



Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide
Grade 7

08/14/2019



About the Practice Test Scoring Guides

The Smarter Balanced ELA Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets.
- a range of student response types.
- a breadth of difficulty levels across the items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information¹:

- Claim: statement derived from evidence about college and career readiness
- Target: statement that bridges the content standards and the assessment evidence that support the claim
- Depth of Knowledge (DOK): measure of complexity considering the student's cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for English Language Arts/Literacy: the primary standard(s) assessed by an item
- Evidence Statement: a statement that explains what a student will be able to do in response to an item in order to provide evidence he or she has met the standard(s). These statements serve as a guide for item writers to ensure alignment to the CCSS standard(s) and targets.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key: expected student response or example response from score point value
- Rubric and a sample student response for each score point for short answer items: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for grade 7. A separate document is available that provides a sample performance task and scoring guide for this grade level.

¹ Most of these terms (Claim, Target, DOK, Evidence Statement, etc.) are further explained in various other Smarter Balanced documents as well as the *Common Core State Standards for English Language Arts and Literacy*. Refer to the *Smarter Balanced Content Standards and Item Specifications for English Language Arts and Literacy* for more information.

Read the text and answer questions 1–8.

The Capture of Father Time

by L. Frank Baum

Jim was the son of a cowboy, and lived on the broad plains of Arizona. His father had trained him to lasso a bronco or a young bull with perfect accuracy, and had Jim possessed the strength to back up his skill he would have been as good a cowboy as any in all Arizona.

When he was twelve years old he made his first visit to the east, where Uncle Charles, his father's brother, lived. Of course Jim took his lasso with him, for he was proud of his skill in casting it, and wanted to show his cousins what a cowboy could do.

At first the city boys and girls were much interested in watching Jim lasso posts and fence pickets, but they soon tired of it, and even Jim decided it was not the right sort of sport for cities.

But one day the butcher asked Jim to ride one of his horses into the country, to a pasture that had been engaged, and Jim eagerly consented. He had been longing for a horseback ride, and to make it seem like old times he took his lasso with him.

He rode through the streets demurely enough, but on reaching the open country roads his spirits broke forth into wild jubilation, and, urging the butcher's horse to full gallop, he dashed away in true cowboy fashion.

Then he wanted still more liberty, and letting down the bars that led into a big field he began riding over the meadow and throwing his lasso at imaginary cattle, while he yelled and whooped to his heart's content.

Suddenly, on making a long cast with his lasso, the loop caught upon something and rested about three feet from the ground, while the rope drew taut and nearly pulled Jim from his horse.

This was unexpected. More than that, it was wonderful; for the field seemed bare of even a stump. Jim's eyes grew big with amazement, but he knew he had caught something when a voice cried out:

"Here, let go! Let go, I say! Can't you see what you've done?"

No, Jim couldn't see, nor did he intend to let go until he found out what was holding the loop of the lasso. So he resorted to an old trick his father had taught him and, putting the butcher's horse to a run, began riding in a circle around the spot where his lasso had caught.

As he thus drew nearer and nearer his quarry he saw the rope coil up, yet it looked to be coiling over nothing but air. One end of the lasso was made fast to a ring in the saddle, and when the rope was almost wound up and the horse began to pull away and snort with fear, Jim dismounted. Holding the reins of the bridle in one hand, he followed the rope, and an instant later saw a man caught fast in the coils of the lasso.

While Jim gazed wonderingly upon him, this venerable old man spoke in an angry voice:

"Now, then—get that rope off as fast as you can! You've brought everything on earth to a standstill by your foolishness! Well—what are you staring at? Don't you know who I am?"

"No," said Jim.

"Well, I'm Time—Father Time! Now, make haste and set me free—if you want the world to run properly."

"How did I happen to catch you?" asked Jim, without making a move to release his captive.

"I don't know. I've never been caught before," growled Father Time. "But I suppose it was because you were foolishly throwing your lasso at nothing."

"I didn't see you," said Jim.

"Of course you didn't. I'm invisible to the eyes of human beings unless

they get within three feet of me, and I take care to keep more than that distance away from them. That's why I was crossing this field, where I supposed no one would be. And I should have been perfectly safe had it not been for your beastly lasso. Now, then," he added, crossly, "are you going to get that rope off?"

"Why should I?" asked Jim.

"Because everything in the world stopped moving the moment you caught me. I don't suppose you want to make an end of all business and pleasure? Not a watch has ticked since you tied me up!"

Jim laughed. It really was funny to see the old man wound round and round with coils of rope from his knees up to his chin.

"It'll do you good to rest," said the boy. "From all I've heard you lead a rather busy life."

"Indeed I do," replied Father Time, with a sigh. "I'm due in Kamchatka this very minute. And to think one small boy is upsetting all my regular habits!"

"Too bad!" said Jim, with a grin. "But since the world has stopped anyhow, it won't matter if it takes a little longer recess. As soon as I let you go Time will fly again."

"The Capture of Father Time" by L. Frank Baum, from *American Fairy Tales*. Copyright © 2011 by The Floating Press.

Item	Grade	Claim	Target	DOK	Standard(s)
#1	7	1	1	2	RL.1

Evidence Statement
The student will identify text evidence to support a given inference based on the text.

Read this statement and the directions that follow.

When Jim was visiting his Uncle Charles in the east, he missed riding his horses on the broad plains of Arizona.

Which evidence from the text **best** supports this statement?

- Ⓐ Jim’s eyes grew big with amazement, but he knew he had caught something when a voice cried out.
- Ⓑ He had been longing for a horseback ride, and to make it seem like old times he took his lasso with him.
- Ⓒ Suddenly, on making a long cast with his lasso, the loop caught upon something and rested about three feet from the ground, while the rope drew taut and nearly pulled Jim from his horse.
- Ⓓ At first the city boys and girls were much interested in watching Jim lasso posts and fence pickets, but they soon tired of it, and even Jim decided it was not the right sort of sport for cities.

Key: B

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#2	7	1	2	3	RL.2

Evidence Statement

The student will determine or summarize a theme of a text using supporting evidence.

What is a theme of the text? Use details from the passage to support your answer.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea • Includes specific examples/details that make clear reference to the text • Adequately explains the theme/central idea/message or analysis with clearly relevant information based on the text 	<p>I think the theme of this text is that you should take time to enjoy certain moments, or take a break. This could be supported by Jim saying "Since the world has stoped anyhow, it won't matter if it take a little recess," or Jim not moving to release Father Time. Also, Jim saying that as soon as he lets Father Time go time will fly again.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea • Includes vague/limited examples/details that make reference to the text • Explains the theme/central idea/message or analysis with vague/limited information based on the text 	<p>The theme of the text is even if you are good at something you still make mistakes.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/message or analysis, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/message or analysis, but includes no explanation or relevant information from the text 	<p>The theme is about a country boy who is good at lassoing, goes to stay with his uncle in the city. The boy goes out riding and catches something.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#3	7	1	5	3	RL.6

Evidence Statement
The student will analyze the relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within one text.

How does the author develop the relationship between Jim and Father Time?

- (A) through their own points of view
- (B) through their dialogue with each other
- (C) with description of each character
- (D) with details about the setting

Key: B

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#4	7	1	5	3	RL.3

Evidence Statement
The student will analyze the relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within one text.

What does the use of dialogue show about the relationship between Jim and Father Time? Select **three** options.

- The dialogue shows that Jim and Father Time are old friends.
- The dialogue signifies that they have a lot in common in their lives.
- The dialogue indicates that Jim and Father Time have different opinions.
- The dialogue demonstrates that Jim and Father Time reach a conclusion.
- The dialogue tells the reader that they do not understand each other's point of view.
- The dialogue helps the reader picture the scene between Father Time and Jim.

Key: C, E, F

Rubric: (1 point) The student selects the three correct options.

Item	Grade	Claim	Target	DOK	Standard(s)
#5	7	1	6	2	RL.5

Evidence Statement
The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

What effect does dialogue have on the reader's understanding of the events surrounding Father Time being captured by Jim? Select **two** options.

- It allows the reader to understand how long Jim has been waiting for the chance to ride a horse.
- It allows the reader to understand that Jim is skilled with a lasso and has captured someone.
- It allows the reader to understand how Father Time has the ability to choose to stop time as he feels like it.
- It allows the reader to understand Jim has captured something that can speak, but doesn't reveal who at first.
- It allows the reader to understand that Father Time has been captured by humans many times before.
- It allows the reader to understand that Father Time is quite upset with Jim and his lack of understanding of what he has done.

Key: D, F

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#6	7	1	4	3	RL.3

Evidence Statement

The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference.

What inference can be made about Jim's feelings toward Father Time? Support your answer with details from the text.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text 	<p>Jim’s feelings to Father Time are humorous and curious. “While Jim gazed wonderingly upon him, this venerable old man spoke in an angry voice:” Jim also feels rebellious, “ ‘Too bad!’ said Jim, with a grin. ‘But since the world has stopped anyhow, it won’t matter if it takes a little longer recess. As soon as I let you go Time will fly again.’” He shows that he has a little rebel in his heart. What he is saying is that he will keep Father Time tied up and have a longer “recess.”</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text 	<p>According to the text, I think Jim was happy to find Father Time because he knew that since he had captured him, he could have all the time he wanted.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference /conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no explanation or relevant information from the text 	<p>Jim’s feelings of father time is that he doesn’t like him that much.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#7	7	1	3	3	RL.4

Evidence Statement
The student will determine the meaning of a word or phrase based on its context in a literary text.

Read the paragraph from the text.

No, Jim couldn't see, nor did he intend to let go until he found out what was holding the loop of the lasso. So he resorted to an old trick his father had taught him and, putting the butcher's horse to a run, began riding in a circle around the spot where his lasso had caught.

What does the word resorted suggest about Jim? Select **two** options.

- Jim liked catching things.
- Jim was using his last choice.
- Jim felt in danger on the horse.
- Jim wanted someone to help him.
- Jim was trying everything he knew.
- Jim was lucky to get his rope stuck.

Key: B, E

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#8	7	1	7	3	RL.4

Evidence Statement
The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone.

Read the sentence from the text.

He rode through the streets demurely enough, but on reaching the open country roads his spirits broke forth into wild jubilation, and, urging the butcher’s horse to full gallop, he dashed away in true cowboy fashion.

How does the author’s use of the phrase, spirits broke forth, help the reader understand Jim’s experience in the country?

- Ⓐ The phrase shows the reader that Jim feels late for his morning job.
- Ⓑ The phrase lets the reader see that Jim can ride a horse very well.
- Ⓒ The phrase indicates that Jim needed to move forward in his life.
- Ⓓ The phrase emphasizes that Jim feels confined in the city.

Key: D

Rubric: (1 point) The student selects the correct option.

Read the text and answer questions 9–14.

Who Were the Celts?
by Amy Baskin

"Celt" is a name given to early Indo-European peoples. In the Iron Age they spread out from Central Europe to the British Isles and Spain. In the sixth century BCE the Greeks first named these people "Keltoi." Later the Romans called these same people living in what is now southern France "Galli," or "Gauls."

The Celts or Gauls have often been defined by what they were not: Romans or Greeks. Unfortunately, the ancient Celtic tribes never wrote about themselves. Written accounts were penned by biased narrators: the Romans and the Greeks, warring neighbors with whom they often clashed.

Ammianus Marcellinus, a Roman historian, lived in the fourth century CE. He wrote that the Celts were "terrible for the fierceness of their eyes, fond of quarreling, and of overbearing insolence." This is not a flattering description. Romans and Greeks often saw the Celts as barbaric and uncivilized. They fought to conquer Celtic territory.

Recently archaeologists have excavated many Celtic sites and examined artifacts. These clues paint a fairer, more reliable picture of the Celts. We now use the word "Celt" to describe many distinct groups who never referred to themselves as Celt. The word Celt is used in much the same way as the term "Native American" in that it describes people who share similarities of heritage but are different in meaningful ways.

These tribes had different ways of life and were only loosely related. For instance, while the Romans pledged allegiance to a single emperor, the Celts never had a unifying leader. What they did share in common were similar languages, elegant artistic styles, and complex mythologies. Trade also connected these tribes when they were not fighting each other.

Three Periods of the Ancient Celts

There are three major periods of early Celtic history. Clues found in one chieftain's burial site in Austria give us information about the Hallstatt Period from the ninth century BCE to the fifth century BCE. The chieftain's clothing was made with silk. Silk was obtained from China. This is evidence that even this far back into history, this Celtic tribe engaged in trade with distant cultures. Since ancient salt mines were also found near the site, we can reasonably conclude that the Celts traded salt for the silk. In those times salt was valuable, as it was used to preserve foods.

Artifacts from many sites across Europe show that Celts were active and talented traders, metalworkers, and farmers. They wove and dyed their own cloth, made their tools, weapons, and ornaments out of iron and bronze, and traded widely.

The next era is called the La Tène Period. It lasted from the fifth century BCE to the first century BCE. During this time tribes spread throughout Europe. The Celts adorned metal and stonework with exquisitely rounded shapes and swirling lines, as well as with complex symbolic images of animals and people.

As far north as Denmark, archaeologists have reconstructed whole villages based on patterns of holes in the ground. These holes once held wooden posts. From this they have determined that Celtic tribes typically lived in rounded huts. Thatched roofs with holes in the middle let out smoke from their fires. Steep mud walls surrounding the villages kept enemies out.

In Ireland and other regions, scientists have found bodies of Celts in peat bogs. They are astonishingly well preserved. These Celts had manicured fingernails. Some even used an early form of gel to style their hair. The Celts used colorful dyes to decorate their plaid fabrics.

The third major time frame is the Romano-Celtic Period. This period lasted from the first century BCE through the fifth century CE. During this time the Romans conquered all of what is now France, and much of Britain. Many Celts were assimilated into the Roman Empire and much Celtic culture was lost. Their lack of unity against the Romans may have led to their eventual demise.

Most of mainland Western Europe eventually adopted the culture of the Romans. In some parts the old Celtic culture disappeared entirely. There are very few signs of Celtic culture left which have survived over time, especially in lands closest to Rome.

Celtic Culture Today

In areas where the Celts resisted the Roman invasion, the Celts held on to more of their traditions. On the fringes of Western Europe—Scotland, Ireland, Wales, and even France—sleek, rounded Celtic designs still decorate homes and architecture. People wear plaid fabrics inherited from their Celtic ancestors. Traces of the ancient Celts can be found in the names of some places in Europe, especially rivers. The rivers Thames, Seine, Danube, and Rhine all have names derived from Celtic languages.

The Celts may not have kept written records of themselves, but thankfully, they were great storytellers. Much of their oral tradition has been passed down from one generation to the next. Today we have the Celts to thank for many famous legends of the British Isles. Tales of King Arthur and the Mabinogion stem from Wales. Stories of the Irish High King Brian Boru and Scotland's William Wallace, known as Braveheart, are also Celtic lore. Though the ancient Celts are long gone, Celtic stories are very much alive and inspiring artists today. "Celtic of any sort," observed the English writer J. R. R. Tolkien, is "a magic bag, into which anything may be put, and out of which almost anything may come." Without Celtic folklore, Tolkien could never have written *The Hobbit* and *The Lord of the Rings*.

If you ever have the opportunity to travel through Europe, listen very carefully. You will hear people speak and sing in Celtic languages: Gaelic in Ireland, Welsh in Wales, and Breton in Western France. The old expression "all the world loves an underdog" seems to apply to how the Celts are thought of in contemporary culture. We remain fascinated by the history, myths, languages, and artistic expressions of a culture once conquered by Rome but, remarkably, still thriving.

Item	Grade	Claim	Target	DOK	Standard(s)
#9	7	1	8	2	RI.1

Evidence Statement
The student will identify text evidence to support a given inference or conclusion based on the text.

Which evidence from the text **best** supports the inference that Celts were perceived as unpleasant people?

- Ⓐ The Celts were noted as fierce and fond of quarreling.
- Ⓑ Written accounts about the Celts were penned by biased narrators.
- Ⓒ The Celts have often been defined by what they were not: Romans or Greeks.
- Ⓓ The Celts traded with other tribes when they were not warring with one another.

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#10	7	1	9	3	RI.2

Evidence Statement

The student will determine a central idea in a text using supporting evidence.

Summarize the author's message about the Celtic people's legacy. Use evidence from the text to support your answer.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/summarize the author’s message/claim/point/central idea, or to explain the support for a central idea • Includes specific examples/details that make clear reference to the text • Adequately explains the author’s message/claim/point/central idea or explanation with clearly relevant information based on the text 	<p>The author wants to convey that even though they did not document their ways, we are all still influenced by the Celtic people. Many European languages, such as Gaelic and Welsh, are Celtic. J. R. R. Tolkien couldn’t have written The Hobbit or Lord of the Rings without the existence of Celtic folklore. Tales such as King Arthur would never have come to pass if not for the Celts. So many pieces of people’s lives all around the world would be totally changed if the Celtic culture had never come to be.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/summarize the author’s message/claim/point/central idea, or to explain the support for a central idea • Includes vague/limited examples/details that make reference to the text • Explains the author’s message/claim/point/central idea or explanation with vague/limited information based on the text 	<p>The author thought that the Celtic legacy was preserved, even though the Celts themselves are long gone. This is shown when the author states: “Though the ancient Celts are long gone, Celtic stories are very much alive and inspiring artists today.”</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the author’s message/claim/point/central idea, or to explain the support for a central idea <p>OR</p> <ul style="list-style-type: none"> • Gives the author’s message/ claim/point/central idea or explanation, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the author’s message/ claim/point/central idea or explanation, but includes no explanation or no relevant information from the text 	<p>In the section “Who Were The Celts”? it defines many artifacts of the Celtic period. The discoveries of them were the huts were round from the top. There was only one body found and it was nearby Sydney.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#11	7	1	9	2	RI.2

Evidence Statement
The student will determine or summarize a central idea in a text using supporting evidence.

Which sentence from the text **best** summarizes the central idea?

- Ⓐ "We now use the word 'Celt' to describe many distinct groups who never referred to themselves as Celt."
- Ⓑ "What they did share in common were similar languages, elegant artistic styles, and complex mythologies."
- Ⓒ "Many Celts were assimilated into the Roman Empire and much Celtic culture was lost."
- Ⓓ "We remain fascinated by the history, myths, languages, and artistic expressions of a culture once conquered by Rome but, remarkably, still thriving."

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#12	7	1	10	2	RI.4

Evidence Statement
The student will determine the meaning of a word or phrase based on its context in an informational text.

Read the sentences from the text.

Ammianus Marcellinus, a Roman historian, lived in the fourth century CE. He wrote that the Celts were "terrible for the fierceness of their eyes, fond of quarreling, and of overbearing insolence." This is not a flattering description. Romans and Greeks often saw the Celts as barbaric and uncivilized. They fought to conquer Celtic territory.

What does the phrase "overbearing insolence" **most likely** mean?

- Ⓐ arrogant disrespect
- Ⓑ corrupt behavior
- Ⓒ frightening appearance
- Ⓓ severe anger

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#13	7	1	11	3	RI.1

Evidence Statement
The student will form a conclusion about a text and identify evidence within the text to support that conclusion.

This question has two parts. First, complete part A. Then, complete part B.

Part A

Click on the statement that **best** provides a conclusion that can be drawn about the evidence presented in the text.

- A. The author used details to show the popularity of Celtic culture.
- B. The author used details to show the importance of oral tradition.
- C. The author used details to show just how influential Celtic culture is today.
- D. The author used details to show that well-known stories originated from Celtic lore.

Part B

Click on the sentence that **best** provides support for your answer in part A.

The Celts may not have kept written records of themselves, but thankfully, they were great storytellers. Much of their oral tradition has been passed down from one generation to the next. Today we have the Celts to thank for many famous legends of the British Isles. Tales of King Arthur and the Mabinogion stem from Wales. Stories of the Irish High King Brian Boru and Scotland's William Wallace, known as Braveheart, are also Celtic lore. Though the ancient Celts are long gone, Celtic stories are very much alive and inspiring artists today. "Celtic of any sort," observed the English writer J. R. R. Tolkien, is "a magic bag, into which anything may be put, and out of which almost anything may come." Without Celtic folklore, Tolkien could never have written *The Hobbit* and *The Lord of the Rings*.

Key:

Part A: C. The author used details to show just how influential Celtic culture is today.

Part B: Though the ancient Celts are long gone, Celtic stories are very much alive and inspiring artists today.

Rubric: (1 point) The student selects the correct option for Part A and the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#14	7	1	13	2	RI.5

Evidence Statement
Students will determine how the structure of a text impacts meaning.

How does the section “Three Periods of the Ancient Celts” add to the central idea of the text?

- Ⓐ It describes the belief system of the Celts, giving the reader clues as to why the culture still exists today.
- Ⓑ It establishes a timeline of events, illustrating the historical importance of discovering valuable artifacts from the Celts.
- Ⓒ It chronicles the lives of the Celts throughout history, providing details that enable the reader to visualize the unique culture.
- Ⓓ It highlights advancements made by the Celts, developing a foundation upon which comparisons to modern Celts can be made.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#15	7	2	3bE	2	W.2b

Evidence Statement

The student will revise explanatory text by identifying the best use of elaboration techniques such as including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples).

A student is writing a report for class about Veterans Day. Read the draft of the report and complete the task.

Click on the sentence that does **not** belong in the paper because it does not support the paper's topic.

President Wilson originally proclaimed November 11, 1919 as "Armistice Day" in recognition of the day that the Allied nations and Germany ceased fighting at the end of World War I. At this time, America honored its soldiers with parades and public meetings. Today, the largest parades in America include Macy's Christmas Parade in New York City, the Rose Parade in Pasadena, and the Saint Patrick's Day Parade in New York City. In 1938, November 11 became a legal holiday dedicated to the cause of world peace. It was still called "Armistice Day." In 1954, however, the 83rd Congress and President Eisenhower replaced the word "Armistice" with "Veterans" to honor those who fought in World War II. Veterans Day continues to be observed every November 11 to recognize the sacrifices veterans make for their country.

Key: Today, the largest parades in America include Macy's Christmas Parade in New York City, the Rose Parade in Pasadena, and the Saint Patrick's Day Parade in New York City.

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#16	7	2	6bE	2	W.1b

Evidence Statement
The student will revise arguments by identifying the best use of elaboration techniques such as including relevant and credible evidence to support responses.

A student is writing an argumentative essay for English class about the need for punctuality. Read the draft of the essay and complete the task that follows.

Why to Show Up On Time

There are many reasons why our school should stress punctuality. Since learning how to manage time is critical to our futures, having students arrive on time to class would have many benefits. If punctuality were encouraged, this school would be a better place.

Having a tardy rule is basic to enforcing punctuality, and our school does have a tardiness policy. It is not so much what our schools are doing, but what they are not doing that's working. Do students really understand why being 10 or so minutes late to class is harmful to *them* as individuals? By being ready when class begins, students will be able to focus their time on learning.

Revise the student's draft about the need for punctuality. Choose the sentence that gives the **best** evidence to improve support of the student's claim.

- (A) Tardiness is defined as not being in the appropriate classroom seat when the school bell rings.
- (B) There are many schools in the area that have a tardy rule, including East Warren and Smithfield Middle Schools.
- (C) According to the US Department of Education, students who are in class on time have a better chance of earning good grades than students who are tardy.
- (D) There is really no need for rewarding punctuality among the masses because students already know that they must arrive to their classes promptly as a school requirement.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#17	7	2-W	1aE	3	W.3b

Evidence Statement
The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as including dialogue to convey events/experiences.

A student is writing a narrative for a literary magazine about two friends on a hot day. Read the draft of the introduction and complete the task that follows.

A Hot Day

Joe lounged outside under a tree, the only area having a significant amount of shade. It was only 9:00 a.m., but the temperature had already passed the 80-degree mark and was rising rapidly. Weather forecasters on the news programs had predicted that the heat wave would continue through the next couple of days. They had even provided safety precautions to take during times of high temperatures. Listeners had been advised to exercise only in the early morning hours and in the late evening hours. They had also been instructed to drink a large quantity of water to stay hydrated. Joe was still debating what activity he wanted to do when his friend George arrived.

Write the dialogue that might have occurred when George walked up to Joe.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides appropriate and mainly specific descriptive details and/or dialogue Provides adequate development of experiences, characters, setting, action, and/or events Uses adequate sensory, concrete, and/or figurative language Is mostly “shown” 	<p>George looked parched and gasped, “Man, it’s like were on the sun.” Joe tried to look at him, but the sun was glaring into his eyes. He then groaned and asked “What do you want to do?” George seemed to be in deep thought. “Baseball?” he asked. “Are you crazy? If we play baseball, we’ll pass out!” Joe didn’t mean to be so harsh, but only an absolute lunatic would try to play baseball in this heat. But then, he had a brilliant idea that seemed to have fallen from the sky and gave him a swift wack on the head. “How about we go down to the creek?” As if George already had known what he was going to say, he ran off and yelled over his shoulder to Joe, “Meet me there! I’m going to change into my swim trunks!”</p>
1	<p>A response:</p> <ul style="list-style-type: none"> Provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related Provides limited development of experiences, characters, setting, action, and/or events Uses limited sensory, concrete, and/or figurative language Is somewhat “told” 	<p>George said, “Hey Joe. Man is it hot today.” Joe said, “Yeah, so I was thinking with this heat wave, maybe we can make a lemonade stand.” “Yeah that doesn’t sound like a bad idea. We can make money off of it PLUS we can have some fresh lemonade at arms reach.” “That’s what I was thinking!”</p>
0	<p>A response:</p> <ul style="list-style-type: none"> Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> Gives an inference/conclusion but includes no explanation or relevant information from the text 	<p>George should be active in the mornings because hes awake early enough and while he excersises he should be dringing a lot of water to stay hydrated while he is excersising. THE passage is somewhat like George because its explaining how lazy he’s feeling during a heat wave.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#18	7	2	8	2	W.2d

Evidence Statement
The student will identify and use a better word or words to make vague language in text more precise.

A student is writing an article about baboon troops for a student science magazine. Read the paragraphs from the draft of the article and complete the task that follows.

Baboons are a large type of monkey. They stay/reside in groups called "troops" which are composed of dozens of baboons. Troops usually sleep, travel, feed, and socialize together.

Baboons spend their days cleaning one another and hunting for food. In the morning, adult baboons sit in small groups picking and eating/nibbling bits of dirt, leaves, dry skin, and salt off one another's hair and skin while the young baboons play. Then, the troop moves together catching lizards, butterflies and grasshoppers to eat. In the hottest part of the day, the baboons choose a cool place to linger and rest before continuing their search for food. The baboons groom/fix one another again before retiring in the evening.

For **each** underlined pair of words, click on the word that is the **most** precise.

Key: reside, nibbling, groom

Rubric: (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#19	7	2	9	1	L.2b

Evidence Statement

The student will identify and/or edit for correct spelling of words that are at or up to two grades below grade level, including frequently misspelled words.

Read the student's paragraph about school lockers. Click on the **three** sentences that contain spelling errors.

Lockers have been causing problems for students for generations. When they work correctly, lockers provide a safe space for students to store there valuables; however, when they fail to work properly, lockers can create a nightmare for unsuspecting students. Some students are tardey to class regularly because of their lockers. Other students simply have to arrive in class without the proper materials due to locker difficulties. I beleive these problems could be solved if students took time to carefully arrange materials in the lockers and schools kept them well maintained.

Key: When they work correctly, lockers provide a safe space for students to store there valuables; however, when they fail to work properly, lockers can create a nightmare for unsuspecting students.; Some students are tardey to class regularly because of their lockers.; I beleive these problems could be solved if students took time to carefully arrange materials in the lockers and schools kept them well maintained.

Rubric: (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#20	7	2	9	1	L.2a

Evidence Statement

The student will identify and/or edit for correct use of punctuation to set off nonrestrictive/parenthetical elements. The student will identify and/or edit for correct sentence fragments, run-together sentences, and comma splices.

Read the following sentence that includes **two** mistakes in punctuation. Then read the question that follows.

Although, the Empire State Building no longer holds the record for the tallest structure in the world the building houses 1,000 businesses and 21,000 employees, and it remains the second largest office complex in the United States.

Which sentence corrects **all** the punctuation mistakes?

- Ⓐ Although the Empire State Building no longer holds the record for the tallest structure in the world, the building houses 1,000 businesses and 21,000 employees, and it remains the second largest office complex in the United States.
- Ⓑ Although the Empire State Building no longer holds the record, for the tallest structure in the world, the building houses 1,000 businesses and 21,000 employees and it remains the second largest office complex in the United States.
- Ⓒ Although the Empire State Building no longer holds the record for the tallest structure, in the world, the building houses 1,000 businesses and 21,000 employees and it remains the second largest office complex, in the United States.
- Ⓓ Although, the Empire State Building no longer holds the record for the tallest structure in the world, the building houses 1,000 businesses and 21,000 employees and it remains the second largest office complex, in the United States.

Key: A

Rubric: (1 point) The student selects the correct option.

Sculpting Lincoln

Listen to the presentation. Then answer questions 21–23.



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Item	Grade	Claim	Target	DOK	Standard(s)
#21	7	3	4	3	SL.2

Evidence Statement
The student will analyze how information is presented and/or the effects of the delivery.

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which point does the speaker emphasize by including childhood stories about Frudakis?

- (A) to show that Frudakis has always been a sculptor
- (B) to explain where Frudakis got his ideas for his work
- (C) to demonstrate how Frudakis knew little about being an artist
- (D) to entertain the listener with funny stories about Frudakis' past

Part B

Which sentence from the presentation provides evidence for your answer in part A?

- (A) "He patted Play-Doh into a thin sheet and put it over his face to make a mask."
- (B) "Before he sculpted Lincoln, Tony read biographies, watched documentaries, and talked with historians."
- (C) "Tony was finally ready to pick up a pencil and paper to sketch his ideas for the sculpture."
- (D) "Then Tony dressed the President in a suit of clay."

Key: Part A: A

Part B: A

Rubric: (1 point) The student selects the correct option for part A and the correct option for part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#22	7	3	4	2	SL.2

Evidence Statement
The student will analyze how information is presented and/or the effects of the delivery.

Which of the following **best** describes how the speaker shows Frudakis's method of sculpting?

- Ⓐ by comparing his sculpture to others
- Ⓑ by describing how he shaped the face
- Ⓒ by giving details in chronological order
- Ⓓ by describing the finished product first

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#23	7	3	4	2	SL.2

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Complete the table to show the steps Frudakis followed to create the sculpture. Click in the boxes next to the individual tasks that apply to the stage of the process.

	modeling	preparing
used clay	<input type="checkbox"/>	<input type="checkbox"/>
sketched ideas	<input type="checkbox"/>	<input type="checkbox"/>
visited museums	<input type="checkbox"/>	<input type="checkbox"/>
made scale model	<input type="checkbox"/>	<input type="checkbox"/>
made wire skeleton	<input type="checkbox"/>	<input type="checkbox"/>

Key: used clay: modeling

sketched ideas: preparing

visited museums: preparing

made scale model: modeling

made wire skeleton: modeling

Rubric: (1 point) The student selects the correct five options.

Pre-Ordered Healthy Lunches

Listen to the presentation. Then answer questions 24–26.



Item	Grade	Claim	Target	DOK	Standard(s)
#24	7	3	4	3	SL.2

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Which detail from the presentation explains why preordering lunches helps students make healthy choices?

- Ⓐ "They're more likely to choose a healthy main dish if they order their lunches in the morning."
- Ⓑ "For four weeks, the students preordered their lunches in the morning on electronic menus."
- Ⓒ "The professors discovered that 29 percent of the students chose healthier main dishes when they preordered."
- Ⓓ "They're away from the delicious smells of food and are not as hungry as when they're in the lunch line."

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#25	7	3	4	1	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Which statements **best** express what causes students to choose certain lunches? Select **three** options.

- Students select lunch options based on how hungry they feel.
- Students select what to order for lunch because of how it smells.
- Students select different lunch options depending on when they eat.
- Students select what to order for lunch based on the time of day they order it.
- Students select different lunch options because of the types of menus they use.

Key: A, B, D

Rubric: (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#26	7	3	4	2	SL.2

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

What is the **most likely** purpose of the presentation?

- Ⓐ to persuade students to pre-order their lunches
- Ⓑ to provide information about a food choice study
- Ⓒ to convince students to make healthy food choices
- Ⓓ to explain why students make poor choices when hungry

Key: B

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#27	7	4	3	2	RS.WLiteracy-8

Evidence Statement

The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

A student is writing a research report about ozone levels in the atmosphere. Read the paragraph from her report and the directions that follow.

Ozone is a type of oxygen that rests in Earth’s upper atmosphere. This protective layer of oxygen serves a very important purpose for climate control. The ozone in the atmosphere works to block ultraviolet rays from the Sun and lessens their effects on crops, animals, and people. Ultraviolet rays have a shorter wavelength than regular light and can be harmful if people are over-exposed to them. The ozone layer is constantly shifting, which creates small holes at both the North and South Poles of Earth. As such, some of the coldest places on Earth are bombarded with ultraviolet rays from the Sun and have little protection from them.

Which source would **most likely** give the student more information for her report?

Ⓐ www.oxygenuses.com

While oxygen is found in our atmosphere, it has numerous uses in the medical, industrial, chemical, automotive, and environmental lines of work.

Ⓑ www.ozonelayer.com

Explore how the ozone layer must be protected in order to safeguard our planet from the dangers of ultraviolet rays.

Ⓒ www.saveourpoles.com

Join with us in our appeal to ban substances that harm the ozone layer which can lead to irreversible damage to animal life at the North and South Poles.

Ⓓ www.avoidtherays.com

Learn how to protect yourself from the Sun's harmful ultraviolet rays in every season, no matter your climate.

Key: B

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#28	7	4	2	2	RI.8

Evidence Statement
The student will analyze information within and among sources of information.

A student is writing a research report on whether students should be paid to make good grades in school. Read the source the student found and click on **two** claims that the author makes that are **not** supported by credible, or trustworthy, evidence.

Source 1: *When Do You Start Paying For School?* by Dale Archer, PhD.

There is much talk about whether or not students should be given money from their schools for making good grades. For one thing, when money becomes a reward the entire family can benefit. A social research group conducted a study which showed that offering money for good grades gave families another choice for an additional source of income. In addition, paying students for good grades may provide a reason for them to try harder in school. *USA Today* reported that paying students for good grades was linked to a 30% rise in the number of students with high test scores. However, those that challenge this idea feel that graduating from high school should be enough of a reward for students. A parent commenting on an education blog said that students should not rely on getting paid as a reason to make high scores. Nevertheless, students who received money from their school for good grades are glad they had the opportunity. As one high school graduate, Alexandra Hernandez, said, "The money I earned from my grades helped me pay for college."

Key: However, those that challenge this idea feel that graduating from high school should be enough of a reward for students.; Nevertheless, students who received money from their school for good grades are glad they had the opportunity.

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#29	7	4	4	2	W.1b

Evidence Statement
The student will cite evidence to support analyses, arguments, or critiques.

A student is writing an argumentative research report about the development of the United States Postal Service. He found possible sources for his report. Read the sources and the directions that follow.

Source 1: “The Creation of the U.S. Postal Service” by Hanna Macannis, historian

When the American colonies decided to separate from the British government, American leaders recognized that they needed a strong national communication system in order to build the nation. Leaders believed that citizens should be informed and that the government should spread knowledge of every kind throughout the United States. Therefore, they wasted no time establishing a postal system. In 1775, the American Continental Congress appointed Benjamin Franklin the first national Postmaster General. He laid the foundation for the postal service that still operates today. The 1792 Postal Act created a postal service that better served the needs of its citizens. The service began delivering newspapers in 1792, but the Postal Act kept government employees from reading or interfering with citizens’ mail.

Source 2: “The Colonial Postal Service” by Rena Keeler-Weiss, history professor

During the early colonial days, American colonists sent messages to England and to other colonies through friends and merchants. Shops and inns were used as mail drops. In 1639, Massachusetts established the first colonial postal service, using a Boston inn as the drop. Other colonies soon set up their own postal services, and in 1691, the British government created a North American postal service. Benjamin Franklin became postmaster of that postal service in 1737, and he made improvements, such as creating newer and shorter routes. In 1775, when the Continental Congress established a post office for the planned independent American government, once again Franklin was appointed postmaster.

The student wrote some claims to use in his report. Look at the claims in the table. Decide if the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately describes each claim. There will be only one box selected for each claim.

	Source 1	Source 2	Both sources	Neither source
Claim 1 America created its postal service in part to protect the rights of its people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 2 Benjamin Franklin made important contributions to the postal system in America.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 3 Most Americans were unhappy with their postal system while under British control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: Claim 1, Source 1; Claim 2, Both Sources; Claim 3, Neither Source

Rubric: (1 point) The student selects the correct three options.