

This document contains the answer keys, rubrics, and Scoring Notes for items on the Grade 4 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	Wants, Needs, and Money	1	MC	D	4.9.7 Explain why individuals and businesses engage in barter and trade
1		2	MC	C	4.9.7 Explain why individuals and businesses engage in barter and trade
1		3	MC	B	4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange
1		4	MC	A	4.7.4 Differentiate between the structure and function of the three branches of federal government
1	Settling the West	5	MC	D	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
1		6	MC	A	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
1		7	MC	B	4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States
1		8	MC	C	4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States
1		9	MC	C	4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States
1		10	MC	A	4.5.2 Analyze how physical characteristics of a region shape its economic development

Session	Set	Sequence	Item Type	Key	Alignment
1	Henry Hudson and the Dutch East India Company	11	MC	A	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
1		12	MC	D	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States
1		13	MC	B	4.9.7 Explain why individuals and businesses engage in barter and trade
1		14	MC	C	4.9.3 Define the terms <i>profit</i> and <i>risk</i> and explain how they relate to each other
1		15	CR	<a href="#">see rubric</a>	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
1	Standalone Items	16	MC	A	4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process
1		17	MC	D	4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States
1		18	MC	C	4.8.1 Identify the key requirements to become a United States citizen
1		19	MC	A	4.2.5 Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States
1		20	MC	D	4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States
1		21	MC	C	4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met
1		22	MC	B	4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights

Session	Set	Sequence	Item Type	Key	Alignment
2	Individual Rights and Responsibilities	23	MC	C	4.8.2 Differentiate between citizens' rights, responsibilities, and duties
2		24	MC	A	4.8.2 Differentiate between citizens' rights, responsibilities, and duties
2		25	MS	D, E	4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy
2		26	MC	B	4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy
2		27	MC	C	4.8.4 Explain how good citizenship can solve a current issue
2		28	MC	C	4.8.2 Differentiate between citizens' rights, responsibilities, and duties
2		The American Revolution and the Constitution	29	MC	A
2	30		MC	B	4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States
2	31		MC	D	4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States
2	32		MC	C	4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution
2	33		ER	<a href="#">see rubric</a>	4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights
3	U.S. Regions: The West		34	MC	B
3		35	MC	B	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
3		36	MS	C, E	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
3		37	MC	D	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
3		38	MC	A	4.5.2 Analyze how physical characteristics of a region shape its economic development
3		39	MC	D	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement

Session	Set	Sequence	Item Type	Key	Alignment
3	The Iron and Steel Industry	40	MC	B	4.5.2 Analyze how physical characteristics of a region shape its economic development
3		41	MC	A	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States
3		42	MS	C, E	4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States
3		43	MC	D	4.9.4 Investigate the relationship between supply, demand, and price
3		44	CR	<a href="#">see rubric</a>	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
3	Standalone Items	45	MC	B	4.1.5 Explain the historical significance of U.S. political symbols
3		46	MC	C	4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe
3		47	MC	A	4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States
3		48	MC	C	4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States

**Session 1 Item 15**

Describe **two** different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.

Scoring Information	
Score Points	Description
<b>2</b>	Student's response correctly describes <b>two</b> different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.
<b>1</b>	Student's response correctly describes <b>one</b> way that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.
<b>0</b>	Student's response does <b>not</b> correctly describe a way that explorers like Henry Hudson encouraged Europeans to immigrate to the New World. <b>OR</b> Student's response is blank, irrelevant, or too brief to evaluate.

**Scoring Notes:**

Ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World:

- Explorers discovered new lands for Europeans to settle.
- Explorers wrote descriptions of the New World, which made Europeans want to know more about it.
- Explorers brought back reports of the many natural resources in the New World.
- Explorers showed that there was money to be made in the New World by trading with Native Americans.
- Explorers proved that settlement in the New World was possible.
- Explorers made people excited about exploration and eager to start their own explorations and adventures.

Accept other reasonable responses.

**Student Responses for Session 1 Item 15**

**Prompt**

Describe **two** different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.

**Response 1**

A way explores like Henry Hudson encouraged Europeans to immigrate to the New World is the trade with indians and how much money they could recieve by trading common items for really valuble like fur. Henry Hudson fur traded with the Indians and many people found out and wanted to be rich because I know fur was very valuble in Europe. Another reason is how the explores discovered the East coast and how that was a very good place to settle, start a buissness, and transport many items. People could easily transport goods common in Europe for things valuble in place like Asia. People would want to catch fish and start a fishing buissness or maybe a ship building buissness. It would be a great place to settle for a water source. Those are two reasons why explores made people want to settle to the New World.

**Score: 2**

The response earns a strong 2. It correctly, fully, and completely addresses the prompt. For the first example, the response connects the economic benefit for establishing a fur trade in North America with Hudson’s exploration. For the second example, the response describes in detail the economic benefits of settlement on the East Coast for an immigrant, such as being able to “transport many items” or “start a fishing buissness.”

### Response 2

One way that explorers like Henry Hudson encouraged Europeans to immigrate to the New World is telling them about trade there. Henry Hudson's crew traded with the Native Americans. They traded fur, and other goods. When they returned home, they most likely told their family and friends about the trade, and encouraged them to move there. Another way explorers like Henry Hudson encouraged Europeans to immigrate to the New World was telling them there was land. Henry Hudson was trying to find a water route, but failed. Instead, he found land. Dutch claimed the land, and there was enough for everyone to establish a home, farm, and more.

### Score: 2

The response earns a 2. It correctly, fully, and completely describes two ways—the fur trade and discovery of land for settlement—that explorers like Henry Hudson encouraged Europeans to immigrate to North America.

### Response 3

Explorers like Henry Hudson encouraged the Europeans to immigrate to the new world because of the discoveries the explorers made so if they discovered a lot of good land for them to farm on then they would come to the new world because it would make it easier for the farmers and people who work on farms and it would be a lot better also. Another thing that encouraged the Europeans to immigrate in the new world is the cheapness of claiming new land such as if it was the Europeans fighting for new land with another group to claim good land they would rush to the new world to get that land first and it only cost 1.25 per acre.

### Score: 1

The response earns a 1. It only addresses one way that explorers encouraged immigration: discovery of “good land” and “new land” for developing farms. Evidence and detail all relate to the idea of gaining land and developing farms. The response would need another, distinctly different way in order to earn a score of 2.

**Response 4**

Hudson had discovered Hudson Bay, and Hudson River. He encouraged Europeans to immigrate to the New World because he had found new places. And that is why he encouraged them to go to the New World.

**Score: 1**

The response earns a low 1. The response identifies one way that explorers encouraged immigration: “found new places.” Although it is limited, it is enough to earn a score of 1.

**Response 5**

1. Henry Hudson could have made them want to travel and explore new things. 2. Henry could have encouraged them to want to make other people want to go.

**Score: 0**

The response earns a 0. The two sentences offered as reasons are general statements that rephrase the prompt. The response provides no new information or explanation of ways exploration “encouraged them” “to travel and explore.”

---

**Session 2 Item 33**

Based on the sources and your knowledge of social studies, explain how the government created by the Founding Fathers fixed the problems they had with the British government.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.

## Scoring

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Dimension: Content	
Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>thorough</b> knowledge of how the government created by the Founding Fathers fixed the problems they had with the British government, by incorporating ample, focused factual information from prior knowledge and the sources;</li> <li>Contains accurate understandings with no errors significant enough to detract from the overall content of the response;</li> <li>Fully addresses all parts of the prompt.</li> </ul>
3	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>general</b> knowledge of how the government created by the Founding Fathers fixed the problems they had with the British government, by incorporating adequate factual information from prior knowledge and the sources;</li> <li>Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response;</li> <li>Addresses all parts of the prompt.</li> </ul>
2	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>limited</b> knowledge of how the government created by the Founding Fathers fixed the problems they had with the British government, by incorporating some factual information from prior knowledge and the sources;</li> <li>Contains some accurate understandings with a few errors that detract from the overall content of the response;</li> <li>Addresses part of the prompt.</li> </ul>
1	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>minimal</b> knowledge of how the government created by the Founding Fathers fixed the problems they had with the British government, by incorporating little or no factual information from prior knowledge and the sources;</li> <li>Contains few accurate understandings with several errors that detract from the overall content of the response;</li> <li>Minimally addresses part of the prompt.</li> </ul>
0	The student's response is blank, incorrect, or does not address the prompt.

Dimension: Claims	
Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>• Develops a <b>valid</b> claim that effectively expresses a solid understanding of the topic;</li> <li>• Thoroughly supports the claim with well-chosen evidence from the sources;</li> <li>• Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
3	The student's response: <ul style="list-style-type: none"> <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>• Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
2	The student's response: <ul style="list-style-type: none"> <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>• Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
1	The student's response: <ul style="list-style-type: none"> <li>• Does <b>not</b> develop a claim but provides evidence that relates to the topic, <b>OR</b> develops a <b>substantially flawed</b> claim with little or no evidence from the sources;</li> <li>• Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
0	The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.

### Scoring Notes for Claims Rubric

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.

- The Founding Fathers did not like being under the rule of a king, so they created a government that had power spread among many people.
- The Founding Fathers felt that the monarchy had too much power with no limitations, so they created a system of government with checks and balances.
- The Founding Fathers felt that their basic rights were being infringed upon by the king's proclamations and wanted to be able to have a voice in government.
- The Founding Fathers felt as though the decisions made by the monarchy were in the best interest of the king, rather than the best interest of the colonies. They wanted to create a government that was in their best interest.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- The Founding Fathers faced a difficult war to have a new government (Source 1).
- The proclamation shows that King George III could punish the colonies and the colonists without a trial or other legal protections, which led the new country to clearly define the goal of protecting liberty (Source 2).
- The painting of the signing of the Constitution shows that one goal of the federal government is to act in the name of the people (Source 3).
- Phrases in the preamble reflect the values and aspects of the government that the Founding Fathers were creating (Source 4):
  - "We the people" is to act on behalf of the people.
  - "To form a more perfect union" is to improve the country.
  - "Establish justice" is to create fair laws and courts.
  - "Insure domestic tranquility" is to guarantee peace.
  - "Provide for the common defense" is to protect the country from harm.

- “Promote the general welfare” is to encourage the well-being of all people.
- “Secure the blessings of liberty to ourselves and our posterity” is to ensure freedom for Americans now and in the future.

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

- The legislative branch includes the Senate and the House of Representatives and is charged with making the laws for everyone in the country. The executive branch includes the president and is charged with making sure that the laws are enforced. The judicial branch includes the courts, which help to make sure the laws are fair and conform to the Constitution.
- State legislatures and Congress are made up of representatives and senators, who act on behalf of the people.
- Previously, the colonies were ruled by foreign governments, which did not always act for the good of the people. Even the Articles of Confederation contained flaws, so people wanted to create a new form of government with the Constitution.

---

**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 4 Social Studies Practice Test Task Set for 2016-2018](#) document.

**Session 3 Item 44**

Describe **one** way that improvements in steel production affected human resources and **one** way that improvements in steel production affected natural resources.

Scoring Information	
Score Points	Description
2	Student's response correctly describes <b>one</b> way that improvements in steel production affected human resources and <b>one</b> way that improvements in steel production affected natural resources.
1	Student's response correctly describes <b>one</b> way that improvements in steel production affected human resources or <b>one</b> way that improvements in steel production affected natural resources.
0	Student's response does <b>not</b> describe how improvements in steel production affected either human resources or natural resources. <b>OR</b> Student's response is blank, irrelevant, or too brief to evaluate.

**Scoring Notes:**

Ways improvements in steel production affected human resources:

- Workers had to learn new skills in order to keep working in the steel industry.
- Increased steel production led to increased demand for the workers who were needed to produce steel and to make a wide range of products that use steel.

Ways improvements in steel production affected natural resources:

- Improvements in steel production allowed mills to make steel faster and cheaper than before. As a result, railroad companies could build more tracks, which increased the demand for natural resources such as the iron used to make steel.
- Improvements in steel production led to increased construction of new buildings, ships, and railroads, placing a greater demand on natural resources such as wood and the materials used to make concrete.
- Improvements in steel production resulted in stronger ships, which allowed companies to ship more materials and products over greater distances. This established new markets for goods, which increased the demand for the natural resources used to make those goods.

Accept other reasonable responses.

**Student Responses for Session 3 Item 44**

Describe **one** way that improvements in steel production affected human resources and **one** way that improvements in steel production affected natural resources.

**Response 1**

One way that improvement in steel production affected human resources was that it provided jobs for people but, it used up molten iron. One way that improvements in steel effected natrual resources was that trees were being cut down for more buildings and animals were losing homes. I know this because it came from my knoladge. A lot of steel was made so lots of iron was used.

**Score: 2**

The response earns a high 2. It correctly describes how improvements affected human resources (“provided jobs for people”) and natural resources (“trees were being cut down”). It provides evidence from Source 1 and makes connections to support the response.

**Response 2**

One way the steel production afected the human resources is it took more people to build the railroads that the indistre built out of the steel. One way the steel production afected the natrual resources is people started to use steel instead of wood.

**Score: 2**

The response earns a 2. It minimally but accurately describes the effects on both human resources (“it took more people to build the railroads”) and natural resources (“use steel instead of wood”).

**Response 3**

Steel Productions improvements affected human resources because they are using steel. Since they are using steel, they are lowering the amounts of steel to make skyscrapers and ships and rails for trains. They also make steel mills by waterways and railroad tracks to make it easier to transport goods. Steel Productions improvements affect natural resources because the people are breaking the ground to place the railroad tracks. The people are also cutting down trees to make the rails. Finally, the people are cutting down the trees to make the Steel Mills.

**Score: 1**

The response earns a high 1. The response accurately and completely describes the effect on natural resources (“cutting down the trees”), but it does not clearly connect the effect on human resources with “using steel.” The response is missing a connection to jobs or employment, which is needed to earn a score of 2.

**Response 4**

The steel rail way tracks provided more jobs for people and more rail way transportation for people and they used a lot of iron. This also increased the price for the rail way tracks.

**Score: 1**

The response earns a 1. It offers a description of how the steel industry affected human resources by providing “more jobs for people.” However, “. . . used a lot of iron” is insufficient to describe the effect on natural resources.

**Response 5**

Steel affects many things. One way that steel affects human resources is because it costs less money. One way that steel affected natural resources is, it made fuel.

**Score: 0**

The response earns a 0. It does not accurately describe how improvements in steel production affected either human resources or natural resources.