This spring, you will take the LEAP test, which will measure your skills in English language arts, mathematics, science, and social studies. It will be given in two phases (the first in March and the second in April). The LEAP test helps determine whether you have the skills and knowledge you need to succeed in the next grade.

This practice test will help you become familiar with what each session of the LEAP test is like, though the practice test has fewer questions. At the end of each session of the practice test, a note tells the number of questions that are on the actual test.

For some sessions, you will mark your answers in a separate answer document. You may also write your composition in the answer document, then tear it out and give it to your teacher, who will mail it to be scored.

You may use the practice test at home or at school. More information about the tests can be found online at www.louisianaschools.net, Testing Information (Districts and Schools).

Want to practice for the tests online?

Sign on to PASS. To get started, go to www.louisianapass.org and type in the password tiger.

On PASS, you will find multiple-choice, short-answer, and essay questions similar to those on the LEAP test. Plus you will get help if you answer questions incorrectly. If you write an answer to an essay question, your essay will be scored and you will get your score in a few days.
Session 1—Writing

Read the topic in the box below and write a well-organized composition of about 100–150 words. Be sure to follow the suggestions listed under the box.

Writing Topic

1. Your teacher has asked you to write a story for your classmates. Imagine you are as small as a bug during recess one day at school.

   Before you begin to write, think about what it would be like to be as small as a bug during recess. Think about things you could do and what might happen.

   Now write a story for your classmates about what happens when you are as small as a bug during recess.

- Your story should have at least two paragraphs.
- Be sure your story has a beginning, a middle, and an end.
- Give specific details and enough information so that your classmates will understand what happened.
- Be sure to write neatly.
- Check your writing for correct spelling, punctuation, and grammar.

Use page 7 in this test booklet for notes, brainstorming, and/or writing an outline. Write a rough draft on pages 8 and 9. Write your final draft on page 3 of your answer document.

Remember: The prewriting activities on page 7 and the rough draft on pages 8 and 9 will not be scored. Only your final draft in your answer document will be scored.

NOTE: On the real test, your teacher will read aloud this page to you. Also, on this session of the test only, you may use a dictionary and thesaurus, along with the Writer’s Checklist.
Use for notes, brainstorming, and/or an outline.
Read this humorous poem about a child choosing just the right pet and then answer questions 2 through 7.

Choosing a Pet
Janice Kuharski

Last Thursday, Mother told me
That I could get a pet.
I must’ve named a million;
She hasn’t liked one yet!

Mom says a baby elephant
Will take up too much space.
She insists a mountain lion
Is much too hard to chase.

Pandas are too picky
Since they only eat bamboo.
She says that bears and tigers
Should stay inside a zoo.

She can’t abide\(^1\) a lizard
Or a python\(^2\) or a goat,
And to keep an alligator,
We’d need to build a moat.\(^3\)

When I told her that an octopus
Would make a striking\(^4\) pet,
She said I can’t have anything
That makes the floor too wet.

Mom said a giant tortoise\(^5\)
Is awkward and too slow.
And when I said a porcupine,
The answer still was no.

At last I said an emu,\(^6\)
She had never heard of that.
Imagine my amazement when
She said yes to a cat!

---

1. **can’t abide**: can’t stand
2. **python**: a large snake
3. **moat**: a dug-out place filled with water, usually around a castle
4. **striking**: unusual looking
5. **tortoise**: a land turtle
6. **emu**: a bird usually found in Australia
Darken the circles for your answers to questions 2 through 5 in the spaces provided on page 5 of your answer document. Mark only one answer for each question.

2. How can you tell that this is a poem?
   A. It is easy to read.
   B. It doesn’t make sense.
   C. It has stanzas.
   D. It doesn’t have sentences.

3. Which of the following is an opinion?
   A. She said yes to a cat.
   B. Pandas are too picky.
   C. At last I said an emu, she had never heard of that.
   D. Last Thursday, Mother told me that I could get a pet.

4. What is the most likely reason Mother finally agreed to a cat?
   A. She got tired of saying no.
   B. She thought a cat would be a good pet.
   C. The cat was the smallest animal suggested.
   D. The cat was the first animal she recognized.

5. The line “I must’ve named a million” in the first verse is an example of
   A. setting.
   B. simile.
   C. abbreviation.
   D. exaggeration.
Write your answers to questions 6 and 7 on the lines provided on page 5 of your answer document.

6. Suppose you were the speaker in the poem. Write **two** things you could tell your mother to convince her to let you get a pet.

7. What would be another good title for this poem? Write your title and tell why you chose that title.
The following passage describes how spiders use silk. Read it carefully and then answer questions 8 through 15.

Spider Silkmakers

Spider silk has been used for centuries: to make nets for catching fish, to pack wounds, and to make the thin hairline sights on telescopes. People have learned that spider silk is one of nature’s strongest fibers.

Silk is crucial to a spider’s survival. It is used to snag and trap insects—the spider’s primary prey. There are some kinds of insects that make silk in saliva glands inside their mouths during larval stages. But spiders are unique in making silk throughout their entire lives.

Spiders are master silkmakers. The silk is made in glands of the spider’s body. At the tip of its abdomen are spinnerets, tiny bumps with holes from which the silk emerges. Some spiders can spin up to seven or eight varieties of silk, each one for a particular purpose.

Orb weavers are spiders named for the round webs they spin. An orb weaver building a web runs up, down, and across a shimmery network of silk. The spider’s silk glands produce exactly the kind of silk it needs. Dry silk is used for the outer radius of the web. The center is made with sticky threads that trap insects and hold them in place until the spider attacks. Orb weavers use tough, gluey silk to wrap their insect victims before injecting them with a paralyzing poison.

Some tropical orb weavers spin colored silk to disguise their presence on a web. The patterns they weave into their webs perfectly match the patterns on their bodies.

Another species of spider, the cobweb weaver, combs its silk using the bristles on its back legs. Combing makes the silk fuzzy and dense. This creates a messy-looking cobweb, often found under stairs or in woodpiles. Cobwebs tangle and trap the spider’s six-legged insect prey.

Trap-door spiders—also called hairy mygalomorphs—make burrows in the ground with linings of soft silk and hinged lids of silk, sand, and saliva. The burrows are so well camouflaged that insects do not see them. Trap-door spiders wait in their lairs to jump out and grab a meal.

Spiders have developed other uses for silk, the wondrous fiber made in their bodies. Spitting spiders hurl masses of venom-soaked threads over unsuspecting insects. Net-tossing spiders hide in the grass and drop netlike webs on passing insects.

All but the most primitive spiders spin cocoons for their eggs. Most reserve their finest, softest silk to line these egg sacs and protect the delicate, tender spider eggs. Strong, waterproof silk is used for the outside of the egg sacs—making them durable and much more likely to survive, even under layers of winter snow. Spiderlings spend winter inside their egg sacs. Then they hatch in the spring, chewing their way free.

Spinning the egg sac is sometimes a spider’s final silkmaking act, using up its silk glands forever. Without silk a spider dies because it has no way to build traps and snares for insect prey.
Darken the circles for your answers to questions 8 through 13 in the spaces provided on page 6 of your answer document. Mark only one answer for each question.

8. In the second paragraph, crucial means
   A. unimportant.
   B. impossible.
   C. important.
   D. insignificant.

9. Which spider soaks silk threads with poison venom?
   A. the orb weaver
   B. the trap-door spider
   C. the net-tossing spider
   D. the spitting spider

10. Why does the tropical orb weaver sometimes spin colored silk?
    A. to hide itself on a web
    B. to beautify its environment
    C. to attract insects to the web
    D. to strengthen its egg sacs

11. Where do spiderlings spend the winter?
    A. on the web
    B. on the ground
    C. in the grass
    D. in their egg sacs

12. In the sentence “The burrows are so well camouflaged that insects do not see them,” what does camouflaged mean?
    A. multicolored
    B. below the surface of the ground
    C. blending with the surroundings
    D. messy-looking

13. According to the last paragraph, many spiders may die from
    A. working too hard.
    B. starvation.
    C. diseases.
    D. being poisoned.

GO ON TO THE NEXT PAGE
Write your answers to questions 14 and 15 on the lines provided on page 6 of your answer document.

14. Describe the two kinds of silk used by the orb weavers to make their webs.

15. Explain how trap-door spiders catch their prey.

NOTE: On the real test, you will read two other passages and answer questions about them.
Session 3—Using Information Resources

Introduction: In this session, you will look at some reference materials and then use the materials to answer the questions on pages 24 and 25.

Research Topic: Skin

Suppose you want to find out more about your skin for a report you are writing. Four different sources of information about skin are included in this session. These sources and the page numbers where you can find them are listed below.

1. From a Book, Our Skin
   Table of Contents (page 17)

2. From a Book, Your Skeleton and Skin
   a. Glossary (page 18)
   b. Index (page 19)

3. World Book Encyclopedia
   Articles Related to Skin (page 20)

4. From a Book, ABCs of the Human Body
   a. Copyright Page (page 21)
   b. Fingerprints (page 22)

Note: Model bibliographic entries are provided on page 23. These show acceptable formats for entries.

Directions: Skim pages 17 through 22 to become familiar with the information in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed these sources, answer the questions on pages 24 and 25. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need. You will mark your answers on page 7 of your answer document.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>i</td>
</tr>
<tr>
<td>Features of the Skin</td>
<td>3</td>
</tr>
<tr>
<td>Surface of the Skin</td>
<td>14</td>
</tr>
<tr>
<td>General Structure</td>
<td>24</td>
</tr>
<tr>
<td>Major Layers</td>
<td>35</td>
</tr>
<tr>
<td>Sweat Glands</td>
<td>50</td>
</tr>
<tr>
<td>Sebaceous Glands</td>
<td>62</td>
</tr>
<tr>
<td>Nails</td>
<td>78</td>
</tr>
<tr>
<td>Hair</td>
<td>93</td>
</tr>
<tr>
<td>Shedding Skin</td>
<td>100</td>
</tr>
<tr>
<td>Pigment or Color of the Skin</td>
<td>117</td>
</tr>
<tr>
<td>Diseases of the Skin</td>
<td>135</td>
</tr>
<tr>
<td>Cells</td>
<td>148</td>
</tr>
<tr>
<td>Glossary of Terms</td>
<td>171</td>
</tr>
<tr>
<td>Bibliography</td>
<td>190</td>
</tr>
<tr>
<td>Index</td>
<td>195</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>201</td>
</tr>
</tbody>
</table>
2. From a Book, *Your Skeleton and Skin*

a. Glossary

**WORDS YOU SHOULD KNOW**

**SKIN**

cell (SEL)—the tiny basic unit of all living matter
dermis (DER • miss)—the layer of skin beneath the epidermis
epidermis (EP • ih • der • miss)—outer layer of skin
fingerprint (FING • er • print)—an impression of the ridge pattern on the inner side at the tip of a finger
follicle (FOL • ih • kil)—a sac in the body in which hair roots grow
gland (GLAND)—an organ that produces and stores or gives off certain substances
organ (OR • gen)—any part of a body that has a special job; heat sense organs react to heat
pattern (PAT • tern)—an arrangement of markings
pigment (PIG • ment)—a natural substance that colors living cells
pore (POAR)—a tiny opening in the skin
pressure (PRESH • er)—the state of being pressed
ridge (RIJ)—a raised line or strip
skin (SKIN)—outer part of the body which protects the inner part
sweat (SWET)—the salty moisture given off through the pores of the skin
INDEX

Achilles tendon, 17
adult skeleton, bones in, 6
ankles, 35
arms, 15, 26–30
baby skeleton, bones in, 5, 6
backbone (spine), 12, 19–22, 24, 25
ball-and-socket joints, 28, 32
brain, 6, 12, 22, 41, 42
breastbone, 25, 26
carpals, 30
cartilage, 12, 13, 20, 21
collarbones, 26
dermis, 38, 39
epidermis, 38–40
elbow, 12, 29
feet, and glands, 39, 40
femur (leg bone), 32
dermis, 38, 39
fingers, 7, 30, 31, 35
floating ribs, 25
tarsal bones, 35
foot bones, 35
footprints, 43
hair, 38–40
hand bones, 7, 30, 31
hands, and glands, 39, 40
head bone (skull), 6, 22, 23
heart, 24
heels, 35
heel bones, 17
hinge joints, 29, 32
hip bones, 32
humerus, 27, 29
joints, 10, 12, 13, 28, 29, 32, 33
knee, 32
kneecap (patella), 33
leg bone (femur), 32
legs, 15, 17, 32–35
ligaments, 11
lower arm, 28
lungs, 24
marrow, 9
metacarpal bones, 30
metatarsal bones, 35
minerals, in bones, 8
muscles, 15–17
oil glands, 40
patella (kneecap), 33
pelvis, 32
periosteum, 10
phalanges, 30, 31, 35
pigment of skin, 38
pores, 38, 39
radius, 29
red blood cells, 9
rib cage, 24
ribs, 24, 25
ridges on skin, 43, 44
sense organs, 41, 42
shoulder blades, 26, 27
skeletal muscles, 16
skeletal system, 6
skeleton, 5–35
skin, 17, 36–44
skull (head bones), 6, 22, 23
socket, 27
spinal canal, 20
spinal cord, 20
spine (backbone), 12, 19–22, 24, 25
spongy bone, 8, 9
sweat glands, 38, 39
tarsal bones, 35
tendons, 11, 17
thumb, 31
tibia, 32, 35
toes, 35
ulna, 29
upper arm, 28
vertebrae, 19–21
wrist bone, 30
Related Articles in *World Book* include:

**Skin disorders**

- Acne
- Athlete’s foot
- Bedsore
- Birthmark
- Boil
- Burn
- Callus
- Corn
- Dermatitis
- Eczema
- Elephantiasis
- Epithelioma
- Erysipelas
- Erythema
- Hives
- Impetigo
- Leprosy
- Lupus
- Neurofibromatosis
- Pimple
- Prickly heat
- Psoriasis
- Ringworm
- Scabies
- Scleroderma
- Shingles
- Sunburn
- Tumor
- Vitiligo
- Wart
- Wen

**Other related articles**

- Dermatology
- Epithelium
- Gland
- Hair
- Mole
- Nail
- Perspiration
- Pore
- Races, Human
- Scar

See also *Skin* in the Research Guide/Index, Volume 22, for a *Reading and Study Guide*.

**Skin disease.** See Dermatology; Skin.
Fingerprints: No Two Alike

The patterns of ridges and grooves on the fingertips of identical twins are similar—but never the same. Indeed, everyone’s fingerprints are different from everyone else’s. Your prints remain the same all your life; unless the bottom layer of the epidermis is destroyed, the skin that grows back after even a serious injury shows the same pattern it did when you were born. Thus fingerprints provide a foolproof way to identify everyone: amnesiacs who have forgotten their own names, accident victims whose faces have become unrecognizable, and, of course, criminals.

Creases in the palm are of interest to science; specifically, the simian fold (not shown here) is a sign of Down syndrome. Oddly enough, Down syndrome seems to be related to Alzheimer’s disease (a form of senility); fingerprint patterns are sometimes used to confirm a diagnosis of Alzheimer’s disease.

Micrographs of skin from other parts of the body show patterns very different from the ridges found on the hands and the feet.

Skin pattern on an earlobe.

Surface of skin on lower lip.
The following sample bibliographic entries are adapted from the *MLA (Modern Language Association) Handbook for Writers of Research Papers*. They show you some acceptable formats for bibliographic entries.

### A Book by a Single Author


(Author) (Title of work) (City) (Publisher) (Year)

### A Book by More Than One Author


(Authors) (Title of work) (City) (Publisher) (Year)

### An Encyclopedia Entry


(Title of article) (Name of encyclopedia) (Year)

### A Magazine Article


(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

### A Book Issued by an Organization Identifying No Author


(Name of organization) (Title of work) (City) (Publisher) (Year)
Darken the circles for your answers to questions 16 through 20 in the spaces provided on page 7 of your answer document. Mark only one answer for each question.

16. According to the table of contents, on what page could you find information related to skin coloring?
   A. 24  
   B. 78  
   C. 117  
   D. 135

17. According to the World Book Encyclopedia, what topic could you look up to find information about diseases of the skin?
   A. dermatology  
   B. follicle  
   C. scalp  
   D. tissue

18. Creases in the palm of the hand are used to help identify
   A. criminals.  
   B. people who have been in accidents.  
   C. some diseases.  
   D. people who have forgotten their names.

19. A reference to where information about the heart may be found is given on the copyright page. The reference refers you to page
   A. 4.  
   B. 91.  
   C. 334.  
   D. 336.

Use the model bibliographic entries and the copyright page to answer this question.

20. What information belongs in the circled area?


   A. ABCs of the Human Body.  
   B. ABCs of the Human Body.  
   C. ABCs of the Human Body:  
   D. “ABCs of the Human Body:”
Write your answers to questions 21 and 22 on the lines provided on page 7 of your answer document.

21. Complete the part of an outline in your answer document on what scientists have learned about fingerprints. Some of the outline has been done for you.

22. Why are some words in the index inside parentheses: ( )?

NOTE: This session is the same length as the one on the real test.
Dear Mr. Allen;

I thought that I would write to tell you how much fun I have on the class trip to your farm last week. We really enjoyed the tours of the egg barn and the catfish hatchery. They were extra interesting! I still have questions about how the eggs and fish get to the city’s. Maybe you can answer my questions in March on our next trip. Thank you again for the tour and your time with my friends and me. Me and my mom and dad would like to visit some weekend.

Yours truly

Evie Smith
Darken the circles for your answers to questions 23 through 30 in the spaces provided on page 8 of your answer document. Mark only one answer for each question.

23. How should you correct the error in number 1?
   A. change 126 Maple to 126, Maple
   B. change Av. to Ave.
   C. change LA 70019 to LA, 70019
   D. There is no error.

24. How should you correct the error in number 2?
   A. change Dear to Deer
   B. change Allen; to Allen,
   C. change Allen; to Allen
   D. There is no error.

25. How should you correct the error in number 3?
   A. change have to had
   B. change class trip to class, trip
   C. change class to classes
   D. There is no error.

26. How should you correct the error in number 4?
   A. change you’re to your
   B. change week to weak
   C. change week. to week?
   D. There is no error.

27. How should you correct the error in number 5?
   A. change were to was
   B. change extra to extera
   C. change interesting! to interesting?
   D. There is no error.

28. How should you correct the error in number 6?
   A. change get to gets
   B. change city’s to cities
   C. change city’s to citys
   D. There is no error.

29. How should you correct the error in number 7?
   A. change Me and my mom and dad to My mom and dad and me
   B. change Me and my mom and dad to My mom, dad, and I
   C. change Me and my mom and dad to Me and my Mom and Dad
   D. There is no error.

30. How should you correct the error in number 8?
   A. change Yours to yours
   B. change truly to Truly
   C. change truly to truly,
   D. There is no error.

NOTE: This session is the same length as the one on the real test.
NO TEST MATERIAL
ON THIS PAGE
Mathematics
Grade 4
Practice Test

NOTE: You will be given a Mathematics Reference Sheet to use for the entire mathematics test.
Session 1—Mathematics (No Calculator)

Mark your answers for questions 1 through 6 in the spaces provided on page 8, session 1, of your answer document. Mark only one answer for each question. On the real test, you may work problems in your test booklet, but you must mark your answers on your answer document.

You may NOT use a calculator for this session.

1. Crystal opened a new package of stickers. She gave 6 stickers to each of her 3 friends. She has 12 stickers left for herself. How many stickers were in the package?
   A. 6
   B. 20
   C. 21
   D. 30

2. Mr. Mobley has a bag of marbles. He divided all the marbles equally among his 5 children. How many marbles could have been in the bag?
   A. 23
   B. 32
   C. 35
   D. 53

3. If Daisy puts her 28 horse statues into rows with 4 statues in each row, how many rows will she have?
   A. 7
   B. 8
   C. 24
   D. 32

4. Taylor decided to eat a handful of 23 jellybeans. She has eaten 12 so far. About how much of the handful did she eat?
   A. about 25%
   B. about 50%
   C. almost 75%
   D. almost 100%

5. Megan is increasing the number of minutes she exercises each day according to the pattern shown below.

<table>
<thead>
<tr>
<th>Number of Minutes of Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

   How many minutes should she exercise on Friday?
   A. 18
   B. 20
   C. 24
   D. 32

GO ON TO THE NEXT PAGE ➤
6. Mrs. Diaz’s class did a survey of what students do during recess. The chart below shows the data they collected.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>play kickball</td>
<td>10</td>
</tr>
<tr>
<td>play basketball</td>
<td>5</td>
</tr>
<tr>
<td>read a book</td>
<td>2</td>
</tr>
<tr>
<td>talk to friends</td>
<td>7</td>
</tr>
</tbody>
</table>

Which graph shows their data?

- **A.**
- **B.**
- **C.**
- **D.**

**NOTE:** On the real test, this session has 30 questions.
Mark your answers for questions 7 through 14 in the spaces provided on page 8, session 2, of your answer document. Mark only one answer for each question. On the real test, you may work problems in your test booklet, but you must mark your answers on your answer document.

**You MAY use a calculator for this session.**

7. Fen is playing a computer game. When she enters a number into the computer, a different number shows on the screen.
   - When 3 is entered, 21 shows on the screen.
   - When 6 is entered, 42 shows on the screen.
   - When 8 is entered, 56 shows on the screen.

What does the computer game tell the computer to do with a number?

A. Add 18 to the number.
B. Add 48 to the number.
C. Multiply the number by 7.
D. Multiply the number by 9.

8. Pat is 23 years old. How old will Pat be in \( N \) years?

   A. \( N \times 23 \)
   B. \( N - 23 \)
   C. \( N \div 23 \)
   D. \( N + 23 \)

Use the figures below to answer question 9.

9. Which of the figures shown above are congruent?

   A. figures 1 and 2 only
   B. figures 2 and 3 only
   C. figures 1 and 3 only
   D. figures 1, 2, and 3
10. Sara, Tom, Ray, and Carole each ordered one small pizza.
   - Sara ate \( \frac{3}{8} \) of her pizza.
   - Tom ate \( \frac{1}{4} \) of his pizza.
   - Ray ate \( \frac{3}{4} \) of his pizza.
   - Carole ate \( \frac{1}{2} \) of her pizza.

   Who ate the most pizza?
   A. Sara  
   B. Tom  
   C. Ray  
   D. Carole

11. Kevin’s mother told him to buy seven-tenths of a pound of hamburger. Each package is marked to show its weight. Kevin should buy the package marked
   A. 7.10 pounds.  
   B. 1.70 pounds.  
   C. 0.7 pound.  
   D. 0.1 pound.

The table below represents the number of people who saw a movie at the Ritz Theater last week. Use this table to answer question 12.

<table>
<thead>
<tr>
<th>Day</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>294</td>
</tr>
<tr>
<td>Monday</td>
<td>200</td>
</tr>
<tr>
<td>Tuesday</td>
<td>187</td>
</tr>
<tr>
<td>Wednesday</td>
<td>218</td>
</tr>
<tr>
<td>Thursday</td>
<td>245</td>
</tr>
<tr>
<td>Friday</td>
<td>300</td>
</tr>
<tr>
<td>Saturday</td>
<td>326</td>
</tr>
</tbody>
</table>

12. If each movie theater ticket costs $7.50, what steps would you take to find out how much money the movie theater made in ticket sales from Friday and Saturday?
   A. Add 300 and 326, then multiply the sum by $7.50.
   B. Add 300 + 326 + $7.50.
   C. Multiply 300 by $7.50 three times, then add $326.
   D. Divide 300 by $7.50, then add $326.
Use the diagram below to answer question 13.

13. Ms. Rollins put a fence for her dog all the way around her rectangular yard. What is the perimeter of her yard?

A. 25 meters  
B. 50 meters  
C. 150 meters  
D. 250 meters

14. Which figure is divided into 4 congruent shapes?

A.  
B.  
C.  
D.  

Now turn to page 9 of your answer document to work on the problems that require you to write out your answers.

**NOTE:** On the real test, this session has 30 questions.
1. Which thing is nonliving?
   A. a mushroom  
   B. a tree  
   C. a worm  
   D. a river

2. On a field in a wooded area, you see a small, strange object. You wonder whether it is a live animal. The best way to find out is to observe the object to see if it
   A. has an odor.  
   B. has separate parts.  
   C. can make a noise and has a lifelike color.  
   D. carries out basic life functions.

3. Which graph could represent a child’s growth from kindergarten through the fourth grade?
   A. Height
      Grade
   B. Height
      Grade
   C. Height
      Grade
   D. Height
      Grade
4. Your teacher has brought a sample of water to class. The sample contains a mixture of small rocks, sand, and silt (very fine soil) from the Mississippi River. After a few hours, the sample settles. Which diagram shows how the sample will settle?

A. 

B. 

C. 

D. 

5. Jeannie put her soccer ball on the ground on the side of a hill. Which force acted on the soccer ball to make it roll down the hill?

A. gravity
B. electricity
C. friction
D. magnetism

6. In which example is matter changing state?

A. heating a pan of water until the water is all gone
B. putting a soft drink can in the refrigerator to cool it
C. heating soup on the stove until it is hot to your tongue
D. transferring sugar into a storage container
7. Carmine’s mother drinks four cans of soft drink each day. To protect the environment, what should Carmine’s mother do with the empty cans?
   A. throw the cans in the trash
   B. send the cans to a landfill
   C. take the cans to be recycled
   D. crush the cans before putting them in the trash

8. Which drawing would represent the flagpole’s shadow at 5:00 P.M.?

   A. 
   B. 
   C. 
   D. 

Now turn to page 11 of your answer document to work on the questions that require you to write out your answers.

NOTE: On the real test, this session has 40 questions.
Social Studies
Grade 4
Practice Test
Sessions 1 and 2—Social Studies Multiple-Choice Questions

Mark your answers for questions 1 through 8 in the spaces provided on page 20 of your answer document. Mark only one answer for each question. On the real test, you may write in your test booklet, but you must mark your answers in your answer document.

1. Oprah and Phyllis were students at the same school. Phyllis chose to drop out of high school. Oprah chose to graduate from high school. Neither teenager had ever worked before. Oprah and Phyllis applied for the same job at a store. What is the most likely reason that Oprah got the job?
   A. It is a national law that high school dropouts cannot get a job.
   B. Oprah had more knowledge and skills than Phyllis had.
   C. Phyllis had a poor work record.
   D. Oprah had worked at the store before.

2. Ms. Miller is a nurse at the local hospital. She takes care of newborn babies and their mothers. Ms. Miller provides a
   A. service.
   B. good.
   C. natural resource.
   D. capital resource.

Use the map below to answer question 3.

Important Natural Resources in Louisiana

Map Key (Legend)

- oil
- sulfur
- stone
- fur
- natural gas
- clay
- salt
- forest

From Discovering Louisiana, published by Laidlaw.

3. Where is fur mostly found in Louisiana?
   A. north
   B. east
   C. south
   D. west
4. What was a result of the Louisiana Purchase?

A. The land owned by Great Britain doubled in size.
B. The land owned by France doubled in size.
C. The land owned by Spain doubled in size.
D. The land owned by the United States doubled in size.
Use the picture below to answer question 5.

5. What do the stars on the United States flag represent?
   A. the number of generals in the Revolutionary War
   B. the number of states in the United States
   C. the number of senators in Congress
   D. the number of major cities in the United States

6. The Bill of Rights gives Americans freedom of the press. What does this freedom mean?
   A. All newspapers should be free for anyone who wants them.
   B. The government cannot say what should be printed in newspapers.
   C. Printing presses should be available for everyone to use for free.
   D. The government cannot stop anyone from giving speeches.

7. A conflict has broken out between two countries. One of the countries threatens to attack the other country. Which organization would most likely work to resolve the conflict between these two countries?
   A. Republican Party
   B. Supreme Court
   C. House of Representatives
   D. United Nations
Use the bar graph below to answer question 8.

Each Continent’s Longest River

<table>
<thead>
<tr>
<th>Continent</th>
<th>River</th>
<th>Length in Miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Nile</td>
<td>4,000</td>
</tr>
<tr>
<td>Antarctica</td>
<td>(no rivers)</td>
<td>0</td>
</tr>
<tr>
<td>Asia</td>
<td>Chang (Murray-Darling)</td>
<td>3,000</td>
</tr>
<tr>
<td>Australia</td>
<td></td>
<td>2,000</td>
</tr>
<tr>
<td>Europe</td>
<td>Volga</td>
<td>1,000</td>
</tr>
<tr>
<td>North America</td>
<td>Mississippi</td>
<td>1,000</td>
</tr>
<tr>
<td>South America</td>
<td>Amazon</td>
<td>4,000</td>
</tr>
</tbody>
</table>


8. Which conclusion can be made from this bar graph?
   A. The longest river on Earth is the Nile.
   B. North America has the shortest rivers of any continent.
   C. There are more rivers in Asia than in any other continent.
   D. The Amazon is the shortest river in South America.

Now turn to page 21 of your answer document to work on the questions that require you to write out your answers.

**NOTE:** On the real test, sessions 1 and 2 are separate, and each session has 25 multiple-choice questions.
Session 1: Writing

Example of a well-written essay by a fourth-grade student:

What A Weird Day

This morning at lunch I ate some low carb food. It was very delishous. After lunch we went out for recess. While I was running to the playground I felt like I was getting smaller. Suddenly my whole body was pitched black. My ears were gone, there were intennase growing out of my head, my legs and hands were gone, after that these six skinny legs were growing out of my stomach. I thought to myself what’s happening to me! I am shrinking. The next thing I know was that I was small as a coca roach. I found out that I was a coca roach. I wanted to scream.

Then I saw Niyjia, Alexus and Keyoshi coming towards me. They came closer, closer, closer and closer. I ran with my six legs than dug a whole. There were worms that were bigger than me in the whole and to the cort. People were running back and forth side to side. I was freaking out. Suddenly basket balls were hitting the ground. One basket ball hit my leg. My leg was brokened. I sloushed behind a tree. I relaxed and I said to myself what a weird day.

This essay shows strong writing skills because:

- The student responds to the task by writing a story about being small as a bug. In fact, the student imagines actually becoming a bug. The student describes the transformation in specific detail (“my whole body was pitched black,” “legs were growing out of my stomach”).
- Events in the story are organized in a clear chronological sequence (from “This morning at lunch” to the conclusion “what a weird day”).
- The student demonstrates strong audience awareness by creating a sense of drama/suspense with sentences such as “They came closer, closer, closer and closer.”
- Exciting verbs and clauses are used throughout the story (“I was freaking out,” “what’s happening to me!”).
- The student demonstrates adequate, not perfect, control in sentence formation, usage, and mechanics. However, the student misspells grade level appropriate words such as delishous, skinny, and cort.
### Mathematics

**Session 1: No Calculator**
1. D
2. C
3. A
4. B
5. D
6. C

**Session 2: Calculator**
7. C
8. D
9. A
10. C
11. C
12. A
13. B
14. A
15. 30 30 30 30

### Science

**Session 3**
11. A. carnivores: 2, 3, 6
   herbivores: 1, 4, 5
   B. **One of the following:**
      - shape of teeth
      - type of teeth or canines
      - teeth or short/long teeth
12. A. **One of the following:**
      - Flat molars help them grind up tough plant material.
      - Flat and long incisors/canines help them tear plants from the ground.
   B. **One of the following:**
      - Sharp incisors/canines help them to tear or stab meat.
      - Sharp molars help them to slice or cut meat.
13. **Important points:**
    - Canines are long and sharp and are used to tear meat.
    - Molars are broad and flat and are used to chew and slice plants.
14. **Important points:**
    - Grass—provides food for the gazelles; provides food for the zebras; provides energy for all the animals in the ecosystem; produces food for the ecosystem; produces oxygen for the animals to use.
    - Zebra—provides food for the lions; the zebra eats the grass.
    - Gazelle—provides food for the lions; the gazelle eats the grass.
    - Lion—eats the zebras and gazelles and prevents them from overpopulating the ecosystem.

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There are 7 more spots the size that it took him 30 minutes to scrub. So, if you multiply 30 minutes by 8, you get the total number of minutes it would take to scrub the whole floor.
Social Studies

Sessions 1 and 2
1. B
2. A
3. C
4. D
5. B
6. B
7. D
8. A

Session 3

Possible answers may include:
9. A. Festivals are held
   • to sell the crops that are grown
   • to celebrate the harvest
   • to encourage tourists to visit the area and spend money
   • to celebrate the culture of the area
   • to honor the farmers who grow the crops
   • to build community pride and spirit

B. Locations of symbols on the map:
   strawberries—Ponchatoula
   sweet potatoes—Opelousas
   sugar cane—New Iberia
   rice—Crowley

C. Example of a student’s map and map key:
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