

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

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

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

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

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

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
<u>Prose Constructed Response (PCR)</u>	<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)

<p>Technology-Enhanced (TE)</p>	<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 order OR when student chooses and correctly orders more than half of the correct responses • No credit (0 points): does not meet partial credit rules or for a two-part TE item, only part B is correct
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Key for Technology-Enhanced Items

Session 1, Item 10*

Character Traits of the Lion

Trait: Confident
Evidence: "Well, then," continued the Lion, "go and fetch it, and bring it to me, and I shall be able then to decide between you." (paragraph 9)
Trait: Wise
Evidence: "Neither is better than the other." (paragraph 13)

Brave

"Just as they were coming to blows, a Lion happened to pass."
(paragraph 4)

***The evidence needs to be placed under the correct trait, but the traits 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.

Character Traits of the Lion

Trait:
Evidence:
Trait:
Evidence:

Brave

"Just as they were coming to blows,
a Lion happened to pass."
(paragraph 4)

Confident

Wise

"Well, then,' continued the Lion, 'go and
fetch it, and bring it to me, and I shall
be able then to decide between you.'"
(paragraph 9)

"Neither is better than the other."
(paragraph 13)

Session 2, Item 12

Problem	How the horses solve the problem	The outcome for the horses
salty grass	"... drink over twice the amount of water ..."	"... bloated appearance."
poor quality food	"... spend most of their time grazing ..."	"... they are now pony size."

List of phrases

"... they are considered horses ..."

"... cool, rainy weather and fresh plant growth ..."

"... live with their mothers in a family group ..."

"... thick, furry coats ..."

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

Problem	How the horses solve the problem	The outcome for the horses
salty grass		
poor quality food		

List of phrases

- “ . . . spend most of their time grazing . . . ”
- “ . . . they are considered horses ”
- “ . . . they are now pony size.”
- “ . . . drink over twice the amount of water . . . ”
- “ . . . bloated appearance.”
- “ . . . cool, rainy weather and fresh plant growth . . . ”
- “ . . . live with their mothers in a family group . . . ”
- “ . . . thick, furry coats . . . ”

Session 3, Item 29

He was curious about plants.

He worked as a teacher.

He introduced crop rotation.

He created new uses for peanuts.

He spoke before Congress.

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

He worked as a teacher.

He spoke before Congress.

He introduced crop rotation.

He created new uses for peanuts.

He was curious about plants.

Session 4, Item 34

Phrases that Describe the Setting	Evidence from “Just Like Home”
a playground with a large cement area	“Now she sat in the corner of the field and watched the other kids play without her.” (paragraph 1)
a long driveway with room to welcome guests	“The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink.” (paragraph 2)
a field for sitting and watching others	“All the families in India, where Priya’s family was from, did rangoli every morning, just like Priya and her mother.” (paragraph 4)
a walkway with a little drawing space	“Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli.” (paragraph 4)
a workspace filled with art supplies	“Priya walked over to the basketball court and sat on the hot pavement.” (paragraph 5)

Session 4, Item 37

"Just Like Home"		"Life Doesn't Frighten Me"	
setting	dialogue	rhyme	rhythm
paragraphs	descriptions	stanzas	descriptions
		setting	

setting rhyme dialogue paragraphs rhythm stanzas descriptions

Note: The image below shows the question prior to a response being entered.

"Just Like Home"		"Life Doesn't Frighten Me"	

setting rhyme dialogue paragraphs rhythm stanzas descriptions

Scoring of Grade 4 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.