LEAP 2025

English Language Arts

Practice Test

Grade 7

DEPARTMENT of EDUCATION

Louisiana Believes

Session 1

Literary Analysis Task and Reading Passage

Directions:

Today you will take Session 1 of the Grade 7 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 Georges and the Jewels* and a passage from *Black Beauty: The Autobiography of a Horse*. As you read these passages, you will gather information and answer questions about how the authors develop each narrator's point of view so you can write an essay.

Read the passage from the novel *The Georges and the Jewels*. Then answer questions 1 through 3.

from *The Georges and the Jewels*

by Jane Smiley

1 Sometimes when you fall off your horse, you just don't want to get right back on. Let's say he started bucking and you did all the things you knew to do, like pull his head up from between his knees and make him go forward, then use a pulley rein on the left to stop him. Most horses would settle at that point and come down to a walk. Then you could turn him again and trot off—it's always harder for the horse to buck at the trot than at the lope. But if, right when you let up on the reins, your horse put his head between his knees again and took off bucking, kicking higher and higher until he finally dropped you and went tearing off to the other end of the ring, well, you might lie there, as I did, with the wind knocked out of you and think about how nice it would be not to get back on, because that horse is just dedicated to bucking you off.

2 So I did lie there, looking up at the branches of the oak tree that grew beside the ring, and I did wait for Daddy to come trotting over with that horse by the bridle, and I did stare up at both their faces, the face of that horse flicking his ears back and forth and snorting a little bit, and the face of my father, red-cheeked and blue-eyed, and I did listen to him say, "Abby? You okay, honey? Sure you are. I saw you bounce! Get up, now."

3 I sighed.

4 "How am I going to tell those folks who are looking to buy these horses that a little girl can ride them, if you don't get up and ride them?"

5 I sat up. I said, "I don't know, Daddy." My elbow hurt, but not too badly. Otherwise I was okay.

6 "Well, then."

7 I stood up, and he brushed off the back of my jeans. Then he tossed me on the horse again.

GO ON ▶

8 Some horses buck you off. Some horses spook you off—they see something scary and drop a shoulder and spin and run away. Some horses stop all of a sudden, and there you are, head over heels and sitting on the ground. I had a horse rear so high once that I just slid down over her tail and landed in the grass easy as you please, watching her run back to the barn. I started riding when I was three. I started training horses for my dad when I was eight. I wasn't the only one—my brother, Danny, was thirteen at the time, and he did most of the riding (Kid's Horse for Sale), but I'm the only one now.

9 Which is not to say that there aren't good horses and fun horses. I ride plenty of those, too. But they don't last, because Daddy turns those over fast. I had one a year ago, a sweet bay mare. We got her because her owner had died and Daddy picked her up for a song from the bank. I rode her every day, and she never put a foot wrong. Her lope was as easy as flying. One of the days she was with us, I had a twenty-four-hour virus, so when I went out to ride, I tacked her up and took her down to the crick at the bottom of the pasture, out of sight of the house.

10 I knew Daddy had to go into town and would be gone for the afternoon, so when I got down there, I just took off the saddle and hung it over a tree limb, and the bridle, too, and I lay down in the grass and fell asleep. I knew she would graze, and she did for a while, I suppose. But when I woke up (and feeling much better, thank you), there she was, curled up next to me like a dog, kind of pressed against me but sweet and large and soft. I lay there feeling how warm she was and smelling her fragrance and I thought, I never heard of this before. I don't know why she did that, but now when Daddy tells me that horses only know two things, the carrot and the stick, and not to fill my head with silly ideas about them, I just remember that mare (she had a star shaped like a triangle and a little snip down by her left nostril). We sold her for a nice piece of change within a month, and I wish I knew where she was.

GO ON ▶

1. Part A

What is the meaning of **tearing** as it is used in paragraph 1 of the passage from *The Georges and the Jewels*?

A. ripping

B. pulling

C. speeding

D. crying

Part B

Which phrase in paragraph 1 helps the reader understand the meaning of **tearing**?

A. ". . . let up on the reins . . . ."

B. ". . . put his head between his knees . . . ."

C. ". . . off to the other end of the ring . . . ."

D. ". . . kicking higher and higher . . . ."

GO ON ▶

2. Part A

In the passage from *The Georges and the Jewels*, how do the father's actions affect the narrator's life?

A. The father's kindness causes him to carry the narrator into the house after she falls off the horse.

B. The father's love of horses causes him to show the narrator how beautiful the animals are when they walk.

C. The father's desire to sell horses causes him to quickly place the narrator back on the horse after she falls.

D. The father's expectation of obedience causes him to require the narrator to keep trying.

Part B

Circle evidence from the passage from *The Georges and the Jewels* that **best** supports the answer to Part A.

A. ". . . and I did wait for Daddy to come trotting over with that horse . . . ." (paragraph 2)

B. ". . . and the face of my father, red-cheeked and blue-eyed . . . ." (paragraph 2)

C. "'Abby? You okay, honey?'" (paragraph 2)

D. ". . . he tossed me on the horse again." (paragraph 7)

GO ON ▶

3. Part A

In the passage from *The Georges and the Jewels*, how are the father's and narrator's points of view toward horses different?

A. The father thinks horses are easy to tame, while the narrator believes horses are dangerous animals.

B. The father believes horses only respond to punishment and reward, while the narrator thinks horses have feelings.

C. The father thinks only boys should ride horses, while the narrator thinks girls should be able to ride them, too.

D. The father wants his daughter to ride horses more, but the narrator worries about getting hurt.

Part B

Which **two** pieces of evidence **best** support the answer to Part A?

A. "Sometimes when you fall off your horse, you just don't want to get right back on." (paragraph 1)

B. ". . . my brother, Danny, was thirteen at the time, and he did most of the riding . . . ." (paragraph 8)

C. "Which is not to say that there aren't good horses and fun horses." (paragraph 9)

D. "Her lope was as easy as flying." (paragraph 9)

E. ". . . there she was, curled up next to me like a dog, kind of pressed against me but sweet and large and soft." (paragraph 10)

F. ". . . Daddy tells me that horses only know two things, the carrot and the stick, and not to fill my head with silly ideas about them . . . ." (paragraph 10)

GO ON ▶

GO ON TO THE NEXT PAGE

Read the passage from the novel *Black Beauty: The Autobiography of a Horse*. Then answer questions 4 through 6.

from *Black Beauty: The Autobiography of a Horse*

by Anna Sewell

1 Every one may not know what breaking in is, therefore I will describe it. It means to teach a horse to wear a saddle and bridle, and to carry on his back a man, woman or child; to go just the way they wish, and to go quietly. Besides this he has to learn to wear a collar, a crupper, and a breeching, and to stand still while they are put on; then to have a cart or chaise fixed behind, so that he cannot walk or trot without dragging it after him; and he must go fast or slow, just as his driver wishes. He must never start at what he sees, nor speak to other horses, nor bite, nor kick, nor have any will of his own; but always do his master's will, even though he may be very tired or hungry; but the worst of all is, when his harness is once on, he may neither jump for joy nor lie down for weariness. So you see this breaking in is a great thing.

2 I had of course been used to a halter and a headstall, and to be led about in the fields and lanes quietly, but now I was to have a bit and bridle; my master gave me some oats as usual, and after a good deal of coaxing he got the bit into my mouth, and the bridle fixed, but it was a nasty thing! Those who have never had a bit in their mouths cannot think how bad it feels; a great piece of cold hard steel as thick as a man's finger to be pushed into one's mouth, between one's teeth, and over one's tongue, with the ends coming out at the corner of your mouth, and held fast there by straps over your head, under your throat, round your nose, and under your chin; so that no way in the world can you get rid of the nasty hard thing; it is very bad! Yes, very bad! At least I thought so; but I knew my mother always wore one when she went out, and all horses did when they were grown up; and so, what with the nice oats, and what with my master's pats, kind words, and gentle ways, I got to wear my bit and bridle.

3 Next came the saddle, but that was not half so bad; my master put it on my back very gently, while old Daniel held my head; he then made the girths fast under my body, patting and talking to me all the time; then I had a few oats, then a little leading about; and this he did every day till I began to look for the oats and the saddle. At length, one morning, my master got on my back and rode me round the meadow on the soft grass. It certainly did feel queer; but I must say I felt rather proud to carry my master, and as he continued to ride me a little every day, I soon became accustomed to it.

Black Beauty: The Autobiography of a Horse—Public Domain

GO ON ▶

4. Part A

As used in paragraph 2 of the passage from *Black Beauty: The Autobiography of a Horse*, what is the meaning of the word **fast**?

A. cheerfully

B. securely

C. carefully

D. quickly

Part B

As used in paragraph 2, which phrase supports the meaning of the word **fast**?

A. ". . . cannot think how bad it feels . . . ."

B. ". . . no way in the world can you get rid of the nasty hard thing . . . ."

C. ". . . I knew my mother always wore one when she went out . . . ."

D. ". . . and what with my master's pats, kind words, and gentle ways . . . ."

GO ON ▶

5. Part A

How does the horse feel about wearing riding gear in the passage from *Black Beauty: The Autobiography of a Horse*?

A. The horse dislikes wearing the gear and will never get used to wearing it.

B. The horse is displeased with wearing the gear but learns to accept it.

C. The horse believes the saddle is the worst part of wearing the gear.

D. The horse wishes to be like his mother and enjoy wearing the gear.

Part B

Which **two** statements support the correct answer to Part A?

A. Being broken in means to carry a man, woman, or child on his back.

B. A bit is placed in the horse's mouth and is held by a strap over the head.

C. The horse's mother always wore a bit when she went out.

D. The horse complains about how uncomfortable the bit feels in his mouth.

E. The master rides the horse around a meadow.

F. The horse enjoys the attention he receives from wearing his saddle.

GO ON ▶

6. Read the statements and decide which of the statements make up a summary from *Black Beauty: The Autobiography of a Horse*.

Write the statements that **best** form a summary into the boxes. Not all statements will be used.

Statements:

The narrator says that horses must always follow their masters' wishes.

The narrator describes how cruel the master is when putting on the saddle.

The narrator gets used to being broken in and feels proud to be ridden by his master.

The narrator tells how unpleasant it is to wear a bit and bridle.

The narrator explains what breaking in a horse involves.

The narrator says he will never get used to carrying his master.

Summary from
Black Beauty: The Autobiography of a Horse

7. You have read passages from the novels *The Georges and the Jewels* and *Black Beauty: The Autobiography of a Horse*. Both were written in the first person point of view.

Write an essay in which you compare the way the authors use first person point of view to develop the characters.

Be sure to cite specific examples from **both** passages.

GO ON ▶

GO ON ▶

GO ON ▶

GO ON ▶

Read the passage from "The Bike." Then answer questions 8 through 11.

from "The Bike"

by Gary Soto

1 My first bike got me nowhere, though the shadow I cast as I pedaled raced along my side. The leaves of bird-filled trees stirred a warm breeze and litter scuttled out of the way. Our orange cats looked on from the fence, their tails up like antennas. I opened my mouth, and wind tickled the back of my throat. When I squinted, I could see past the end of the block. My hair flicked like black fire, and I thought I was pretty cool riding up and down the block, age five, in my brother's hand-me-down shirt.

2 Going up and down the block was one thing, but taking the first curve, out of sight of Mom and the house, was another. I was scared of riding on Sarah Street. Mom said hungry dogs lived on that street, and red anger lived in their eyes. Their throats were hard with extra bones from biting kids on bikes, she said.

3 But I took the corner anyway. I didn't believe Mom. Once she had said that pointing at rainbows caused freckles, and after a rain had moved in and drenched the streets, after the sparrows flitted onto the lawn, a rainbow washed over the junkyard and reached the dark barrels of Coleman pickle. I stood at the window, looking out, amazed and devious, with the devilish horns of my butch haircut standing up. From behind the window, I let my finger slowly uncurl like a bean plant rising from earth. I uncurled it, then curled it back and made a fist. I should remember this day, I told myself.

4 I pedaled my squeaky bike around the curve onto Sarah Street, but returned immediately. I braked and looked back at where I had gone. My face was hot, my hair sweaty, but nothing scary seemed to happen. The street had looked like our street: parked cars, tall trees, a sprinkler hissing on a lawn, and an old woman bending over her garden. I started again, and again I rode the curve, my eyes open as wide as they could go. After a few circle eights I returned to our street. There ain't no dogs, I told myself. I began to think that maybe this was like one of those false rainbow warnings.

5 I turned my bike around and rode a few times in front of our house, just in case Mom was looking for me. I called out, "Hi Mom. I haven't gone anywhere." I saw her face in the window, curlers piled high, and she waved a dish towel at me. I waved back, and when she disappeared, I again tore my bike around the curve onto Sarah Street. I was free. The wind flicked my hair and cooled my ears. I did figure eights, rode up the curbs and onto lawns, bumped into trees, and rode over a garden hose a hundred times because I liked the way the water sprang up from the sprinkler after the pressure of my tires. I stopped when I saw a kid my age come down a porch. His machinery for getting around was a tricycle. Big baby, I thought, and said, "You can run over my leg with your trike if you want." I laid down on the sidewalk, and the kid, with fingers in his mouth, said, "OK."

GO ON ▶

6 He backed up and slowly, like a tank, advanced. I folded my arms behind my head and watched a jay swoop by with what looked like a cracker in its beak, when the tire climbed over my ankle and sparks of pain cut through my skin. I sat up quickly, my eyes flinging tears like a sprinkler.

7 The boy asked, “Did it hurt?”

8 “No,” I said, almost crying.

9 The kid could see that it did. He could see my face strain to hold back a sob, two tears dropping like dimes into the dust. He pedaled away on his bucket of bolts and tossed it on his front lawn. He looked back before climbing the stairs and disappeared into the house.

GO ON ▶

8. Part A

Which sentence **best** states a central idea of the passage?

A. The narrator pretends to listen to the warnings from his parents.

B. The narrator thinks that riding a bike seems more grown-up than riding a trike.

C. The narrator discovers that adventures away from home can be dangerous.

D. The narrator uses his bike to gain a sense of independence.

Part B

Which **two** details from the passage support the answer to Part A?

A. "Going up and down the block was one thing, but taking the first curve, out of sight of Mom and the house, was another." (paragraph 2)

B. "Mom said hungry dogs lived on that street, and red anger lived in their eyes." (paragraph 2)

C. "But I took the corner anyway." (paragraph 3)

D. ". . . a rainbow washed over the junkyard and reached the dark barrels of Coleman pickle." (paragraph 3)

E. "From behind the window, I let my finger slowly uncurl like a bean plant . . . ." (paragraph 3)

F. "I should remember this day . . . ." (paragraph 3)

GO ON ▶

9. Part A

What does the word **tore** in paragraph 5 suggest?

A. unsteady balance

B. reckless speed

C. screeching sounds

D. something breaking

Part B

Which **two** details from the passage support the answer in Part A?

A. "'I haven't gone anywhere.'" (paragraph 5)

B. "I was free." (paragraph 5)

C. "The wind flicked my hair . . . ." (paragraph 5)

D. ". . . I like the way the water sprang up from the sprinkler after the pressure of my tires." (paragraph 5)

E. "You can run over my leg with your trike if you want." (paragraph 5)

F. "I folded my arms behind my head and watched a jay . . . ." (paragraph 6)

GO ON ▶

10. Part A

How does the mother's perspective about the neighboring street affect the narrator?

A. He stays within his mother's view.

B. He questions his mother's concerns.

C. He desires a better bicycle that will go faster.

D. He becomes dependent on his mother.

Part B

Which **two** details support the answer to Part A?

A. "My first bike got me nowhere, though the shadow I cast as I pedaled raced along my side." (paragraph 1)

B. "I didn't believe Mom." (paragraph 3)

C. "I braked and looked back at where I had gone." (paragraph 4)

D. "After a few circle eights I returned to our street." (paragraph 4)

E. "I began to think that maybe this was like one of those false rainbow warnings." (paragraph 4)

F. "I saw her face in the window, curlers piled high, and she waved a dish towel at me." (paragraph 5)

GO ON ▶

11. Part A

What is a theme in the passage?

A. A feeling of independence is difficult to achieve.

B. Revenge can be satisfying.

C. Overconfidence can lead to unexpected results.

D. Freedom is a personal choice.

Part B

Which detail from the passage **best** supports the theme from Part A?

A. ". . . I thought I was pretty cool riding up and down the block, age five, in my brother's hand-me-down shirt." (paragraph 1)

B. "I was scared of riding on Sarah Street. Mom said hungry dogs lived on that street . . . ." (paragraph 2)

C. ". . . I liked the way the water sprang up from the sprinkler . . . ." (paragraph 5)

D. "Big baby, I thought, and said, 'You can run over my leg with your trike if you want.'" (paragraph 5)

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 7 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 electricity and consider some of the methods used in science texts to support different purposes. First, you will read an article that explains some general principles of electricity. Then, you will read an article about what causes a short circuit. Finally, you will read an article that explains how different materials conduct electricity. As you review these sources, think about the purpose of each and the role that explanations, examples and descriptions play in communicating that purpose. At the end of the task, you will be asked to write an essay.

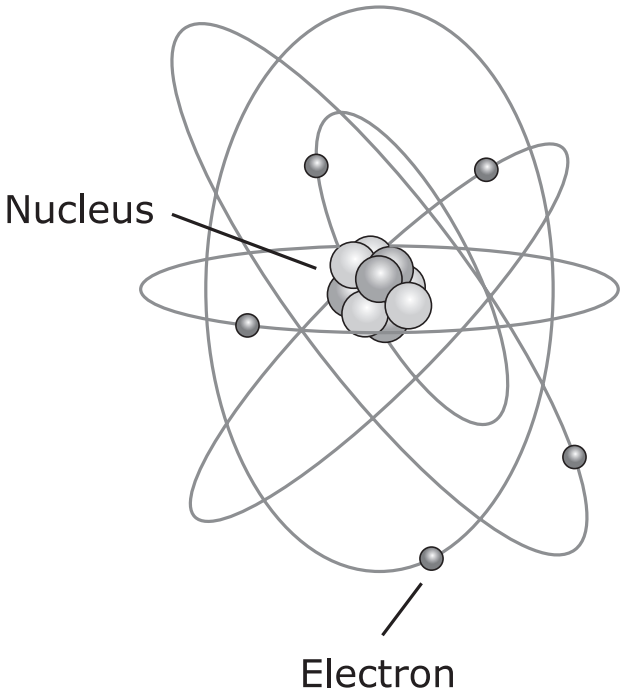
Read the article "Energy Story." Then answer questions 12 through 14.

Energy Story

1 Electricity figures everywhere in our lives. Electricity lights up our homes, cooks our food, powers our computers, television sets, and other electronic devices. Electricity from batteries keeps our cars running and makes our flashlights shine in the dark.

2 Here's something you can do to see the importance of electricity. Take a walk through your school, house or apartment and write down all the different appliances, devices and machines that use electricity. You'll be amazed at how many things we use each and every day that depend on electricity.

3 But what is electricity? Where does it come from? How does it work? Before we understand all that, we need to know a little bit about atoms and their structure.



GO ON ▶

4 All matter is made up of atoms, and atoms are made up of smaller particles. The three main particles making up an atom are the proton, the neutron and the electron.

5 Electrons spin around the center, or nucleus, of atoms, in the same way the moon spins around the earth. The nucleus is made up of neutrons and protons.

6 Electrons contain a negative charge, protons a positive charge. Neutrons are neutral—they have neither a positive nor a negative charge.

7 There are many different kinds of atoms, one for each type of element. An atom is a single part that makes up an element. There are 118 different known elements that make up every thing! Some elements like oxygen we breathe are essential to life.

8 Each atom has a specific number of electrons, protons and neutrons. But no matter how many particles an atom has, the number of electrons usually needs to be the same as the number of protons. If the numbers are the same, the atom is called balanced, and it is very stable.

9 So, if an atom had six protons, it should also have six electrons. The element with six protons and six electrons is called carbon. Carbon is found in abundance in the sun, stars, comets, atmospheres of most planets, and the food we eat. Coal is made of carbon; so are diamonds.

10 Some kinds of atoms have loosely attached electrons. An atom that loses electrons has more protons than electrons and is positively charged. An atom that gains electrons has more negative particles and is negatively charged. A “charged” atom is called an “ion.”

11 Electrons can be made to move from one atom to another. When those electrons move between the atoms, a current of electricity is created. The electrons move from one atom to another in a “flow.” One electron is attached and another electron is lost.

12 This chain is similar to the fire fighter’s bucket brigades in olden times. But instead of passing one bucket from the start of the line of people to the other end, each person would have a bucket of water to pour from one bucket to another. The result was a lot of spilled water and not enough water to douse the fire. It is a situation that’s very similar to electricity passing along a wire and a circuit. The charge is passed from atom to atom when electricity is “passed.”

13 Scientists and engineers have learned many ways to move electrons off of atoms. That means that when you add up the electrons and protons, you would wind up with one more proton instead of being balanced.

14 Since all atoms want to be balanced, the atom that has been “unbalanced” will look for a free electron to fill the place of the missing one. We say that this unbalanced atom has a “positive charge” (+) because it has too many protons.

GO ON ▶

15 Since it got kicked off, the free electron moves around waiting for an unbalanced atom to give it a home. The free electron charge is negative, and has no proton to balance it out, so we say that it has a “negative charge” (-).

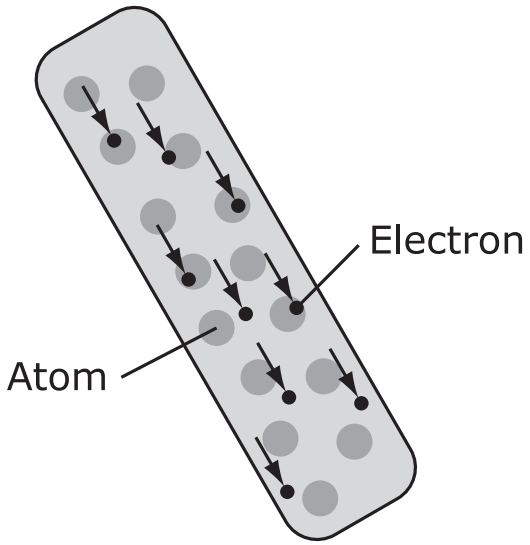
16 So what do positive and negative charges have to do with electricity?

17 Scientists and engineers have found several ways to create large numbers of positive atoms and free negative electrons. Since positive atoms want negative electrons so they can be balanced, they have a strong attraction for the electrons. The electrons also want to be part of a balanced atom, so they have a strong attraction to the positive atoms. So, the positive attracts the negative to balance out.

18 The more positive atoms or negative electrons you have, the stronger the attraction for the other. Since we have both positive and negative charged groups attracted to each other, we call the total attraction “charge.”

19 Energy also can be measured in joules. Joules sounds exactly like the word jewels, as in diamonds and emeralds. A thousand joules is equal to a British thermal unit.

20 When electrons move among the atoms of matter, a current of electricity is created. This is what happens in a piece of wire. The electrons are passed from atom to atom, creating an electrical current from one end to the other, just like in the picture.



21 Electricity is conducted through some things better than others. Its resistance measures how well something conducts electricity. Some things hold their electrons very tightly. Electrons do not move through them very well. These things are called insulators. Rubber, plastic, cloth, glass and dry air are good insulators and have very high resistance.

GO ON ▶

22 Other materials have some loosely held electrons, which move through them very easily. These are called conductors. Most metals—like copper, aluminum or steel—are good conductors.

"Energy Story" from http://www.energyquest.ca.gov/story/index.html—Public Domain/ California Energy Commission

GO ON ▶

12. Part A

In paragraph 12 of "Energy Story," what does the word **circuit** mean?

A. a conductor

B. a balance

C. a charge

D. a path

Part B

Which sentence from "Energy Story" **best** supports the answer in Part A?

A. "Each atom has a specific number of electrons, protons and neutrons." (paragraph 8)

B. "So, if an atom had six protons, it should also have six electrons." (paragraph 9)

C. "The charge is passed from atom to atom when electricity is 'passed.'" (paragraph 12)

D. "Most metals—like copper, aluminum or steel—are good conductors." (paragraph 22)

GO ON ▶

13. Part A

Why does the author **most likely** place the information in paragraphs 1–2 at the beginning of "Energy Story"?

A. to encourage the reader to learn how electronic devices are made

B. to show the reader how different machines can improve our lives

C. to draw the reader in by showing how electricity affects everyone

D. to teach the reader how to use electricity in different settings

Part B

Which detail from "Energy Story" **best** supports the answer in Part A?

A. ". . . walk through your school, house or apartment . . . ." (paragraph 2)

B. ". . . how many things we use each and every day that depend on electricity." (paragraph 2)

C. ". . . in the same way the moon spins around the earth." (paragraph 5)

D. ". . . each person would have a bucket of water to pour from one bucket to another." (paragraph 12)

GO ON ▶

14. Part A

Which sentence **best** states the central idea of paragraphs 21–22 in "Energy Story"?

A. Materials that are insulators and conductors have a high resistance to electricity.

B. It is more difficult for electricity to pass through insulators than conductors.

C. Insulators and conductors are able to generate a high amount of electricity.

D. Electrons move through rubber easier than they move through metal.

Part B

Which sentence from "Energy Story" **best** supports the answer in Part A?

A. "Electricity is conducted through some things better than others."

B. "Its resistance measures how well something conducts electricity."

C. "Some things hold their electrons very tightly."

D. "Other materials have some loosely held electrons, which move through them very easily."

GO ON ▶

GO ON TO THE NEXT PAGE

Read the article “Short Circuit.” Then answer questions 15 through 17.

Short Circuit

What happens when you blow a fuse?

Current flowing through a wire heats the wire. The length of a wire affects its resistance, which determines how much current flows in the wire and how hot the wire gets.

Materials

- **A fresh 6-volt or 12-volt lantern battery.**
- **A length of copper wire** with alligator clips attached to each end (or a test lead) from any electronics supply store.
- **A strand of very fine iron wire**, about 5 to 6 inches (13 to 15 cm) long. (You can get this by unbraiding a short length of picture-hanging wire or any braided iron wire.)
- **Adult help**

Assembly

(5 minutes or less)

1 Attach one end of the clip lead to one of the battery terminals. Attach one end of the fine iron wire to the other terminal. Attach the other end of the clip lead to the other end of the iron wire, placing the clip as far from the terminal as possible.

GO ON ▶

To Do and Notice

(15 minutes or more)

2 Observe what happens to the iron wire after you connect the clip. Move the clip on the iron wire a little closer to the battery and watch what happens. Keep moving the lead closer until you see the final dramatic result. (CAUTION: The wire gets very hot!)

What's Going On?

3 The thin iron wire is a good conductor of electricity, but not as good as the copper wire, which is deliberately chosen to have very low resistance. Thus, most of the resistance of the circuit is in the iron wire. When you connect the clip to the iron wire, the voltage of the battery pushes electrons through the circuit against the resistance of the iron wire, causing the iron wire to heat up. As you move the clip closer to the battery, the resistance of the iron wire decreases. Because the same voltage is applied across a lower resistance, more current flows, and the wire heats up more. Eventually, when you make the iron wire short enough, so much current flows that it melts the wire. Even the copper wire becomes warm.

4 In a normal electric circuit, an electric current powers an appliance, such as a refrigerator or TV. Every such appliance has a certain amount of resistance to the current flow, which keeps the current from reaching very large values. A *short circuit* occurs when the current finds a way to bypass the appliance on a path that has little or no resistance—for example, where frayed insulation bares a wire and allows it to touch the frame of the appliance, so the current can flow straight to the ground. In this situation, a very large current can occur, producing a lot of heat and a fire hazard.

5 Although houses today often contain circuit breakers rather than fuses, fuses are still around. A fuse contains a thin strip of wire, somewhat like the thin iron wire in our experiment. The current that goes to appliances must also pass through this strip of wire. If a short circuit occurs—or even if too many appliances get hooked up to one wire, so that too much current flows—the wire in the fuse heats up quickly and melts, breaking the circuit and preventing a fire from breaking out.

GO ON ▶

15. Part A

Which sentence **best** states a central idea of "Short Circuit"?

A. Appliances can be destroyed by a heavy flow of electrons.

B. The flow of electrons follows a path of least resistance.

C. Fuses are an important means to keep homes safe from electrical hazards.

D. Circuit breakers are a tool to control the flow of electricity in homes.

Part B

Which detail from the article provides the **best** example of the central idea in Part A?

A. "In a normal electric circuit, an electric current powers an appliance, such as a refrigerator or TV."

B. "Every such appliance has a certain amount of resistance to the current flow, which keeps the current from reaching very large values."

C. "Although houses today often contain circuit breakers rather than fuses, fuses are still around."

D. ". . . the wire in the fuse heats up quickly and melts, breaking the circuit and preventing a fire from breaking out."

GO ON ▶

16. Part A

Which step of the experiment is repeated multiple times in "Short Circuit"?

A. Use an alligator clip to attach a copper wire to a battery terminal.

B. Attach one end of an iron wire to the other battery terminal.

C. Use a second alligator clip to attach the other end of the copper wire to the iron wire.

D. Shorten the distance between the second alligator clip and the battery.

Part B

A result occurs when the step is repeated in the experiment. Which phrase from "Short Circuit" shows the result of the repeated step that is the answer to Part A?

A. ". . . deliberately chosen to have very low resistance."

B. ". . . voltage of the battery pushes electrons through the circuit . . . ."

C. ". . . more current flows . . . ."

D. ". . . which keeps the current from reaching very large values."

GO ON ▶

17. Part A

Which paragraph **best** summarizes the conclusions of the experiment in "Short Circuit"?

A. paragraph 2

B. paragraph 3

C. paragraph 4

D. paragraph 5

Part B

Identify **three** details from "Short Circuit" that provide the **best** summary of the conclusions in the experiment.

A. Most houses have circuit breakers.

B. Frayed wires can touch appliances.

C. Iron wire is a good conductor of electricity.

D. The length of a wire affects its resistance.

E. Electric current powers appliances.

F. A short circuit occurs when there is a high flow of current with low resistance.

G. Appliances can short-circuit, creating a fire hazard.

GO ON ▶

Read the article "Conducting Solutions." Then answer questions 18 and 19.

Conducting Solutions

by Rodney Schreiner

1 An electric current is a flow of electrical charge. When a metal conducts electricity, the charge is carried by electrons moving through the metal. Electrons are subatomic particles with a negative electrical charge. When a solution conducts electricity, the charge is carried by ions moving through the solution. Ions are atoms or small groups of atoms that have an electrical charge. Some ions have a negative charge and some have a positive charge.

2 Pure water contains very few ions, so it does not conduct electricity very well. When table salt is dissolved in water, the solution conducts very well, because the solution contains ions. The ions come from the table salt, whose chemical name is sodium chloride. Sodium chloride contains sodium ions, which have a positive charge, and chloride ions, which have a negative charge. Because sodium chloride is made up of ions, it is called an ionic substance.

3 Not all substances are made up of ions. Some are made of uncharged particles called molecules. Sugar is such a substance. When sugar is dissolved in water, the solution does not conduct electricity, because there are no ions in the solution.

4 Some substances that are made of molecules form solutions that do conduct electricity. Ammonia is such a substance. When ammonia dissolves in water, it reacts with the water and forms a few ions. This is why laundry ammonia, which is a solution of ammonia in water, conducts electricity, but not very well.

5 Sometimes, when two different solutions are mixed, the substances they contain react with each other and form ions. This is what happens when ammonia and vinegar are mixed. An ammonia solution contains only a few ions, and it conducts electricity only poorly. A vinegar solution also contains only a few ions and conducts only a little electricity. But when these solutions are mixed, the ammonia reacts with the acid in vinegar (acetic acid), and they form a lot of ions. This is why the mixture of ammonia and vinegar conducts electricity very well.

GO ON ▶

18. Part A

Which sentence describes the overall structure of “Conducting Solutions”?

A. The text provides an argument with supporting reasons for studying electricity.

B. The text provides a description of solutions that conduct electricity.

C. The text provides a presentation of a scientific experiment and includes detailed instructions.

D. The text provides an explanation about conducting electricity and includes supporting evidence.

Part B

In “Conducting Solutions,” in what way does paragraph 2 contribute to the structure in Part A?

A. It suggests that further study is needed.

B. It provides details to strengthen a description.

C. It presents several unexpected conclusions.

D. It gives steps about how to conduct an experiment.

GO ON ▶

19. Identify **three** details from "Conducting Solutions" in the list that should be included in a summary of the article. Then write your selections into the table in the order they should appear.

Details:

Ions moving through a solution create an electrical charge.

Electricity flows poorly through substances with few or no ions.

Laundry soap often contains molecules of ammonia.

Some substances with few ions become good conductors of electricity when they are combined with other substances.

Sodium chloride, more commonly known as table salt, has ions.

In addition, atoms contain even smaller parts called subatomic particles.

1	
2	
3	

GO ON ▶

20. You have learned about electricity by reading three articles, “Energy Story,” “Short Circuit,” and “Conducting Solutions.”

In an essay, analyze how each source uses explanations, examples, and/or descriptions to help accomplish its purpose. Support your response with evidence from each source.

GO ON ▶

GO ON ▶

GO ON ▶

STOP

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 7 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 a passage from *Endymion Spring*. As you read, pay close attention to the characters and events as you answer the questions to prepare to write a narrative story.

Read the passage from the novel *Endymion Spring*. Then answer questions 21 through 25.

from *Endymion Spring*

by Matthew Skelton

1 Blake checked his watch—thirty-six minutes—and sighed.

2 He tried walking backwards now, tapping the books in reverse order, to see if this would help pass the time.

3 A series of stern-looking portraits glared down at him from the walls. Like magicians, they were dressed in dark capes and had sharp, pointy beards. Elaborate ruffs, like squashed chrysanthemums, burst from their collars. The older men had jaded eyes and tortoise-like skin, but there were also a few pale-faced boys like himself. He glanced at their nameplates: Thomas Sternhold (1587–1608); Jeremiah Wood (1534–1609); Isaac Wilkes (1616–37); Lucius St. Boniface de la Croix (1599–1666). Each man was holding a small book and pointing to a relevant passage with a forefinger, as though reminding future generations to remain studious and well-behaved.

4 Blake disregarded their frowns of disapproval and continued running his fingers along the books, rapping the spines with the back of his knuckles.

5 All of a sudden, he stopped.

6 One of the volumes had struck him back! Like a cat, it had taken a playful swipe at his fingers and ducked back into hiding. He whisked his hand away, as though stung.

7 He looked at his fingers, but couldn't see anything unusual. They were smeared with dust, but there was no obvious mark or injury on his skin. Then he looked at the books to see which one had leaped out at him, but they all seemed pretty ordinary, too. Just row upon row of crumbly old volumes, like toy soldiers in leather uniforms standing to attention—except that one of them had tried to force its way into his hand.

8 He sucked on his finger thoughtfully. A thin trail of blood, like a paper cut, was forming where the book had nicked his knuckle.

GO ON ▶

9 All around him the library was sleeping in the hot, still afternoon. Shafts of sunlight hung in the air like dusty curtains and a clock ticked somewhere in the distance, a ponderous sound that seemed to slow down time. Small footsteps crept along the floorboards above. That was probably his sister, Duck, investigating upstairs. But no one else was around.

10 Only Mephistopheles, the college cat, a sinewy black shadow with claws as sharp as pins, was sunbathing on a strip of carpet near the window—and he only cared about one thing: himself.

11 As far as Blake could tell, he was entirely alone. Apart, that is, from whatever was lurking on the shelf.

12 Slowly, cautiously, he ran his fingers again along the books.

13 "Blake!" his mother hissed. Her face had appeared from the office doorway. She was checking up on him—as usual, just when he was on the point of disobeying her.

14 Paula Richards, the librarian, stood behind her, smiling amiably.

15 "What did I tell you?" his mother scolded him. "You're not to touch the books. They're fragile, rare and in some cases extremely valuable. Now pick up that book *carefully* and go find your sister. I won't be much longer."

16 Blake looked down, surprised. There in front of him, face down on the floor, was an unremarkable brown leather volume he hadn't noticed before. It seemed to be waiting for him to turn it over.

GO ON ▶

21. Write the details that belong in a summary of the passage into the appropriate spaces in the chart. Details must be placed in order.

Details:

As Blake taps books on the shelves, one strikes him.

Blake suffers a paper cut from his encounter with the book.

Blake is brought to reality when his mother and the librarian appear.

Blake looks and listens carefully trying to figure out what caused the book to strike him.

A sharp-clawed cat named Mephistopheles is the only other living thing that Blake can see.

Blake reads the nameplates to determine the subjects of the portraits hanging on the library wall.

Blake hears a sound and determines it was his sister walking upstairs.

1	**Blake tries to occupy himself while waiting for his mother in a library.**
2	
3	
4	

GO ON ▶

22. Part A

How does the setting of the passage fit into the plot?

A. The setting contrasts with the plot because the setting seems quiet, but there is something puzzling going on in the library.

B. The setting contrasts with the plot because the setting seems spooky, but there is nothing out of the ordinary going on in the library.

C. The setting helps move the plot to a conclusion because the setting is nighttime and the library is about to close.

D. The setting helps move the plot to a conclusion because the setting is daytime and people are still coming to the library.

Part B

Which **two** pieces of evidence from the passage support the answer to Part A?

A. "Elaborate ruffs, like squashed chrysanthemums, burst from their collars." (paragraph 3)

B. ". . . there were also a few pale-faced boys like himself." (paragraph 3)

C. "All around him the library was sleeping in the hot, still afternoon." (paragraph 9)

D. ". . . his sister, Duck, investigating upstairs." (paragraph 9)

E. "Apart, that is, from whatever was lurking on the shelf." (paragraph 11)

F. ". . . just when he was on the point of disobeying her." (paragraph 13)

GO ON ▶

23. Part A

In the passage, why does the author **most likely** give inanimate objects human qualities?

A. to show what happens to objects in the passage

B. to make references to characters in the passage

C. to compare similar objects mentioned in the passage

D. to emphasize the fantasy-like elements in the passage

Part B

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

A. “Blake checked his watch—thirty-six minutes . . . .” (paragraph 1)

B. “A series of stern-looking portraits glared down at him from the walls.” (paragraph 3)

C. “The older men had jaded eyes and tortoise-like skin, but there were also a few pale-faced boys like himself.” (paragraph 3)

D. “Shafts of sunlight hung in the air like dusty curtains . . . .” (paragraph 9)

GO ON ▶

24. Part A

Which sentence states a central idea in the passage?

A. Rare books should be read rather than collected.

B. Boredom can cause children to become curious.

C. The library is an entertaining place for children.

D. People can be injured by books.

Part B

Which event supports the answer to Part A?

A. Blake checks his watch.

B. Blake listens to his sister's footsteps.

C. Blake watches the cat sunbathing near the window.

D. Blake touches the rare books.

GO ON ▶

25. At the end of the passage from *Endymion Spring*, Blake seems to feel that the book is waiting for him to turn it over. What might happen if he does turn over the book?

Write a narrative describing what happens when Blake turns the brown leather book over. Use details from the passage to develop your story.

GO ON ▶

GO ON ▶

GO ON ▶

GO ON ▶

Today you will read two articles about rocks.

Read the article "Collecting Rocks." Then answer questions 26 and 27.

Collecting Rocks

by Rachel M. Barker

Types of Rocks

1 Geologists classify rocks in three groups, according to the major Earth processes that formed them. The three rock groups are *igneous*, *sedimentary*, and *metamorphic* rocks. Anyone who wishes to collect rocks should become familiar with the characteristics of these three rock groups. Knowing how a geologist classifies rocks is important if you want to transform a random group of rock specimens into a true collection.

2 *Igneous rocks* are formed from melted rock that has cooled and solidified. When rocks are buried deep within the Earth, they melt because of the high pressure and temperature; the molten rock (called magma) can then flow upward or even be erupted from a volcano onto the Earth's surface. When magma cools slowly, usually at depths of thousands of feet, crystals grow from the molten liquid, and a coarse-grained rock forms. When magma cools rapidly, usually at or near the Earth's surface, the crystals are extremely small, and a fine-grained rock results. A wide variety of rocks are formed by different cooling rates and different chemical compositions of the original magma. Obsidian (volcanic glass), granite, basalt, and andesite porphyry are four of the many types of igneous rock.

3 *Sedimentary rocks* are formed at the surface of the Earth, either in water or on land. They are layered accumulations of sediments—fragments of rocks, minerals, or animal or plant material. Temperatures and pressures are low at the Earth's surface, and sedimentary rocks show this fact by their appearance and the minerals they contain. Most sedimentary rocks become cemented together by minerals and chemicals or are held together by electrical attraction; some, however, remain loose and unconsolidated. The layers are normally parallel or nearly parallel to the Earth's surface; if they are at high angles to the surface or are twisted or broken, some kind of Earth movement has occurred since the rock was formed. Sedimentary rocks are forming around us all the time. Sand and gravel on beaches or in river bars look like the sandstone and conglomerate they will become. Compacted and dried mud flats harden into shale. Scuba divers who have seen mud and shells settling on the floors of lagoons find it easy to understand how sedimentary rocks form.

GO ON ▶

4 Sometimes sedimentary and igneous rocks are subjected to pressures so intense or heat so high that they are completely changed. They become *metamorphic rocks*, which form while deeply buried within the Earth's crust. The process of metamorphism does not melt the rocks, but instead transforms them into denser, more compact rocks. New minerals are created either by rearrangement of mineral components or by reactions with fluids that enter the rocks. Some kinds of metamorphic rocks—granite gneiss and biotite schist are two examples—are strongly banded or foliated. (Foliated means the parallel arrangement of certain mineral grains that gives the rock a striped appearance.) Pressure or temperature can even change previously metamorphosed rocks into new types.

"Collecting Rocks" by Rachel M. Barker—Public Domain/USGS

GO ON ▶

26. Part A

How does the author primarily structure “Collecting Rocks”?

A. by discussing the effects of pressure on rock formation

B. by describing the characteristics of specific types of rocks

C. by comparing the sizes and shapes of rocks

D. by focusing on order of importance of rock types

Part B

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

A. “. . . *igneous*, *sedimentary*, and *metamorphic* rocks.” (paragraph 1)

B. “. . . formed from melted rock that has cooled and solidified.” (paragraph 2)

C. “. . . (volcanic glass), granite, basalt . . . .” (paragraph 2)

D. “Temperatures and pressures are low . . . .” (paragraph 3)

GO ON ▶

27. Part A

Based on the evidence in the article, what is **most likely** the author's purpose in "Collecting Rocks"?

A. to persuade people to create a rock collection

B. to explain a new method for analyzing rocks

C. to inform a possible rock collector about how to group rocks

D. to explain the difficulties scientists have in grouping rocks

Part B

Which statement **best** supports the answer to Part A?

A. The author claims that a person can create an impressive collection of rocks.

B. The author explains how geologists classify rocks.

C. The author describes how high pressure and temperature affect rock formations.

D. The author discusses how layers of rock are held together.

GO ON ▶

Read the article "Xenolith." Then answer questions 28 and 29.

Xenolith

1 A xenolith is a piece of rock trapped in another type of rock.

2 Most of the time, a xenolith is a rock embedded in magma while the magma was cooling. Magma is the molten rock beneath the Earth's crust that emerges as lava during a volcanic eruption. The rock that forms from cooled magma is called igneous rock. Xenoliths are different types of rock embedded in igneous rock.

3 Xenoliths are torn from deep cracks, or pipes, in the Earth's surface. Magma rises to the Earth's surface through these pipes between the Earth's crust and mantle. As the molten material rises, it tears off bits and pieces of the magma pipe in which it is traveling. These bits and pieces, trapped in the magma but not melting into it, become xenoliths. Crystals that are torn from the sides of magma pipes are called xenocrysts.

4 As magma erupts or flows from the Earth's surface, it is cooled by exposure to air or water. Lava cools fairly quickly, and various types of igneous rocks are formed. Xenoliths are usually visible. They have a different color and density than the surrounding igneous rock. Xenoliths can be as small as a grain of sand or as large as a football, and as long as several meters.

5 Xenoliths and xenocrysts are affected by temperature. A xenolith may lose its unique qualities if it melts into the surrounding magma. As it cools, the material may cease being a xenolith at all and become a metamorphic rock. Metamorphic rock is a rock that has changed from one form (sedimentary or igneous) to another.

6 Xenoliths and xenocrysts are often identified by the names of the two rock types involved. A peridotite xenolith in a basaltic lava flow, for instance, means a chunk of the rock peridotite is embedded in basalt rock. The peridotite is usually yellow and dense, while the basalt is usually grey and light.

7 Xenoliths and xenocrysts provide valuable information about the geology of the Earth's mantle. Scientists study the chemical properties of xenoliths to understand the depth at which they were formed. Many xenocrysts were created hundreds of kilometers within the Earth, far below the deepest mines and wells. The information about the condition of the mantle at these depths would be impossible to understand without xenoliths and xenocrysts. Some of the features studied by geologists are temperature, pressure, construction, and movement within the Earth's surface.

GO ON ▶

8 Xenoliths can be a piece of rock trapped in a piece of sedimentary rock, but this is rare. Xenoliths have also been found in meteorites, or rocks from outer space that have crashed into Earth. The xenoliths in meteorites were formed from collisions with other objects outside the Earth's atmosphere.

28. Part A

How does paragraph 3 of "Xenolith" **most** contribute to the article as a whole?

A. It compares the characteristics of xenoliths and xenocrysts.

B. It highlights the location where xenoliths can be found.

C. It describes the process of how xenoliths are formed.

D. It emphasizes the size and shape of xenoliths and xenocrysts.

Part B

Select **one** paragraph that contributes to the article in a similar way as paragraph 3.

A. paragraph 5

B. paragraph 6

C. paragraph 7

D. paragraph 8

GO ON ▶

29. Part A

How do xenoliths and xenocrysts help scientists understand the Earth?

A. by revealing the chemical properties of the Earth's mantle

B. by exposing the conditions deep within the Earth's crust

C. by demonstrating why lava cools quickly at the Earth's surface

D. by displaying how the Earth's atmosphere is affected by collisions with meteorites

Part B

Which detail from the article provides evidence for the answer to Part A?

A. "Magma rises to the Earth's surface through these pipes between the Earth's crust and mantle." (paragraph 3)

B. "As magma erupts or flows from the Earth's surface, it is cooled by exposure to air or water." (paragraph 4)

C. "Some of the features studied by geologists are temperature, pressure, construction, and movement within the Earth's surface." (paragraph 7)

D. "The xenoliths in meteorites were formed from collisions with other objects outside the Earth's atmosphere." (paragraph 8)

GO ON ▶

Refer to the articles “Collecting Rocks” and “Xenolith.” Then answer questions 30 and 31.

30. Part A

The word **metamorphic** is used in both “Collecting Rocks” and “Xenolith.” Based on the information in the articles, what does **metamorphic** mean?

A. growing in size

B. becoming something else

C. rising to the surface

D. containing crystals

Part B

Which phrases give clues to the meaning of **metamorphic**? Circle **two** phrases, one from each article.

A. “. . . can then flow upward or even be erupted from a volcano onto the Earth’s surface.” (“Collecting Rocks,” paragraph 2)

B. “. . . mud and shells settling on the floors of lagoons . . . .” (“Collecting Rocks,” paragraph 3)

C. “. . . transforms them into denser, more compact rocks.” (“Collecting Rocks,” paragraph 4)

D. “. . . can be as small as a grain of sand or as large as a football . . . .” (“Xenolith,” paragraph 4)

E. “. . . has changed from one form (sedimentary or igneous) to another.” (“Xenolith,” paragraph 5)

F. “. . . formed from collisions with other objects . . . .” (“Xenolith,” paragraph 8)

GO ON ▶

31. Part A

Which important idea is found in **both** "Collecting Rocks" and "Xenolith"?

A. Magma helps form certain kinds of rocks.

B. Rocks fit into three basic categories.

C. Some rocks are identified by the names of other rocks.

D. Some rocks are formed on the Earth's surface.

Part B

Which **two** quotations, **one** from each passage, **best** support the answer to Part A?

A. "A wide variety of rocks are formed by different cooling rates and different chemical compositions of the original magma." ("Collecting Rocks" paragraph 2)

B. "They are layered accumulations of sediments—fragments of rocks, minerals, or animal or plant material." ("Collecting Rocks" paragraph 3)

C. "They become *metamorphic rocks*, which form while deeply buried within the Earth's crust." ("Collecting Rocks" paragraph 4)

D. "Xenoliths are different types of rock embedded in igneous rock." ("Xenolith" paragraph 2)

E. "Lava cools fairly quickly, and various types of igneous rocks are formed." ("Xenolith" paragraph 4)

F. "Xenoliths and xenocrysts are often identified by the names of the two rock types involved." ("Xenolith" paragraph 6)

STOP

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 7 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.

One 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 ▶

GO ON TO THE NEXT PAGE

GO ON ▶

Kevin Pugh's dog, Cromwell, has boundless energy and potential talent. Zach is Kevin's good friend. Read the passage from *The Fast and the Furriest*. Then answer questions 32 through 35.

from *The Fast and the Furriest*

by Andy Behrens

1 In the days that followed, it became perfectly clear that Cromwell was obsessed with agility. It was not merely a phase, but an addiction. He dropped his leash at Kevin's feet constantly. He ran phantom courses in the backyard. He lodged himself in the tire swing daily. It was mid-June and oppressively hot, but not even a series of 100-degree days could stop the dog. At times, Kevin would simply sit in a lawn chair, spraying himself with the hose, while Cromwell made run after failed run at the tire swing. Zach accompanied them on what Kevin felt were murderously long walks. At Montrose Beach, Cromwell ran through obstacle courses that Kevin constructed from abandoned tin pails and shovels; in Horner Park, the dog routinely broke free of his leash and tore through picnics and volleyball games; on the lakefront path, he chased bikes and terrorized pigeons. (Or maybe he just amused them. Tough to tell with pigeons.) He was an entirely new—and an unrelentingly active—Cromwell Pugh.

2 Kevin knew that they should really commit to Paw Patch. If they were going to keep up the dog agility nonsense, Cromwell needed more direction than Kevin alone could provide. All that remained was to convince his parents, who, Kevin figured, had always wanted him to be sportier anyway.

3 But Howie was a skeptic.

4 "Okay, just so I'm clear," he said over breakfast on Sunday morning, "you want me and your mother to pay for a class for Cromwell . . ."

5 "And me," said Kevin. "I'm in the class, too."

6 "Sorry. And you," acknowledged his dad. "We pay for a class where Cromwell and you get trained. But it's not sit-stay-fetch-roll over training? Or clean-your room training? It's jump-through-a-hoop-and-leap-over-tiny-fences training?"

7 Howie, chewing, stared at his son across a plate of waffles. Each square on each waffle was filled with an equal volume of syrup.

8 "Yup," Kevin said.

9 "Cromwell's not going to start fetching things, though?" Howie continued, a waffle fleck flying from his mouth. "This is like dog show training?"

GO ON ▶

10 “Um, no.” Kevin cleared his throat. “No, we won’t be competing or anything. But it would make Cromwell happier.”

11 “He’s been depressed?” Howie asked before putting a perfect square bite into his mouth.

12 Cromwell was sniffing the floor for breakfast droppings, wagging his tail and occasionally pouncing on a speck of something.

13 “Well, no. Not depressed. But he hasn’t really moved for the last few years. Now he’s like a brand-new dog.” Kevin could sense that his argument was getting thinner.

14 “And without a single class.” Howie spoke and chewed simultaneously. “Why can’t you two just keep up the walks? Let the dog keep whackin’ himself in the head with the tire in the backyard or whatever.”

15 Kevin folded his arms across his Cubs jersey. “If Izzy wants to sign up for soccer in Malaysia, it’s no problem. We’ll get vaccinated against six diseases and book a flight. I want to sign up for dog training in Wrigleyville and you’re like, ‘No way.’”

16 “Listen, I didn’t say ‘No way.’” Howie paused. “You know I’m happy to pay for anything you’re into—but you, not the dog.” He speared a strawberry, swirled it in whipped cream, and then scooped up a waffle chunk and rammed the fork in his mouth. “And c’mon. You can’t compare Cromwell jumping over stuff to Izzy’s soccer.”

17 “Why can’t I?” Kevin insisted.

18 “Because soccer’s a sport—not a particularly American sport, I’ll grant you. It doesn’t involve much scoring or violence,” Kevin’s dad continued. “But there is *some* scoring, and there’s fake violence. More importantly, it has a ball.”

19 Kevin’s eyes widened. “*What*?”

20 “Soccer is played with a ball, Kevin,” Howie explained. “All sports involve balls. They can be kicked or thrown, doesn’t matter.”

21 Kevin stared at his dad for a moment, dumbfounded.

22 “So,” he said at last, “surfing is not a sport?”

23 “Negatory, Kev. It’s an exhibition,” Howie declared.

24 “How about fencing? Or bull-riding? Or ice-skating?”

25 “Nope, nope, and heck no. Ice-skating? C’mon, Kev. You’re gonna make me ill over here.” Kevin’s dad made wet smacking sounds as he chewed.

GO ON ▶

26 “What about hockey?” Kevin asked. “That has a puck.”

27 “Pucks are like the metric equivalent of balls. So yeah, that’s a sport.”

28 “How ’bout bingo? That involves balls.”

29 Howie lifted his head from his plate and spoke deliberately, as though explaining a fine point of law. “While all sports involve balls,” he said, “*not* all things involving balls are sports. Like with juggling and pinball and so forth. That’s an important distinction.”

30 Kevin pressed on, unsure why he was prolonging the argument. “What about fishing? That’s on ESPN all the time.”

31 “If one of the two sides doesn’t know it’s playing,” said Howie, “then it’s not a sport. And the fishes definitely don’t know what’s up. So no, not a sport.” More chewing.

32 Kevin stared at his father’s ruddy face. “So that’s it?” he finally said. “No interest in classes for Cromwell?”

33 His dad shrugged. “You’re not makin’ a good case here, Kev.”

GO ON ▶

32. Part A

In paragraph 1, what information does the setting **mainly** suggest about Cromwell?

A. how irritating Cromwell is to Kevin

B. how distracted Cromwell is by Zach

C. how determined Cromwell is to stay active

D. how upset Cromwell is about being a family pet

Part B

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

A. ". . . not even a series of 100-degree days could stop the dog."

B. "At times, Kevin would simply sit in a lawn chair . . . ."

C. ". . . what Kevin felt were murderously long walks."

D. ". . . the dog routinely broke free of his leash . . . ."

GO ON ▶

33. Part A

Based on the passage, what is the **main** reason the author includes Howie as a character in the story?

A. to lighten Kevin's seriousness

B. to call attention to Izzy's enthusiasm

C. to create a conflict that challenges Kevin

D. to introduce a surprise for Cromwell

Part B

Which **two** details **best** support the answer to Part A?

A. "Howie continued, a waffle fleck flying from his mouth." (paragraph 9)

B. "Cromwell was sniffing the floor for breakfast droppings, wagging his tail . . . ." (paragraph 12)

C. "'Well, no. Not depressed.'" (paragraph 13)

D. "'Let the dog keep whackin' himself in the head with the tire in the backyard or whatever.'" (paragraph 14)

E. "'You know I'm happy to pay for anything you're into—but you, not the dog.'" (paragraph 16)

F. "'You're not makin' a good case here, Kev.'" (paragraph 33)

34. One way an author suggests a character's feelings is through descriptions of body language, the way the character behaves physically. Circle **two** sentences from paragraphs 13–23 that show how Kevin's body language suggests an emotional reaction to Howie. More than two sentences are correct.

13 "Well, no. Not depressed. But he hasn't really moved for the last few years. Now he's like a brand-new dog." Kevin could sense that his argument was getting thinner.

14 "And without a single class." Howie spoke and chewed simultaneously. "Why can't you two just keep up the walks? Let the dog keep whackin' himself in the head with the tire in the backyard or whatever."

15 Kevin folded his arms across his Cubs jersey. "If Izzy wants to sign up for soccer in Malaysia, it's no problem. We'll get vaccinated against six diseases and book a flight. I want to sign up for dog training in Wrigleyville and you're like, 'No way.'"

16 "Listen, I didn't say 'No way.'" Howie paused. "You know I'm happy to pay for anything you're into—but you, not the dog." He speared a strawberry, swirled it in whipped cream, and then scooped up a waffle chunk and rammed the fork in his mouth. "And c'mon. You can't compare Cromwell jumping over stuff to Izzy's soccer."

17 "Why can't I?" Kevin insisted.

18 "Because soccer's a sport—not a particularly American sport, I'll grant you. It doesn't involve much scoring or violence," Kevin's dad continued. "But there is *some* scoring, and there's fake violence. More importantly, it has a ball."

19 Kevin's eyes widened. "*What*?"

20 "Soccer is played with a ball, Kevin," Howie explained. "All sports involve balls. They can be kicked or thrown, doesn't matter."

21 Kevin stared at his dad for a moment, dumbfounded.

22 "So," he said at last, "surfing is not a sport?"

23 "Negatory, Kev. It's an exhibition," Howie declared.

GO ON ▶

35. Part A

Which sentence describes a central idea of the passage?

A. Cromwell has become much more energetic than he was before.

B. Kevin and Howie have different ideas about what activities are worthwhile.

C. Cromwell enjoys exercising on the beach more than playing at the park.

D. Howie wants Cromwell to participate in different types of dog competitions.

Part B

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

A. "At Montrose Beach, Cromwell ran through obstacle courses that Kevin constructed from abandoned tin pails and shovels . . . ." (paragraph 1)

B. "'Okay, just so I am clear,' he said over breakfast on Sunday morning, 'you want me and your mother to pay for a class for Cromwell . . . .'" (paragraph 4)

C. "'But it would make Cromwell happier.'" (paragraph 10)

D. "'Nope, nope, and heck no. Ice-skating? C'mon, Kev.'" (paragraph 25)

GO ON ▶

Read the interview with Dave Withrow, a marine mammal biologist with the National Oceanographic and Atmospheric Administration (NOAA), about an international effort to rescue three gray whales trapped near Barrow, Alaska in 1988. Then answer questions 36 through 41.

NOAA's Big Miracle Worker

NOAA marine mammal biologist Dave Withrow
and the event that inspired Hollywood.

Feb 1, 2012

How did you get involved in Operation Breakthrough?

1 I work for NOAA at the Alaska Fisheries Science Center, and anything whale-related, especially on the West Coast, comes through our office. Initially, there were no gray whale experts on the scene in Barrow. We were watching the news reports every night, and the lack of factual information would make all of us cringe. A week after the whales were found, then director of NOAA's National Marine Mammal Laboratory, Howard Braham, asked me to go work with the press and make sure they had accurate information about these incredible creatures.

Can you describe what it was like when you arrived on the scene?

2 It was freezing—about 30 to 40 degrees below zero every day during the rescue, so not at all like the average whale stranding at the beach. This was October in Alaska and everyone on the scene had to endure a lot of difficult conditions to be there. Meanwhile, it was a total zoo in Barrow with all the reporters there. At the time, we didn't know why this had captured the whole world's attention, but all eyes were on us. The whales were relatively young and confused. All of the other gray whales had started migrating much earlier, but these three whales stayed in the feeding grounds too long. As a result, they were trapped by ice as temperatures continued to drop. Once we started moving the whales toward freedom, however, I couldn't help but think that they knew something was happening. They seemed to understand that we were there to help them along.

How did you keep the whales and people safe?

3 It did help that the whales were located a good way from Barrow and the only route there was by snow machine or on one of the helicopters dedicated to the rescue effort. A rotating group of TV reporters and cameramen were flown out to the whales daily. Access was limited for safety reasons and to minimize disturbance to the whales and those involved directly with the rescue effort. Most of the people who live in Barrow know the conditions out on the ice better than anyone. We followed their advice and

GO ON ▶

they helped us make decisions along the way. If they said it was time to stop because it was too dangerous, we listened. The Inupiat people who lived in and around Barrow did most of the hole-cutting, and their knowledge and guidance helped the operation stay safe and on track.

Did things get complicated with so many people wanting to help with the rescue?

4 There were so many groups—Inupiat hunters, biologists, oil companies, United States and Soviet Union government agencies, the military, non-profit organizations, and the press—on the scene and everyone wanted to play a part. There was a balancing act to include all of those who wanted to help with those that could really provide useful assistance. Aside from freeing the whales, it was the involvement of so many groups that actually became the operation's biggest success story. Groups that were usually on opposite sides of major issues all came together to free the whales from the ice. This was during the height of the Cold War. Cooperation between the United States and Soviet Union on any issue was basically unheard of, especially on something so publicized.

How did you rescue the whales?

5 We had a lot of support. One company sent chain saws to help cut holes in the ice. Another sent portable generators to provide light and power. We cut a series of holes in the ice, hoping that the whales would swim from one hole to the next but it was so cold that they kept freezing over. The owners of a Minnesota company that specialized in underwater pumps saw the TV news reports and sent us special pumps made to circulate water and prevent freezing. All along, we had planned to use whale mating sounds to lure the whales from hole to hole. Quite by accident we discovered that the noise generated by the pumps attracted the whales. The pumps allowed us to coax the whales to a new breathing hole ahead. It really helped us move them along. While we were carefully moving the whales, a Soviet ice-breaker arrived. It broke through a 15-foot area at the head of the bay area and cleared a channel for a few miles. We didn't want the ice-breaker getting too close to the whales, so [we] continued cutting holes to meet the channel so the whales could swim freely.

From NOAA's Big Miracle Worker; NOAA—Public Domain

GO ON ▶

36. Part A

What made Dave Withrow uniquely qualified to join Operation Breakthrough?

A. his experience participating in marine mammal rescues

B. his knowledge about the behavior of marine mammals

C. his understanding of conditions the rescuers faced

D. his relationship with members of the news media

Part B

Which piece of evidence from the interview **best** supports the answer to Part A?

A. ". . . anything whale-related, especially on the West Coast, comes through our office." (paragraph 1)

B. ". . . not at all like the average whale stranding at the beach." (paragraph 2)

C. ". . . we didn't know why this had captured the whole world's attention, but all eyes were on us." (paragraph 2)

D. ". . . their knowledge and guidance helped the operation stay safe and on track." (paragraph 3)

GO ON ▶

37. Part A

In paragraph 2 of "NOAA's Big Miracle Worker," what tone does the phrase **it was a total zoo** convey?

A. urgent

B. chaotic

C. annoyed

D. pleading

Part B

Which detail from the interview indicates a tone similar to the one identified in Part A?

A. "All of the other gray whales had started migrating much earlier, but these three whales stayed in the feeding grounds too long." (paragraph 2)

B. "They seemed to understand that we were there to help them along." (paragraph 2)

C. "Access was limited for safety reasons and to minimize disturbance to the whales and those involved directly with the rescue effort." (paragraph 3)

D. "There were so many groups—Inupiat hunters, biologists, oil companies, United States and Soviet Union government agencies, the military, non-profit organizations, and the press—on the scene and everyone wanted to play a part." (paragraph 4)

GO ON ▶

38. Part A

Which sentence from "NOAA's Big Miracle Worker" includes two central ideas from the interview?

A. "Once we started moving the whales toward freedom, however, I couldn't help but think that they knew something was happening." (paragraph 2)

B. "It did help that the whales were located a good way from Barrow and the only route there was by snow machine or on one of the helicopters dedicated to the rescue effort." (paragraph 3)

C. "If they said it was time to stop because it was too dangerous, we listened." (paragraph 3)

D. "Aside from freeing the whales, it was the involvement of so many groups that actually became the operation's biggest success story." (paragraph 4)

Part B

Which additional sentence offers the **best** support for the central ideas in Part A?

A. "The whales were relatively young and confused." (paragraph 2)

B. "We followed their advice and they helped us make decisions along the way." (paragraph 3)

C. "All along, we had planned to use whale mating sounds to lure the whales from hole to hole." (paragraph 5)

D. "While we were carefully moving the whales, a Soviet ice-breaker arrived." (paragraph 5)

GO ON ▶

39. Part A

How does paragraph 2 contribute to the structure of the interview?

A. It presents an explanation for the whales' stranding.

B. It explains how the setting affected the rescue.

C. It captures the reader's interest with a description of the whales.

D. It provides the reader with information about the groups involved in the rescue.

Part B

Which detail from paragraph 2 of the interview **best** supports the answer to Part A?

A. "This was October in Alaska . . . ."

B. ". . . a total zoo in Barrow with all the reporters there."

C. ". . . were relatively young and confused."

D. ". . . the other gray whales had started migrating . . . ."

40. Part A

What effect did the owners of a Minnesota company have on the rescue?

A. The equipment they sent allowed breathing holes to be cut in the ice.

B. The equipment they sent helped to provide light for the workers.

C. The equipment they sent helped the whales move forward from one hole to the next.

D. The equipment they sent broke through the ice to create a path through the bay.

Part B

Which **two** details from paragraph 5 of the interview **best** support the answer to Part A?

A. ". . . chain saws to help cut holes in the ice."

B. ". . . circulate water and prevent freezing."

C. ". . . whale mating sounds to lure the whales . . . ."

D. ". . . noise generated by the pumps attracted the whales."

E. ". . . broke through a 15-foot area at the head of the bay . . . ."

F. ". . . cutting holes to meet the channel . . . ."

GO ON ▶

41. In "NOAA's Big Miracle Worker," Dave Withrow describes how different groups worked together in different ways to save the whales. The table contains some of the groups Withrow mentions. Write contributions and effects in the correct boxes to show how each group contributed to the rescue. Each contribution and effect will be used **once**.

Groups Who Helped in the Rescue

Groups	Contributions	Effects
Soviets		
Reporters		
Inupiat people		

Contributions

- alerted people to the problem
- provided icebreakers
- gave advice about conditions

Effects

- helped keep the rescuers safe
- more resources became available
- cleared the final channel to open water

STOP

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 POLICY[1]

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

DEPARTMENT of EDUCATION

Louisiana Believes

Grade 7 English Language Arts
Practice Test Answer Key

This document contains the answers to all items on the grade 7 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 7 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.7.4, L.7.4, RL.7.1
	2	EBSR	**PART A:** C **PART B:** D	RL.7.3, RL.7.1
	3	MS	**PART A:** B **PART B:** E, F	RL.7.6, RL.7.1
	4	EBSR	**PART A:** B **PART B:** B	RL.7.4, L.7.4, RL.7.1
	5	MS	**PART A:** B **PART B:** D, F	RL.7.3, RL.7.1
	6	TE	See TE Item Key	RL.7.2, RL.7.1
	7	PCR	See Scoring Table and Rubric Sample Student Responses	RL.7.6, RL.7.1; W.7.2, W.7.4, W.7.9; L.7.1, L.7.2
1 Reading Passage Set	8	MS	**PART A:** D **PART B:** A, C	RL.7.2, RL.7.1
	9	MS	**PART A:** B **PART B:** B, C	RL.7.4, L.7.4, RL.7.1
	10	MS	**PART A:** B **PART B:** B, E	RL.7.6, RL.7.1

Session	Sequence	Item Type	Key	Alignment
	11	EBSR	**PART A:** C **PART B:** D	RL.7.2, RL.7.1
2 Research Simulation Task	12	EBSR	**PART A:** D **PART B:** C	RI.7.4, L.7.4, RI.7.1
	13	EBSR	**PART A:** C **PART B:** B	RI.7.5, RI.7.1
	14	EBSR	**PART A:** B **PART B:** A	RI.7.2, RI.7.1
	15	EBSR	**PART A:** B **PART B:** D	RI.7.2, RI.7.1
	16	EBSR	**PART A:** D **PART B:** C	RI.7.3, RI.7.1
	17	MS	**PART A:** B **PART B:** C, D, F	RI.7.2, RI.7.1
	18	EBSR	**PART A:** D **PART B:** B	RI.7.5, RI.7.1
	19	TE	See TE Item Key	RI.7.2, RI.7.1
	20	PCR	See Scoring Table and Rubric	RI.7.6, RI.7.9, RI.7.1; W.7.2, W.7.4, W.7.9; L.7.1, L.7.2
3 Narrative Writing Task	21	TE	See TE Item Key	RL.7.2, RL.7.1
	22	MS	**PART A:** A **PART B:** C, E	RL.7.3, RL.7.1
	23	EBSR	**PART A:** D **PART B:** B	L.7.5, RL.7.1
	24	EBSR	**PART A:** B **PART B:** D	RL.7.2, RL.7.1
	25	PCR	See Scoring Table and Rubric Sample Student Responses	W 7.3, W.7.4; L.7.1, L.7.2
3 Reading Passage Set	26	EBSR	**PART A:** B **PART B:** B	RI.7.5, RI.7.1

Session	Sequence	Item Type	Key	Alignment
	27	EBSR	**PART A:** C **PART B:** B	RI.7.6, RI.7.1
	28	EBSR	**PART A:** C **PART B:** D	RI.7.5, RI.7.1
	29	EBSR	**PART A:** B **PART B:** C	RI.7.3, RI.7.1
	30	MS	**PART A:** B **PART B:** C, E	RI.7.4, L.7.4, RI.7.1
	31	MS	**PART A:** A **PART B:** A, E	RI.7.2, RI.7.1
4 Reading Literary and Informational Texts	32	EBSR	**PART A:** C **PART B:** A	RL.7.3, RL.7.1
	33	MS	**PART A:** C **PART B:** E, F	RL.7.6, RL.7.1
	34	TE	See TE Item Key	RL.7.3, RL.7.1
	35	EBSR	**PART A:** B **PART B:** D	RL.7.2, RL.7.1
	36	EBSR	**PART A:** B **PART B:** A	RI.7.3, RI.7.1
	37	EBSR	**PART A:** B **PART B:** D	RI.7.4, L.7.5, RI.7.1
	38	EBSR	**PART A:** D **PART B:** D	RI.7.2, RI.7.1
	39	EBSR	**PART A:** B **PART B:** A	RI.7.5, RI.7.1
	40	MS	**PART A:** C **PART B:** B, D	RI.7.3, RI.7.1
	41	TE	See TE Item Key	RI.7.3, RI.7.1

Item Type	Description	Scoring Information
Evidence-Based Selected Response (EBSR)	• Two-part item • Part A measures reading comprehension • Part B asks for evidence to support part A	• 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)	• 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)	• 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)	• 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)
		• 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
		  o For most one-part TE items: 1 point if student chooses at least half of the correct responses
		  o For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses
		  o 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

Item Type	Description	Scoring Information
		○ For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order 4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses • No credit (0 points): does not meet partial credit rules or for a two-part TE item, **only** part B is correct
Prose Constructed Response (PCR)	• 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)	LAT/RST: Worth up to 19 points • 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) NWT: Worth up to 15 points • 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 6

Summary from *Black Beauty: The Autobiography of a Horse*

The narrator explains what breaking in a horse involves.
The narrator says that horses must always follow their masters' wishes.
The narrator tells how unpleasant it is to wear a bit and bridle.
The narrator gets used to being broken in and feels proud to be ridden by his master.

The narrator describes how cruel the master is when putting on the saddle.

The narrator says he will never get used to carrying his master.

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

Summary from *Black Beauty: The Autobiography of a Horse*

The narrator says that horses must always follow their masters' wishes.

The narrator describes how cruel the master is when putting on the saddle.

The narrator gets used to being broken in and feels proud to be ridden by his master.

The narrator tells how unpleasant it is to wear a bit and bridle.

The narrator explains what breaking in a horse involves.

The narrator says he will never get used to carrying his master.

Session 2, Item 19

1	Ions moving through a solution create an electrical charge.
2	Electricity flows poorly through substances with few or no ions.
3	Some substances with few ions become good conductors of electricity when they are combined with other substances.

Laundry soap often contains molecules of ammonia.

Sodium chloride, more commonly known as table salt, has ions.

In addition, atoms contain even smaller parts called subatomic particles.

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

1	
2	
3	

Ions moving through a solution create an electrical charge.

Electricity flows poorly through substances with few or no ions.

Laundry soap often contains molecules of ammonia.

Some substances with few ions become good conductors of electricity when they are combined with other substances.

Sodium chloride, more commonly known as table salt, has ions.

In addition, atoms contain even smaller parts called subatomic particles.

Session 3, Item 21

1	Blake tries to occupy himself while waiting for his mother in a library.
2	As Blake taps books on the shelves, one strikes him.
3	Blake looks and listens carefully trying to figure out what caused the book to strike him.
4	Blake is brought to reality when his mother and the librarian appear.

Blake suffers a paper cut from his encounter with the book.

A sharp-clawed cat named Mephistopheles is the only other living thing that Blake can see.

Blake reads the nameplates to determine the subjects of the portraits hanging on the library wall.

Blake hears a sound and determines it was his sister walking upstairs.

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

1	Blake tries to occupy himself while waiting for his mother in a library.
2	
3	
4	

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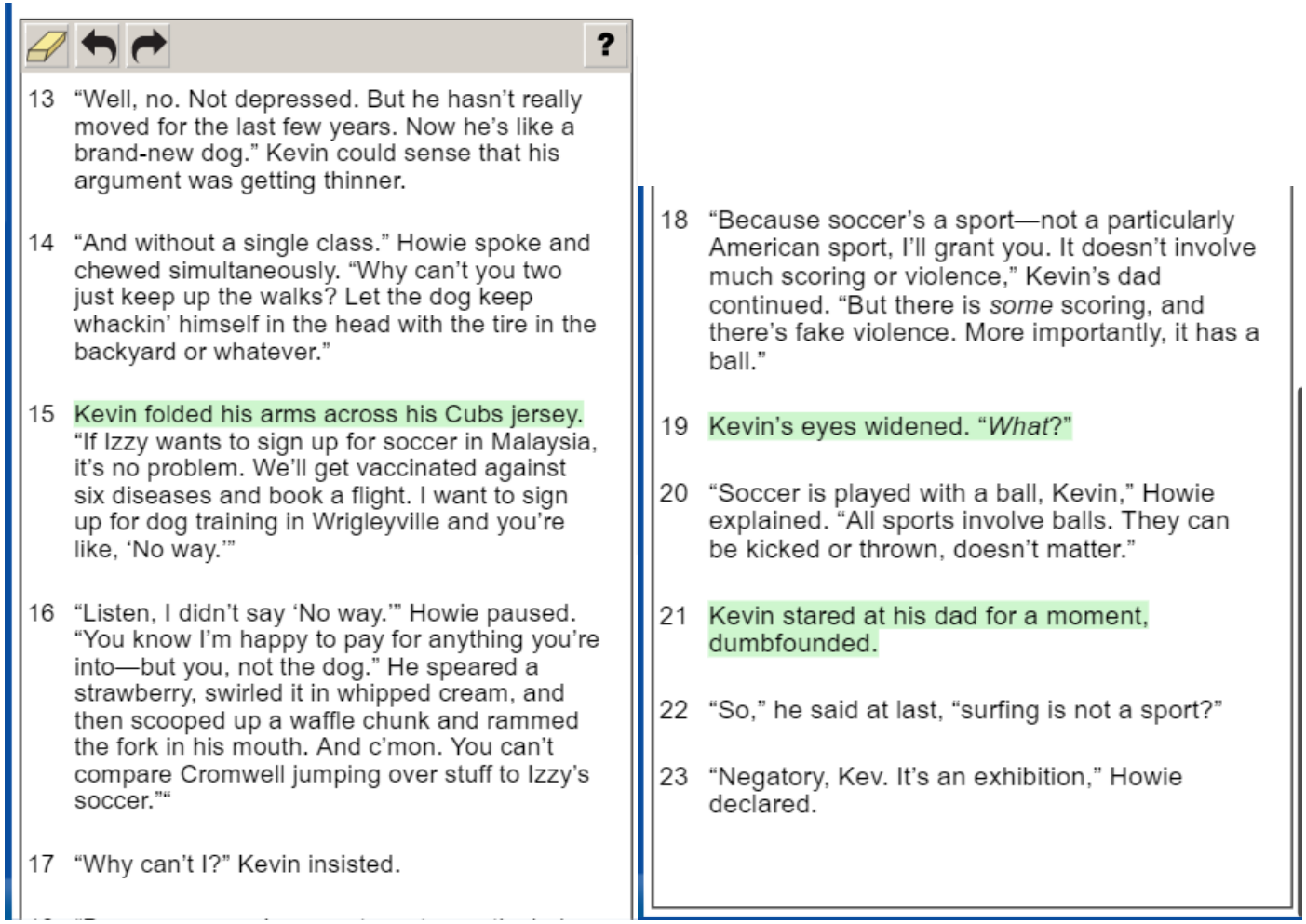
Blake hears a sound and determines it was his sister walking upstairs.

Session 4, Item 34*



13 "Well, no. Not depressed. But he hasn't really moved for the last few years. Now he's like a brand-new dog." Kevin could sense that his argument was getting thinner.

14 "And without a single class." Howie spoke and chewed simultaneously. "Why can't you two just keep up the walks? Let the dog keep whackin' himself in the head with the tire in the backyard or whatever."

15 Kevin folded his arms across his Cubs jersey. "If Izzy wants to sign up for soccer in Malaysia, it's no problem. We'll get vaccinated against six diseases and book a flight. I want to sign up for dog training in Wrigleyville and you're like, 'No way.'"

16 "Listen, I didn't say 'No way.'" Howie paused. "You know I'm happy to pay for anything you're into—but you, not the dog." He speared a strawberry, swirled it in whipped cream, and then scooped up a waffle chunk and rammed the fork in his mouth. And c'mon. You can't compare Cromwell jumping over stuff to Izzy's soccer."

17 "Why can't I?" Kevin insisted.

18 "Because soccer's a sport—not a particularly American sport, I'll grant you. It doesn't involve much scoring or violence," Kevin's dad continued. "But there is *some* scoring, and there's fake violence. More importantly, it has a ball."

19 Kevin's eyes widened. "*What*?"

20 "Soccer is played with a ball, Kevin," Howie explained. "All sports involve balls. They can be kicked or thrown, doesn't matter."

21 Kevin stared at his dad for a moment, dumbfounded.

22 "So," he said at last, "surfing is not a sport?"

23 "Negatory, Kev. It's an exhibition," Howie declared.

*Note: The student only needs to select two of the three correct answers to receive full credit.

Session 4, Item 41

Groups Who Helped in the Rescue

Groups	Contributions	Effects
Soviets	provided icebreakers	cleared the final channel to open water
Reporters	alerted people to the problem	more resources became available
Inupiat people	gave advice about conditions	helped keep the rescuers safe

Contributions Effects

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

Groups Who Helped in the Rescue

Groups	Contributions	Effects
Soviets		
Reporters		
Inupiat people		

Contributions Effects

alerted people to the problem	helped keep the rescuers safe
provided icebreakers	more resources became available
gave advice about conditions	cleared the final channel to open water

Scoring of Grade 7 PCRs				
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	The student response • 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.	The student response • 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.	The student response • 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**.	The student response • 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**.	The student response • 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		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**.	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**.	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**.	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**.

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	The student response • 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.	The student response • 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.	The student response • 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**.	The student response • 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**.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		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**.	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**.	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**.	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**.

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 7

DEPARTMENT of EDUCATION

Louisiana Believes

Session 1

Directions:

Today, you will take Session 1 of the Grade 7 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 ▶

1. Jordan's dog weighs p pounds. Emmett's dog weighs 25% more than Jordan's dog.

Which expressions represent the weight, in pounds, of Emmett's dog?

Select **each** correct answer.

A. $0.25p$

B. $1.25p$

C. $p + 0.25$

D. $p + 1.25$

E. $p + 0.25p$

GO ON ▶

2. Which situation can be represented by the equation $1\frac{1}{4} \times 6 = 7\frac{1}{2}$?

A. It took Calvin $1\frac{1}{4}$ hours to run 6 miles. He ran $7\frac{1}{2}$ miles per hour.

B. Sara read for $1\frac{1}{4}$ hours every day for 6 days. She read for a total of $7\frac{1}{2}$ hours.

C. Matthew addressed $1\frac{1}{4}$ envelopes in 6 minutes. He addressed $7\frac{1}{2}$ envelopes per minute.

D. It took Beth $1\frac{1}{4}$ minutes to paint 6 feet of a board. She painted a total of $7\frac{1}{2}$ feet of the board.

3. Stefanie bought a package of pencils for $1.75 and some erasers that cost $0.25 each. She paid a total of $4.25 for these items, before tax.

Exactly how many erasers did Stefanie buy?

Enter your answer in the box.

GO ON ▶

4. The amount Troy charges to mow a lawn is proportional to the time it takes him to mow the lawn. Troy charges $30 to mow a lawn that took him 1.5 hours to mow.

Which equation models the amount in dollars, d, Troy charges when it takes him h hours to mow a lawn?

A. $d = 20h$

B. $h = 20d$

C. $d = 45h$

D. $h = 45d$

5. On Monday, the temperature at 10 a.m. at Sam's house was $^{-}6°$ Fahrenheit. The temperature at 2 p.m. at Sam's house was 2° Fahrenheit. Which statement about the change in temperature from 10 a.m. to 2 p.m. at Sam's house is true?

A. The temperature decreased by 12° Fahrenheit.

B. The temperature decreased by 4° Fahrenheit.

C. The temperature increased by 3° Fahrenheit.

D. The temperature increased by 8° Fahrenheit.

GO ON ▶

6. A meteorologist was monitoring the temperature outside in degrees Fahrenheit (°F) and wrote the expression $78 + (^{-}6) - 5$. Which statement best describes this expression?

A. The temperature started at 78°F and increased by 6°F. Then the temperature decreased by 5°F.

B. The temperature started at 78°F and increased by 6°F. Then the temperature increased by 5°F.

C. The temperature started at 78°F and decreased by 6°F. Then the temperature decreased by 5°F.

D. The temperature started at 78°F and decreased by 6°F. Then the temperature increased by 5°F.

GO ON ▶

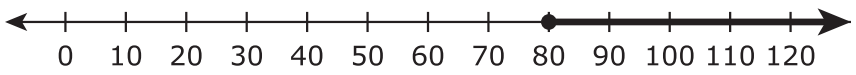
7. Ali is collecting signatures for a petition.

- He currently has 520 signatures.
- He has 6 more weeks to collect the remaining signatures he needs.
- He needs a total of at least 1,000 signatures before he can submit the petition.

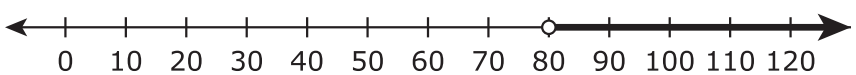
Ali wants to collect the same number of signatures each week.

Which number line represents all possible numbers of signatures Ali could collect in each of the remaining weeks so that he will have enough signatures to submit the petition?

A.

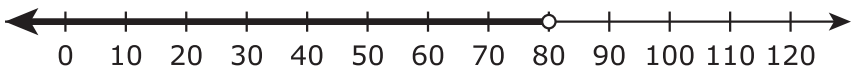


B.



C.

D.



GO ON ▶

8. An ice cream shop uses a mix of blueberries and cherries on its ice cream sundaes. The shop has $5\frac{3}{4}$ pounds of blueberries and $4\frac{1}{2}$ pounds of cherries. The shop mixes the blueberries and cherries and uses $\frac{1}{16}$ pound of the mix on each sundae. Which expression represents the total number of sundaes that the shop can make using all of the blueberries and cherries?

A. $\left(5\frac{3}{4} \div \frac{1}{16}\right) + 4\frac{1}{2}$

B. $5\frac{3}{4} + \left(4\frac{1}{2} \div \frac{1}{16}\right)$

C. $\frac{1}{16} \div \left(5\frac{3}{4} + 4\frac{1}{2}\right)$

D. $\left(5\frac{3}{4} + 4\frac{1}{2}\right) \div \frac{1}{16}$

9. The table shows the cost of downloading songs from a Web site.

Cost of Songs

Number of Songs	Total Cost
3	$3.21
5	$5.35
8	$8.56

At this rate, what is the cost per song?

Enter your answer in the box.

$ ____

GO ON ▶

10. Which expression is equivalent to 2.2 – 2.5?

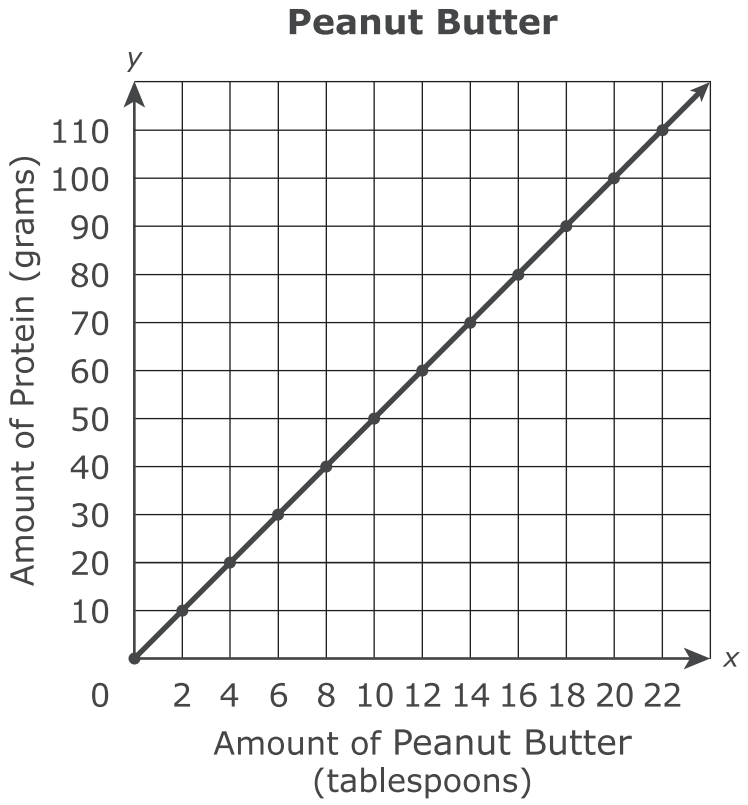
A. 2.5 – 2.2

B. 2.2 + 2.5

C. 2.2 + (−2.5)

D. 2.2 – (−2.5)

11. The graph shows the amount of protein contained in a certain brand of peanut butter.



Which statement describes the meaning of the point (6, 30) on the graph?

A. There are 6 grams of protein per tablespoon of peanut butter.

B. There are 30 grams of protein per tablespoon of peanut butter.

C. There are 6 grams of protein in 30 tablespoons of peanut butter.

D. There are 30 grams of protein in 6 tablespoons of peanut butter.

GO ON ▶

12. Select the correct number from each list to complete the equation.

$$\frac{7}{8} - \left(-2 + \frac{3}{4}\right) = (\quad\_\_\_\_\_ + \_\_\_\_\_\quad) + \frac{7}{8}$$

2
-2
$\frac{3}{4}$
$-\frac{4}{3}$

2
-2
$\frac{4}{3}$
$-\frac{3}{4}$

13. Indicate whether each expression in the table is equivalent to $\frac{1}{2}x - 1$, equivalent to $x - \frac{1}{2}$, or **not** equivalent to $\frac{1}{2}x - 1$ or $x - \frac{1}{2}$.

Mark an X in the appropriate cells in the table. Mark one cell per row.

	Equivalent to $\frac{1}{2}x - 1$	**Equivalent to $x - \frac{1}{2}$**	**Not Equivalent to $\frac{1}{2}x - 1$ or $x - \frac{1}{2}$**
$\frac{2}{3}\left(\frac{3}{4}x - \frac{3}{2}\right)$			
$\left(2x + 1\right) - \left(x + \frac{3}{2}\right)$			

GO ON ▶

14. Two equations are shown.

Equation 1: $\frac{2}{3}\left(x - 6\right) = 6$

Equation 2: $\frac{2}{3}y - 6 = 6$

Solve each equation. Then, enter a number in each box to make this statement true.

The value of x is [ ], and the

value of y is [ ].

15. Jessica rented 1 video game and 3 movies for a total of $11.50.

- The video game cost $4.75 to rent.
- The movies cost the same amount each to rent.

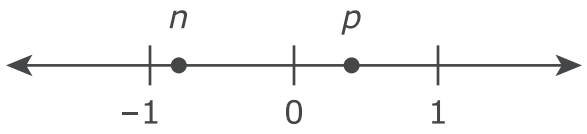
What amount, in dollars, did Jessica pay to rent each movie?

Enter your answer in the box.

$ ☐

GO ON ▶

16. Two numbers, n and p are plotted on the number line shown.



The numbers $n - p$, $n + p$, and $p - n$ will be plotted on the number line.

Select an expression from each list to make this statement true.

The number with the least value is _____,

$n - p$
$n + p$
$p - n$

and the number with the greatest value is _____.

$n - p$
$n + p$
$p - n$

17. An airplane's altitude changed $^{-}378$ feet over 7 minutes. What was the mean change of altitude in feet per minute?

Enter your answer in the box.

GO ON ▶

18. Anita earns 60 points every time she shops at a grocery store. She needs a total of 2,580 points to receive a free prize. So far, she has earned 480 points. How many more times will Anita have to shop at the grocery store in order to earn the additional points she needs for a free prize?

A. 8

B. 35

C. 43

D. 51

GO ON ▶

19. The table below represents a relationship between the time a turtle walks and the distance the turtle travels.

Time and Distance Turtle Walks

Time (minutes)	Distance (feet)
5	120
20	480
30	720
50	1,200

What is the unit rate, in feet per minute, represented in this table?

Enter your answer in the box.

GO ON ▶

20. Which expressions are equivalent to the expression $(x - y)\frac{5}{8} - \frac{1}{4}x + y$?

Select **each** correct answer.

A. $\frac{3}{8}x + \frac{3}{8}y$

B. $\frac{3}{8}x + 1\frac{5}{8}y$

C. $\frac{5}{8}x - y - \frac{1}{4}x + y$

D. $\frac{5}{8}x - \frac{5}{8}y - \frac{1}{4}x + y$

E. $\frac{5}{8}x - \frac{1}{4}x + y - \frac{5}{8}y$

STOP

NO TEST MATERIALS

Mathematics—Session 2

Session 2

Directions:

Today, you will take Session 2 of the Grade 7 Mathematics Practice Test. You will be able to use a calculator in this session.

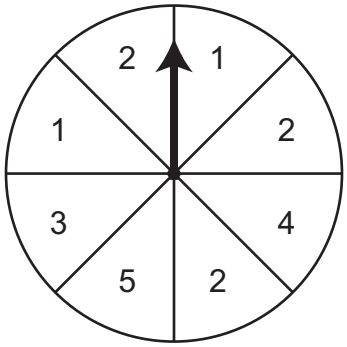
Read each question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely.

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. The spinner shown is divided into 8 equal sections.



The arrow on this spinner is spun once.

What is the probability that the arrow will land on a section labeled with a number **greater** than 3?

A. $\frac{1}{8}$

B. $\frac{1}{4}$

C. $\frac{1}{3}$

D. $\frac{1}{2}$

GO ON ▶

22. Jamal will slice a right circular cylinder into two congruent pieces. Which two-dimensional plane sections **could result** from the slice Jamal makes?

Select **each** correct answer.

A. circle

B. pentagon

C. hexagon

D. triangle

E. rectangle

23. Rosy waxes $\frac{2}{3}$ of her car with $\frac{1}{4}$ bottle of car wax.

At this rate, what fraction of the bottle of car wax will Rosy use to wax her entire car?

A. $\frac{1}{8}$

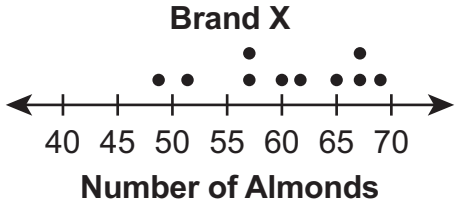
B. $\frac{1}{6}$

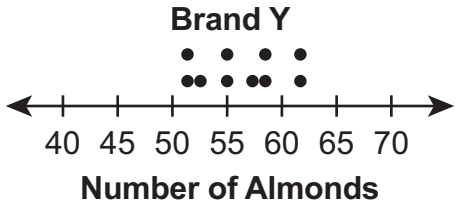
C. $\frac{3}{8}$

D. $\frac{3}{4}$

GO ON ▶

24. Alexis chose a random sample of 10 jars of almonds from each of two different brands, X and Y. Each jar in the sample was the same size. She counted the number of almonds in each jar. Her results are shown in the plots.





Based on the plots, which statement **best** compares the numbers of almonds in the jars from the two brands?

A. The number of almonds in jars from Brand X tends to be greater and more consistent than those from Brand Y.

B. The number of almonds in jars from Brand X tends to be greater and less consistent than those from Brand Y.

C. The number of almonds in jars from Brand X tends to be fewer and more consistent than those from Brand Y.

D. The number of almonds in jars from Brand X tends to be fewer and less consistent than those from Brand Y.

25. A right triangle has legs measuring 4.5 meters and 1.5 meters.

The lengths of the legs of a second triangle are proportional to the lengths of the legs of the first triangle.

Which could be the lengths of the legs of the second triangle?

Select **each** correct pair of lengths.

A. 6 m and 2 m

B. 8 m and 5 m

C. 7 m and 3.5 m

D. 10 m and 2.5 m

E. 11.25 m and 3.75 m

GO ON ▶

26. A $4\frac{1}{2}$-ounce hamburger patty has $25\frac{1}{2}$ grams of protein, and 6 ounces of fish has 32 grams of protein. Determine the grams of protein per ounce for each type of food.

Select a number from each list to correctly complete each statement.

A hamburger patty has approximately _____ grams of protein per ounce.

0.2
4.5
5.7
21.0
25.5

The fish has approximately _____ grams of protein per ounce.

0.2
5.3
6.0
26.0
32.0

27. A salesperson earns commission on the sales that she makes each month.

- The salesperson earns a 5% commission on the first $5,000 she has in sales.
- The salesperson earns a 7.5% commission on the amount of her sales that are greater than $5,000.

Part A

This month the salesperson had $8,000 in sales. What amount of commission, in dollars, did she earn?

A. $400

B. $475

C. $525

D. $600

Part B

The salesperson earned $1,375 in commission last month. How much money, in dollars, did she have in sales last month?

Enter your answer in the box.

GO ON ▶

28. The attendance for the last 4 years at a county fair is shown in the table.

County Fair Attendance

Year	Attendance
1	9,278
2	10,365
3	12,128
4	13,304

This year, the first 20% of people attending the fair will receive a raffle ticket. Of the people who receive raffle tickets, $\frac{1}{3}$ will receive a small prize.

- Based on the data in the table, determine a reasonable estimate of the number of people who will attend this year's fair. Explain how you found your estimate.
- Use your estimate to find the approximate number of people who will receive a small prize at this year's fair.
- Show your work or provide an explanation of how you found the approximate number of people who will receive a small prize at this year's fair.

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

GO ON ▶

29. A family purchased tickets to a museum and spent a total of $38.00. The family purchased 4 tickets. There was a $1.50 processing fee for each ticket. Write and solve an equation that can be used to find x, the cost of one ticket to the museum. Show your work or explain your answer.

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

GO ON ▶

30. Consider the equation $5 + x = n$.

What must be true about any value of x if n is a negative number? Explain your answer. Include an example with numbers to support your explanation.

Enter your answer, your explanation, and your example in the box provided.

GO ON ▶

31. Part A

Which sets of measurements could be the interior angle measures of a triangle?

Select **each** correct answer.

A. 10°, 10°, 160°

B. 15°, 75°, 90°

C. 20°, 80°, 100°

D. 35°, 35°, 105°

E. 60°, 60°, 60°

Part B

Which sets of measurements could be the side lengths of a triangle?

Select **each** correct answer.

A. 3 cm, 3 cm, 3 cm

B. 4 cm, 8 cm, 13 cm

C. 5 cm, 9 cm, 14 cm

D. 6 cm, 7 cm, 8 cm

E. 7 cm, 7 cm, 10 cm

GO ON ▶

32. The coordinates of a quadrilateral are shown:

- point J ($^{-}4.5$, 3)
- point K ($^{-}1.2$, 3)
- point L ($^{-}1.2$, 8.7)
- point M ($^{-}4.5$, 8.7)

Brenda claims that quadrilateral *JKLM* is a square.

Part A

Show or explain why Brenda is not correct.

Enter your work or explanation in the box provided.

GO ON ▶

Part B

Select new coordinates for point *L* and point *M* so that quadrilateral *JKLM* is a square. Show or explain all of the steps you used to determine the new locations of the two points.

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

STOP

NO TEST MATERIALS

NO TEST MATERIALS

Session 3

Directions:

Today, you will take Session 3 of the Grade 7 Mathematics Practice Test. You will be able to use a calculator in this session.

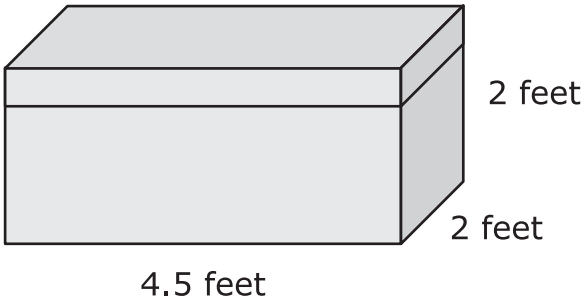
Read each question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely.

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. A storage chest is shown.



What are the volume and the surface area of this storage chest?

Enter your answers in the boxes.

Volume = ☐ cubic feet

Surface Area = ☐ square feet

GO ON ▶

34. Josephine owns a diner that is open every day for breakfast, lunch, and dinner. She offers a regular menu and a menu with daily specials. She wanted to estimate the percentage of her customers who order specials. She selected a random sample of 50 customers who had lunch at her diner during a three-month period. She determined that 28% of these customers ordered from the menu with specials.

Which statement about Josephine's sample is true?

A. The sample is the percentage of customers who ordered daily specials.

B. The sample might not be representative of the population because it only included lunch customers.

C. The sample shows that exactly 28% of Josephine's customers ordered daily specials.

D. No generalizations can be made from this sample, because the sample size of 50 is too small.

35. The table shows a proportional relationship between the number of pounds of grapes purchased and the total cost of the grapes.

Grapes

Number of Pounds	Total Cost (dollars)
4	2.76
7	4.83
9	6.21

A row of values is missing in the table.

Which number of pounds of grapes and total cost of the grapes could be used as the missing values in the table?

Select **each** correct response.

A. Pounds of grapes: 2
Total cost: $1.38

B. Pounds of grapes: 3
Total cost: $2.53

C. Pounds of grapes: 6
Total cost: $3.68

D. Pounds of grapes: 8
Total cost: $5.52

E. Pounds of grapes: 11
Total cost: $8.97

GO ON ▶

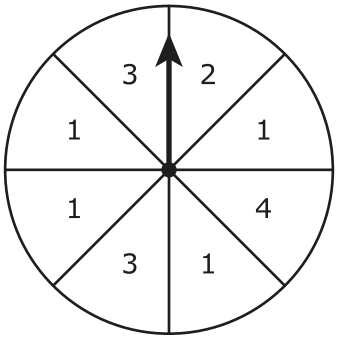
36. A student usually saves $20 a month. He would like to reach a goal of saving $350 in 12 months. The student writes the equation $350 = 12(x + 20)$ to represent this situation. Solve the equation for x.

- Show your work or explain your answer.
- Write your answer as a sentence that describes what the variable x represents.

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

GO ON ▶

37. This spinner is divided into eight equal-sized sections. Each section is labeled with a number.



Jake spins the arrow on the spinner once.

Write events in the correct order from least likely to most likely.

Events

Arrow lands on a section labeled with an odd number

Arrow lands on a section labeled with the number 1.

Arrow lands on a section labeled with a number less than 4.

Least Likely

Most Likely

GO ON ▶

38. Jonah has a recipe that uses $1\frac{1}{2}$ cups of brown sugar and $2\frac{1}{3}$ cups of flour to make 24 muffins. He has a total of 7 cups of flour. Jonah wants to use all of his flour to make as many muffins as possible using this recipe.

Part A

Exactly how many cups of brown sugar will Jonah use if he uses all 7 cups of flour?

A. $3\frac{3}{10}$ cups

B. $4\frac{1}{2}$ cups

C. $7\frac{5}{6}$ cups

D. $10\frac{8}{9}$ cups

Part B

Exacly how many muffins will Jonah make if he uses all 7 cups of flour?

Enter your answer in the box.

39. Reagan will use a random number generator 1,200 times. Each result will be a digit from 1 to 6. Which statement **best** predicts how many times the digit 5 will appear among the 1,200 results?

A. It will appear exactly 200 times.

B. It will appear close to 200 times but probably not exactly 200 times.

C. It will appear exactly 240 times.

D. It will appear close to 240 times but probably not exactly 240 times.

GO ON ▶

40. Part A

At Fairview Middle School, 75 band members need to raise a total of $8,250 for a trip. So far, they have raised $3,120.

How much money, in dollars, per band member, still needs to be raised for the trip?

Enter your answer in the box.

Part B

The entire band decides to have a concert to raise the money for the trip. Tickets for the concert will cost $7.50 each. A local business agrees to donate an additional $0.50 for each $1.00 in ticket sales to the band for their trip.

What is the **least** number of concert tickets the band must sell in order to raise the rest of the money needed for the trip?

Enter your answer in the box.

41. Misha has a cube and a right-square pyramid that are made of clay. She placed both clay figures on a flat surface.

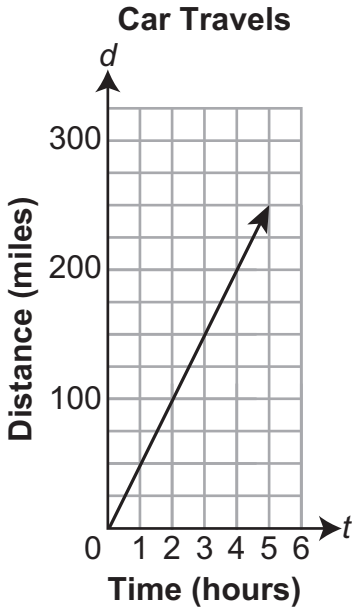
Mark an X in **each** box in the table that identifies the two-dimensional-plane sections that **could** result from a vertical or horizontal slice through each clay figure.

	Cube	**Right-Square Pyramid**
Triangle		
Square		
Rectangle That is Not a Square		

GO ON ▶

42. Part A

The graph shows the distance in miles, *d*, a car travels in *t* hours.



Explain why the graph does or does not represent a proportional relationship between the variables *d* and *t*.

Enter your explanation in the box provided.

GO ON ▶

Part B

Two cars leave from the same city at the same time and drive in the same direction. The table shows the distances traveled by each car.

Two Cars Travel

Hours of Travel	Miles Traveled by Red Car	Miles Traveled by White Car
1	77	55
2	122	110
3	167	165
4	212	220
5	257	275

- Determine whether the relationship between the number of hours traveled and the number of miles traveled is proportional for each car.
- Use the table to explain how you determined your answers.
- Describe how the graph of the distance traveled by each car would support your answers.

GO ON ▶

Enter your answers and your explanations in the box provided.

GO ON ▶

43. A worker has to drive her car as part of her job. She receives money from her company to pay for the gas she uses. The table shows a proportional relationship between *y*, the amount of money that the worker receives, and *x*, the number of work-related miles driven.

Mileage Rates

Distance Driven, *x* (miles)	**Amount of Money Received, *y* (dollars)**
25	12.75
35	17.85
40	20.40
50	25.50

GO ON ▶

Part A

Explain how to compute the amount of money the worker receives for any number of work-related miles. Based on your explanation, write an equation that can be used to determine the total amount of money, *y*, the worker receives for driving *x* work-related miles.

Enter your explanation and your equation in the box provided.

Part B

On Monday, the worker drove a total of 134 work-related and personal miles. She received $32.13 for the work-related miles she drove on Monday. What percent of her total miles driven were work-related on Monday? Show or explain your work.

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

STOP

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
TEST SECURITY POLICY[1]

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*

This project is made possible through a grant awarded by the State Board of Elementary and Secondary Education from the Louisiana Quality Education Support Fund—8(g).

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

LEAP 2025

DEPARTMENT of EDUCATION

Louisiana Believes

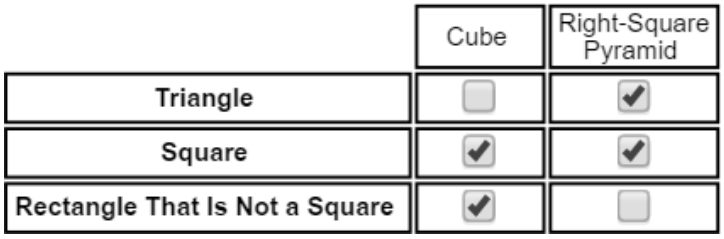
LEAP 2025 Grade 7 Mathematics Practice Test Answer Key

This document contains the answer keys and rubrics for the LEAP 2025 Grade 7 Mathematics Practice Test.

Session 1				
Task #	**Task Type**	**Value (points)**	**Key**	**Alignment**
1	I	1	B, E	7.EE.A.2
2	I	1	B	7.NS.A.2a
3	I	1	10	7.EE.B.4a
4	I	1	A	7.RP.A.2c
5	I	1	D	7.NS.A.3
6	I	1	C	7.NS.A.1b
7	I	1	A	7.EE.B.4b
8	I	1	D	7.NS.A.2b
9	I	1	1.07	7.RP.A.2b
10	I	1	C	7.NS.A.1c
11	I	1	D	7.RP.A.2d
12	I	1	$^{7}/_{8} - (-2 + {}^{3}/_{4}) = ($ 2 $+$ −3/4 $) + {}^{7}/_{8}$	7.NS.A.1d
13	I	1	☑ $\frac{2}{3}\left(\frac{3}{4}x-\frac{3}{2}\right)$ — Equivalent to $\frac{1}{2}x-1$ ☑ $\left(2x+1\right)-\left(x+\frac{3}{2}\right)$ — Equivalent to $x-\frac{1}{2}$	7.EE.A.1
14	I	1	15; 18	7.EE.B.4a
15	I	1	2.25	7.EE.B.4a
16	I	1	The number with the least value is n – p, and the number with the greatest value is p – n.	7.NS.A.1b
17	I	1	-54	7.NS.A.3
18	I	1	B	7.EE.B.4a
19	I	1	24	7.RP.A.2b
20	I	1	A, D, E	7.EE.A.1

Session 2				
Task #	**Task Type**	**Value (points)**	**Key**	**Alignment**
21	I	1	B	7.SP.C.7a
22	I	1	A, E	7.G.A.3
23	I	1	C	7.RP.A.1
24	I	1	B	7.SP.B.4
25	I	1	A, E	7.RP.A.2a
26	I	1	A hamburger patty has approximately 5.7 grams of protein per ounce. The fish has approximately 5.3 grams of protein per ounce.	7.RP.A.1
27	I	2	Part A: B Part B: 20000	7.RP.A.3
28	III	3	rubric	LEAP.III.7.4 (7.NS.A.3, 7.EE.B.3)
29	III	3	rubric	LEAP.III.7.1 (7.EE.B.4a)
30	II	3	rubric	LEAP.II.7.2 (7.NS.A.1b)
31	I	2	Part A: A, B, E Part B: A, D, E	7.G.A.2
32	II	4	Part A: rubric Part B: rubric	LEAP.II.7.6 (6.NS.C.6b, 6.NS.C.8)

Session 3				
Task #	**Task Type**	**Value (points)**	**Key**	**Alignment**
33	I	1	18; 44	7.G.B.6
34	I	1	B	7.SP.A.1
35	I	1	A, D	7.RP.A.2a
36	II	3	rubric	LEAP.II.7.5 (7.EE.B.4a)

Session 3				
Task #	**Task Type**	**Value (points)**	**Key**	**Alignment**
37	I	1	Least Likely Arrow lands on a section labeled with the number 1. Arrow lands on a section labeled with an odd number. Arrow lands on a section labeled with a number less than 4. Most Likely Note: This item presents horizontally online.	7.SP.C.5
38	I	2	Part A: B Part B: 72	7.RP.A.3
39	I	1	B	7.SP.C.6
40	I	2	Part A: 68.40 Part B: 456	7.EE.B.3
41	I	1		7.G.A.3
42	II	4	Part A: rubric Part B: rubric	LEAP.II.7.4 (7.RP.A.2a)
43	III	6	Part A: rubric Part B: rubric	LEAP.III.7.2 (6.RP.A.2, 6.RP.A.3, 6.EE.C.9)

RUBRICS

Task # 28	
Score	**Description**
3	Student response includes the following 3 elements: • **Computation component**: 1 point o Acceptable approximate number of people who will receive a small prize, range from 900 to 1,200 people • **Modeling component**: 2 points o Models a valid estimation strategy for determining the number of people who will attend this year's fair, range of 14,000 to 17,000 o Models finding the approximate number of people who will receive a prize Sample Student Response: I saw that the attendance was increasing each year and found the average amount that it increased by each year. (1,087 + 1,763 + 1,176)/3 = 4,026/3 So I estimate that the attendance this year will increase by about 1,342 people and will be 14,646 people. 20% of 14,646 is 0.20(14,468) = 2,929.2 $\frac{1}{3}$ of 2,929.2 is (2,929.2)($\frac{1}{3}$) = (2,929.2)/3 = 976.4 So about 976 people will receive a small prize. Note: Accept other valid estimation strategies for determining this year's attendance.
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 #29	
Score	**Description**
3	Student response includes the following 3 elements: • **Modeling component**: 2 points o Correct equation o Valid explanation or work • **Computation component**: 1 point o Correct price of one museum ticket, 8 Sample Student Response: $4(x + 1.50) = 38$ or equivalent $4x + 6 = 38$ $4x = 32$ $x = 8$ The cost of one ticket is $8.
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**
3	Student response includes the following 3 elements: • **Reasoning component**: 2 points o Valid statement about the value of x o Valid explanation about the statement regarding the value of x • **Computation component**: 1 point o Valid example, using numbers, that supports the explanation Sample Student Response: I know that 5 + (-5) = 0. Then, 5 plus any number less than -5 will be negative. So, the value of x must be less than -5 if n is a negative number ($x < -5$ can be used as the statement). An example that shows this is true is 5 + (-6) = -1, and this works for any number less than -5.
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 #32	
Part A	
Score	**Description**
2	Student response includes the following 2 elements: • **Computation component:** 1 point o Correct computation, numerical support, or graphical support that is consistent with the student's reasoning • **Reasoning component**: 1 point o Correctly reasons that the lengths of the sides of the quadrilateral *JKLM* are not all the same, so it cannot be a square Sample Student Response: In a square, the lengths of all four sides are the same. If quadrilateral *JKLM* is a square, all four of its side lengths would be the same. Since the *y*-coordinates are the same in points *J* and *K*, the side length of *JK* is the positive difference between the *x*-coordinates of each point. So, *JK* = $\lvert -4.5 - (-1.2) \rvert = \lvert -4.5 + 1.2 \rvert = \lvert -3.3 \rvert = 3.3$ units. Similarly, the side length of *KL* is the positive difference between the *y*-coordinates of each point. So, *KL* = $\lvert 3 - 8.7 \rvert = \lvert -5.7 \rvert$ = 5.7 units. The lengths of two sides of the quadrilateral are not equal, so quadrilateral *JKLM* is not a square. Notes: • The student may still receive credit for this part if the student chooses to compute or compare side lengths without using absolute values. • The student may receive a total of 1 point for Part A if the reasoning processes are correct but the student makes one or more computational errors resulting in incorrect answers or an incorrect conclusion. • The student may receive the 1 computation point if the correct answer is computed but shows no work or insufficient work to indicate a correct reasoning process.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

Task #32	
Part B	
Score	**Description**
2	Student response includes the following 2 elements: • **Computation component:** 1 point o Correct new coordinates for points *L* and *M* • **Reasoning component**: 1 point o Correctly reasons why the two new coordinates of points *L* and *M* would make quadrilateral *JKLM* a square Note: Numerical or graphical support that is consistent with the student's reasoning is acceptable for full credit. Sample Student Response: The given coordinates form a rectangle with sides *JK* and *LM* both 3.3 units and sides *KL* and *JM* both 5.7 units. If the coordinates of points *L* and *M* change so that quadrilateral *JKLM* is a square, they should be lowered on the coordinate plane 5.7 – 3.3, or 2.4 units. This will change sides *KL* and *JM* from 5.7 units to 3.3 units, making the resulting quadrilateral a square. Lowering points on a coordinate plane changes their *y*-coordinates. So, the new coordinates of point *L* would be (-1.2, 6.3) since 8.7 – 2.4, or 6.3. The new coordinates of point *M* would be (-4.5, 6.3) since 8.7 – 2.4, or 6.3 units. Notes: • The student should receive credit for this part if the student chooses new coordinates for points L and M that are below points J and K, as long as the student shows or explains that the side lengths of all four sides are the same length. • The student may receive a total of 1 point for Part B if the reasoning processes are correct but the student makes one or more computational errors resulting in incorrect answers or an incorrect conclusion. • The student may receive the 1 computation point if the correct answer is computed but shows no work or insufficient work to indicate a correct reasoning process.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

Task #36	
Score	**Description**
3	Student response includes the following 3 elements: • **Computation component**: 1 point o Correctly determines the value of x • **Reasoning component**: 2 points o Correctly uses an equation to determine the monthly savings goal o Correctly writes a sentence to explain the solution Sample Student Response: $350 = 12(x + 20)$ $29.1\overline{6} = x + 20$ $9.1\overline{6} = x$ $\$9.17 = x$ The student has to save an additional \$9.17 per month to reach his goal of saving \$350 in 12 months.
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.

<table>
<tr><th colspan="2">Task #42</th></tr>
<tr><th colspan="2">Part A</th></tr>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>1</td><td>Student response includes the following element:
Reasoning component: 1 point
Correct explanation of why the graph represents a proportional relationship
Sample Student Response:
The graph represents a proportional relationship between the variables d and t because the ratio of d to t is always the same number.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
<tr><th colspan="2">Part B</th></tr>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>3</td><td>Student response includes the following 3 elements:
Computation component: 1 point
Correct identification of the relationship of distance and time as proportional for the white car and not proportional for the red car
Reasoning component: 2 points
Correct explanation, using the table, of why each relationship is proportional or not proportional
Correct explanation of how the graph of each relationship would support the previous answer
Sample Student Response:
The relationship between distance and time is proportional for the white car, but not proportional for the red car. The ratio of miles traveled to hours traveled for the white car is the same for each row (55 miles per hour). The ratio of miles traveled to hours traveled for the red car is not the same for each row ($\frac{77}{1}$ = 77, and $\frac{122}{2}$ = 61). The graph of the white car relationship would form a straight line that passes through the origin, so this supports my answer that it is a proportional relationship. The graph of the red car relationship would also pass through the origin, but does not form a straight line. This also supports my answer that the red car relationship is not a proportional relationship.</td></tr>
<tr><td>2</td><td>Student response includes 2 of the 3 elements.</td></tr>
<tr><td>1</td><td>Student response includes 1 of the 3 elements.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
</table>

<table>
<tr><th colspan="2">Task #43</th></tr>
<tr><th colspan="2">Part A</th></tr>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>3</td><td>Student response includes the following 3 elements:
Computation component: 1 points
Correct amount of money received for each work-related mile driven, $0.51
Modeling component: 2 points
Explanation of how to find the amount of money received for any number of work-related miles driven
Correct equation based on the explanation given
Sample Student Response:
Since the table shows a proportional relationship, I can divide the amount of money received by the distance driven for any of the rows in the table. The worker received $0.51 for each work-related mile driven. The equation that represents this is $y = 0.51x$ (or equivalent).</td></tr>
<tr><td>2</td><td>Student response includes 2 of the 3 elements.</td></tr>
<tr><td>1</td><td>Student response includes 1 of the 3 elements.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
<tr><th colspan="2">Part B</th></tr>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>3</td><td>Student response includes the following 3 elements:
Computation component: 2 points
Correct number of work-related miles driven, 63
Correct percent of total miles driven: 47% (or correct calculation based on incorrect number of work-related miles driven)
Modeling component: 1 point
Correct explanation given or work shown
Sample Student Response:
The percent of total miles is found by dividing the work-related miles driven by the total number of miles driven. So, I must first determine the total number of miles that were work-related. I can use my equation from Part A to find the answer.
$32.13 = 0.51x$
$x = \frac{32.13}{0.51} = 63$
$\frac{63}{134} \times 100 \approx 47\%$</td></tr>
<tr><td>2</td><td>Student response includes 2 of the 3 elements.</td></tr>
<tr><td>1</td><td>Student response includes 1 of the 3 elements.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
</table>