

This document contains the answer keys, rubrics, and Scoring Notes for items on the Grade 3 Social Studies Practice Test. Refer to the [Practice Test Library](#) for additional resources, including the [Social Studies Practice Test Guidance](#), which provides general supports and cautions in using the practice test, and the [Annotated Social Studies Practice Test Items](#) document, which explains the purpose and reasoning of selected practice tests items. For additional help in scoring extended-response items, refer to the presentation [Assessment Results Make the Case](#).

Session	Set	Sequence	Item Type	Key	Alignment
1	Early Louisiana Immigrants	1	MC	B	3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana
1		2	MS	A, D	3.2.3 Identify the causes and effects of migration on Louisiana
1		3	MC	A	3.4.2 Explain historical patterns of settlement in Louisiana using maps
1		4	MC	C	3.2.3 Identify the causes and effects of migration on Louisiana
1		5	MC	D	3.4.1 Compare and contrast the physical features of various regions of Louisiana
1	Oil Industry in Louisiana	6	MC	D	3.1.2 Explain how technology has changed family and community life in Louisiana over time
1		7	MC	B	3.4.1 Compare and contrast the physical features of various regions of Louisiana
1		8	MC	D	3.4.7 Describe the importance of natural resources in Louisiana using maps
1		9	MC	C	3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services
1		10	MC	C	3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants
1	Louisiana Volunteers	11	MC	D	3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live
1		12	MC	C	3.6.2 Describe the qualities of a good leader and citizen
1		13	MC	B	3.6.3 Describe how a citizen can help solve a local issue
1		14	MC	A	3.6.3 Describe how a citizen can help solve a local issue
1		15	CR	<a href="#">see rubric</a>	3.6.2 Describe the qualities of a good leader and citizen

Session	Set	Sequence	Item Type	Key	Alignment
1	Standalone Items	16	MC	D	3.3.7 Locate specific places on a map using a simple grid system
1		17	MC	B	3.5.5 Discuss the powers of local and state officials
1		18	MC	C	3.7.2 List different ways people save their income and explain the advantages and disadvantages of each
1		19	MC	D	3.7.3 Explain the benefits of comparative shopping when making economic decisions
1		20	MC	A	3.8.4 Explain how producers and consumers affect prices
1		21	MC	C	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
1		22	MC	A	3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions
2	Louisiana State Police	23	MC	A	3.5.3 Investigate the major responsibilities of the three branches of local and state government
2		24	MC	D	3.5.1 Explain the difference between rules and laws
2		25	MC	A	3.9.2 Investigate the responsibilities and characteristics of various jobs
2		26	MS	B, E	3.9.2 Investigate the responsibilities and characteristics of various jobs
2		27	MC	C	3.5.4 Explain how local and state governments meet the basic needs of society
2		28	MC	B	3.1.2 Explain how technology has changed family and community life in Louisiana over time
2	Louisiana Culture	29	MC	A	3.2.4 Identify cultural elements that have contributed to the state's heritage
2		30	MC	B	3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state
2		31	MC	A	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
2		32	MC	B	3.2.4 Identify cultural elements that have contributed to the state's heritage
2		33	ER	<a href="#">see rubric</a>	3.2.4 Identify cultural elements that have contributed to the state's heritage
3	Louisiana Native Americans:	34	MC	C	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
3		35	MC	D	3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana

Session	Set	Sequence	Item Type	Key	Alignment
3	Natchez and Caddo	36	MC	D	3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana
3		37	MC	B	3.4.1 Compare and contrast the physical features of various regions of Louisiana
3		38	CR	<a href="#">see rubric</a>	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
3	Jobs and Careers	39	MC	C	3.4.5 Describe how humans affect the environment of Louisiana
3		40	MS	A, D	3.1.2 Explain how technology has changed family and community life in Louisiana over time
3		41	MC	B	3.5.4 Explain how local and state governments meet the basic needs of society
3		42	MC	D	3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state
3		43	MC	C	3.9.2 Investigate the responsibilities and characteristics of various jobs
3		44	MC	C	3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services
3	Standalone Items	45	MC	D	3.1.1 Create timelines that identify important events in the history of Louisiana
3		46	MC	A	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
3		47	MS	B, E	3.10.1 Differentiate between imports and exports of goods in Louisiana

**Session 1 Item 15**

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

Scoring Information	
Score Points	Description
<b>2</b>	Student's response correctly identifies <b>two</b> different ways that volunteering can show good citizenship.
<b>1</b>	Student's response correctly identifies <b>one</b> way that volunteering can show good citizenship.
<b>0</b>	Student's response does <b>not</b> identify a way that volunteering can show good citizenship. <b>OR</b> Student's response is blank, irrelevant, or too brief to evaluate.

**Scoring Notes:**

Volunteering can help someone show good citizenship because volunteers:

- take responsibility for helping other people in the community
- care about society enough to learn about and help community organizations
- show compassion for other people and their problems
- have the courage to become role models or leaders for others
- help others to become leaders or role models
- show respect for other people
- participate in social organizations that try to make the world a better place
- care enough about social issues to work on solutions

Accept other reasonable responses.

**Student Responses for Session 1 Item 15**

**Prompt**

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

**Response 1**

The two ways that volunteering can show good citizenship is that when you help someone that needs help is a good way that u can help the community. One way that volunteering can be when someone was hurt or engered in a car reck or something and you volunteer to help and help are community. That can show good citizenship. Another way is that when you here that someone is screaming or scared ,and if you help them that will also show good citizenship. That is two good ways that can show good citizenship

**Score: 2**

The response earns a 2. It offers two strong examples of actions that someone could take to help others (to help “when someone was hurt or engered in a car reck” or “when you here that someone is screaming or scared”), and explains that volunteering shows good citizenship because “when you help someone that needs help [it] is a good way that u can help the community.”

**Response 2**

Well, how i would say volunteering can show citizenship is that it can help others in need. It could also give hope to ones who have given up to find happiness.

**Score: 2**

The response earns a low 2. It explains how volunteering can show good citizenship because it can “help others in need” and “give hope.” It earns a low 2 because no specific action or support is given to show how this could be done.

**Response 3**

when you volunteer you are helping your commuinty and others. for example ,you mite help pick up trash in the park or even help surve and make food for the poor. When you volunteer you make a diffrenece!

**Score: 1**

The response earns a strong 1. It states that “when you volunteer you make a diffrenece!” which is then supported by “pick up trash in the park” and “make food for the poor.” The response connects citizenship to making a difference. This response does not reach a 2 with limited connections to how the actions of picking up trash or making food show good citizenship.

**Response 4**

According to the two passages volunteering can be kind too other people. On the passage Nicholas Guillery he accomplished fixing homes or repairing homes. After reading the passage he were able to give people lives back. On the next passage Cheryl Bryant it said that allowed to make her stronger. after reading the two passages I learnd that volunteering is great.

**Score: 1**

The response earns a strong 1. It earns credit for the phrase “be kind too other people,” which shows how a good citizen acts, and for explaining one example, “fixing homes.” The second portion, “make her stronger,” does not have a specific example or evidence to support it, and thus does not earn credit for additional score points.

**Response 5**

Volentering is always a good thing to do.

**Score: 0**

The response earns a 0. It says only that volunteering is “a good thing to do,” which is not sufficient to show how volunteering relates to citizenship, nor is the response supported with actions related to volunteering.

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**Session 2 Item 33**

Based on the sources and your knowledge of social studies, explain how different groups have changed Louisiana's culture over time.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from what you already know.
- Use evidence from the sources to support your response.

## Scoring

The response should be scored **holistically** on its content and claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>• Reflects <b>thorough</b> knowledge of how different groups have changed Louisiana's culture over time, by incorporating ample, focused, factual information from prior knowledge and the sources;</li> <li>• Develops a <b>valid</b> claim that expresses a solid understanding of the topic;</li> <li>• Supports the claim with well-chosen evidence from the sources;</li> <li>• Is organized in a logical manner that fully addresses all parts of the prompt with no errors significant enough to detract from the overall response.</li> </ul>
3	The student's response: <ul style="list-style-type: none"> <li>• Reflects <b>general</b> knowledge of how different groups have changed Louisiana's culture over time, by incorporating adequate factual information from prior knowledge and the sources;</li> <li>• Develops a <b>relevant</b> claim that expresses a general understanding of the topic;</li> <li>• Supports the claim with sufficient evidence from the sources;</li> <li>• Is organized and addresses all parts of the prompt with minimal errors that do not substantially detract from the overall response.</li> </ul>
2	The student's response: <ul style="list-style-type: none"> <li>• Reflects <b>limited</b> knowledge of how different groups have changed Louisiana's culture over time, by incorporating some factual information from prior knowledge and the sources;</li> <li>• Presents an <b>inadequate</b> claim that expresses a limited understanding of the topic;</li> <li>• Includes insufficient support for the claim, but does use some evidence from the sources;</li> <li>• Contains some accurate understandings with a few errors that detract from the overall response.</li> </ul>



Score	Description
1	The student's response: <ul style="list-style-type: none"> <li>• Reflects <b>minimal</b> knowledge of how different groups have changed Louisiana's culture over time, by incorporating little or no factual information from prior knowledge and the sources;</li> <li>• Does not develop a claim but provides evidence that relates to the topic, <b>OR</b> develops a substantially flawed claim with little or no evidence from the sources;</li> <li>• Contains few accurate understandings with several errors that detract from the response.</li> </ul>
0	The student's response is blank, incorrect, too brief to evaluate, or does not address the prompt.

### Scoring Notes

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

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

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and

evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

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

### **Characteristics of a Strong Response**

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- Native Americans were the first group to inhabit present day Louisiana. They influenced the culture of Louisiana by showing early settlers how to survive off the land. They taught settlers how to farm, and which natural resources were good for food. Alligator hunting began with Native Americans and continues to be part of the culture for some people today.
- The French have impacted Louisiana's culture over time. Many French came and settled, including Acadians, bringing in their language. Lots of words used today in Louisiana are rooted in French language.
- Spanish culture influenced Louisiana with the food, government foundations, and architecture that can still be seen today.
- All groups that settled in Louisiana brought in their religion. Each group brought in their spiritual belief which is many Louisiana has a variety of churches and religious organizations today. The Catholic French established religious schools, many of which are still located in the New Orleans region.
- Louisiana is a gumbo of cultures, with each new group adding their style of food to the culture.

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

- Spanish created the wrought-iron balconies seen in the French Quarter (Source 1).
- The French Quarter is named after the French that settled in the area (Source 1).
- Okra was brought to the area Portuguese traders and is used in gumbo (Source 2).
- Mix of French and African soups helped to create gumbo (Source 2).
- Farmers grow local ingredients used in food (Source 3).
- Zydeco is a blend of different music styles and instruments brought in by different cultures (Source 4).

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

- Germans brought the accordion to Louisiana which is a part of Zydeco music.
- Colonial government was divided into parishes, based upon Roman Catholic parishes.
- The Cabildo was built by the Spanish and served as the government headquarters.
- Architecture influenced by the Spanish includes flat-tiled roofs and tropical colors.

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**Student Responses for Session 2 Item 33**

\*Updated extended response student samples and annotations will be available in Summer 2019.

Sample student responses and annotations for the extended-response item used in the 2016-2018 Practice Test can be found in the [LEAP 2025 Grade 3 Social Studies Practice Test Task Set for 2016-2018](#) document.

**Session 3 Item 38**

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

Scoring Information	
Score Points	Description
<b>2</b>	Student's response correctly describes <b>two</b> different ways that the environment influenced the Natchez and Caddo cultures.
<b>1</b>	Student's response correctly describes <b>one</b> way that the environment influenced the Natchez and Caddo cultures.
<b>0</b>	Student's response is blank or does <b>not</b> accurately describe a way that the environment influenced the Natchez and Caddo cultures. <b>OR</b> Student's response is blank, irrelevant, or too brief to evaluate.

**Scoring Notes:**

Ways that the environment influenced the Natchez and Caddo cultures:

- The environment allowed the Natchez and the Caddo to establish settled villages by providing trees and grasses to build houses.
- The environment allowed the Natchez and the Caddo to be hunters and gatherers, by providing enough animals and plants to eat.
- The environment allowed the Natchez and the Caddo to settle in one place, by providing water and good soil for growing crops.
- The environment provided bones and stones that allowed the Natchez and the Caddo to make tools that made it easier for them to farm, build, hunt, and fish.
- The environment was an important part of the spirituality of the Natchez and the Caddo. They lived in harmony with nature and respected the land.

Accept other reasonable responses.

**Student Responses for Session 3 Item 38**

**Prompt**

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

**Response 1**

2 ways the environment influenced the Natchez and Caddo cultures were living near the forest was a good way to hunt food so they could live. and the other way it influenced the Natchez and Caddo cultures were living on a flat piece of land where they had good soil and water to drink

**Score: 2**

The response earns a high 2. It describes two ways that the environment influenced the Natchez and Caddo. Where they lived (“near the forest”) enabled them to “hunt food so they could live.” Their location “on a flat piece of land” gave them access to soil for farming and water for drinking.

**Response 2**

The environment influenced the Natchez and the Caddo tribes in two main ways. One way the environment influenced them was giving them food and water to survive. And the second way it influenced them was giving them materials to make houses.

**Score: 2**

The response earns a low 2. It makes connections between the environment and survival by making use of “food and water” and “materials to make houses.” Specific natural resources used to make houses are not identified, which would have pushed the student into a higher 2.

**Response 3**

There are two ways that the environment influenced the Natchez and Caddo cultures. The Natchez's environment influenced them in two ways they lived by the Mississippi River so it gave them moist soil to grow crops had water for livestock. The Caddo's environment influenced them in two ways also they lived by a little bayou so they also had moist soil for crops and water for livestock.

**Score: 1**

The response earns a high 1. It is repetitive, noting only one way that two different cultures were influenced by the environment. “Mississippi River so it gave them moist soil to grow crops had water for livestock” is essentially the same as “moist soil for crops and water for livestock.”

**Response 4**

The Natchez work together to think of how to live in life. The Caddo hunted for food with a Poverty Point to catch what they needed to live.

**Score: 1**

The response earns a low 1. It earns credit for “hunted for food.” Student’s misunderstanding of hunting “with a Poverty Point” is not enough to detract from a score point of 1.

**Response 5**

The caddo lived in villages they built around mounds. believe the caddo may have used these mounds for religious ceremonies. The plaquemine were ancestors of the natchez. Like the plaquemine the natchez built mounds. They held religious services. the natchez lived on family farms near the mounds were topped with sacred buildings were they held religious services

**Score: 0**

The response earns a 0. It describes the mounds, which are not a natural resource, and does not answer the question. The response contains no specific connection to the environment. The text is copied from sources and is not specific or selective enough to earn credit.