

This document contains the answers to all items on the grade 6 ELA Practice Test, as well as alignment and scoring information. Refer to the [ELA Practice Test Guidance](#) for information on how to incorporate the practice tests into instruction, as well as a scoring activity.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task (RST) AND a Literary Analysis Task (LAT) OR a Narrative Writing Task (NWT)—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the [Grade 6 ELA Assessment Guide](#) for more information about the test’s design.

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

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

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

| Item Type | Description | Scoring Information |
|--|---|---|
| Evidence-Based Selected Response (EBSR) | <ul style="list-style-type: none"> Two-part item Part A measures reading comprehension Part B asks for evidence to support part A | <ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) Full credit (2 points): both parts correct Partial credit (1 point): Part A is correct; Part B is not correct No credit (0 points): only Part B is correct or neither part is correct |
| Multiple-Select (MS) | <ul style="list-style-type: none"> Requires more than one answer (required number of correct answers in boldface in question) Can have one part (e.g., asks student to select three summary details) or two parts (e.g., Part A asks students to choose two themes; Part B asks for evidence for themes) | <ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) Full credit (2 points): All answers correct Partial credit (1 point): for one-part MS item, 1 of 2 or 2 of 3 answers are correct or for an EBSR with MS in Part A, 1 of 2 or 2 of 3 answers in Part A are correct OR all answers are correct in part A, but Part B is incorrect No credit (0 points): Both parts are incorrect OR only Part B is correct |
| Technology-Enhanced (TE) | <ul style="list-style-type: none"> May have one part OR be part of an EBSR item Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, matching information (refer to LEAP 2025 Technology Enhanced Item Types document for more information) | <ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) TE Items that are part of an EBSR follow the same general rules as EBSR items. Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, OR if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1) Partial credit (1 point): depends on item type <ul style="list-style-type: none"> For most one-part TE items: 1 point if student chooses at least half of the correct responses For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order |

| | | |
|--|---|---|
| | | <p>4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses</p> <ul style="list-style-type: none"> No credit (0 points): does not meet partial credit rules or for a two-part TE item, only part B is correct |
| Prose Constructed Response (PCR) | <ul style="list-style-type: none"> Requires student to show understanding of text(s) by writing a multi-paragraph response Addresses more than one text depending on the task (LAT: 2 texts; RST: 3 texts) Requires evidence from texts Measures Reading Comprehension and Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT) | <p>LAT/RST: Worth up to 19 points</p> <ul style="list-style-type: none"> Reading Comprehension and Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score Knowledge of Language and Conventions dimension (3, 2, 1, 0) <p>NWT: Worth up to 15 points</p> <ul style="list-style-type: none"> Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score Knowledge of Language and Conventions dimension (3, 2, 1, 0) |

Key for Technology-Enhanced Items

Session 1, Item 8

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

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

▼.

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

Session 1, Item 11

| | |
|--|---|
| Collect alligator eggs and wait for them to hatch. | |
| Use drugs to make an alligator fall asleep. | Ask other researchers for their opinion. |
| Connect an alligator to a computer. | |
| Place an alligator into a water tank. | |
| Expose bumps to different types of stimulation. | Study other animals to identify similar features. |

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



Place an alligator into a water tank.



Connect an alligator to a computer.



Ask other researchers for their opinion.



Expose bumps to different types of stimulation.



Collect alligator eggs and wait for them to hatch.

Study other animals to identify similar features.

Use drugs to make an alligator fall asleep.

Session 2, Item 14*

Strategy

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

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

Strategy

The author explains a problem and then presents solutions.

Evidence

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

Evidence

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

Evidence

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

Evidence

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

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

"Grooming lessons come in handy for playful cubs who can't resist rolling in the mud."

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

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

Strategy

The author explains a problem and then presents solutions.

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

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

Strategy

Evidence

Evidence

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

Evidence

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

Evidence

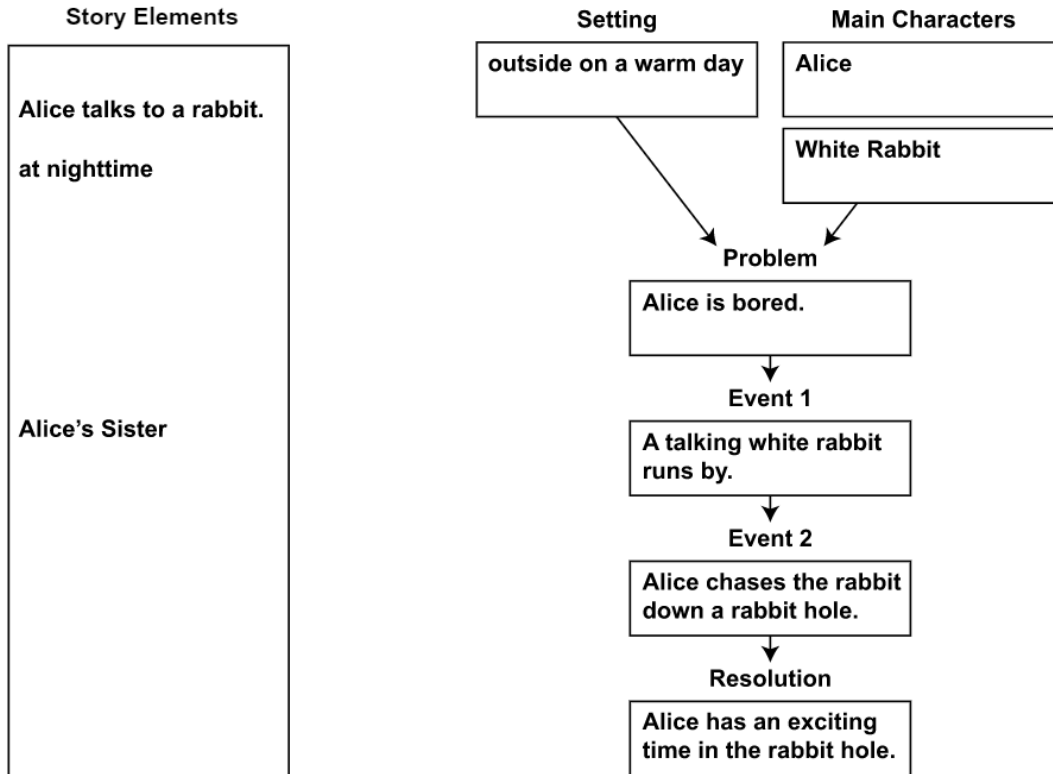
"They keep a computerized family tree of zoo tigers that helps match males and females for breeding."

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

"Grooming lessons come in handy for playful cubs who can't resist rolling in the mud."

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

Session 3, Item 24*

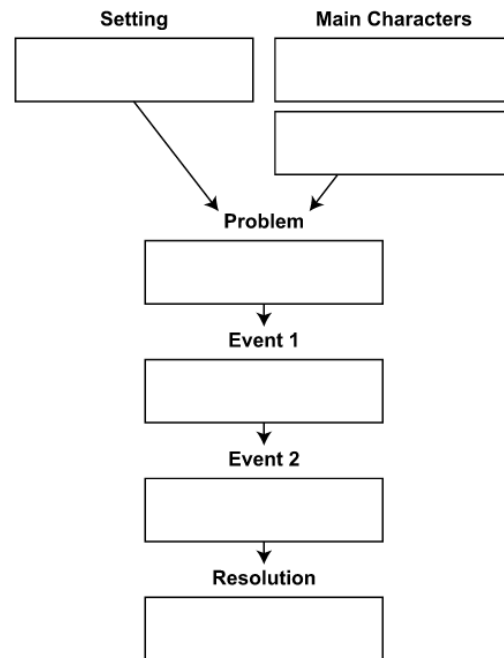


***The main characters do not need to be in a particular order.**

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

Story Elements

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



Session 3, Item 31

from *The Story of a Bad Boy*

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

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

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

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

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

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

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

from *The Story of a Bad Boy*

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

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

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

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

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

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

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

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

Session 4, Item 32

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

| Scoring of Grade 6 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 | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; has a style that is minimally effective. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; has an inappropriate style. |
| Knowledge of Language and Conventions | | <p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

Grades 6–10 Narrative Writing Task (NWT) Scoring Rubric

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---------------------------------------|--|---|---|---|--|
| Written Expression | <p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; establishes and maintains an effective style. | <p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. | <p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. | <p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; has a style that has limited effectiveness. | <p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style. |
| Knowledge of Language and Conventions | | <p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

NOTES:

- The reading dimension is **not** scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards W1-W4.
- Tone is not assessed in grade 6.
- Per the [Louisiana Student Standards](#), in grades 6-8, narrative elements may include establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives, in addition to the grades 3-5 narrative elements: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. The elements to be assessed are expressed in the grade-level standard W3.