

**Office of Assessments, Analytics, and Accountability**

## Grade 8 ELA LEAP Practice Test Answer Key

This document contains the answers to all items on the grade 8 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	<b>PART A:</b> A <b>PART B:</b> B	L.8.4, RL.8.4, RL.8.1
	2	EBSR	<b>PART A:</b> D <b>PART B:</b> C	RL.8.3, RL.8.1
	3	TE	<b>PART A:</b> B <b>PART B:</b> <a href="#">See TE Item Key</a>	RL.8.4, RL.8.1
	4	TE	<b>PART A:</b> D <b>PART B:</b> <a href="#">See TE Item Key</a>	RL.8.2, RL.8.1
	5	EBSR	<b>PART A:</b> D <b>PART B:</b> A	RL.8.3, RL.8.5, RL.8.1
	6	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RL.8.3, RL.8.1
	7	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric</a>	RL.8.6, RL.8.3, RL.8.1; W.8.2, W.8.4, W.8.9; L.8.1, L.8.2
1 Reading Passage Set	8	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RI.8.5, RI.8.1
	9	EBSR	<b>PART A:</b> B <b>PART B:</b> A	RI.8.6, RI.8.5, RI.8.1

Session	Sequence	Item Type	Key	Alignment
	10	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RI.8.4, L.8.4, RI.8.1
	11	EBSR	<b>PART A:</b> A <b>PART B:</b> A	RI.8.2, RI.8.1
2 Research Simulation Task	12	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RI.8.4, L.8.4, RI.8.1
	13	MS	<b>PART A:</b> B <b>PART B:</b> A, C	RI.8.2, RI.8.1
	14	EBSR	<b>PART A:</b> B <b>PART B:</b> C	RI.8.5, RI.8.1
	15	EBSR	<b>PART A:</b> B <b>PART B:</b> A	RI.8.4, L.8.4, RI.8.1
	16	EBSR	<b>PART A:</b> C <b>PART B:</b> C	RI.8.3, RI.8.1
	17	EBSR	<b>PART A:</b> A <b>PART B:</b> C	RI.8.4, L.8.4, RI.8.1
	18	EBSR	<b>PART A:</b> B <b>PART B:</b> B	RI.8.5, RI.8.1
	19	EBSR	<b>PART A:</b> A <b>PART B:</b> A	RI.8.2, RI.8.1
	20	PCR	<a href="#">See Scoring Table and Rubric Sample Student Responses</a>	RI.8.3, RI.8.1; W.8.2, W.8.4, W.8.9; L.8.1, L.8.2
3 Narrative Writing Task	21	EBSR	<b>PART A:</b> A <b>PART B:</b> C	RL.8.3, RL.8.1
	22	TE	<a href="#">See TE Item Key</a>	RL.8.3, RL.8.1
	23	MS	<b>PART A:</b> A, C <b>PART B:</b> C, D	RL.8.2, RL.8.1
	24	EBSR	<b>PART A:</b> D <b>PART B:</b> C	RL.8.2, RL.8.1
	25	PCR	<a href="#">See Scoring Table and Rubric Sample Student Responses</a>	W.8.3, W.8.4; L.8.1, L.8.2
3 Reading Passage Set	26	EBSR	<b>PART A:</b> C <b>PART B:</b> B	RL.8.3, RL.8.1
	27	EBSR	<b>PART A:</b> C <b>PART B:</b> A	RL.8.3, RL.8.1

Session	Sequence	Item Type	Key	Alignment
	28	TE	<a href="#">See TE Item Key</a>	RL.8.2, RL.8.1
	29	MS	<b>PART A:</b> C <b>PART B:</b> D, E	RL.8.4, L.8.4, RL.8.1
	30	EBSR	<b>PART A:</b> B <b>PART B:</b> B	RL.8.2, RL.8.1
	31	EBSR	<b>PART A:</b> C <b>PART B:</b> A	RL.8.5, RL.8.1
4 Reading Literary and Informational Texts	32	EBSR	<b>PART A:</b> C <b>PART B:</b> B	RI.8.2, RI.8.1
	33	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RI.8.3, RI.8.1
	34	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RI.8.8, RI.8.1
	35	MS	<b>PART A:</b> C <b>PART B:</b> E, F	RI.8.6, RI.8.1
	36	MS	<b>PART A:</b> A <b>PART B:</b> A, B, F	RI.8.4, L.8.4, RI.8.1
	37	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RI.8.5, RI.8.4, RI.8.1
	38	EBSR	<b>PART A:</b> B <b>PART B:</b> A	RI.8.6, RI.8.1
	39	EBSR	<b>PART A:</b> A <b>PART B:</b> C	RI.8.5, RI.8.1
	40	TE	<a href="#">See TE Item Key</a>	RI.8.9, RI.8.1
	41	EBSR	<b>PART A:</b> D <b>PART B:</b> A	RI.8.2, RI.8.1

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>three</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 or 2 of 3 answers are correct or for an EBSR with MS in Part A, 1 of 2 or 2 of 3 answers in Part A are correct OR all 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> <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> </ul> </li> </ul>

		<ul style="list-style-type: none"> <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>
<b>Prose Constructed Response (PCR)</b>	<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 15 points</p> <ul style="list-style-type: none"> <li>Written Expression dimension: score point of 4, 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>

## Keys for Technology-Enhanced Items

### Session 1, Item 3

- 32 “I was going to try and find some girls my age here in the complex so I wouldn’t have to be the new kid in school,” I said, trying to sound believable.
- 33 “Honey, you can make friends at your new school in the fall. Besides, this is a wonderful opportunity for you.”
- 34 “Opportunity? For me? Or for you?”
- 36 I reached for a story card and scribbled:
- 37 ***Gypsy was sent to prison for stealing the magic ball. And when she was tossed into the dungeon below the castle she found the word “opportunity” written across the stone wall.***
- 38 Staring at the card, I wondered what should happen next. Maybe a daring escape or a sorceress could rescue her. When nothing came to me, I scratched out the word *opportunity* until it was a big blob of blue ink and tossed the card on the floor.
- 39 I heard Mom’s footsteps coming toward my closed bedroom door. I held my breath, hoping she wouldn’t knock.

## Session 1, Item 4

Mom leaned back against the counter and sucked in a great gulp of air. "It's strange actually. I wasn't expecting it, but then at the last minute the funding came through." She folded her arms across her waist, "I'm going to Costa Rica to finish my research." (paragraph 9)

"Opportunity? For me? Or for you?" (paragraph 34)

"I think you're going to like the village." Her voice became a little muffled now, like her mouth was pressed right up against the door. "It's strange and beautiful at the same time and a perfect place to explore. You just might be surprised what you find there." She paused for a moment then continued. "Would you please talk to me?" (paragraph 45)

*Clang cla-clang, clang clang.* The next morning, I found Mom in the kitchen with a chisel and hammer, chipping away at the kitchen counter. Little flecks of white flew through the air like ceramic snow, landing softly on her olive-colored cheeks. (paragraph 1)

She stepped back and surveyed the half-demolished counter the way someone stands back to study a newly hung photograph. Wiping her cheek with the back of her hand she said, "There was this"—she searched the mess on the floor—"this one broken tile poking out and I thought I should fix it and . . ." (paragraph 5)

Suddenly last night's phone call made perfect sense. I inched closer and pushed at the broken tile with my toes. (paragraph 17)

"You're going to New Mexico and that's final." (paragraph 28)

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

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Session 3, Item 22

Character	Trait	Evidence
peasant	honesty	The peasant takes back the horse and offers to feed him forever.
lion	avarice	The lion allows the fox to tie him to the horse in order to get the promised meal.
fox	honesty	The fox offers to help the horse.

**Evidence**

**The peasant drives the horse away after years of service.**

**The peasant offers no sympathy to the horse and gives the horse a task to prove himself.**

**The fox plays a trick on the lion.**

**The lion roars angrily.**

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

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**The fox plays a trick on the lion.**

**The lion allows the fox to tie him to the horse in order to get the promised meal.**

**The lion roars angrily.**

**The peasant takes back the horse and offers to feed him forever.**

**The fox offers to help the horse.**

Session 3, Item 28\*

THEMES	EVIDENCE
Persistence is often necessary to achieve a goal.	“Again it came to the young man in a dream, and desired to know where it should live and what form it should take. . . . At length it was told to choose a place itself, and it did so.” (paragraph 6)
The origin of the natural world can be revealed through imaginative stories.	“The next morning thousands of white flowers were seen on the surface of the lakes, and the Indians gave them this name, <i>wah-be-gwan-nee</i> (white flower).” (paragraph 8)

THEMES

- Adventure can be found in unexpected places.
- Friendship is difficult to obtain but is worth the effort.
- People can gain knowledge through overcoming hardships.
- The loss of innocence can change the way people view the world.

EVIDENCE

- “It was such a time, when earth was a paradise and man worthily its possessor...” (paragraph 2)
- “Instead of amusements in close rooms, the sport of the field was theirs.” (paragraph 2)
- “The next night five tall, noble-looking, adventurous braves were sent to welcome the stranger to earth.” (paragraph 6)
- “Children!—yes, they shall be my playmates, and I will kiss their slumber by the side of cool lakes.” (paragraph 7)

\*The evidence needs to be placed beside the correct theme, but the themes do not need to be in a particular order.

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

THEMES	EVIDENCE

**THEMES**

- Adventure can be found in unexpected places.**
- Persistence is often necessary to achieve a goal.**
- Friendship is difficult to obtain but is worth the effort.**
- People can gain knowledge through overcoming hardships.**
- The loss of innocence can change the way people view the world.**
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**EVIDENCE**

- “It was such a time, when earth was a paradise and man worthily its possessor...” (paragraph 2)**
- “Instead of amusements in close rooms, the sport of the field was theirs.” (paragraph 2)**
- “The next night five tall, noble-looking, adventurous braves were sent to welcome the stranger to earth.” (paragraph 6)**
- “Again it came to the young man in a dream, and desired to know where it should live and what form it should take. . . . At length it was told to choose a place itself, and it did so.” (paragraph 6)**
- “Children!—yes, they shall be my playmates, and I will kiss their slumber by the side of cool lakes.” (paragraph 7)**
- “The next morning thousands of white flowers were seen on the surface of the lakes, and the Indians gave them this name, *wah-be-gwan-nee* (white flower).” (paragraph 8)**

**Session 4, Item 40**

“The value of a humanoid over other designs is the ability to use the same workspace and tools . . . .”

Judgment ▼

“ . . . it is the first dexterous humanoid robot in space . . . .”

Fact ▼

“ . . . NASA and General Motors are working together with assistance from Oceaneering Space Systems engineers to accelerate development of the next generation of robots . . . .”

Fact ▼

“Another way this might be beneficial is during a robotic precursor mission.”

Speculation ▼

Scoring of Grade 8 PCR				
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	12 points (3 times holistic score)	15	<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 6–10 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 inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or 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 claim or topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>establishes and maintains an <b>effective</b> style.</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 claim or topic that is <b>mostly 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 claim or topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>establishes and maintains a <b>mostly effective</b> style.</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 claim or 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 claim or topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>has a style that is <b>somewhat effective</b>.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of the claim or 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>has a style that is <b>minimally effective</b>.</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>has an <b>inappropriate</b> style.</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 may 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 6–10 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 4	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>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>mostly effectively</b> developed with narrative elements and is <b>mostly appropriate</b> to the task;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>establishes and maintains a <b>mostly effective</b> style.</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>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>has a style that is <b>somewhat effective</b>.</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>has a style that has <b>limited effectiveness</b>.</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>has an <b>inappropriate</b> style.</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.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards W1-W4.
- Tone is not assessed in grade 6.
- Per the [Louisiana Student Standards](#), in grades 6-8, narrative elements may include establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives, in addition to the grades 3-5 narrative elements: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. The elements to be assessed are expressed in the grade-level standard 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](mailto:assessment@la.gov) with any questions or comments about this document.