

LEAP 2025

English Language Arts

Practice Test

Grade 6

Session 1

Literary Analysis Task and Reading Passage

Directions:

Today you will take Session 1 of the Grade 6 English Language Arts Practice Test.

Read each passage and question. Then follow the directions to answer each question. Mark your answers by **circling** the correct choices in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will analyze a passage from the book *A Single Shard* and the poem “Turn, Turn, My Wheel.” As you read these texts, you will gather information and answer questions about their themes and topics so you can write an essay.

Read the passage from the book *A Single Shard* about people who make pottery. Then answer questions 1 through 3.

from *A Single Shard*

by Linda Sue Park

- 1 Breakfast that morning was a feast—a bit of the rice boiled to a gruel in a castoff earthenware pot, served up in a bowl carved from a gourd. And Crane-man produced yet another surprise to add to the meal: two chicken leg-bones. No flesh remained on the arid bones, but the two friends cracked them open and worried away every scrap of marrow from inside.
- 2 Afterward, Tree-ear washed in the river and fetched a gourd of water for Crane-man, who never went into the river if he could help it; he hated getting his feet wet. Then Tree-ear set about tidying up the area under the bridge. He took care to keep the place neat, for he disliked having to clear a space to sleep at the tired end of the day.
- 3 Housekeeping complete, Tree-ear left his companion and set off back up the road. This time he did not zigzag between rubbish heaps but strode purposefully toward a small house set apart from the others at the curve in the road.
- 4 Tree-ear slowed as he neared the mud-and-wood structure. He tilted his head, listening, and grinned when the droning syllables of a song-chant reached his ears. The master potter Min was singing, which meant that it was a “throwing” day.
- 5 Min’s house backed onto the beginnings of the foothills and their brushy growth, which gave way to pine-wooded mountains beyond. Tree-ear swung wide of the house. Under the deep eaves at the back, Min kept his potter’s wheel. He was there now, his gray head bent over the wheel, chanting his wordless song.
- 6 Tree-ear made his way cautiously to his favorite spot, behind a paulownia tree whose low branches kept him hidden from view. He peeped through the leaves and caught his breath in delight. Min was just beginning a new pot.
- 7 Min threw a mass of clay the size of a cabbage onto the center of the wheel. He picked it up and threw it again, threw it several more times. After one last throw he sat down and stared at the clay for a moment. Using his foot to spin the base of the wheel, he placed dampened hands on the sluggardly lump, and for the hundredth time Tree-ear watched the miracle.

GO ON ►

- 8 In only a few moments the clay rose and fell, grew taller, then rounded down, until it curved into perfect symmetry. The spinning slowed. The chant, too, died out and became a mutter of words that Tree-ear could not hear.
- 9 Min sat up straight. He crossed his arms and leaned back a little, as if to see the vase from a distance. Turning the wheel slowly with his knee, he inspected the graceful shape for invisible faults. Then, “Pah!” He shook his head and in a single motion of disgust scooped up the clay and slapped it back onto the wheel, whereupon it collapsed into an oafish lump again, as if ashamed.
- 10 Tree-ear opened his mouth to let out his breath silently, only then realizing that he had been keeping it back. To his eyes the vase had been perfect, its width half its height, its curves like those of a flower petal. Why, he wondered, had Min found it unworthy? What had he seen that so displeased him?
- 11 Min never failed to reject his first attempt. Then he would repeat the whole process. This day Tree-ear was able to watch the clay rise and fall four times before Min was satisfied. Each of the four efforts had looked identical to Tree-ear, but something about the fourth pleased Min. He took a length of twine and slipped it deftly under the vase to release it from the wheel, then placed the vase carefully on a tray to dry.
- 12 As Tree-ear crept away, he counted the days on his fingers. He knew the potter’s routine well; it would be many days before another throwing day.
- 13 The village of Ch’ulp’o faced the sea, its back to the mountains and the river edging it like a neat seam. Its potters produced the delicate celadon ware that had achieved fame not only in Korea but as far away as the court of the Chinese emperor.
- 14 Ch’ulp’o had become an important village for ceramics by virtue of both its location and its soil. On the shore of the Western Sea, it had access both to the easiest sea route northward and to plentiful trade with China. And the clay from the village pits contained exactly the right amount of iron to produce the exquisite gray-green color of celadon so prized by collectors.
- 15 Tree-ear knew every potter in the village, but until recently he had known them only for their rubbish heaps. It was hard for him to believe that he had never taken the time to watch them at work before. In recent years the pottery from the village kilns had gained great favor among those wealthy enough to buy pieces as gifts for both the royal court and the Buddhist temples, and the potters had achieved new levels of prosperity. The pickings from their rubbish heaps had become richer in consequence, and for the first time Tree-ear was able to forget about his stomach for a few hours each day.

- 16 During those hours it was Min he chose to watch most closely. The other potters kept their wheels in small windowless shacks. But in the warm months Min preferred to work beneath the eaves behind his house, open to the breeze and the view of the mountains.
- 17 Working without walls meant that Min possessed great skill and the confidence to match it. Potters guarded their secrets jealously. A new shape for a teapot, a new inscribed design—these were things that the potters refused to reveal until a piece was ready to show to a buyer.
- 18 Min did not seem to care about such secrecy. It was as if he were saying, *Go ahead, watch me. No matter—you will not be able to imitate my skill.*
- 19 It was true, and it was also the main reason that Tree-ear loved watching Min. His work was the finest in the region, perhaps even in the whole country.

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1. Part A

What is the meaning of **arid** as it is used in the first paragraph of the passage from *A Single Shard*?

- A. cold
- B. long
- C. dry
- D. rotten

Part B

Which phrase from the first paragraph supports the answer to Part A?

- A. “Breakfast that morning was a feast”
- B. “. . . produced yet another surprise”
- C. “No flesh remained”
- D. “. . . the two friends cracked them open”

2. Part A

How does the phrase **curves like those of a flower petal** in paragraph 10 of the passage from *A Single Shard* contribute to the story?

- A. It explains the primary purpose of the pottery Min makes.
- B. It shows that Min bases his pottery designs on nature.
- C. It indicates that Min’s pottery is bright and colorful.
- D. It illustrates the delicate beauty of Min’s pottery.

Part B

Which evidence from the passage supports the answer to Part A? Circle **two** answers.

- A. “. . . perfect symmetry.” (paragraph 8)
- B. “. . . spinning slowed.” (paragraph 8)
- C. “. . . the graceful shape” (paragraph 9)
- D. “. . . gray–green color of celadon” (paragraph 14)
- E. “. . . the breeze and the view of the mountains.” (paragraph 16)
- F. “A new shape for a teapot” (paragraph 17)

3. Part A

Which statement about the passage from *A Single Shard* describes how Min responds to the process of pottery making?

- A. Min is in awe of pottery making.
- B. Min is pleased and entertained by pottery making.
- C. Min is dedicated to perfection during pottery making.
- D. Min is excited by the work involved in pottery making.

Part B

Which sentence supports the answer to Part A?

- A. “He was there now, his gray head bent over the wheel, chanting his wordless song.” (paragraph 5)
- B. “He crossed his arms and leaned back a little, as if to see the vase from a distance.” (paragraph 9)
- C. “Turning the wheel slowly with his knee, he inspected the graceful shape for invisible faults.” (paragraph 9)
- D. “He took a length of twine and slipped it deftly under the vase to release it from the wheel, then placed the vase carefully on a tray to dry.” (paragraph 11)

Read the excerpt from the poem “Turn, Turn, My Wheel.” Then answer questions 4 through 6.

Turn, Turn, My Wheel

by Henry Wadsworth Longfellow

*Turn, turn, my wheel! Turn round and round
Without a pause, without a sound:*

So spins the flying world away!

This clay, well mixed with marl¹ and sand,

- 5 *Follows the motion of my hand;
For some must follow, and some command,
Though all are made of clay!*

Thus sang the Potter at his task
Beneath the blossoming hawthorn-tree,

- 10 While o’er his features, like a mask,
The quilted sunshine and leaf-shade
Moved, as the boughs above him swayed,
And clothed him, till he seemed to be
A figure woven in tapestry,
15 So sumptuously² was he arrayed
In that magnificent attire
Of sable tissue flaked with fire.
Like a magician he appeared,
A conjurer without book or beard;
20 And while he plied his magic art—
For it was magical to me—
I stood in silence and apart,
And wondered more and more to see
That shapeless, lifeless mass of clay
25 Rise up to meet the master’s hand,
And now contract and now expand,
And even his slightest touch obey.

¹ marl—a red-colored clay soil

² sumptuously—costly and magnificently dressed

“Turn, Turn, My Wheel” — Public Domain

GO ON ►

4. Part A

How does the poet use personification in “Turn, Turn, My Wheel”?

- A. The poet gives the tree human qualities to show that it respects and wants to protect the potter.
- B. The poet gives the potter’s wheel human qualities to show how it turns smoothly to please the potter.
- C. The poet gives the potter’s clothing human qualities to show how it responds to the potter’s energetic movement.
- D. The poet gives the clay human qualities to show that it is compliant with the potter’s demands.

Part B

Which **two** lines from the poem support the answer to Part A?

- A. “*Without a pause, without a sound:*” (line 2)
- B. “*Follows the motion of my hand;*” (line 5)
- C. “The quilted sunshine and leaf-shade” (line 11)
- D. “A figure woven in tapestry,” (line 14)
- E. “In that magnificent attire” (line 16)
- F. “And even his slightest touch obey.” (line 27)

5. Part A

In line 22 of “Turn, Turn, My Wheel,” the speaker stands **in silence and apart** as the potter creates his work. Why is the speaker silent?

- A. The speaker is in awe of the potter’s power and skill.
- B. The speaker is frightened of the potter’s magical powers.
- C. The speaker dislikes the final product.
- D. The speaker wants to ask a question but is nervous.

Part B

Which line from “Turn, Turn, My Wheel” helps explain the speaker’s response in Part A?

- A. “Of sable tissue flaked with fire.” (line 17)
- B. “For it was magical to me—” (line 21)
- C. “That shapeless, lifeless mass of clay” (line 24)
- D. “And now contract and now expand,” (line 26)

6. Part A

How does the first stanza (lines 1–7) of “Turn, Turn, My Wheel” contribute to the development of its theme?

- A. It demonstrates how happy the potter is to be outdoors.
- B. It explains why the potter prefers the kind of clay he is using.
- C. It shows that the potter knows he can control the clay.
- D. It suggests that the potter wants to work as quickly and efficiently as possible.

Part B

Which lines from the poem also support the answer to Part A? Circle **two** answers.

- A. “Beneath the blossoming hawthorn-tree,” (line 9)
- B. “The quilted sunshine and leaf-shade” (line 11)
- C. “Like a magician he appeared,” (line 18)
- D. “That shapeless, lifeless mass of clay” (line 24)
- E. “Rise up to meet the master’s hand,” (line 25)
- F. “And even his slightest touch obey.” (line 27)

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GO ON ►

A large rectangular box containing 20 horizontal lines for writing.

GO ON ►

A large rectangular box containing 20 horizontal lines for writing.

GO ON ►

Read the article “The Alligator’s Super Sense.” Then answer questions 8 through 11.

The Alligator’s Super Sense

by Ana Marie Rodriguez



- 1 Dr. Daphne Soares was sitting on the back of an alligator tied up in the bed of a pickup truck.
- 2 The gator had moved into an area where a lot of people live. Dr. Soares and her co-workers had caught the gator and were taking it away. Why would she sit on an alligator? “I had no other place to sit!” she said.
- 3 Dr. Soares is a scientist. Naturally curious, she spent the ride looking at the reptile beneath her. She noticed many small black bumps on the animal’s face, especially along the jaws. “What are those little spots for?” she wondered.
- 4 She asked other researchers about the black bumps. No one knew what they were.
- 5 Dr. Soares began to study them herself. Through her experiments, she learned what the bumps do, and much more. In fact, she discovered one of the alligator’s secrets of survival.

GO ON ►

The Alligator Hunts

- 6 The alligator is a master hunter. It lies just under the water with its eyes, nose, and mouth at the surface. When a bird, mammal, or fish passes by, the reptile turns and snaps its huge jaws. It has taken another meal.
- 7 Dr. Soares thought the black bumps might help the alligator sense its prey . . . but how?
- 8 To find out, she collected about 30 alligator eggs and took them to Woods Hole Oceanographic Institution in Massachusetts. After the eggs hatched, she set up experiments to find out what type of sensors the black bumps were. Did they respond to light or electrical currents or even stinky things?
- 9 Dr. Soares knew how to find the answer. Humans and other animals have many kinds of sensors, such as the ones in the tongue for tasting, in the eye for seeing, and in the skin for feeling. When a sensor is activated, nerves carry electrical signals from the sensor to the brain. For instance, when you put a piece of chocolate into your mouth, sensors in your tongue (taste buds) send signals to the brain. Then you know how sweet the chocolate is.
- 10 Dr. Soares wanted to watch the electrical activity of the sensors' nerves to see what triggered a signal.
- 11 She prepared the baby alligators one by one. First, she gave an alligator a drug to make it sleep. Second, she connected tiny electrodes to the sensor nerves. Third, she connected the electrodes to a computer that would show any nerve activity. Then she placed the sleeping gator into a water tank. She was ready to start the experiment.

No Response!

- 12 Dr. Soares shone a light on the little black bumps. The computer showed no nerve activity. Next, she exposed the bumps to small electrical currents and then to smelly odors. None of these things activated the nerves.
- 13 The bumps did not sense light or electricity or odors. What could they detect?
- 14 Dr. Soares found the answer by chance. She accidentally created ripples in the water. At this moment, the computer buzzed, showing signals from the nerves. The sensors had detected the ripples!
- 15 At first, Dr. Soares didn't believe what she had discovered. But after many experiments, she was convinced that the bumps were pressure sensors that detected small changes in pressure as ripples hit them.

Chomping in the Dark

- 16 Dr. Soares wanted to know how well the alligator could use its pressure sensors. To find out, she blocked the reptile’s other senses. She used petroleum jelly to block the ears, and she turned off the lights. (She used special equipment that let her watch the alligator in the dark.)
- 17 Finally, she dropped a single drop of water in the tank. The reptile snapped at the water drop!
- 18 Since those experiments, Dr. Soares has also found pressure sensors in crocodiles, which are relatives of the alligator. She also looked for clues to the sensors in fossils of extinct crocodiles. In fossilized jaw bones, she found little holes where nerves once carried signals from pressure sensors to the brain. The holes are just like the ones in modern alligator jaws.
- 19 The modern alligator’s little black bumps were once a mystery. Now we know that they tell the alligator and its relatives just where and when to chomp. And those little pressure sensors have played that role for a long, long time.

“The Alligator’s Super Sense” by Ana Marie Soler-Rodriguez from Highlights for Children Magazine’s November 2011 issue, copyright © 2011 by Highlights for Children, Inc., Ohio. Used by permission.

Photo: Photograph of American Alligator, Everglades National Park, Florida (Image No. AD7552), copyright © by Stephen Frink Collection/Almay. Used by permission.

8. Part A

In the box below, circle the detail that **best** completes the sentence.

The first three paragraphs of “The Alligator’s Super Sense” **most** contribute to the development of ideas in the passage by _____

- sharing an amusing personal story about Dr. Soares
- detailing Dr. Soares’s involvement with animal rescue
- explaining what led to Dr. Soares’s research
- giving background information about Dr. Soares

Part B

Circle **two** sentences in paragraphs 1–3 that **best** support the answer to Part A.

- A. “Dr. Daphne Soares was sitting on the back of an alligator tied up in the bed of a pickup truck.” (paragraph 1)
- B. “The gator had moved into an area where a lot of people live.” (paragraph 2)
- C. “Why would she sit on an alligator?” (paragraph 2)
- D. “Naturally curious, she spent the ride looking at the reptile beneath her.” (paragraph 3)
- E. “She noticed many small black bumps on the animal’s face, especially along the jaws.” (paragraph 3)
- F. “‘What are those little spots for?’ she wondered.” (paragraph 3)

9. Part A

What is the meaning of **sensor** as it is used in paragraph 9 of the article?

- A. a collection of nerves that sends signals to other animals
- B. a device that detects changes in the body
- C. a specialized body part that detects conditions outside of the body
- D. a large black bump that aids in hunting

Part B

How do the alligators' sensors function according to the article?

- A. They detect the depth of the water.
- B. They help the alligator swim straight.
- C. They help the alligator see in the dark.
- D. They detect changes in water.

10. Part A

Which information from the article does the author intend to support by including the photograph?

- A. the difference in appearance between alligators and crocodiles
- B. the size and pattern of the bumps on an alligator’s jaw
- C. how an uneven jaw makes an alligator a more effective hunter
- D. how the bumps are affected by the size and shape of an alligator’s jaw

Part B

Which sentence from the article **best** supports the answer to Part A?

- A. “She noticed many small black bumps on the animal’s face, especially along the jaws.” (paragraph 3)
- B. “When a bird, mammal, or fish passes by, the reptile turns and snaps its huge jaws.” (paragraph 6)
- C. “After the eggs hatched, she set up experiments to find out what type of sensors the black bumps were.” (paragraph 8)
- D. “The reptile snapped at the water drop!” (paragraph 17)

11. Select five steps in the process Dr. Soares used in her laboratory experiment. Write each step in order in the correct box.

Place an alligator into a water tank.

Connect an alligator to a computer.

Ask other researchers for their opinion.

Expose bumps to different types of stimulation.

Collect alligator eggs and wait for them to hatch.

Study other animals to identify similar features.

Use drugs to make an alligator fall asleep.





You have come to the end of the Literary Analysis Task and Reading Passage Session of the test.

- **Review your answers from the Literary Analysis Task and Reading Passage Session only.**
- **Then close your test booklet and sit quietly or read silently.**



Session 2

Research Simulation Task

Directions:

Today you will take Session 2 of the Grade 6 English Language Arts Practice Test.

Read each passage and question. Then follow the directions to answer each question. Mark your answers by **circling** the correct choices in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will research the impact zoos have on animals. You will read one passage titled “The Stripes Will Survive.” Then you will read the passages “The Zoos Go Wild” from *No More Dodos* and “Our Beautiful Macaws and Why They Need Enrichment.” As you review these sources, you will gather information and answer questions so you can write an essay on the impact zoos have on animals.

Read the article “The Stripes Will Survive.” Then answer questions 12 through 14.

The Stripes Will Survive

by Jacqueline Adams

- 1 Danya nips his mother’s furry back over and over, as if he’s trying to see how many times he can get away with it. It doesn’t seem like a very smart game, considering Mom is a Siberian tigress! But Danya and his twin sister, Dasha, know how special they are to their mother.
- 2 They’re also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs. But if Siberian tigers weren’t so rare, Danya and Dasha would never have been born.
- 3 A hundred years ago, no one worried that the world might run out of tigers. One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world. But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct. Fewer than 5,000 tigers roam the wild. Only about 400 of those are Siberian tigers, which are the largest, lightest-colored, and longest-furred tigers. And only 500 Siberian tigers live in zoos.
- 4 In 1981, the American Zoo and Aquarium Association started the Species Survival Plan (SSP) to make sure that threatened and endangered animal species don’t disappear. The members of the Tiger SSP teach the public about the plight of tigers and do research. They keep a computerized family tree of zoo tigers that helps match males and females for breeding.
- 5 The Tiger SSP’s computer program matched four-year-old Gaia, from the Minnesota Zoo, with fifteen-year-old Tatja, from the Milwaukee Zoo. The tigers met at Cleveland Metroparks Zoo, and Danya and Dasha were born a few months later. When the twins entered the world on April 4, 2001, each was a two-pound ball of woolly, striped fur.
- 6 Tiger fathers in the wild don’t help care for their cubs and sometimes try to kill them. Tatja, whom zookeeper Steve Gove describes as “a mellow tiger,” gets along well with Gaia and likes watching his cubs play. Although the zoo staff members keep Tatja in a separate area, they don’t think he would hurt the cubs.

GO ON ►

- 7 Gaia had never had cubs before, but Gove says, “She’s been an absolutely perfect mother—tolerant, loving, and protective.” In the wild, tiger mothers teach their cubs to hunt. Danya and Dasha won’t need to hunt, but Gaia teaches them chasing and stalking techniques, as well as how to swim and groom themselves.
- 8 These lessons are pure fun for the twins. As soon as his sister’s back is turned, Danya crouches, then pounces, and the two roll across the grass in a wrestling ball of stripes and teeth. But she’ll get him back later, maybe when he’s splashing in the pool during his swimming lesson or struggling to carry the piece of log he’s turned into a toy. “They’ll make a toy out of anything,” says Gove.
- 9 Grooming lessons come in handy for playful cubs who can’t resist rolling in the mud. Gove explains, “Sometimes they’re so black you can hardly see their stripes when they come in at night, but they’re completely clean by morning.” Mom has taught them to wash their fur with their tongues, and swallowing a couple pounds of mud doesn’t seem to bother them a bit.
- 10 If mud doesn’t sound very tasty to you, how about raw horse meat? Tatja would tell you (if he could) that nothing’s more delicious. On some nights he lets supper sit for a while, but on horse-meat night he cares about nothing else until he’s eaten every bite. Danya crouches jealously over his slab of meat. If Mom or Sis wanders too close, he lets out a deep growl that sounds as if it should have come from his 500-pound father.
- 11 With supper over, everyone in the tiger building is content. “Gaia and the cubs are pretty friendly,” says zookeeper Curt Gindlesperger. Proving him right, Gaia strolls to the fence and rubs against his hand like a 300-pound house cat.
- 12 The tiger family seems comfortable in Cleveland, where the weather is similar to that of their natural habitat in eastern Russia. But the time may come to move on. Tatja, who has cubs at two other zoos, will probably leave. The Tiger SSP may also transfer one or both cubs to zoos where they will raise their own families. Then Danya and Dasha will help make sure Siberian tigers are around for a long, long time.
- 13 But what about the 400 Siberian tigers left in their natural habitat? How will they survive?
- 14 The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats. Rangers patrol for poachers, and educational programs help the local people understand the need to protect Siberian tigers. These efforts seem to be working. The WWF believes that the number of Siberian tigers in the wild has doubled since the antipoaching patrols began, bringing the tiger numbers from around 200 in 1994 to about 400 today.

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GO ON ►

12. Part A

What does the word **plight** mean as it is used in paragraph 4 of “The Stripes Will Survive”?

- A. desperate situation
- B. hiding place
- C. movement
- D. recovery

Part B

Which sentence from the article supports the answer to Part A?

- A. “One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world.”
- B. “Fewer than 5,000 tigers roam the wild.”
- C. “The tigers met at Cleveland Metroparks Zoo, and Danya and Dasha were born a few months later.”
- D. “Although the zoo staff members keep Tatja in a separate area, they don’t think he would hurt the cubs.”

13. Part A

What is the author’s **main** purpose in “The Stripes Will Survive”?

- A. to describe the different lessons Gaia teaches her cubs
- B. to explain recent changes in how zoos raise Siberian tigers
- C. to explain the efforts being made to preserve Siberian tigers
- D. to describe how Danya and Dasha interact with their parents

Part B

Which sentence from the article supports the answer to Part A?

- A. “It doesn’t seem like a very smart game, considering Mom is a Siberian tigress!”
- B. “Only about 400 of those are Siberian tigers, which are the largest, lightest-colored, and longest-furred tigers.”
- C. “And only 500 Siberian tigers live in zoos.”
- D. “Rangers patrol for poachers, and educational programs help the local people understand the need to protect Siberian tigers.”

14. The author makes the claim that steps have been taken to help endangered tigers. First, write **one** main strategy in the chart that is used throughout the article to develop the claim. Then write **three** pieces of evidence in the chart that demonstrate the strategy being used.

Strategy:

The author explains a problem and then presents solutions.

The author details the cause and effect of an event or action.

The author shares important events or actions in the order of appearance.

Evidence:

“They’re also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs.”

“But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct.”

“They keep a computerized family tree of zoo tigers that helps match males and females for breeding.”

“Although the zoo staff members keep Tatja in a separate area, they don’t think he would hurt the cubs.”

“Grooming lessons come in handy for playful cubs who can’t resist rolling in the mud.”

“The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats.”

Strategy

Evidence

Evidence

Evidence

GO ON ►

Read the passage “The Zoos Go Wild,” from the book *No More Dodos*. Then answer question 15.

The Zoos Go Wild from *No More Dodos*

by Nicholas Nirgiotis and Theodore Nirgiotis

- 1 The small lowland gorilla was just three years old when he was caught by poachers, people who illegally kill or capture wild animals. He was taken away from his mother and out of his African rainforest home. Few gorillas that age could survive such an ordeal, but this one was lucky. Soon after his capture in 1961, an animal trader sold him to Zoo Atlanta. He spent the next 27 years of his life alone in an indoor cage. Zoo personnel named him Willie B. after William B. Hartsfield, the mayor of Atlanta.
- 2 Willie’s keepers wanted him to be happy. They hung an old tire from a wall of his cage and put a television set in one corner. They hoped these toys would keep Willie from being bored. But the tire and the television set were hardly the playthings a growing gorilla needed.
- 3 By age 12, Willie had grown into a magnificent 460-pound, 6-foot-tall silverback, a mature male with a distinguishing streak of silver hair on his back. His broad chest and powerful arms made people think of King Kong. They crowded in front of his cage to see him.
- 4 Gorillas are gentle, shy creatures, despite their size and fearsome appearance. But confinement in a cramped cage and lack of exercise had made Willie restless and bad-tempered. He grew fat and lazy, paced in his cage, and ignored visitors. His cage was a real prison, and Willie B. was a very unhappy gorilla.
- 5 A turning point in Willie’s life came in 1988. That year, Zoo Atlanta opened the Ford African Rainforest, a brand-new home for Willie and the zoo’s other lowland gorillas. It was a large open-air enclosure designed to resemble the rainforest of Willie’s native central Africa.

The Way Willie Likes It

- 6 Willie’s rainforest home is just one example of the far-reaching changes that have taken place in zoos in recent years. Zoos no longer feel their primary mission is simply to collect and display as many different species of animals from around the world as they possibly can. They no longer believe that the more unusual animals a zoo has, the better it is. Instead, zoos are changing into conservation parks that cooperate to help save animals threatened with extinction. The first step toward this goal was to get rid of the cages and change the way zoo animals lived.

- 7 When Willie was let out of his cage into his new home, he found himself in a large grassy area leading to a gradually rising, rock-covered slope. All around the edges of the slope were trees and plants similar to those in his African home.
- 8 In no time, Willie acted like a different animal. He was no longer bored or easily angered. There were tree branches he could pull to test his strength or bend into a nest for his afternoon siesta, and there was a rocky hillside he could climb. More important, he had company. He shared his new home with three females, and other groups of gorillas lived nearby. Willie could finally act like the silverback he was. He could have his own family and be the dominant male.
- 9 Willie had not lost the instinct for peaceful family life that gorillas live by in the wild. He watched over his family when it was feeding or resting, ever alert for danger. His companions could chase each other and wrestle, knowing he was there to protect them. Every so often, he would cup his hands and thump his chest to show the females and nearby rival males who was boss. Willie B. had finally become a real gorilla. In February 1994, he became a father as well.
- 10 Three other gorilla groups share Zoo Atlanta’s African Rainforest enclosure with Willie’s family. They are kept apart from each other by trees and small hills that mark their territories, just the way it would be in Africa. The gorillas spend their time looking for bamboo shoots and leaves to eat, grooming each other, napping between meals, or just resting.
- 11 Willie’s story has a happy ending. But the best part is that he is not alone in his good fortune. Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before.

Lessons from Germany

- 12 Housing animals in open-air, natural enclosures is not a new idea. The first to use such a setting was Karl Hagenbeck at the Hamburg Zoo, Germany, in 1907. He moved antelopes into a grassy, open area. To add a touch of drama, he placed a pride of lions just behind them. Visitors to the zoo were startled to find lions living next to antelopes. They could not see the moat that separated the predators from their prey.
- 13 Hagenbeck’s novel idea of allowing animals to move about freely in large open spaces caught on. He was asked to redesign the Detroit Zoo in the 1930s. His ideas were also used in New York’s Bronx Zoo, Chicago’s Brookfield Zoo, and the San Diego Zoo.

- 14 But large-scale redesigning of zoos didn't begin until the 1960s, when natural habitats of wild animals around the world began to shrink in size, and scores of species dwindled to the point of vanishing. Zoo designers traveled to the animals' natural habitats in faraway places to study not only what the habitats looked like but how the animals used the space and behaved in it. Housing animals in spaces that were as close to the animals' habitats as the designers could make them was an important step in the struggle to save endangered species.

Excerpt from NO MORE DODOS: HOW ZOOS HELP ENDANGERED WILDLIFE by Nicholas Nirgiotis and Theodore Nirgiotis, copyright © 1996 by Nicholas Nirgiotis and Theodore Nirgiotis. Used by permission of the authors.

15. Part A

Which detail from the passage “The Zoos Go Wild” supports the idea that Willie changed after being moved into his new home?

- A. the comparison of the grassy area to Willie’s African home
- B. the mention of Willie’s large size and magnificent appearance
- C. the description of Willie’s behavior with his companions
- D. the comparison of Willie to gorillas that live in the wild

Part B

Which paragraph from the passage **best** supports the answer to Part A?

- A. paragraph 7
- B. paragraph 9
- C. paragraph 10
- D. paragraph 11

Refer to the article “The Stripes Will Survive” and the passage “The Zoos Go Wild,” from the book *No More Dodos*. Then answer question 16.

16. Part A

Choose a central idea that is developed in both “The Stripes Will Survive” and “The Zoos Go Wild.”

- A. Zoos are constantly changing exhibits to keep visitors interested in the animals.
- B. Zoos are sometimes responsible for caring for animals that people have abandoned.
- C. One responsibility of a zoo is to prevent the extinction of species by breeding them.
- D. Zoos are changing their approaches to caring for their animals.

Part B

Circle **one** detail from **each** passage that supports the answer to Part A.

- A. “But Danya and his twin sister, Dasha, know how special they are to their mother.” (“The Stripes Will Survive”)
- B. “In 1981, the American Zoo and Aquarium Association started the Species Survival Plan (SSP) to make sure that threatened and endangered animal species don’t disappear.” (“The Stripes Will Survive”)
- C. “Gaia had never had cubs before, but Gove says, ‘She’s been an absolutely perfect mother—tolerant, loving, and protective.’” (“The Stripes Will Survive”)
- D. “They hung an old tire from a wall of his cage and put a television set in one corner.” (“The Zoos Go Wild”)
- E. “His companions could chase each other and wrestle, knowing he was there to protect them.” (“The Zoos Go Wild”)
- F. “Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before.” (“The Zoos Go Wild”)

Read the passage from the article “Our Beautiful Macaws and Why They Need Enrichment.” Then answer questions 17 and 18.

from “Our Beautiful Macaws and Why They Need Enrichment”

by Alicia Powers

- 1 Oakland Zoo’s Animal Care, Conservation, and Research team has the privilege and challenge of providing our animal residents with an enriching, well-balanced life and advocating for the conservation of their wild counterparts.
- 2 The zoo’s flock of Blue and Gold Macaws recently got a healthy dose of extra enrichment. The ACCR¹ team combed through a handful of creative ideas to give the Macaw Exhibit a new, fresh look. In addition to replacing some of the wood perching that had suffered significant wear-and-tear from years of the macaws using them to keep their beaks sharp and strong, the team also added two twenty-foot sections of rope. The rope is a novel perching surface in this exhibit. It will not only give our Blue and Gold Macaws something new and fun to play with, but it will also help keep their little feet healthy. With some resourceful alterations to the ends of the rope, the keepers are able to move the ropes to different angles whenever they please. This way the birds get a bit of a “different look” with their perching without the keepers having to make any permanent rearrangements.
- 3 The fun doesn’t stop there, though! The team recycled some cargo netting and stretched it out between some perching to support brand new bird baths. Just like the native songbirds that like to bathe in the little puddles in your yard, Macaws and other parrots love to keep themselves clean too.
- 4 But one may wonder . . . why? Why do our Blue and Gold Macaws deserve this special treatment?
- 5 Macaws are smart. Macaws are REALLY smart and curious. It is this very characteristic that makes them coveted as pets. Ironically, it is also what makes them inappropriate as a pet. Meeting the behavioral and enrichment needs of these incredibly smart birds is difficult. A behaviorally unhealthy bird may become aggressive, destructive, or even sick.

¹ ACCR—Animal Care, Conservation, and Research

- 6 Add to this the fact that Blue and Gold Macaws can live for over 60 years, and the bird often becomes an unbearable burden even for well-intentioned owners. In fact, the four Blue and Gold Macaws in the zoo’s collection came from such circumstances. The keepers responsible for the daily care of our Macaws are tasked with keeping them behaviorally and medically sound. Having flexible and varied perching options will help immensely with this goal.

© Alicia Powers, Oakland Zoo

17. Part A

What is the meaning of **novel** as it is used in paragraph 2?

- A. lengthy
- B. unique
- C. solid
- D. textured

Part B

Which phrase from paragraph 2 supports the answer to Part A?

- A. “wear-and-tear”
- B. “twenty-foot sections”
- C. “new and fun”
- D. “little feet healthy”

GO ON ►

18. Part A

What is the author’s **main** purpose in “Our Beautiful Macaws and Why They Need Enrichment”?

- A. to describe the different tasks zookeepers are required to perform
- B. to explain why some pet macaws eventually live in zoos
- C. to explain how a zoo is providing a stimulating environment for macaws
- D. to describe why zookeepers include specific equipment in new exhibits

Part B

Which sentence from the article **best** supports the answer to Part A?

- A. “The ACCR team combed through a handful of creative ideas to give the Macaw Exhibit a new, fresh look.”
- B. “This way the birds get a bit of a ‘different look’ with their perching without the keepers having to make any permanent rearrangements.”
- C. “A behaviorally unhealthy bird may become aggressive, destructive, or even sick.”
- D. “Add to this the fact that Blue and Gold Macaws can live for over 60 years, and the bird often becomes an unbearable burden even for well-intentioned owners.”

Refer to the article “The Stripes Will Survive” and the passage from the article “Our Beautiful Macaws and Why They Need Enrichment.” Then answer question 19.

19. Part A

Which sentence describes how central ideas are introduced in “The Stripes Will Survive” and “Our Beautiful Macaws and Why They Need Enrichment”?

- A. “The Stripes Will Survive” provides details about a particular zoo habitat, while “Our Beautiful Macaws and Why They Need Enrichment” describes the daily duties of zookeepers.
- B. “The Stripes Will Survive” explains one animal’s background, while “Our Beautiful Macaws and Why They Need Enrichment” details the research carried out at one zoo.
- C. “The Stripes Will Survive” tells an anecdote about a particular animal family, while “Our Beautiful Macaws and Why They Need Enrichment” describes the zookeepers’ role in updating the habitat for the birds.
- D. “The Stripes Will Survive” explains the importance of the American Zoo and Aquarium Association in protecting animals in zoos, while “Our Beautiful Macaws and Why They Need Enrichment” describes the beautiful colors of the birds in a particular zoo.

Part B

Circle **one** detail from **each** text that supports the answer to Part A.

- A. “Danya nips his mother’s furry back over and over” (paragraph 1, “The Stripes Will Survive”)
- B. “They’re also special to visitors who travel to Cleveland Metroparks Zoo” (paragraph 2, “The Stripes Will Survive”)
- C. “A hundred years ago, no one worried that the world might run out of tigers.” (paragraph 3, “The Stripes Will Survive”)
- D. “The zoo’s flock of Blue and Gold Macaws recently got a healthy dose of extra enrichment.” (paragraph 2, “Our Beautiful Macaws and Why They Need Enrichment”)
- E. “With some resourceful alterations to the ends of the rope, the keepers are able to move the ropes to different angles” (paragraph 2, “Our Beautiful Macaws and Why They Need Enrichment”)
- F. “The keepers responsible for the daily care of our Macaws” (paragraph 6, “Our Beautiful Macaws and Why They Need Enrichment”)

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GO ON ►

A large rectangular box containing 20 horizontal lines for writing.

GO ON ►

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You have come to the end of the Research Simulation Session of the test.

- **Review your answers from the Research Simulation Session only.**
- **Then close your test booklet and sit quietly or read silently.**



Session 3

Narrative Writing Task and Reading Passages

Directions:

Today you will take Session 3 of the Grade 6 English Language Arts Practice Test.

Read each passage and question. Then follow the directions to answer each question. Mark your answers by **circling** the correct choices in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will read the passage from the book *Alice’s Adventures in Wonderland*. As you read and answer the questions, pay close attention to the details and events to prepare to write a narrative.

Read the passage from *Alice’s Adventures in Wonderland*, a book about a young girl who dreams she enters a land filled with talking animals and unusual events. Then answer questions 21 through 25.

from *Alice’s Adventures in Wonderland* (Chapter 1–Down the Rabbit-Hole)

by Lewis Carroll

- 1 Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do. Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it. “And what is the use of a book,” thought Alice, “without pictures or conversations?”
- 2 So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.
- 3 There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, “Oh dear! Oh dear! I shall be too late!” (When she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural.) But when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and, burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.
- 4 In another moment down went Alice after it, never once considering how in the world she was to get out again.
- 5 The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.
- 6 Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her, and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything. Then she looked at the sides of the well, and noticed that they were filled

GO ON ►

with cupboards and bookshelves: here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed: it was labeled “ORANGE MARMALADE,” but to her great disappointment it was empty. She did not like to drop the jar, for fear of killing somebody underneath, so managed to put it into one of the cupboards as she fell past it.

- 7 “Well!” thought Alice to herself. “After such a fall as this, I shall think nothing of tumbling down-stairs! How brave they’ll all think me at home! Why, I wouldn’t say anything about it, even if I fell off the top of the house!” (Which was very likely true.)

From ALICE’S ADVENTURES IN WONDERLAND—Public Domain

21. Part A

How does Alice respond to the rabbit jumping down the hole?

- A. She jumps down the hole without thinking of the consequences.
- B. She patiently waits for the rabbit to come back out of the hole.
- C. She carefully looks down the hole and decides not to jump in.
- D. She jumps down the hole but immediately regrets her decision.

Part B

Which evidence from the passage supports the answer to Part A?

- A. “. . . whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies . . .” (paragraph 2)
- B. “When she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural.” (paragraph 3)
- C. “. . . down went Alice after it, never once considering how in the world she was to get out again.” (paragraph 4)
- D. “After such a fall as this, I shall think nothing of tumbling down-stairs!” (paragraph 7)

22. Part A

Read the detail from paragraph 3.

. . . the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it

How does this detail help develop the plot of the story?

- A. It signals a turning point in the story because the pace of the action quickens.
- B. It reveals that the action in the story has reached its high point and will start to fall.
- C. It introduces a new character to the story that will be responsible for the conflict.
- D. It shows that the problems of the main character will be solved by going on a journey.

Part B

Which evidence from the passage **best** supports the answer to Part A?

- A. “There was nothing so very remarkable” (paragraph 3)
- B. “. . . burning with curiosity, she ran across the field after it” (paragraph 3)
- C. “The rabbit-hole went straight on like a tunnel for some way” (paragraph 5)
- D. “. . . too dark to see anything” (paragraph 6)

23. Part A

Which sentence **best** states a theme of the passage?

- A. Experiences can be important to personal growth.
- B. People can turn to others for help with problems.
- C. Adventure can occur unexpectedly.
- D. Books can be a source of excitement.

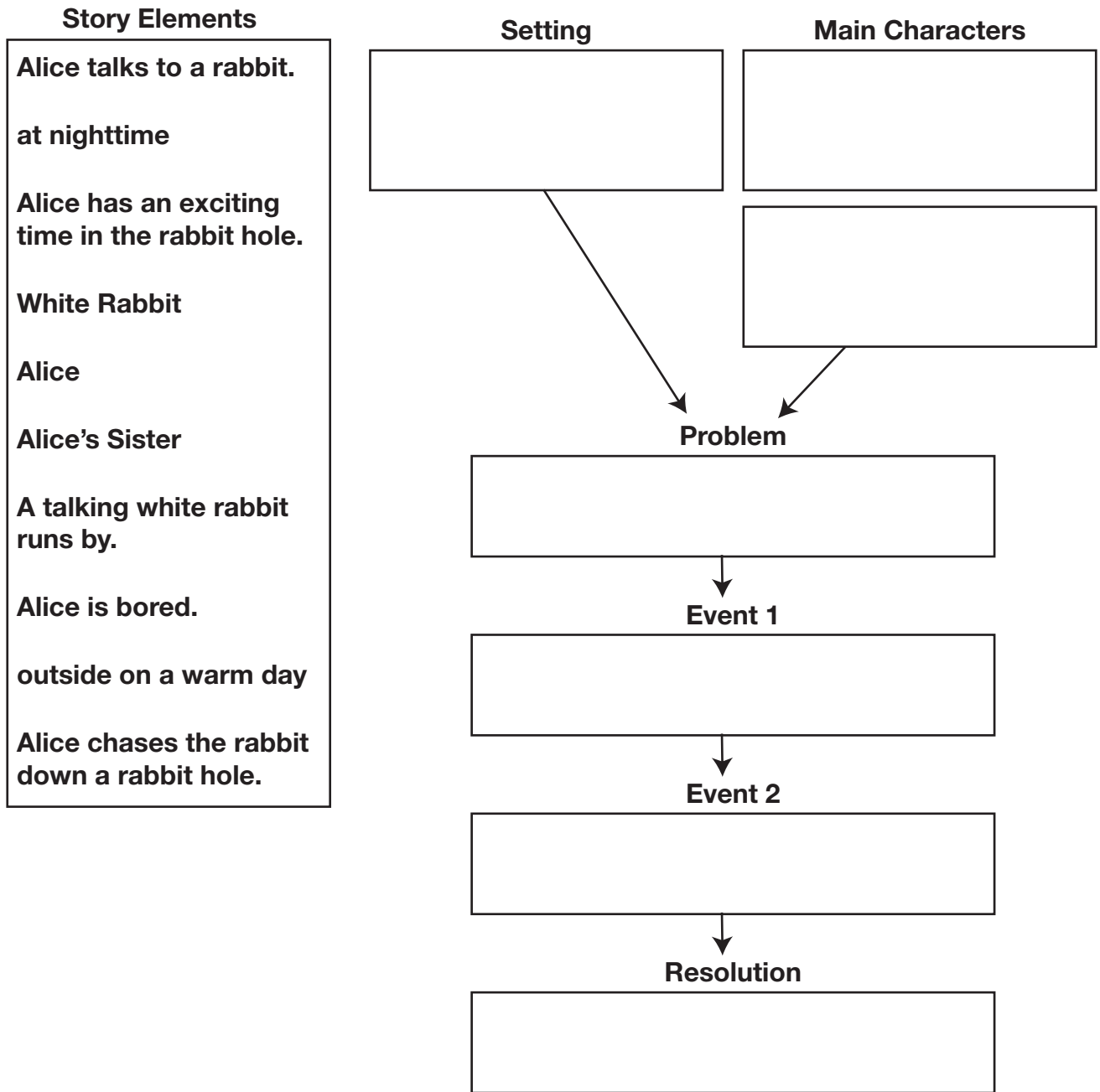
Part B

Which detail from the passage **best** supports the answer to Part A?

- A. “Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it.” (paragraph 1)
- B. “. . . Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it” (paragraph 3)
- C. “. . . and was just in time to see it pop down a large rabbit-hole under the hedge.” (paragraph 3)
- D. ““Why, I wouldn’t say anything about it, even if I fell off the top of the house!”” (paragraph 7)

24. Read the details in the box titled “Story Elements.”

Write the appropriate details into the empty boxes to complete the story map. Not all story elements will be used.



25. Imagine Alice has returned from her journey down the rabbit hole and is retelling the events to her sister. Write a story from Alice’s point of view, in which Alice explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice’s sister responds to the story. Use details from the passage in your response.

A large rectangular box containing 18 horizontal lines for writing a response.

GO ON ►

A large rectangular box containing 20 horizontal lines for writing.

GO ON ►

A large rectangular box containing 20 horizontal lines for writing.

GO ON ►

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GO ON ►

Today you will read passages from two books about boys and the sea.

Read the passage from *The Story of a Bad Boy*. Then answer questions 26 and 27.

from *The Story of a Bad Boy*

by Thomas Bailey Aldrich

- 1 Every Rivermouth boy looks upon the sea as being in some way mixed up with his destiny. While he is yet a baby lying in his cradle, he hears the dull, far-off boom of the breakers¹; when he is older, he wanders by the sandy shore, watching the waves that come plunging up the beach like white-maned seahorses, as Thoreau calls them; his eye follows the lessening sail as it fades into the blue horizon, and he burns for the time when he shall stand on the quarter-deck of his own ship, and go sailing proudly across that mysterious waste of waters.
- 2 Then the town itself is full of hints and flavors of the sea. The gables and roofs of the houses facing eastward are covered with red rust, like the flukes of old anchors; a salty smell pervades the air, and dense gray fogs, the very breath of Ocean, periodically creep up into the quiet streets and envelop everything. The terrific storms that lash the coast; the kelp and spars, tossed on shore by the scornful waves; the shipyards, the wharves², and the tawny fleet of fishing-smacks yearly fitted out at Rivermouth—these things, and a hundred other, feed the imagination and fill the brain of every healthy boy with dreams of adventure. He learns to swim almost as soon as he can walk; he draws in with his mother’s milk the art of handling an oar: he is born a sailor, whatever he may turn out to be afterwards.
- 3 To own the whole or a portion of a rowboat is his earliest ambition. No wonder that I, born to this life, and coming back to it with freshest sympathies, should have caught the prevailing infection. No wonder I longed to buy a part of the trim little sailboat *Dolphin*, which chanced just then to be in the market. This was in the latter part of May.
- 4 Three shares, at five or six dollars each, I forget which, had already been taken by Phil Adams, Fred Langdon, and Binny Wallace. The fourth and remaining share hung fire. Unless a purchaser could be found for this, the bargain was to fall through.

¹ breakers—big waves that crash on the shore

² wharves—place where boats are tied up

- 5 I am afraid I required but slight urging to join in the investment. I had four dollars and fifty cents on hand, and the treasurer of the Centipedes advanced me the balance, receiving my silver pencil-case as ample security. It was a proud moment when I stood on the wharf with my partners, inspecting the *Dolphin*, moored at the foot of a very slippery flight of steps. She was painted white with a green stripe outside, and on the stern a yellow dolphin, with its scarlet mouth wide open, stared with a surprised expression at its own reflection in the water. The boat was a great bargain.
- 6 I whirled my cap in the air, and ran to the stairs leading down from the wharf, when a hand was laid gently on my shoulder. I turned and faced Captain Nutter. I never saw such an old sharp-eye as he was in those days.
- 7 I knew he wouldn't be angry with me for buying a rowboat; but I also knew that the little bowsprit³ suggesting a jib⁴, and the tapering mast ready for its few square feet of canvas, were trifles not likely to meet his approval. As far as rowing on the river, among the wharves, was concerned, the Captain had long since withdrawn his decided objections, having convinced himself, by going out with me several times, that I could manage a pair of sculls as well as anybody.
- 8 I was right in my surmises. He commanded me, in the most emphatic terms, never to go out in the *Dolphin* without leaving the mast in the boat-house. This curtailed my anticipated sport, but the pleasure of having a pull whenever I wanted it remained. I never disobeyed the Captain's orders touching the sail, though I sometimes extended my row beyond the points he had indicated.

³ bowsprit—pole sticking off of the front of the boat

⁴ jib—small sail that goes in front of a larger sail

From THE STORY OF A BAD BOY by Thomas Bailey Aldrich—Public Domain

26. Part A

What is the meaning of the word **surmises** as it is used in paragraph 8?

- A. descriptions
- B. calculations
- C. orders
- D. conclusions

Part B

Which detail from the passage **best** supports the answer to Part A?

- A. “. . . the little bowsprit suggesting a jib” (paragraph 7)
- B. “. . . were trifles not likely to meet his approval.” (paragraph 7)
- C. “He commanded me” (paragraph 8)
- D. “This curtailed my anticipated sport” (paragraph 8)

27. Part A

What is a theme in the passage from *The Story of a Bad Boy*?

- A. Boys who like adventure want to become sailors.
- B. Boys who appreciate the sea usually journey far from home.
- C. Boys who buy boats must be careful and responsible.
- D. Boys who grow up near the sea are naturally drawn to it.

Part B

Which sentence from the passage **best** supports the answer to Part A?

- A. “Every Rivermouth boy looks upon the sea as being in some way mixed up with his destiny.” (paragraph 1)
- B. “The gables and roofs of the houses facing eastward are covered with red rust, like the flukes of old anchors” (paragraph 2)
- C. “I am afraid I required but slight urging to join in the investment.” (paragraph 5)
- D. “He commanded me, in the most emphatic terms, never to go out in the *Dolphin* without leaving the mast in the boat-house.” (paragraph 8)

GO ON TO THE NEXT PAGE

GO ON ►

Read the passage from *The Life of a Ship from the Launch to the Wreck*, which is introduced by a song. Then answer questions 28 through 30.

**from *The Life of a Ship from the
Launch to the Wreck***

by R.M. Ballantyne

Song of the Sailor Boy

I

Oh! I love the great blue ocean,
I love the whistling breeze,
When the gallant ship sweeps lightly
Across the surging seas.
5 I watched my first ship building;
I saw her timbers rise,
Until her masts were towering
Up in the bright blue skies.

II

I heard the cheers ascending,
10 I saw her kiss the foam,
When first her hull went plunging
Into her ocean home.
Her flags were gaily streaming,
And her sails were full and round,
15 When the shout from shore came ringing,
“Hurrah! for the Outward-bound!”

III

But, alas! ere¹ long a tempest
Came down with awful roar
And dashed our ship in pieces
20 Upon a foreign shore.
But He who holds the waters
In His almighty hand,
Brought all the sailors safely
Back to their native land.

¹ ere—before

- 1 Davy was a fisher boy; and Davy was a very active little boy; and Davy wanted to go to sea. His father was a fisherman, his grandfather had been a fisherman, and his great-grandfather had been a fisherman: so we need not wonder much that little Davy took to the salt water like a fish. When he was very little he used to wade in it, and catch crabs in it, and gather shells on the shore, or build castles on the sands. Sometimes, too, he fell into the water neck and heels, and ran home to his mother, who used to whip him and set him to dry before the fire; but, as he grew older, he went with his father in the boat to fish, and from that time forward he began to wish to go to sea in one of the large ships that were constantly sailing away from the harbour near his father's cottage.
- 2 One day Davy sat on a rock beside the sea, leaning on his father's boat hook, and gazing with longing eyes out upon the clear calm ocean, on which several ships and boats were floating idly, for there was not a breath of wind to fill their sails.
- 3 "Oh, how I wish my father would let me go to sea!" said Davy, with a deep sigh. "I wonder if I shall ever sail away beyond that line yonder, far, far away, where the sky seems to sink into the sea!" The line that he spoke of was the horizon.

From THE LIFE OF A SHIP FROM THE LAUNCH TO THE WRECK by R.M. Ballantyne—
Public Domain

28. Part A

What is the meaning of **tempest** as it is used in line 17 of the song in the passage from *The Life of a Ship from the Launch to the Wreck*?

- A. noisy ship
- B. calm breeze
- C. fierce storm
- D. foreign sailor

Part B

Which detail from the song **best** supports the answer to Part A?

- A. “full and round” (line 14)
- B. “shout from shore” (line 15)
- C. “awful roar” (line 18)
- D. “foreign shore” (line 20)

29. Part A

What is the relationship between the song at the beginning of the passage from *The Life of a Ship from the Launch to the Wreck* and the story that comes after it?

- A. It sets the tone for how Davy feels about the sea.
- B. It gives the reader information about Davy’s life.
- C. It helps the reader understand the symbolism of sea travel.
- D. It establishes the perspective Davy’s family has about the sea.

Part B

Which detail from the passage **best** supports the answer to Part A?

- A. “Davy was a fisher boy; and Davy was a very active little boy” (paragraph 1)
- B. “. . . he used to wade in it, and catch crabs in it, and gather shells on the shore” (paragraph 1)
- C. “. . . for there was not a breath of wind to fill their sails.” (paragraph 2)
- D. “I wonder if I shall ever sail away beyond that line yonder, far, far away” (paragraph 3)

30. Part A

How does the author develop Davy’s point of view in the passage from *The Life of a Ship from Launch to the Wreck*?

- A. by describing his relationship with his mother
- B. by describing how he develops from a child to a man
- C. by describing how he and his father spend their days
- D. by describing his family background and childhood dreams

Part B

Which detail in paragraph 1 **best** supports the answer to Part A?

- A. “. . . his grandfather had been a fisherman”
- B. “. . . ran home to his mother”
- C. “. . . as he grew older”
- D. “. . . harbour near his father’s cottage.”

Refer to the passage from *The Story of a Bad Boy* and the passage from *The Life of a Ship from the Launch to the Wreck*. Then answer question 31.

31. Part A

How do the boys' attitudes about the sea emphasize a common central idea of both stories?

- A. Both view the sea as an adventurous place.
- B. Both think of the sea as a highly dangerous place.
- C. Both consider the seashore a good place to raise a family.
- D. Both look at the sea as a place to earn a living as a fisherman.

GO ON ►

Part B

Select **one** detail from **each** passage that best supports the answer to Part A. Write your details into the chart.

from *The Story of a Bad Boy*

“... he burns for the time when he shall stand on the quarter-deck”
(paragraph 1)

“... tossed on shore by the scornful waves” (paragraph 2)

“... the town itself is full of hints and flavors of the sea.” (paragraph 2)

from *The Life of a Ship from the Launch to the Wreck*

“... constantly sailing away from the harbour” (paragraph 1)

“His father was a fisherman”
(paragraph 1)

“... he fell into the water neck and heels” (paragraph 1)

from <i>The Story of a Bad Boy</i>	from <i>The Life of a Ship from the Launch to the Wreck</i>





You have come to the end of the Narrative Writing Task and Reading Passages Session of the test.

- **Review your answers from the Narrative Writing Task and Reading Passages Session only.**
- **Then close your test booklet and sit quietly or read silently.**



Session 4

Reading Literary and Informational Texts

Directions:

Today you will take Session 4 of the Grade 6 English Language Arts Practice Test.

Read each passage and question. Then follow the directions to answer each question. Mark your answers by **circling** the correct choices in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

GO ON ►

Read the blog entry “The Alaska Start III,” which was written by a former director of the Census Bureau. Then answer questions 32 through 35.

The Alaska Start III

by Robert Groves

- 1 We flew to Noorvik mid-morning on Monday, January 25, a 10-seat plane—full of state dignitaries. The temperature at landing was a balmy 7°F. The one-strip airport is about one mile from the village. There were two dog sleds nearby, one for the lieutenant governor and one for me. My musher was a 12-year old student, who, after we moved out of the congestion of the airport, stopped and allowed me to mush the team for a bit of time. Great fun; the lead dog was instantly responsive to his commands, and even though my training was limited to about 45 seconds, it was a blast.
- 2 We arrived at the school to see the entire student body out on the portico of the school, applauding the arrival of the census to Noorvik (wouldn't it be great if every city in the US greeted census workers with such enthusiasm?). I met the elders of the village, who were assembled in the Inupiat culture room, now used to instruct the children in their native language.
- 3 We visited a few classrooms where I found that the kids were totally on top of why the census is done, how often it's done, and how it benefits the country.
- 4 I also participated in a few satellite uplink interviews with various media, accompanied by a 12th grade student who talked about how the census fits into Noorvik's future.
- 5 At 1 p.m., I rode with the mayor of Noorvik on an ATV to visit the very first household to be enumerated in the 2010 Census. I knocked on the door and was ushered in. We completed the interview in just a few minutes; I exited to see a whole slew of press people down the road. I was happy to announce, “One down; 309 million more to go!”
- 6 I returned to the school, which is clearly the hub of social activity in the small village, to have lunch with the school children. More interviews with press; a large gathering in the gymnasium with the entire village assembled; an exchange of gifts; speeches; native dancing.
- 7 The 2010 Census has begun—in a remote village of Alaska, with one household, and the support and love of the thousands of residents. It will continue for several months—in big cities, in small towns, in institutions, among the homeless, for the rich, and for the poor.
- 8 The country is on its way to being counted!

“Alaskan Beginnings Census 2010”—Public Domain/U.S. Census Bureau

GO ON ►

32. Read the paragraph.

Circle the **four** sentences that **best** make up a summary of the blog entry.

Dr. Robert Groves visited Noorvik, Alaska, to count the first household for the 2010 Census. The citizens of Noorvik were excited about the arrival of the census. The dog sled parade was the most fun Groves had all day. Groves traveled with the mayor of Noorvik to visit the first household in Noorvik to be counted. Everyone from the village gathered for speeches, performances, and a gift exchange before the Director and his party left. Groves wanted everyone in the village to be interviewed by the press.

GO ON ►

33. Part A

Which statement is supported by evidence found in the blog entry?

- A. The people of Noorvik feel the census is important to their village.
- B. The census in Noorvik will be finished quickly.
- C. Noorvik was chosen by the Census Bureau because of its unusual weather.
- D. The village of Noorvik is easily reached by travelers.

Part B

Which evidence from the blog entry supports the answer to Part A?

- A. “The temperature at landing was a balmy 7°F.” (paragraph 1)
- B. “The one-strip airport is about one mile from the village.” (paragraph 1)
- C. “. . . accompanied by a 12th grade student who talked about how the census fits into Noorvik’s future.” (paragraph 4)
- D. “. . . see a whole slew of press people down the road.” (paragraph 5)

34. Part A

Based on the information in the blog entry, what is the main responsibility of a census taker?

- A. to research effective educational programs for small villages
- B. to gather data about people across the nation
- C. to choose which families receive important visitors
- D. to report on how residents survive in remote areas

Part B

Which activity discussed in the blog entry illustrates the main responsibility of a census taker?

- A. accompanying important government officials
- B. speaking with students in classrooms
- C. visiting households to collect information with the help of residents
- D. exchanging gifts with village residents

35. Part A

What is the author’s **main** purpose for writing the blog entry “The Alaska Start III”?

- A. to defend the census process to people who are critical of it
- B. to provide a description of how one group of citizens responded to the census
- C. to instruct census workers on the correct way to collect information from citizens
- D. to provide specific benefits of participating in the census

Part B

Which quotation from the blog **best** expresses the author’s purpose for writing?

- A. “We flew to Noorvik mid-morning on Monday, January 25, a 10-seat plane—full of state dignitaries.” (paragraph 1)
- B. “I met the elders of the village, who were assembled in the Inupiat culture room, now used to instruct the children in their native language.” (paragraph 2)
- C. “I returned to the school, which is clearly the hub of social activity in the small village, to have lunch with the school children.” (paragraph 6)
- D. “More interviews with press; a large gathering in the gymnasium with the entire village assembled; an exchange of gifts; speeches; native dancing.” (paragraph 6)

Read the article “Mapping the Invisible.” Then answer questions 36 through 41.

Mapping the Invisible

by Stephen Ornes

- 1 Most maps show places you can visit and how to get there. Most maps, however, were not made by astronomers—physicists who study stars and galaxies far, far, far away. At a recent meeting in Texas, three teams of these scientists presented new maps unlike any atlas, globe or street guide. These maps show where dark matter, giant globs of invisible stuff, lurks.
- 2 One of the most mysterious—and common—materials in the cosmos, dark matter forms in giant clusters and long strings. This matter hides all throughout the universe, although you’ll never see it no matter how hard you look.
- 3 Dark matter is literally the darkest stuff imaginable. It neither produces nor reflects light, which means it’s invisible to human eyes and to most scientific instruments. That makes it a challenge to measure and study. What makes the matter more frustrating: Scientific measurements show that the universe holds about five times as much dark matter as ordinary matter. Making up the known (and knowable) part of the universe, ordinary matter includes you, your dog, Earth, the sun, stars and planets.
- 4 Scientists find dark matter in the same way they detect other things we can’t see—by observing how the invisible stuff affects things we can see. We can’t see wind, for example, but we can feel a breeze or watch a windmill spinning on a hill. Dark matter doesn’t spin windmills, but it does have gravity. Like ordinary matter, dark matter pulls on everything around it with gravity. Dark matter’s gravity holds galaxies together and bends rays of light as they stream past—in much the same way light bends as it travels through water or glass.
- 5 To make the new maps, astronomers trained powerful telescopes on large patches of sky to watch for distorted light arriving from distant galaxies. One group used a telescope perched 14,000 feet above sea level atop a dormant Hawaiian volcano. It recorded light from stars and other celestial bodies. Two other groups used a telescope on top of a mountain in New Mexico, which watched the sky for nine years.
- 6 These telescopes recorded light that came from galaxies billions of light-years away. (A light-year is the distance traveled by light in one year, about 25 million times the distance from Earth to the moon.) By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.

- 7 The scientists' work is like figuring out how big and thick a pair of eyeglasses is by looking through them and measuring how differently the world appears.
- 8 "You can imagine that dark matter is leaving its signature on the images of very distant galaxies," said Catherine Heymans of the University of Edinburgh in Scotland. She worked on the project that used data from the Hawaiian telescope.
- 9 Her team's map shows that giant blobs of dark matter reside with giant blobs of ordinary matter, such as big galaxies or galactic groups. Even though scientists already suspected that dark matter and ordinary matter show up in much the same places, it was reassuring to see the same connection in the maps.
- 10 "We are very happy that this is very similar to what we've been expecting," Ludovic Van Waerbeke of the University of British Columbia in Vancouver told *Science News*.
- 11 One of the new maps shows dark matter in a swath of sky that to the naked eye is more than 600 times as large as a full moon. The other covers an area more than a thousand times as large. But that's just the beginning: The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so.

"Mapping the Invisible" by Stephen Ornes, from February 1, 2012 *Science News for Kids*, copyright © 2011 by Society for Science & the Public. Used by permission.

36. Part A

What is the central idea of “Mapping the Invisible”?

- A. Dark matter is so dark that it is invisible to the human eye.
- B. Scientists have determined how to locate areas of dark matter.
- C. Maps are usually made to show where places are and how to get there.
- D. Scientists can see dark matter by looking through powerful telescopes.

Part B

Which **two** sentences from the article give details that support the answer to Part A?

- A. “Most maps, however, were not made by astronomers—physicists who study stars and galaxies far, far, far away.” (paragraph 1)
- B. “These maps show where dark matter, giant globs of invisible stuff, lurks.” (paragraph 1)
- C. “This matter hides all throughout the universe, although you’ll never see it no matter how hard you look.” (paragraph 2)
- D. “Dark matter is literally the darkest stuff imaginable.” (paragraph 3)
- E. “These telescopes recorded light that came from galaxies billions of light-years away.” (paragraph 6)
- F. “By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.” (paragraph 6)

37. Part A

How is the concept of mapping dark matter introduced in the passage?

- A. through an analogy
- B. through a detailed explanation
- C. through a definition
- D. through an anecdote

Part B

Which detail from the passage **best** supports the answer in Part A?

- A. “. . . new maps unlike any atlas, globe or street guide.” (paragraph 1)
- B. “. . . giant globs of invisible stuff” (paragraph 1)
- C. “. . . dark matter forms in giant clusters and long strings” (paragraph 2)
- D. “. . . ordinary matter includes you, your dog, Earth, the sun, stars and planets.” (paragraph 3)

38. Part A

How does paragraph 4 contribute to the author’s explanation of how scientists study dark matter?

- A. It contrasts dark matter with ordinary matter.
- B. It gives examples of places where dark matter is found.
- C. It compares the study of dark matter to a familiar experience.
- D. It offers information about what dark matter looks like.

Part B

Which information from the article supports the answer to Part A?

- A. Long strings of dark matter are found in huge clusters.
- B. People cannot see wind, but they can see a windmill spinning.
- C. Like dark matter, ordinary matter has gravity.
- D. People can use telescopes to understand the universe.

39. Part A

According to the author of “Mapping the Invisible,” why was Heymans’s work on dark matter important?

- A. It proved that the Hawaiian telescope could record images of dark matter.
- B. It confirmed what the telescope in New Mexico found to be true of dark matter.
- C. It showed scientists what they should pursue in future research about dark matter.
- D. It gave evidence to support what scientists already believed about dark matter.

Part B

Which **two** sentences from the article support the answer to Part A?

- A. “Two other groups used a telescope on top of a mountain in New Mexico, which watched the sky for nine years.” (paragraph 5)
- B. “She worked on the project that used data from the Hawaiian telescope.” (paragraph 8)
- C. “Even though scientists already suspected that dark matter and ordinary matter show up in much the same places, it was reassuring to see the same connection in the maps.” (paragraph 9)
- D. ““We are very happy that this is very similar to what we’ve been expecting,” Ludovic Van Waerbeke of the University of British Columbia in Vancouver told *Science News*.” (paragraph 10)
- E. “One of the new maps shows dark matter in a swath of sky that to the naked eye is more than 600 times as large as a full moon.” (paragraph 11)
- F. “The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so.” (paragraph 11)

40. Which **three** sentences belong in a summary of “Mapping the Invisible”?
- A. Scientists have been able to create maps that show where dark matter is located.
 - B. An atlas, globe, and street guide are types of maps.
 - C. Scientists cannot see dark matter, but they can see how it affects things around it.
 - D. People cannot see wind, but they can feel it.
 - E. One telescope used to study dark matter was perched on top of a Hawaiian volcano.
 - F. A light-year is the distance traveled by light in one year.
 - G. Dark matter is one of the most common materials in the universe.

41. Part A

What is the author’s primary purpose in writing “Mapping the Invisible”?

- A. to explain the success some scientists are having in their work on dark matter
- B. to explain why scientists believe that it is becoming easy to understand dark matter
- C. to explain that scientists have been researching what they think dark matter is
- D. to explain which scientists are most responsible for new discoveries about dark matter

Part B

Which sentence from the article supports the author’s primary purpose for writing “Mapping the Invisible”?

- A. “Scientific measurements show that the universe holds about five times as much dark matter as ordinary matter.” (paragraph 3)
- B. “By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.” (paragraph 6)
- C. “‘You can imagine that dark matter is leaving its signature on the images of very distant galaxies,’ said Catherine Heymans of the University of Edinburgh in Scotland.” (paragraph 8)
- D. “The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so.” (paragraph 11)





You have come to the end of the Reading Literary and Informational Texts Session of the test.

- **Review your answers from the Reading Literary and Informational Texts Session only.**
- **Then close your test booklet and sit quietly or read silently.**



STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION TEST SECURITY POLICY¹

The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

¹ Excerpts from *Bulletin 118*

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LEAP 2025

This document contains the answers to all items on the grade 6 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 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 6 ELA Assessment Guide](#) for more information about the test’s design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	EBSR	PART A: C PART B: C	RL.6.4, L.6.4, RL.6.1
	2	MS	PART A: D PART B: A, C	RL.6.4, RL.6.1
	3	EBSR	PART A: C PART B: C	RL.6.3, RL.6.1
	4	MS	PART A: D PART B: B, F	L.6.5, RL.6.1
	5	EBSR	PART A: A PART B: B	RL.6.3, RL.6.1
	6	MS	PART A: C PART B: E, F	RL.6.5, RL.6.1
	7	PCR	See Scoring Table and Rubric Sample Student Responses	RL.6.9, RL.6.3, RL.6.1; W.6.2, W.6.4, W.6.9; L.6.1, L.6.2
1 Reading Passage Set	8	TE	PART A: See TE Item Key PART B: E, F	RI.6.5, RI.6.1
	9	EBSR	PART A: C PART B: D	L.6.4, RI.6.4, RI.6.1

Session	Sequence	Item Type	Key	Alignment
	10	EBSR	PART A: B PART B: A	RI.6.7, RI.6.1
	11	TE	See TE Item Key	RI.6.3, RI.6.1
2 Research Simulation Task	12	EBSR	PART A: A PART B: B	RI.6.4, L.6.4, RI.6.1
	13	EBSR	PART A: C PART B: D	RI.6.6, RI.6.1
	14	TE	See TE Item Key	RI.6.2, RI.6.3, RI.6.1
	15	EBSR	PART A: C PART B: B	RI.6.3, RI.6.1
	16	MS	PART A: D PART B: B, F	RI.6.2, RI.6.1
	17	EBSR	PART A: B PART B: C	RI.6.4, L.6.4, RI.6.1
	18	EBSR	PART A: C PART B: B	RI.6.6, RI.6.1
	19	MS	PART A: C PART B: A, D	RI.6.3, RI.6.2, RI.6.1
	20	PCR	See Scoring Table and Rubric	RI.6.8, RI.6.9, RI.6.1; W.6.2, W.6.4, W.6.9; L.6.1, L.6.2
3 Narrative Writing Task	21	EBSR	PART A: A PART B: C	RL.6.3, RL.6.1
	22	EBSR	PART A: A PART B: B	RL.6.5, RL.6.1
	23	EBSR	PART A: C PART B: B	RL.6.2, RL.6.1
	24	TE	See TE Item Key	RL.6.3, RL.6.2, RL.6.1
	25	PCR	See Scoring Table and Rubric Sample Student Responses	W.6.3, W.6.4; L.6.1, L.6.2

Session	Sequence	Item Type	Key	Alignment
3 Reading Passage Set	26	EBSR	PART A: D PART B: B	L.6.4, RL.6.4, RL.6.1
	27	EBSR	PART A: D PART B: A	RL.6.2, RL.6.1
	28	EBSR	PART A: C PART B: C	RL.6.4, L.6.4, RL.6.1
	29	EBSR	PART A: A PART B: D	RL.6.5, RL.6.1
	30	EBSR	PART A: D PART B: A	RL.6.6, RL.6.1
	31	TE	PART A: A PART B: See TE Item Key	RL.6.2, RL.6.1
4 Reading Literary and Informational Texts	32	TE	See TE Item Key	RI.6.2, RI.6.1
	33	EBSR	PART A: A PART B: C	RI.6.3, RI.6.1
	34	EBSR	PART A: B PART B: C	RI.6.3, RI.6.1
	35	EBSR	PART A: B PART B: D	RI.6.6, RI.6.1
	36	MS	PART A: B PART B: B, F	RI.6.2, RI.6.1
	37	EBSR	PART A: A PART B: A	RI.6.3, RI.6.1
	38	EBSR	PART A: C PART B: B	RI.6.5, RI.6.1
	39	MS	PART A: D PART B: C, D	RI.6.6, RI.6.1
	40	MS	A, C, G	RI.6.2, RI.6.1
	41	EBSR	PART A: A PART B: B	RI.6.6, RI.6.1

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 three 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 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 No credit (0 points): Both parts are incorrect OR only Part B is correct
Technology-Enhanced (TE)	<ul style="list-style-type: none"> May have one part OR be part of an EBSR item Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, matching information (refer to LEAP 2025 Technology Enhanced Item Types document for more information) 	<ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) TE Items that are part of an EBSR follow the same general rules as EBSR items. Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, OR if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1) Partial credit (1 point): depends on item type <ul style="list-style-type: none"> For most one-part TE items: 1 point if student chooses at least half of the correct responses For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order

		<p>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</p> <ul style="list-style-type: none"> No credit (0 points): does not meet partial credit rules or for a two-part TE item, only part B is correct
<p><u>Prose Constructed Response (PCR)</u></p>	<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 15 points</p> <ul style="list-style-type: none"> Written Expression dimension: score point of 4, 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)

Key for Technology-Enhanced Items

Session 1, Item 8

explaining what led to Dr. Soares's research ▼.

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

▼.
sharing an amusing personal story about Dr. Soares
detailing Dr. Soares's involvement with animal rescue
explaining what led to Dr. Soares's research
giving background information about Dr. Soares

Session 1, Item 11

Collect alligator eggs and wait for them to hatch.

Use drugs to make an alligator fall asleep.

Connect an alligator to a computer.

Place an alligator into a water tank.

Expose bumps to different types of stimulation.

Ask other researchers for their opinion.

Study other animals to identify similar features.

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



Place an alligator into a water tank.



Connect an alligator to a computer.



Ask other researchers for their opinion.



Expose bumps to different types of stimulation.



Collect alligator eggs and wait for them to hatch.

Study other animals to identify similar features.

Use drugs to make an alligator fall asleep.

Session 2, Item 14*

Strategy

The author details the cause and effect of an event or action.
The author shares important events or actions in the order of appearance.

Strategy The author explains a problem and then presents solutions.

Evidence

"They're also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs."

Evidence "But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct."

Evidence "They keep a computerized family tree of zoo tigers that helps match males and females for breeding."

Evidence "The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats."

"Although the zoo staff members keep Tatja in a separate area, they don't think he would hurt the cubs."
"Grooming lessons come in handy for playful cubs who can't resist rolling in the mud."

***The evidence does not need to be in any particular order.**

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

Strategy

The author explains a problem and then presents solutions.

The author details the cause and effect of an event or action.

The author shares important events or actions in the order of appearance.

Strategy

Evidence

Evidence

Evidence

Evidence

“They’re also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs.”

“But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct.”

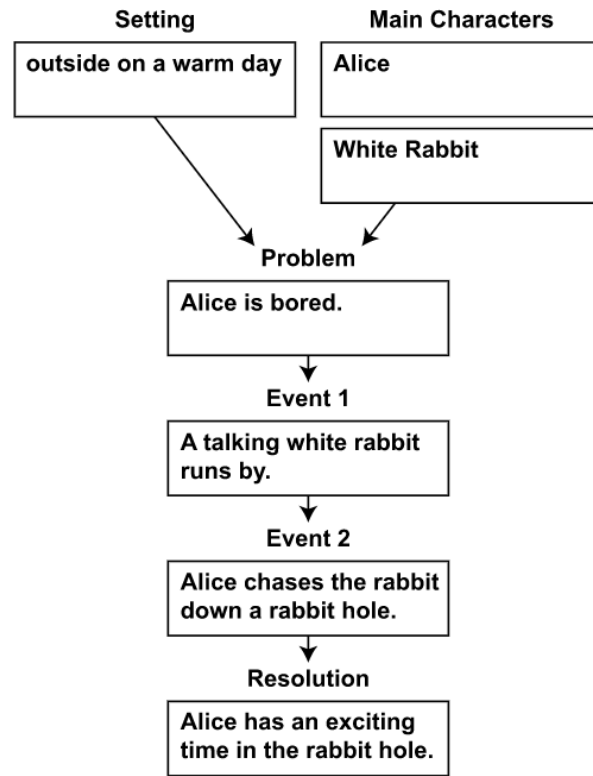
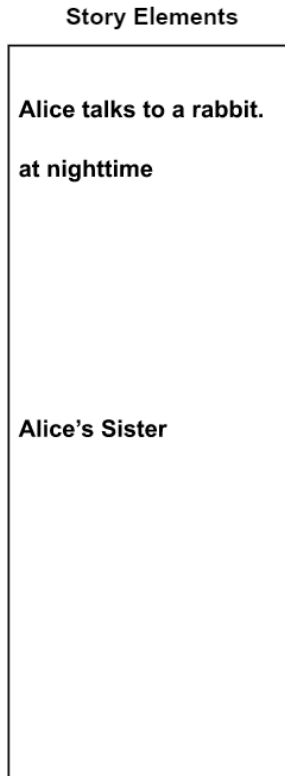
“They keep a computerized family tree of zoo tigers that helps match males and females for breeding.”

“Although the zoo staff members keep Tatja in a separate area, they don’t think he would hurt the cubs.”

“Grooming lessons come in handy for playful cubs who can’t resist rolling in the mud.”

“The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats.”

Session 3, Item 24*

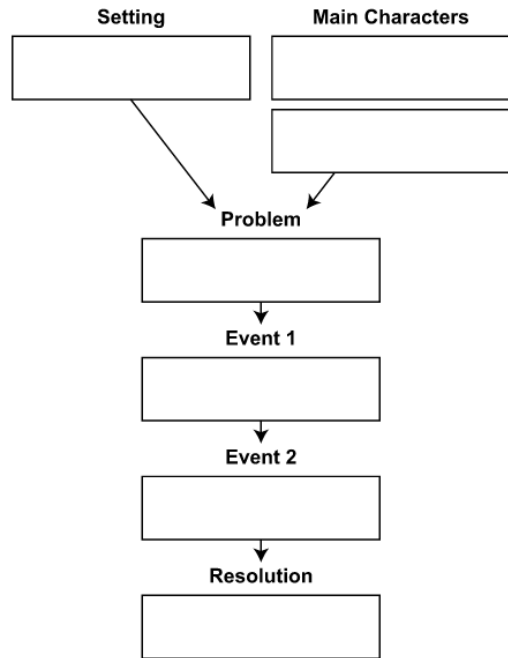


*The main characters do not need to be in a particular order.

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

Story Elements

Alice talks to a rabbit.
at nighttime
Alice has an exciting time in the rabbit hole.
White Rabbit
Alice
Alice's Sister
A talking white rabbit runs by.
Alice is bored.
outside on a warm day
Alice chases the rabbit down a rabbit hole.



Session 3, Item 31

from *The Story of a Bad Boy*

from *The Life of a Ship*
from the *Launch to the Wreck*

“... tossed on shore by the scornful waves. . . .” (paragraph 2)

“His father was a fisherman. . . .” (paragraph 1)

“... the town itself is full of hints and flavors of the sea.” (paragraph 2)

“... he fell into the water neck and heels. . . .” (paragraph 1)

from <i>The Story of a Bad Boy</i>	from <i>The Life of a Ship</i> from the <i>Launch to the Wreck</i>
“... he burns for the time when he shall stand on the quarter-deck. . . .” (paragraph 1)	“... constantly sailing away from the harbour. . . .” (paragraph 1)

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

from *The Story of a Bad Boy*

“ . . . he burns for the time when he shall stand on the quarter-deck. . . .”
(paragraph 1)

“ . . . tossed on shore by the scornful waves. . . .” (paragraph 2)

“ . . . the town itself is full of hints and flavors of the sea.” (paragraph 2)

from *The Life of a Ship
from the Launch to the Wreck*

“ . . . constantly sailing away from the harbour. . . .” (paragraph 1)

“His father was a fisherman. . . .”
(paragraph 1)

“ . . . he fell into the water neck and heels. . . .” (paragraph 1)

from <i>The Story of a Bad Boy</i>	from <i>The Life of a Ship from the Launch to the Wreck</i>

Session 4, Item 32

Dr. Robert Groves visited Noorvik, Alaska, to count the first household for the 2010 Census. The citizens of Noorvik were excited about the arrival of the census. The dog sled parade was the most fun Groves had all day. Groves traveled with the mayor of Noorvik to visit the first household in Noorvik to be counted. Everyone from the village gathered for speeches, performances, and a gift exchange before the Director and his party left. Groves wanted everyone in the village to be interviewed by the press.

Scoring of Grade 6 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	12 points (3 times holistic score)	15	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 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"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or 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 claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<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 claim or topic that is mostly appropriate to the task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<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 claim or topic that is somewhat appropriate to the task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the claim or 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; has a style that is minimally effective. 	<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; has an inappropriate style.
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 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"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<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; has a style that has limited effectiveness. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style.
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.
- 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.

LEAP 2025 Mathematics

Practice Test

Grade 6

Session 1

Directions:

Today, you will take Session 1 of the Grade 6 Mathematics Practice Test. You will not be able to use a calculator in this session.

Read each question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

GO ON ►

Mathematics—Session 1

1. A can contains $\frac{15}{16}$ pound of vegetables. One serving of these vegetables weighs $\frac{1}{4}$ pound.

What is the total number of servings of vegetables in the can?

- A. $\frac{15}{64}$ serving
- B. $\frac{4}{15}$ serving
- C. $1\frac{3}{16}$ servings
- D. $3\frac{3}{4}$ servings

GO ON ►

2. Which of these expressions are equivalent to $\frac{p}{3}$?

Select **each** correct answer.

A. $p - \frac{2}{3}p$

B. $\frac{1}{3}p$

C. $p - 3$

D. $3 \div p$

E. $\frac{3p}{9}$

F. $\frac{1}{3}p + \frac{1}{3}p + \frac{1}{3}p$

3. This table shows the numbers of books, by type, checked out from the school library on Monday.

Book Checkout

Book Type	Number of Books
mystery	24
nonfiction	18
adventure	12
humor	16

Select a number from each list to complete the statement.

For every _____ mystery books checked out,

2
3
4
6

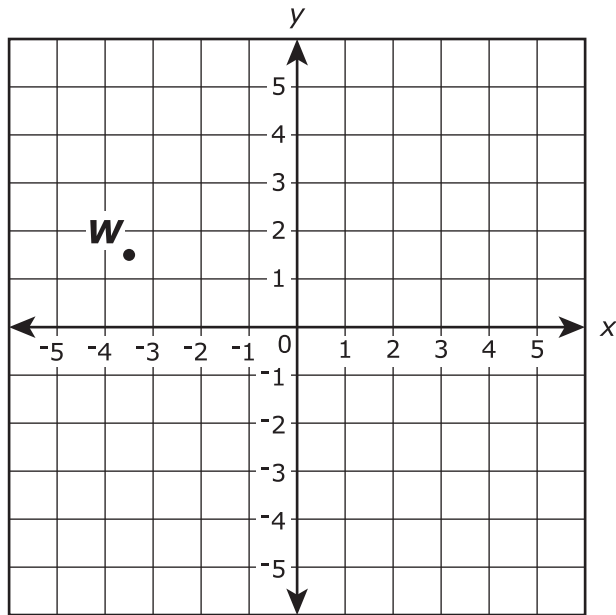
_____ nonfiction books were checked out.

2
3
4
6

GO ON ►

4. Sonia has two packages of hamburger meat. The first package weighs 1.76 pounds and the second package weighs 2.29 pounds. She mixes the two packages together and forms hamburgers that weigh 0.25 pound each. What is the greatest number of 0.25-pound hamburgers Sonia can make using the hamburger meat she has?
- A. 2
 - B. 7
 - C. 9
 - D. 16

5. This coordinate plane shows the location of point W .



What is the value of the x -coordinate of point W ? Enter your answer as a decimal to the nearest 0.5.

Enter your answer in the box.

GO ON ►

6. Enter your answer in the box.

$$34,992 \div 81 =$$

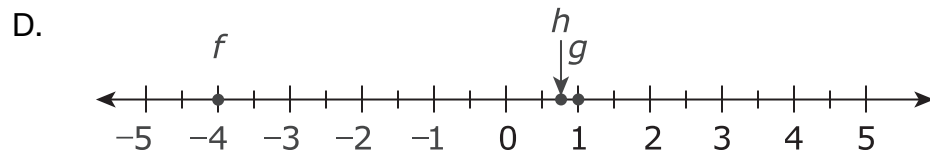
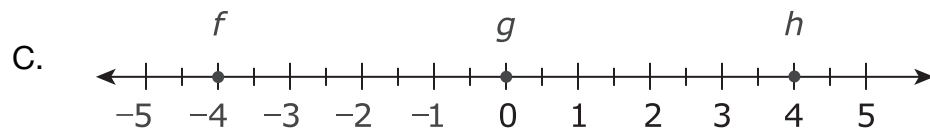
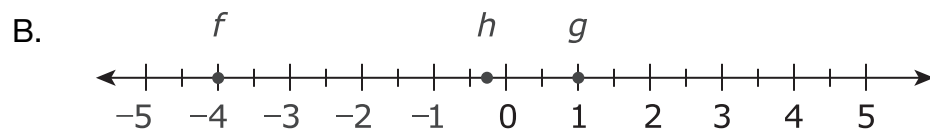
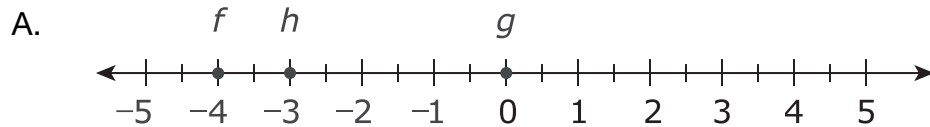
7. Three values on a number line are labeled f , g , and h .

$$f = -4$$

$$g = -g$$

$$h = -f$$

Which number line correctly shows the values of f , g , and h ?



8. Select the expression that is equivalent to $48 + 12$.
- A. $6(8 + 6)$
 - B. $12(4 + 1)$
 - C. $4(44 + 3)$
 - D. $8(6 + 4)$

9. Which questions are statistical questions?

Select **each** correct answer.

- A. How old is Mr. Patterson?
- B. How many states has Juanita visited?
- C. How many students are in Mrs. Lee’s class today?
- D. How many students eat lunch in the cafeteria each day?
- E. How many pets does each student at your school have at home?

GO ON ►

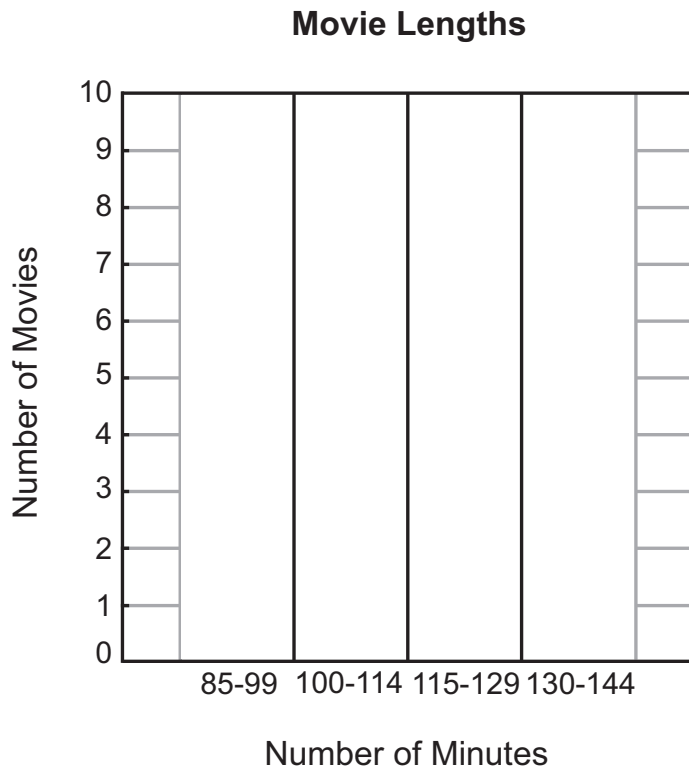
10. Sally rents a life jacket for a one-time fee of \$5. She then rents a canoe for \$15 per hour. Which expression represents the total cost, in dollars, to rent the life jacket and the canoe for h hours?
- A. $5 + 15h$
 - B. $10h$
 - C. $15 + 5h$
 - D. $20h$

- 11.** The lengths, in minutes, of the movies currently showing at a movie theater are shown in the data set.

89	98	109	123	123	125	125
128	130	135	137	140	143	143

Create a histogram that represents the data.

Draw each bar to the correct height.



GO ON ►

12. Water freezes at 0° Celsius. The table shows five different temperatures in degrees Celsius. Indicate whether each temperature is above or below freezing.

Mark an X in one cell per row.

	Above Freezing	Below Freezing
0.5° C		
-13° C		
100° C		
5.5° C		
-2.25° C		

13. What is the result when 75,069 is divided by 45?

Enter your answer in the box.

GO ON ►

14. An expression is shown.

$$12 \cdot 12 \cdot 12 \cdot 12 + 7(3 \cdot 3 \cdot 3 \cdot 3 + 3)$$

Which of the following shows this expression written using exponents?

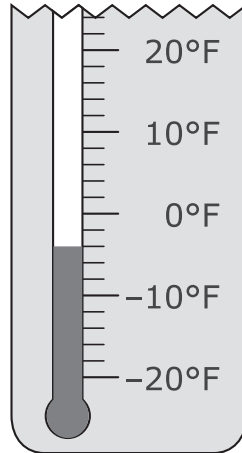
- A. $4^{12} + 7(5^3)$
- B. $4^{12} + 7(4^3 + 3)$
- C. $12^4 + 7(3^5)$
- D. $12^4 + 7(3^4 + 3)$

- 15.** Heather drove at a constant rate. She traveled 162 miles in 3 hours. How far, in miles, did Heather travel in 1 hour?

Enter your answer in the box.

GO ON ►

16. The picture shows part of a thermometer measuring temperature in degrees Fahrenheit.



What is the temperature, in degrees Fahrenheit, shown on the thermometer to the nearest integer?

Enter your integer answer in the box.

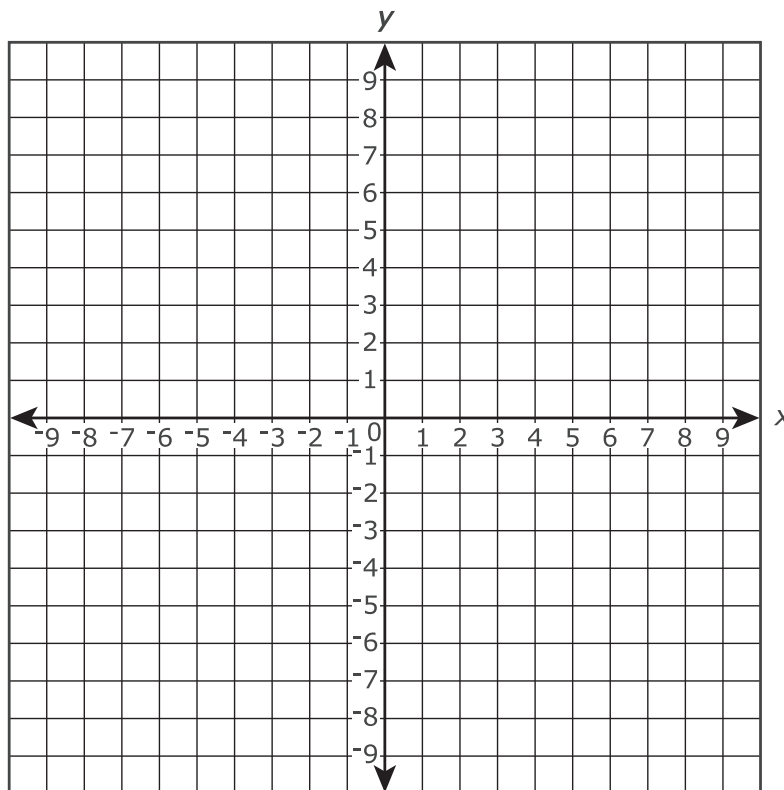
17. City planners are creating a neighborhood map on a coordinate grid. The table shows the locations of the neighborhood library and school on a coordinate grid.

Neighborhood Planning

Building	Location
library	$(-4, -6)$
school	$(5, -6)$

In this coordinate grid, the distance between each gridline represents 1 mile. What is the distance, in miles, between the library and the school?

You can use the coordinate grid to help you find the answer by plotting the two points. Be sure to place your final answer in the box.



Enter your answer in the box.

GO ON ►

18. Select each expression that is equivalent to $3(n + 6)$.

Select **all** that apply.

A. $3n + 6$

B. $3n + 18$

C. $2n + 2 + n + 4$

D. $2(n + 6) + (n + 6)$

E. $2(n + 6) + n$

19. What is $78.32 + 6.784$?

Enter your answer in the box.

GO ON ►

20. What is the quotient of $33.32 \div 9.8$?

- A. 2.9
- B. 3.4
- C. 3.6
- D. 4.1



NO TEST MATERIALS

Session 2

Directions:

Today, you will take Session 2 of the Grade 6 Mathematics Practice Test. You will be able to use a calculator in this session.

Read each question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely.

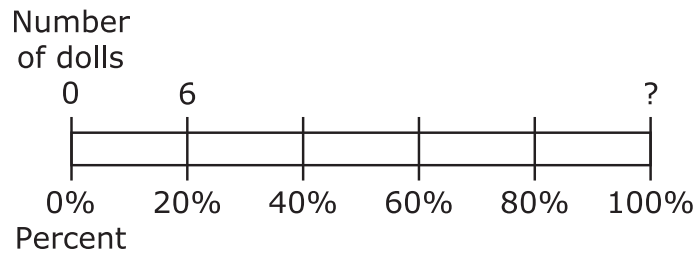
Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

GO ON ►

21. Which verbal expression best represents the algebraic expression $3n - 4$?
- A. three less than four times a number
 - B. four less than three times a number
 - C. three times four subtracted from a number
 - D. four times the difference of a number and three

22. Anita brings 6 dolls to her grandma’s house. These dolls represent 20% of Anita’s doll collection, as shown in the diagram.



What is the total number of dolls in Anita’s doll collection?

Enter your answer in the box.

23. Hank bought 5 meters of ribbon for \$4.

Select from each list to complete the sentence.

The ribbon costs _____ per _____.

\$0.008
\$0.08
\$0.80

millimeter
centimeter
kilometer

24. Let x represent any number in the set of even integers greater than 1.

Which inequality is true for all values of x ?

A. $x < 0$

B. $x > 0$

C. $x < 4$

D. $x > 4$

25. Evaluate the expression $120n + 160,500$ when $n = 32$.

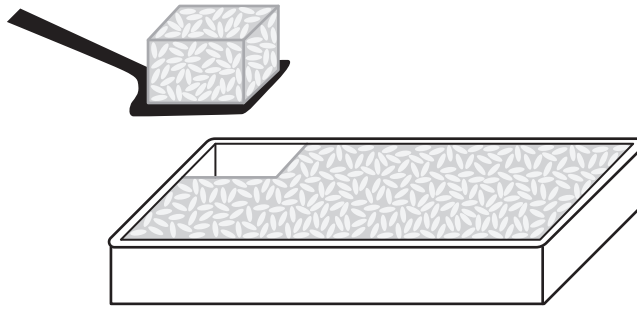
Enter your answer in the box.

GO ON ►

26. What is the value of 0.2^3 ?

Enter your answer in the box.

27. Megan spent \$9.85 on ingredients and made one pan of cereal bars. The pan has a length of 24 inches and a width of 16 inches.



Megan needs to cut individual cereal bars from the pan. Each cereal bar should be the same size and shape and should represent a reasonable serving.

Estimate an appropriate length and width for each cereal bar and explain your assumptions.

Based on your estimate, determine the amount each cereal bar will cost Megan to make. Show your work or explain your reasoning.

Enter your answers and your work or explanations in the box provided.

GO ON ►

28. The number of blueberry muffins that a baker makes each day is 40% of the total number of muffins she makes.

Part A

On Monday, the baker makes 36 blueberry muffins.

What is the total number of muffins that the baker makes on Monday?

Enter your answer in the box.

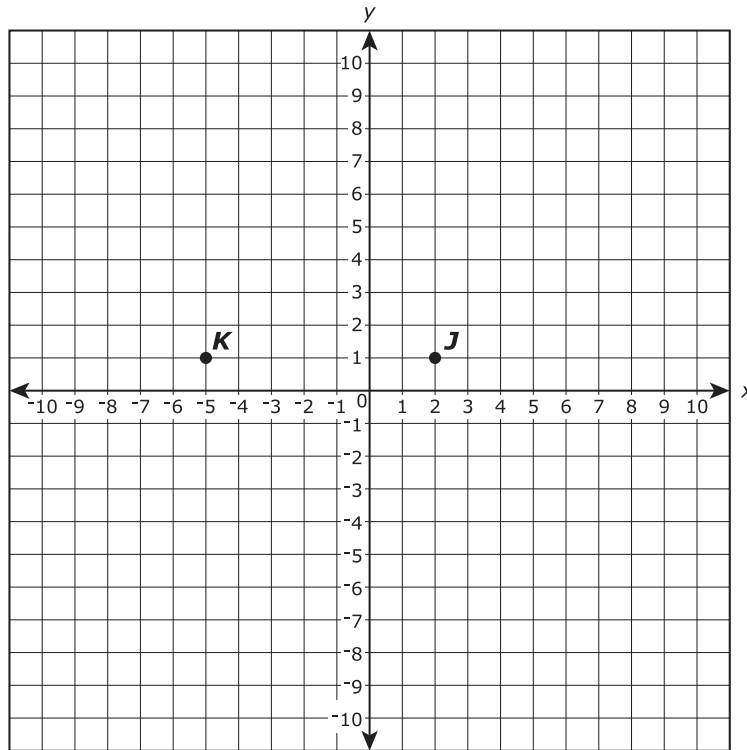
Part B

On Tuesday, the baker makes a total of 60 muffins.

How many blueberry muffins does the baker make on Tuesday?

Enter your answer in the box.

29. Points J and K , plotted on the coordinate grid, are two vertices of rectangle $JKLM$. Rectangle $JKLM$ has an area of 7 square units. Point J is located at $(2, 1)$, and point K is located at $(-5, 1)$. Each vertex of the rectangle is located at a point that has integer coordinates.



Part A

Which points could be another vertex of the rectangle?

Select **each** correct answer.

- A. $(-5, 0)$
- B. $(-5, 2)$
- C. $(1, 1)$
- D. $(2, -6)$
- E. $(2, 0)$
- F. $(9, 1)$
- G. $(2, 2)$

Part B

What is the perimeter of rectangle $JKLM$?

Enter your answer in the box.

- 30.** A student made two patterns to show multiplication of a decimal by powers of ten. The equations shown for both patterns are incorrect.

Pattern A

$$3.675 \cdot 10 = 3.6750$$

$$3.675 \cdot 100 = 3.67500$$

$$3.675 \cdot 1,000 = 3.675000$$

Pattern B

$$3.675 \cdot 0.1 = 3.0675$$

$$3.675 \cdot 0.01 = 3.00675$$

$$3.675 \cdot 0.001 = 3.000675$$

Explain why the equations in each of the patterns are false. Include in your explanation the values that should appear on the right side of each equation in both patterns to make the equations true.

Enter your explanation in the box provided.

GO ON ►

31. The students in a club are selling flowerpots to raise money. Each flowerpot sells for \$15.

Part A

Write an expression that represents the total amount of money, in dollars, the students raise from selling x flowerpots.

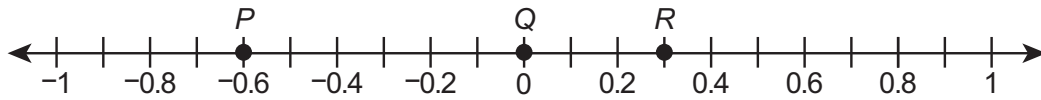
Enter your expression in the box provided. Enter **only** your expression.

Part B

The goal of the students in the club was to raise \$500. They sold 43 flowerpots. By what amount did the students exceed their goal of raising \$500? Show or explain all your work.

Enter your answer and your work or explanation in the box provided.

32. Points P , Q , and R are shown on the number line.



Part A

Find the distances between points P and Q and between points R and Q . Show your work or explain your answers. Refer to the number line in your explanation.

Enter your answers and your work or explanation in the box provided.

Part B

Point S is a different point on the number line. Point S and point R are the same distance from point Q . Explain how to determine the location of point S on the number line.

Enter your explanation in the box provided.



NO TEST MATERIALS

Session 3

Directions:

Today, you will take Session 3 of the Grade 6 Mathematics Practice Test. You will be able to use a calculator in this session.

Read each question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

GO ON ►

- 33.** Natalie uses a 15% off coupon when she buys a camera. The original price of the camera is \$45.00. How much money, in dollars, does Natalie save by using the coupon?

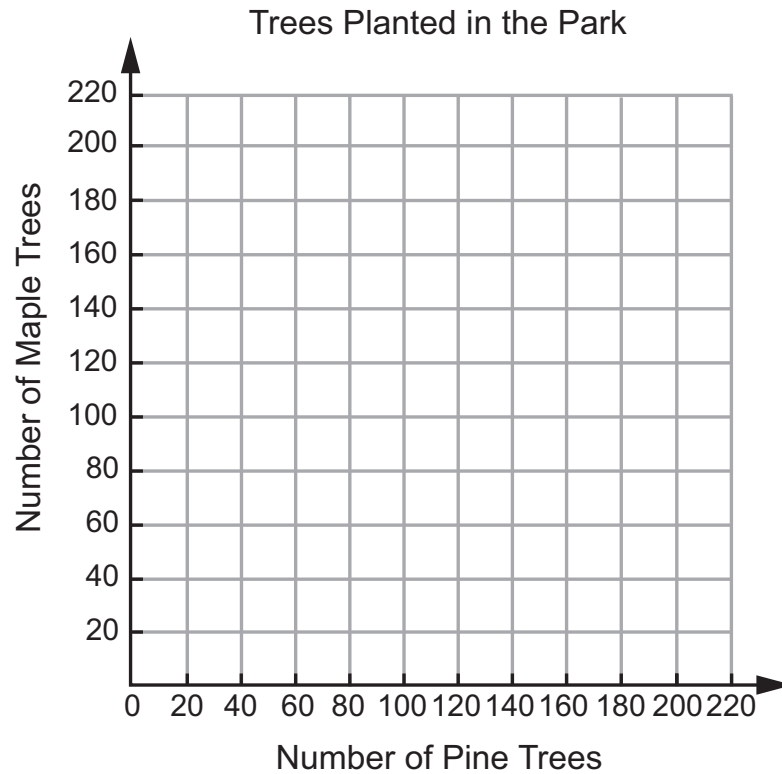
Enter your answer in the box.

GO ON ►

34. A total of 300 trees will be planted in a park. There will be 2 pine trees planted for every 3 maple trees planted.

Plot the point that represents the number of pine trees and the number of maple trees that will be planted.

Select the place on the coordinate plane to plot the point.



- 35.** Jill bought a pound of strawberries for \$4.00. What is the price, in dollars, per **ounce** of strawberries?

Enter your answer in the box.

GO ON ►

36. Which expressions represent “the sum of 3 and n ”?

Select **all** that apply.

A. $3n$

B. $n + 3$

C. $3 + n$

D. $n + n + n$

E. n^3

37. Brianna’s teacher asks her which of these three expressions are equivalent to each other.

Expression A: $9x - 3x - 4$

Expression B: $12x - 4$

Expression C: $5x + x - 4$

Brianna says that all three expressions are equivalent because the value of each one is -4 when $x = 0$.

Brianna’s thinking is incorrect.

- Identify the error in Brianna’s thinking.
- Determine which of the three expressions are equivalent.
- Explain or show your process in determining which expressions are equivalent.

Enter your answers and your explanation or process in the box provided.

GO ON ►

38. Kellie bought 8 towels and spent \$39.60. Each towel costs the same amount.

Part A

Select from each list to create an equation that can be used to determine t , the price, in dollars, of 1 towel.

$$t \underline{\hspace{2cm}} \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

+
-
×
÷

8
39.60

8
39.60

Part B

What is the price, in dollars, of 1 towel?

Enter your answer in the box.

--

39. What is the value of $a^2 + 3b \div c - 2d$, when $a = 3$, $b = 8$, $c = 2$, and $d = 5$?

Enter your answer in the box.

GO ON ►



40. Maggie is making a necklace using a 13-inch string and identical beads.

Maggie has placed 12 beads next to each other starting at the left end of the string as shown in the figure. The 12 beads fill 3 inches of the string.

Part A

How many total beads will completely fill the 13-inch string?

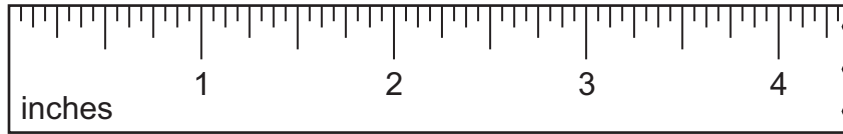
Enter your answer in the box.

Part B

After filling the string from end to end, Maggie decides to leave one inch at each end of the string with no beads. How many beads does she need to remove from the beads she used to completely fill the string?

Enter your answer in the box.

41. One size of cardboard can be purchased in sheets that are $\frac{3}{16}$ inch thick. The sheets of cardboard are stacked on top of each other in packages. The height of each stack is $2\frac{1}{4}$ inches.



- Use the model of a ruler to determine the number of sheets of cardboard in a stack.
- Explain how you used the model to find your answer.
- Write an expression that can be used to determine the number of sheets of cardboard in a stack.
- Explain how your expression relates to the model.

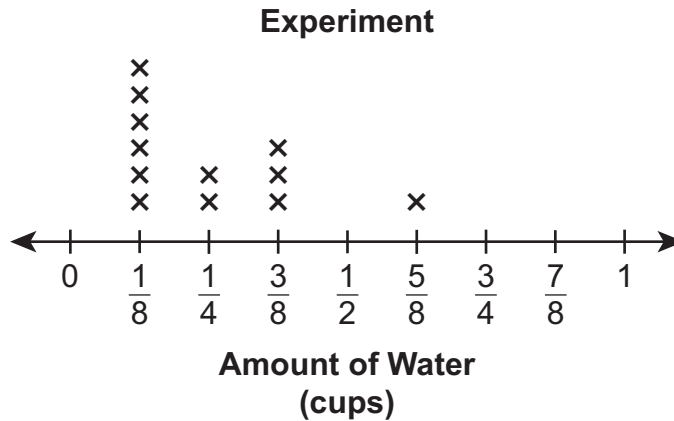
Enter your answer, your expression, and your explanations in the box provided.

GO ON ►

42. The variable x represents a value in the set $\{4, 6, 7, 8\}$. Which value of x makes $2(x - 4) + 3 = 7$ a true statement?

- A. 4
- B. 6
- C. 7
- D. 8

43. The line plot shows the amount of water used by 12 students during an experiment.



Part A

Write and evaluate an expression using addition and multiplication to determine the total number of cups of water used by the 12 students during the experiment. Show or explain each step you used to evaluate the expression.

Enter your expression and your work or explanation in the box provided.

GO ON ►

Part B

The water used by the 12 students during the experiment was poured from a beaker.

After the water was poured, $\frac{1}{4}$ gallon of water was left in the beaker.

What was the total number of **fluid ounces** of water in the beaker before the water was poured by the 12 students? (Use 1 gallon = 128 fluid ounces.) Show or explain each step you used to determine your answer.

Enter your answer and your work or explanation in the box provided.



STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION TEST SECURITY POLICY¹

The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

¹ Excerpts from *Bulletin 118*

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For further information or to anonymously report testing irregularities, call 1-844-268-7320.

LEAP 2025

This document contains the answer keys and rubrics for the LEAP 2025 Grade 6 Mathematics Practice Test.

Session 1														
Task #	Task Type	Value (points)	Key	Alignment										
1	I	1	D	6.NS.A.1										
2	I	1	A, B, E	6.EE.A.4										
3	I	1	For every <input type="text" value="4"/> mystery books checked out, <input type="text" value="3"/> nonfiction books were checked out.	6.RP.A.1										
4	I	1	D	6.NS.B.3										
5	I	1	-3.5	6.NS.C.6c										
6	I	1	432	6.NS.B.2										
7	I	1	C	6.NS.C.6a										
8	I	1	B	6.NS.B.4										
9	I	1	D, E	6.SP.A.1										
10	I	1	A	6.EE.B.6										
11	I	1	<table border="1"> <caption>Movie Lengths Data</caption> <thead> <tr> <th>Number of Minutes</th> <th>Number of Movies</th> </tr> </thead> <tbody> <tr> <td>85-99</td> <td>2</td> </tr> <tr> <td>100-114</td> <td>1</td> </tr> <tr> <td>115-129</td> <td>5</td> </tr> <tr> <td>130-144</td> <td>6</td> </tr> </tbody> </table>	Number of Minutes	Number of Movies	85-99	2	100-114	1	115-129	5	130-144	6	6.SP.B.4
Number of Minutes	Number of Movies													
85-99	2													
100-114	1													
115-129	5													
130-144	6													

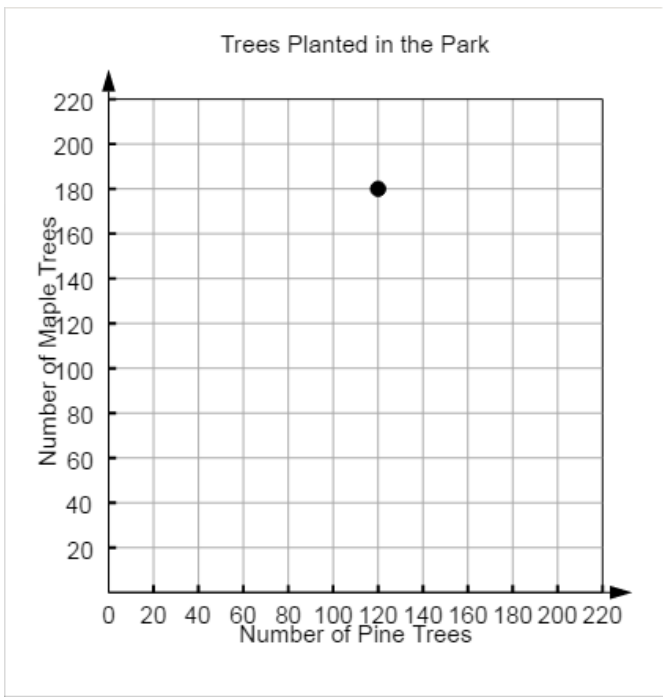
Session 1																						
Task #	Task Type	Value (points)	Key	Alignment																		
12	I	1	<table border="1"> <thead> <tr> <th></th> <th>Above Freezing</th> <th>Below Freezing</th> </tr> </thead> <tbody> <tr> <td>0.5° C</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>-13° C</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>100° C</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5.5° C</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>-2.25° C</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>		Above Freezing	Below Freezing	0.5° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-13° C	<input type="checkbox"/>	<input checked="" type="checkbox"/>	100° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5.5° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-2.25° C	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6.NS.C.5
				Above Freezing	Below Freezing																	
			0.5° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>																	
			-13° C	<input type="checkbox"/>	<input checked="" type="checkbox"/>																	
			100° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>																	
			5.5° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>																	
-2.25° C	<input type="checkbox"/>	<input checked="" type="checkbox"/>																				
13	I	1	1668.2	6.NS.B.2																		
14	I	1	D	6.EE.A.1																		
15	I	1	54	6.RP.A.2																		
16	I	1	-4	6.NS.C.6c																		
17	I	1	9	6.NS.C.8																		
18	I	1	B, D	6.EE.A.4																		
19	I	1	85.104	6.NS.B.3																		
20	I	1	B	6.NS.B.3																		

Session 2				
Task #	Task Type	Value (points)	Key	Alignment
21	I	1	B	6.EE.A.2a
22	I	1	30	6.RP.A.3c
23	I	1	The ribbon costs \$0.008 per centimeter.	6.RP.A.3d
24	I	1	B	6.EE.B.5
25	I	1	164340	6.EE.A.2c
26	I	1	0.008	6.EE.A.1
27	III	3	rubric	LEAP.III.6.3 (6.RP.A.3)
28	I	2	Part A: 90 Part B: 24	6.RP.A.3c
29	I	2	Part A: A, B, E, G Part B: 16	6.G.A.3
30	II	4	rubric	LEAP.II.6.9 (5.NBT.A.1, 5.NBT.A.2)

Session 2

Task #	Task Type	Value (points)	Key	Alignment
31	III	3	Part A: rubric Part B: rubric	LEAP.III.6.1 (6.RP.A.3b, 6.EE.A.2a, 6.EE.A.2c, 6.EE.B.6)
32	II	3	Part A: rubric Part B: rubric	LEAP.II.6.4 (6.NS.C.6a, 6.NS.C.6c)

Session 3

Task #	Task Type	Value (points)	Key	Alignment
33	I	1	6.75	6.RP.A.3c
34	I	1		6.RP.A.3a
35	I	1	0.25	6.RP.A.3d
36	I	1	B, C	6.EE.A.2a
37	II	3	rubric	LEAP.II.6.7 (6.EE.A.4)
38	I	2	Part A: $t \times 8 = 39.60$ Part B: 4.95	6.EE.B.7
39	I	1	11	6.EE.A.2c

Session 3

Task #	Task Type	Value (points)	Key	Alignment
40	I	2	Part A: 52 Part B: 8	6.RP.A.3b
41	II	4	rubric	LEAP.II.6.3 (6.NS.A.1)
42	I	1	B	6.EE.B.5
43	III	6	Part A: rubric Part B: rubric	LEAP.III.6.2 (5.MD.A.1, 5.MD.B.2, 5.NF.A.2, 5.NF.B.6)

RUBRICS

Task # 27	
Score	Description
3	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> • Modeling component: 2 points <ul style="list-style-type: none"> ○ Models a strategy for developing a reasoned estimate for an appropriate length and width of each cereal bar, including explaining assumptions ○ Models a strategy for determining the amount each cereal bar will cost Megan to make • Computation component: 1 point <ul style="list-style-type: none"> ○ Amount each cereal bar will cost based on modeling strategy <p>Sample Student Response:</p> <p>I assume that each bar could be 2 inches by 4 inches. This is a reasonable size for a cereal bar and it easy enough to hold and does not appear to be too large a serving size. The cereal bar can also be cut so that all cereal bars are the same size and shape since 24 inches and 16 inches can be evenly divided by 2 inches and 4 inches.</p> <p>For the 1 pan of bars cut so each bar is 2 inches by 4 inches, there would be 6 rows of bars ($24 \div 4$) and 8 bars in each row ($16 \div 2$). Altogether, that would make 48 bars for each pan. The amount spent on ingredients is \$9.85, so the amount each cereal bar will cost Megan to make is $\\$9.85 \div 48$, which is \$0.205... or about \$0.21.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Other reasoned estimates are possible. As long as the modeling steps are valid, credit should be awarded. • The student may receive a combined total of 2 points if the modeling processes are correct but the student makes one or more computational errors resulting in incorrect answers. • The student may receive a total of 1 point if he/she computes the correct answer but shows no work or insufficient work to indicate a correct modeling process.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

Task #30

Score	Description
4	<p>Student response includes the following 4 elements:</p> <ul style="list-style-type: none"> • Reasoning component: 2 points <ul style="list-style-type: none"> ○ Correctly explains why Pattern A is incorrect ○ Correctly explains why Pattern B is incorrect • Computation component: 2 points <ul style="list-style-type: none"> ○ Correct values for Pattern A ○ Correct values for Pattern B <p>Sample Student Response:</p> <p>The student added zeros to the right of the number, instead of moving the number up one place value.</p> <p>The student added zeros to the left of the decimal portion of the number, instead of moving the number down one place value.</p> <p>For pattern A $3.675 \times 10 = 36.75$ $3.675 \times 100 = 367.5$ $3.675 \times 1,000 = 3,675$</p> <p>For Pattern B $3.675 \times 0.1 = 0.3675$ $3.675 \times 0.01 = 0.03675$ $3.675 \times 0.001 = 0.003675$</p> <p>Note: Other valid reasoning exists. As long as the student explains the flaw in the provided work, credit should be awarded.</p>
3	Student response includes 3 of the 4 elements.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

Task #31**Part A**

Score	Description
1	<p>Student response includes the following element:</p> <ul style="list-style-type: none">• Modeling component: 1 point<ul style="list-style-type: none">○ Correct expression that represents the total amount of money raised <p>Sample Student Response: 15x</p> <p>Note: Any valid equivalent expression can receive credit.</p>
0	Student response is incorrect or irrelevant.

Part B

Score	Description
2	<p>Student response includes the following 2 elements:</p> <ul style="list-style-type: none">• Modeling component: 1 point<ul style="list-style-type: none">○ Shows or explains a correct process to find the difference• Computation component: 1 point<ul style="list-style-type: none">○ Correct answer, 145 <p>Sample Student Response: $15 \times 43 = 645$, and $645 - 500 = 145$ OR Using my expression, I multiplied 43 by \$115 to get a total of \$645 raised. I then subtracted \$500 from \$645 to get \$145 for the amount that the club exceeded its goal.</p> <p>Notes:</p> <ul style="list-style-type: none">• The student may receive 1 point for Part B if the modeling process is correct but the student makes one or more computational errors resulting in incorrect answers.• The student may receive 1 point for Part B if he or she computes the correct answers but shows no work or insufficient work to indicate a correct modeling process.• If a student writes an incorrect model and answers the remaining prompts based on the model, he or she can receive 1 point for computation but no points for modeling.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

Task #32**Part A**

Score	Description
2	<p>Student response includes the following 2 elements:</p> <ul style="list-style-type: none">• Reasoning component: 1 point<ul style="list-style-type: none">○ Correct work shown or explanation given using the number line• Computation component: 1 point<ul style="list-style-type: none">○ Correct distance of each point from Q (0.3 for R and 0.6 for P) <p>Sample Student Response: Point R is 0.3 unit from point Q, because there are 3 spaces of 0.1 between them on the number line. Point P is 0.6 unit from point Q, because there are 6 spaces of 0.1 between them on the number line.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

Part B

Score	Description
1	<p>Student response includes the following element:</p> <ul style="list-style-type: none">• Reasoning component: 1 point<ul style="list-style-type: none">○ Correct explanation of how to find point S on the number line <p>Sample Student Response: Since point Q is at 0 and since point S is the same distance from point Q as point R but in a different location, it must be on the opposite side of point Q. Points R and S are on opposite sides of 0 on the number line, so their locations should have opposite signs. Since point R is located at 0.3, point S must be located at -0.3.</p> <p>Note: Point S can also be located at 0.3 for credit with a valid explanation.</p>
0	Student response is incorrect or irrelevant.

Task #37

Score	Description
3	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none">• Reasoning component: 2 points<ul style="list-style-type: none">○ Correct explanation of why Brianna’s thinking is incorrect○ Correct explanation of how to determine which expressions are equivalent• Computation component: 1 point<ul style="list-style-type: none">○ Identifies expressions A and C as equivalent <p>Sample Student Response: Brianna only checked the value of each expression for one substitution of x. To check which expressions are equivalent, I need to check that they are the same value for any substitution of x. Since expressions A and C are bot equivalent to the expression $6x - 4$, they will be equivalent for any substitution of x, so they are equivalent.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

Task #41

Score	Description
4	<p>Student response includes the following 4 elements:</p> <ul style="list-style-type: none"> • Reasoning component: 3 points <ul style="list-style-type: none"> ○ Correct explanation of how to find the number of sheets in a stack using the ruler ○ Correct expression or equation that can be used to find the number of sheets, $2\frac{1}{4} \div \frac{3}{16}$ or equivalent ○ Correct explanation of how expression relates to use of the ruler • Computation component: 1 point <ul style="list-style-type: none"> ○ Correct number of sheets of cardboard in a stack, 12 <p>Sample Student Response:</p> <p>To find the number of sheets in a stack using the ruler, you start at $2\frac{1}{4}$ inches on the ruler. Then you can mark off groups of $\frac{3}{16}$. This is 3 of the 16ths marks on the ruler. Then you can count the number of groups. There were 12 groups, so there are 12 sheets in a stack.</p> <p>An expression that represents this is $2\frac{1}{4} \div \frac{3}{16}$. This relates to using the ruler because you are starting with $2\frac{1}{4}$ and dividing by $\frac{3}{16}$, which is really finding how many groups of $\frac{3}{16}$ there are in $2\frac{1}{4}$. When you divide, you will get 12, which means there are 12 groups of $\frac{3}{16}$ in $2\frac{1}{4}$.</p>
3	Student response includes 3 of the 4 elements.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

Task #43

Part A

Score	Description
3	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> • Computation component: 1 point <ul style="list-style-type: none"> ○ Correct total number of cups of water, 3 • Modeling component: 2 points <ul style="list-style-type: none"> ○ Correct expression using addition AND multiplication ○ Correct process for evaluating the expression written <p>Sample Student Response:</p> <p>3 (cups)</p> $6 \times \frac{1}{8} + 2 \times \frac{1}{4} + 3 \times \frac{3}{8} + 1 \times \frac{5}{8}$ $6 \times \frac{1}{8} + 2 \times \frac{1}{4} + 3 \times \frac{3}{8} + 1 \times \frac{5}{8} =$ $\frac{6}{8} + \frac{2}{4} + \frac{9}{8} + \frac{5}{8} =$ $\frac{6}{8} + \frac{4}{8} + \frac{9}{8} + \frac{5}{8} = \frac{24}{8} = 3$ <p>Notes:</p> <ul style="list-style-type: none"> • The student must show operations of addition AND multiplication in order to receive the modeling point. If students only use addition, they do not get the modeling point. • The student must show only one expression to receive this modeling point. • If the student writes an incorrect expression but shows a correct process for evaluating that expression, the student will receive 1 modeling point.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

Task #43

Part B

Score	Description
3	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> • Computation component: 1 point <ul style="list-style-type: none"> ○ Correct total number of fluid ounces, 56 fluid ounces • Modeling component: 2 points <ul style="list-style-type: none"> ○ Correct process for finding the amount of water in the beaker ○ Correct process for converting gallons and cups to fluid ounces <p>Sample Student Response:</p> <p>The amount of water in the beaker can be found by adding 3 cups to $\frac{1}{4}$ gallon. To convert $\frac{1}{4}$ gallon to fluid ounces, I need to multiply by 128, which is 32 fluid ounces. To convert 3 cups to fluid ounces, I need to multiply by 8, which is 24 fluid ounces. The amount of water in the beaker before the water was poured out is $32 + 24 = 56$ fluid ounces.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Units are not required to receive credit. • The student may receive a combined total of 4 points if the modeling processes are correct but the student makes one or more computational errors resulting in incorrect answers. • The student may receive a total of 2 points if he or she computes the correct answers but shows no work or insufficient work to indicate a correct modeling process. • The student cannot receive more than 2 points for modeling if the explanations, while sufficient to indicate that the student had a correct process contain nonsense statements, such as $\frac{1}{4} \times 128 = 32 + 24 = 56$.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.