A. 3
  - B. 9
  - C. 16
  - D. 18

**GO ON ►**

37. Which statement correctly compares two values?

- A. The value of the 6 in 26.495 is  $\frac{1}{10}$  the value of the 6 in 17.64.
- B. The value of the 6 in 26.495 is 10 times the value of the 6 in 17.64.
- C. The value of the 6 in 26.495 is  $\frac{1}{100}$  the value of the 6 in 17.64.
- D. The value of the 6 in 26.495 is 100 times the value of the 6 in 17.64.

38. What exponent will make this equation true?

$$10^? = 1,000$$

Enter your answer in the box.

**GO ON ►**

39. A cereal box has a height of 32 centimeters. It has a base with an area of 160 square centimeters.

What is the volume, in cubic centimeters, of the cereal box?

Enter your answer in the box.

40. Write the expression that matches each statement into the correct box. Each expression may be used more than once or not at all.

**Expressions:**

$$2 + 4 - 9$$

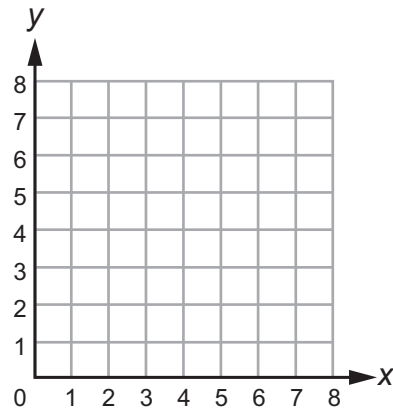
$$9 - 2 + 4$$

$$9 - (2 + 4)$$

<b>the sum of 2 and 4 subtracted from 9</b>	<b>add 2 and 4, then subtract 9</b>	<b>subtract 2 from 9, then add 4</b>



41. Graph points  $A$ ,  $B$ , and  $C$  on the coordinate plane. Point  $A$  should be located at  $(4, 6)$ , point  $B$  should be located at  $(6, 4)$ , and point  $C$  should be located at  $(3, 0)$ . Be sure to graph all **three** points.



Use the information provided to answer Part A through Part C for question 42.

42. Shannon is building a rectangular garden that is 18 feet wide and 27 feet long.

**Part A**

Write an equation that represents the area of Shannon’s garden. In your equation, let  $g$  represent the area of Shannon’s garden. Then solve your equation.

Enter your equation and your solution in the box provided.

**GO ON ►**

**Part B**

Shannon is putting a fence around the garden, except where there is a gate that is 3 feet wide.

One foot of the fence costs \$43. The cost of the gate is \$128.

Write an expression that represents the total cost of the fence and the gate.

Explain how you determined your expression.

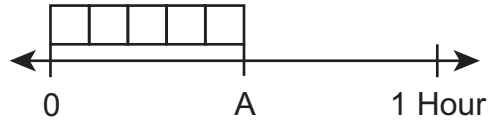
Enter your expression and your explanation in the box provided.

**Part C**

Use your expression from Part B to find the total cost, in dollars, of the fence and the gate.

Enter your answer in the box.

43. Cora has  $\frac{1}{2}$  hour to do 5 chores. She plans to spend the same fraction of an hour on each chore. She wants to use the number line to help her determine what fraction of an hour she can spend on each chore.



- What is the correct number label for point A?
- Explain how to use this number line to help Cora solve her problem.
- What fraction of an hour will she spend on each chore?

Enter your answers and your explanation in the box provided.





## STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION TEST SECURITY POLICY<sup>1</sup>

The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

<sup>1</sup> Excerpts from *Bulletin 118*

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For further information or to anonymously report testing irregularities, call 1-844-268-7320.

# LEAP 2025

This document contains the answer keys and rubrics for the LEAP 2025 Grade 5 Mathematics Practice Test.

Session 1				
Task #	Task Type	Value (points)	Key	Alignment
1	I	1	65	5.OA.A.1
2	I	1	<p>The product of <math>\frac{3}{5}</math> and 4 is  <input type="text" value="less than"/> 4.</p> <p>The product of <math>1\frac{1}{2}</math> and 2 is  <input type="text" value="greater than"/> 2.</p> <p>The product of <math>\frac{5}{2}</math> and <math>\frac{13}{4}</math> is  <input type="text" value="greater than"/> <math>\frac{13}{4}</math>.</p>	5.NF.B.5a
3	I	1	B	5.NF.A.2a
4	I	1	2947994	5.NBT.B.5
5	I	1	546.208	5.NBT.A.3a
6	I	1	104	5.MD.C.5b
7	I	1	C	5.NBT.B.7
8	I	1	D	5.MD.B.2
9	I	1	A	5.NF.B.4b



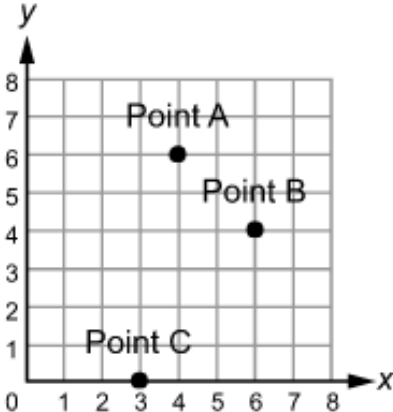
Session 1				
Task #	Task Type	Value (points)	Key	Alignment
10	I	1	<p>The positions of rectangles and rhombuses may be switched.</p>	5.G.B.4
11	I	1	A, D	5.NBT.A.4
12	III	3	Part A: rubric Part B: rubric Part C: 31.25*	LEAP.III.5.1 (5.NBT.B.7)
13	I	1	B	5.NBT.B.6
14	I	2	Part A: C Part B: 75	5.MD.C.5c
15	II	4	rubric	LEAP.II.5.6 (5.NBT.B.6)

Session 2				
Task #	Task Type	Value (points)	Key	Alignment
16	I	1	B, C, D	5.G.B.3
17	I	1	D	5.NF.A.1
18	I	1	C	5.G.A.1
19	I	1	A	5.OA.B.3
20	I	1	B, E	5.NF.A.2b
21	I	1	C	5.NF.A.1
22	I	1	0.525	5.NBT.B.7

\* This is not machine-scored because the answer is dependent on the student response to part B.

Session 2				
Task #	Task Type	Value (points)	Key	Alignment
23	I	2	Part A: D Part B: A	LEAP.I.5.2 (5.NF.A)
24	II	3	rubric	LEAP.II.5.8 (5.NF.A.2)
25	I	1	A	5.NF.B.4b
26	I	1	27	5.NF.B.7c
27	I	1	4.408 <input type="text" value="&gt;"/> four and forty-eight thousandths  six hundred ninety-one and five hundredths <input type="text" value="&gt;"/>  $6 \times 100 + 9 \times 10 + 1 \times 1 + 8 \times \frac{1}{1,000}$	5.NBT.A.3b
28	I	2	Part A: 480 Part B: 3	5.MD.A.1
29	III	3	rubric	LEAP.III.5.1 (5.NF.B.4c, 5.NF.B.4d)

Session 3										
Task #	Task Type	Value (points)	Key	Alignment						
30	I	1	2.7	5.NBT.B.7						
31	I	1	D	5.NF.B.3						
32	I	1	C	5.NF.B.4						
33	I	1	A	5.NF.B.6						
34	I	1	76531	5.NBT.B.5						
35	I	1	D	5.NF.B.3						
36	I	1	B	5.MD.C.4						
37	I	1	B	5.NBT.A.1						
38	I	1	3	5.NBT.A.2						
39	I	1	5120	5.MD.C.5b						
40	I	1	<table border="1"> <tr> <td>the sum of 2 and 4 subtracted from 9</td> <td>add 2 and 4, then subtract 9</td> <td>subtract 2 from 9, then add 4</td> </tr> <tr> <td><math>9 - (2 + 4)</math></td> <td><math>2 + 4 - 9</math></td> <td><math>9 - 2 + 4</math></td> </tr> </table>	the sum of 2 and 4 subtracted from 9	add 2 and 4, then subtract 9	subtract 2 from 9, then add 4	$9 - (2 + 4)$	$2 + 4 - 9$	$9 - 2 + 4$	5.OA.A.2
the sum of 2 and 4 subtracted from 9	add 2 and 4, then subtract 9	subtract 2 from 9, then add 4								
$9 - (2 + 4)$	$2 + 4 - 9$	$9 - 2 + 4$								

Session 3				
Task #	Task Type	Value (points)	Key	Alignment
41	I	1		5.G.A.1
42	III	6	Part A: rubric Part B: rubric Part C: 3869 <sup>†</sup>	LEAP.III.5.2 (4.MD.A.3)
43	II	3	rubric	LEAP.II.5.7 (5.NF.B.7a, 5.NF.B.7b)

<sup>†</sup> This is not machine-scored because the answer is dependent on the student response to part B.

## RUBRICS

Task #12	
Part A	
Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> <li>• <b>Modeling component:</b> 1 point               <ul style="list-style-type: none"> <li>○ Correct expression for the cost of the bracelet</li> </ul> </li> </ul> <p>Sample Student Response:  <math>0.05 \times 25 + 0.45 \times 4</math></p> <p>Note: Any valid expression can receive credit.</p>
0	Student response is incorrect or irrelevant.
Part B	
Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> <li>• <b>Modeling component:</b> 1 point               <ul style="list-style-type: none"> <li>○ Correct expression for the cost of the necklaces</li> </ul> </li> </ul> <p>Sample Student Response:  <math>(0.05 \times 48 + 0.45 \times 1) \times 2</math></p> <p>Note: Any valid expression can receive credit.</p>
0	Student response is incorrect or irrelevant.
Part C	
Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> <li>• <b>Computation component:</b> 1 point               <ul style="list-style-type: none"> <li>○ Correct amount of money Katie had left after purchasing supplies, \$31.25</li> </ul> </li> </ul> <p>Note: If a mistake is made in Part A and/or Part B but carried through to Part C correctly, credit can be given for Part C.</p>
0	Student response is incorrect or irrelevant.

### Task #15

Score	Description
<b>4</b>	<p>Student response includes the following 4 elements:</p> <ul style="list-style-type: none"> <li>• <b>Computation component:</b> 2 points                             <ul style="list-style-type: none"> <li>○ Correct numbers for each letter in the model</li> <li>○ Correct value for quotient, 873 remainder 2</li> </ul> </li> <li>• <b>Reasoning component:</b> 2 points                             <ul style="list-style-type: none"> <li>○ Correct explanation for finding the numbers in the model</li> <li>○ Correct explanation or work to show multiplication check</li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>The value of <math>M</math> is 6,400 because <math>8 \times 800 = 6,400</math>. The value of <math>N</math> is 70 because <math>8 \times 70 = 560</math>. Then <math>6,400 + 560 = 6,960</math>. So there are 26 left. Since <math>8 \times 3 = 24</math>, the value of <math>P</math> is 3 and the value of <math>Q</math> is 24. There are 2 left over, so <math>R</math> is 2.</p> <p>The value of <math>6,986 \div 8</math> is 873 with a remainder of 2.</p> <p>To check my multiplication, first multiply 873 by 8. Then add 2 to the product.</p> $873 \times 8 = 6,984$ $6,984 + 2 = 6,986$ <p>Note: If a student has a computation error, points can still be awarded for correct reasoning.</p>
<b>3</b>	Student response includes 3 of the 4 elements.
<b>2</b>	Student response includes 2 of the 4 elements.
<b>1</b>	Student response includes 1 of the 4 elements.
<b>0</b>	Student response is incorrect or irrelevant.

### Task #24

Score	Description
<b>3</b>	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> <li>• <b>Reasoning component:</b> 2 points                             <ul style="list-style-type: none"> <li>○ Identification of Leah’s mistake</li> <li>○ Correct work shown for adding <math>\frac{2}{3} + \frac{1}{2} + \frac{5}{12}</math></li> </ul> </li> <li>• <b>Computation component:</b> 1 point                             <ul style="list-style-type: none"> <li>○ Correct answer, <math>\frac{19}{12}</math> or equivalent</li> </ul> </li> </ul> <p>Sample Student Response:                      Leah used the wrong numerators. To add fractions with different denominators, you have to find a common denominator. Then you convert each fraction to an equivalent fraction using the common denominator. Then you add the numerators together and put the result as the numerator.</p> $\frac{2}{3} + \frac{1}{2} + \frac{5}{12}$ $= \frac{8}{12} + \frac{6}{12} + \frac{5}{12}$ $= \frac{8+6+5}{12}$ $= \frac{19}{12}$
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

### Task #29

Score	Description
<b>3</b>	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> <li>• <b>Modeling component:</b> 2 points                             <ul style="list-style-type: none"> <li>○ Correct explanation of how to use the model to find the size of each section of the garden.</li> <li>○ Correct use of common denominators to write an equation to find the difference between the two sections of the garden.</li> </ul> </li> <li>• <b>Computation component:</b> 1 point                             <ul style="list-style-type: none"> <li>○ Correct answer, <math>\frac{1}{16}</math></li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>Since there are 16 squares in the first half of the model and 3 are shaded, this means that the area of the carrot section is <math>\frac{3}{16}</math> square yard. Since there are 4 squares in the second half of the model and 1 is shaded, this means that the area of the pea section is <math>\frac{1}{4}</math> square yard.</p> $\frac{4}{16} - \frac{3}{16} = \frac{1}{16}$ <p><math>\frac{1}{16}</math> square yard</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• A variety of explanations are possible. As long as the explanation shows a clear understanding of using the model to find the size of each section, credits should be awarded.</li> <li>• A variety of equations are possible. As long as the equation can be used to represent the problem, credit should be awarded.</li> <li>• If a student uses the model for peas and divides it into sixteenths in order to use the common denominator, the student should be awarded both modeling points since the modeling for two steps was completed in one step.</li> </ul>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

## Task #42

### Part A

Score	Description
<b>2</b>	<p>Student response includes the following 2 elements:</p> <ul style="list-style-type: none"> <li>• <b>Computation component:</b> 1 point                             <ul style="list-style-type: none"> <li>○ Correct answer, 486</li> </ul> </li> <li>• <b>Modeling component:</b> 1 point                             <ul style="list-style-type: none"> <li>○ Correct equation to model the area</li> </ul> </li> </ul> <p>Sample Student Response:  <math>18 \times 27 = g</math>  <math>g = 486</math> square feet</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

### Part B

Score	Description
<b>3</b>	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> <li>• <b>Modeling component:</b> 3 points                             <ul style="list-style-type: none"> <li>○ Correct expression to represent the cost of the fence and gate</li> <li>○ Correct explanation of the expression</li> <li>○ Correct work or explanation to find the total cost</li> </ul> </li> </ul> <p>Sample Student Response:  <math>43 \times (18 + 18 + 27 + 27 - 3) + 128</math>  <math>(18 + 18 + 27 + 27 - 3)</math> is needed to find the perimeter of the lawn minus the gate to find the length of fence needed                      The length of the fence is multiplied by the cost of the fence and then the cost of the gate is added to get the total cost.</p> <p>Note: The term <i>perimeter</i> does not have to be used.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

### Part C

Score	Description
<b>1</b>	<p>Student response includes the following element:</p> <ul style="list-style-type: none"> <li>• <b>Computation component:</b> 1 point                             <ul style="list-style-type: none"> <li>○ \$3,869</li> </ul> </li> </ul> <p>Note: If a mistake is made in Part B but carried through to Part C correctly, credit can be given for Part C.</p>
<b>0</b>	Student response is incorrect or irrelevant.



### Task #43

Score	Description
<b>3</b>	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> <li>• <b>Reasoning component:</b> 2 points                             <ul style="list-style-type: none"> <li>○ Correct label for point A, <math>\frac{1}{2}</math> hour or equivalent</li> <li>○ Correct explanation of how to use the number line to solve the problem</li> </ul> </li> <li>• <b>Computation component:</b> 1 point                             <ul style="list-style-type: none"> <li>○ Correct fraction of an hour spent per chore, <math>\frac{1}{10}</math> or equivalent</li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>Point A should have the label <math>\frac{1}{2}</math> hour.</p> <p>The number line is divided from 0 to <math>\frac{1}{2}</math> in 5 equal sections because there are 5 chores. It would take 10 of these sections to divide the number line from 0 to 1. Each section represents the time she can spend on one chore. So she can spend <math>\frac{1}{10}</math> of an hour on each chore.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	The response is incorrect or irrelevant.