

Office of Assessments, Analytics, and Accountability

Grade 5 ELA LEAP Practice Test Answer Key

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 **one** task – a Research Simulation Task (RST) **OR** 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 [Grades 3-8 ELA LEAP Assessment Guide](#) for more information about the test’s design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	EBSR	PART A: A PART B: D	RL.5.4, L.5.5, RL.5.1
	2	EBSR	PART A: A PART B: D	RL.5.4, L.5.4, RL.5.1
	3	EBSR	PART A: A PART B: D	RL.5.2, RL.5.1
	4	TE	PART A: A PART B: See TE Item Key	RL.5.6, RL.5.1
	5	MS	PART A: D PART B: E, F	RL.5.2, RL.5.1
	6	TE	PART A: A, C PART B: See TE Item Key	RL.5.2, RL.5.3, RL.5.1
	7	PCR	See Scoring Table and Rubric Sample Student Responses	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	PART A: D PART B: A	RL.5.4, L.5.4, RL.5.1
	9	EBSR	PART A: B PART B: B	RL.5.2, RL.5.1

Session	Sequence	Item Type	Key	Alignment
	10	TE	See TE Item Key	RL.5.3, RL.5.1
	11	MS	PART A: A PART B: A, F	RL.5.6, RL.5.1
2 Research Simulation Task	12	MS	PART A: C, F PART B: D, F	RI.5.2, RI.5.1
	13	TE	See TE Item Key	RI.5.3, RI.5.1
	14	EBSR	PART A: C PART B: A	L.5.4, RI.5.4, RI.5.1
	15	MS	PART A: C PART B: A, E	RI.5.2, RI.5.1
	16	EBSR	PART A: B PART B: C	RI.5.8, RI.5.1
	17	MS	PART A: A PART B: B, D	RI.5.6, RI.5.1
	18	EBSR	PART A: B PART B: D	L.5.4, RI.5.4, RI.5.1
	19	MS	PART A: D PART B: C, F	RI.5.5, RI.5.1
	20	PCR	See Scoring Table and Rubric	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	PART A: A PART B: C	RL.5.3, RL.5.1
	22	EBSR	PART A: A PART B: C	RL.5.2, RL.5.1
	23	EBSR	PART A: D PART B: B	RL.5.6, RL.5.1
	24	MS	PART A: A, C PART B: A	RL.5.3, RL.5.1
	25	PCR	See Scoring Table and Rubric Sample Student Responses	W.5.3, W.5.4; L.5.1, L.5.2
3 Reading Passage Set	26	EBSR	PART A: D PART B: C	RI.5.8, RI.5.1

Session	Sequence	Item Type	Key	Alignment
	27	MS	PART A: B PART B: A, F	RI.5.8, RI.5.1
	28	EBSR	PART A: C PART B: B	RI.5.4, L.5.4, RI.5.1
	29	TE	PART A: B PART B: See TE Item Key	RI.5.2, RI.5.1
	30	TE	PART A: B PART B: See TE Item Key	RI.5.3, RI.5.1
	31	EBSR	PART A: C PART B: D	RI.5.8, RI.5.1
4 Reading Literary and Informational Texts	32	MS	PART A: D PART B: C, F	RI.5.2, RI.5.1
	33	EBSR	PART A: C PART B: A	L.5.4, RI.5.4, RI.5.1
	34	EBSR	PART A: B PART B: D	RI.5.3, RI.5.1
	35	MS	PART A: B PART B: D, E	RI.5.8, RI.5.1
	36	EBSR	PART A: B PART B: D	RI.5.3, RI.5.1
	37	TE	See TE Item Key	RI.5.8, RI.5.1

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

		<p>order OR when student chooses and correctly orders more than half of the correct responses</p> <ul style="list-style-type: none"> No credit (0 points): does not meet partial credit rules or for a two-part TE item, only part B is correct
Prose Constructed Response (PCR)	<ul style="list-style-type: none"> Requires student to show understanding of text(s) by writing a multi-paragraph response Addresses more than one text depending on the task (LAT: 2 texts; RST: 3 texts) Requires evidence from texts Measures Reading Comprehension and Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT) 	<p>LAT/RST: Worth up to 19 points</p> <ul style="list-style-type: none"> Reading Comprehension and Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score Knowledge of Language and Conventions dimension (3, 2, 1, 0) <p>NWT: Worth up to 12 points</p> <ul style="list-style-type: none"> Written Expression dimension: score point of 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score Knowledge of Language and Conventions dimension (3, 2, 1, 0)

Keys 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

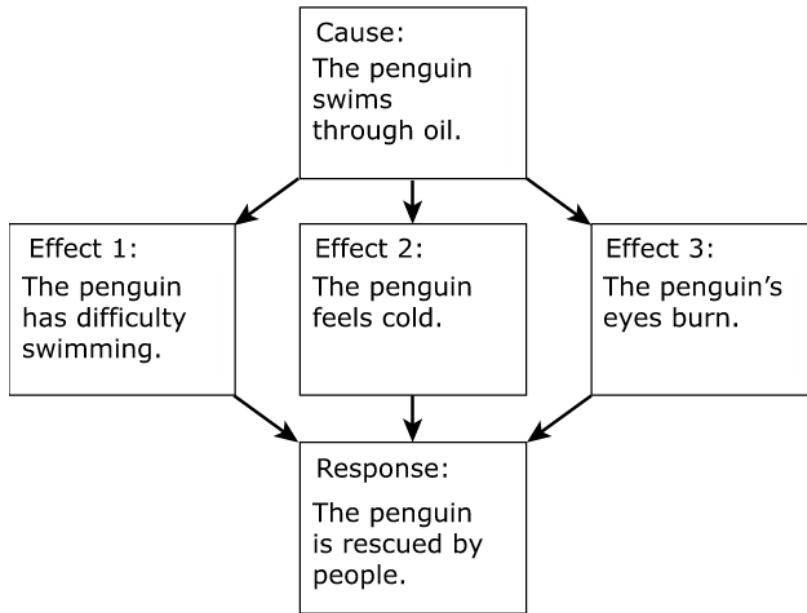
- angry
- determined
- undecided
- forgiving
- protective
- sympathetic

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.”

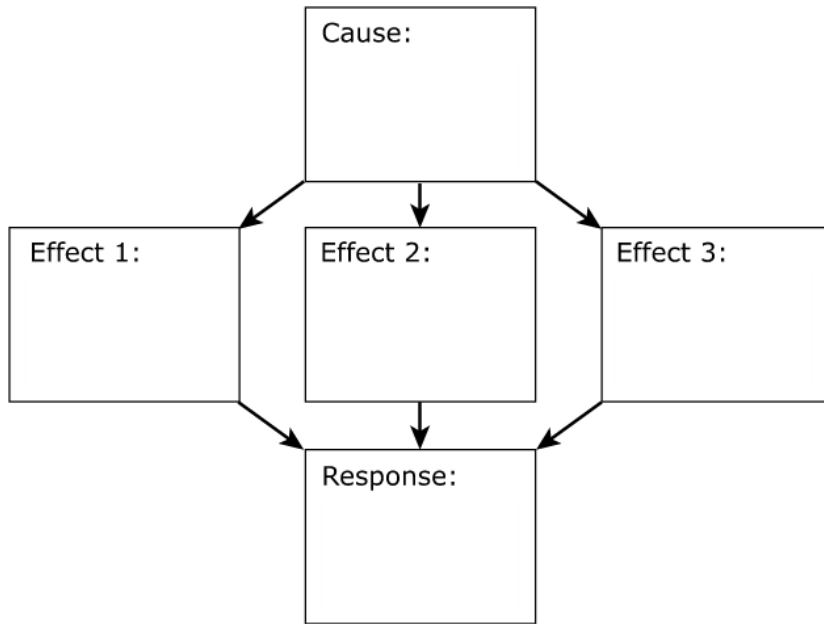
Description of Narrator’s Feeling	Supporting Evidence for Narrator’s Feeling	Description of Claire’s Feeling	Supporting Evidence for Claire’s Feeling

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

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

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

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective development of the topic that is consistently appropriate to the task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is appropriate to the task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to the task, purpose, and audience; uses some reasoning and text-based evidence in the development of the topic; demonstrates some organization with somewhat coherent writing; uses language to express ideas with some clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions		<p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</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"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</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.

Updates Log

The table below lists any updates made to this document after the original post date.

Available	Description of Updates
October 2024	Document original posting for 2024-2025

Email assessment@la.gov with any questions or comments about this document.