

# OKLAHOMA SCHOOL TESTING PROGRAM

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TEST BLUEPRINT AND  
ITEM SPECIFICATIONS **ENGLISH LANGUAGE ARTS**  
**GRADE 7**



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

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## Grade 7 English Language Arts

### Purpose

A robust assessment system is predicated upon the knowledge that no one assessment is able to provide answers to all questions affecting instructional decisions. An assessment system utilizes different types of assessment to gather multiple pieces of evidence to provide timely, relevant, actionable, and reliable information about what students know and can do relative to a set of standards.

### According to the Oklahoma ESSA Plan (pp 48–49):

Oklahoma recognizes that a **robust assessment system** is tied closely to students’ learning and teachers’ instructional practices by valuing and promoting **local, classroom-based formative assessments** that help make **student learning visible**. At the same time, that system should provide a **strong summative assessment** program that fits as a component within a multifaceted state, district, and school accountability system.



The OSDE supports an assessment system by working with Oklahoma educators and stakeholders to:

- Ensure that state and federally required annual summative assessments delivered through the Oklahoma School Testing Program (OSTP) are effective and meaningful to families, districts, educators, and members of the community;
- Develop instructional resources to support local formative and interim assessments through the curriculum frameworks projects and assessment guidance toolkit; and
- Build and deliver professional learning through face-to-face and web-based resources to support local assessment needs and interpretation of state assessment data.

Annual assessments delivered through the OSTP are aligned to the Oklahoma Academic Standards and can therefore provide point-in-time data for programmatic and curricular decisions by supporting criterion-referenced interpretations at appropriate levels and grain size (e.g., grade, student group, teacher, building/district administrator, state). Standards-based formative and interim assessments conducted at the local level can provide additional information and evidence of learning at a smaller grain size to inform instructional decisions made at the student and classroom level.

While state summative assessments are only one measure of what students know and can do, having Oklahoma students take OSTP assessments:

- ✓ Helps students, their families, and the public know how students have grown over time and how they are performing relative to the standards, their peers in Oklahoma, and the nation;
- ✓ Enables teachers to see how their students are performing against grade-level expectations communicated through the Performance Level Descriptors (PLDs) to support evaluation and enhancement of curriculum and programs for the next school year;
- ✓ Provides a standardized and reliable measure for school/district leaders, the state, policymakers, and the public to determine how well a system is meeting the goals of helping every child grow along a continuum to prepare them for careers, college, and life; and
- ✓ Provides comparable information and data to inform continuous improvement of a system and appropriately support federal and state accountability decisions.

### Test Structure, Format, and Scoring

The Grade 7 English Language Arts operational test is administered in two sections over the course of two sessions. Each section of the test consists of approximately 25 operational items and 5 field-test items.

Each multiple-choice item is scored as correct or incorrect. Only operational multiple-choice items contribute to the total test score. Thus, for example, if a test contained 50 operational items and 10 field-test items, only those 50 operational items (not the field-test items) would contribute to a student’s scaled score.

The student’s raw score is converted to a scaled score using the number correct scoring method.

### Test Alignment with Oklahoma Academic Standards (OAS)

#### Criteria for Aligning the Test with the Oklahoma Academic Standards Content Standards

##### 1. Categorical Concurrence

The test is constructed so that there are at least six items measuring each assessable OAS (Standards 2–6). The number of items, six, is based on estimating the number of items that could produce a reasonably reliable estimate of a student’s mastery of the content measured.

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##### 2. Range-of-Knowledge Correspondence

The test is constructed so that each OAS standard has at least one corresponding assessment item.

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##### 3. Source of Challenge

Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS standard being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

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# OKLAHOMA SCHOOL TESTING PROGRAM

## TEST BLUEPRINT ENGLISH LANGUAGE ARTS GRADE 7

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE OF ITEMS	STANDARDS
34–38%	<b>STANDARD 2: READING AND WRITING PROCESS</b> Students will use a variety of recursive reading and writing processes.
18–22%	<b>STANDARD 3: CRITICAL READING AND WRITING</b> Students will apply critical thinking skills to reading and writing.
14–20%	<b>STANDARD 4: VOCABULARY</b> Students will expand their working vocabularies to effectively communicate and understand texts.
12–18%	<b>STANDARD 5: LANGUAGE</b> Students will apply knowledge of grammar and rhetorical style to reading and writing.
14–20%	<b>STANDARD 6: RESEARCH</b> Students will engage in inquiry to acquire, refine, and share knowledge.
100%	<b>TOTAL: 50 ITEMS</b>

\*Standard 8: Independent Reading and Writing is assessed throughout the test and dually aligned to each standard. Please note this blueprint does not include items that may be field-tested. A minimum of 6 items is required to report a standard.



## Depth-of-Knowledge Assessed by Test Items

The Grade 7 test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall	5-15%
Level 2—Skill/Concept	70-85%
Level 3—Strategic Thinking	10-20%

DOK Ranges are based on the DOK of the OAS. The standards increase grade-level expectations and rigor, and set the expectation for students to be college- and career-ready.

### Reading

- **Level 1** requires students to recall, observe, question, or represent facts or simple skills or abilities. It requires only surface understanding of text, often verbatim recall. Level 1 activities include supporting ideas by reference to details in the text, using a dictionary to find meaning, identifying figurative language in a passage, and identifying the correct spelling or meaning of words.
- **Level 2** requires processing beyond recall and observation; requires both comprehension and subsequent processing of text; and involves ordering and classifying text, as well as identifying patterns, relationships, and main points. Level 2 activities include using context to identify unfamiliar words, predicting logical outcomes, identifying and summarizing main points, applying knowledge of conventions of Standard American English, composing accurate summaries, and making general inferences and predictions for a portion of a text.
- **Level 3** requires students to go beyond the text; requires students to explain, generalize, and connect ideas; involves inferencing, prediction, elaboration, and summary; and requires students to support positions using prior knowledge and to manipulate themes across passages. Level 3 activities include determining the effect of the author’s purpose on text elements; summarizing information from multiple sources; critically analyzing literature; composing focused, organized, coherent, purposeful prose; and making explanatory and descriptive inferences and interpretations across an entire passage.

### Writing/Grammar/Usage and Mechanics

- **Level 1** requires students to write and speak using Standard English conventions, including appropriate grammar, punctuation, capitalization, and spelling.
- **Level 2** requires students to be able to connect ideas in writing, construct compound sentences, and use organizational strategies in written work.
- **Level 3** requires that students develop compositions that include multiple paragraphs and may include complex sentence structure and demonstrate some synthesis and analysis.

These descriptions are taken from the following study:

Webb, N. L. *Alignment study in language arts, mathematics, science, and social studies of state standards and assessments for four states*. A study of the State Collaborative on Assessment & Student Standards (SCASS) Technical Issues in Large-Scale Assessment (TILSA). Washington, D. C.:

Council of Chief State School Officers, December 2002. Revised in 2014 by Norman Webb and Sara Christopherson.

An extended definition of each depth-of-knowledge level is available at: [http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/ELA%20WebbAlign\\_DOK\\_Summary\\_Table.pdf](http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/ELA%20WebbAlign_DOK_Summary_Table.pdf).

### **Universal Design Considerations**

Universal Design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma Grade 7 tests, modifications have been made to some items to simplify and clarify instructions as well as to provide maximum readability, comprehensibility, and legibility. This includes design aspects such as reducing the language load in content areas other than Language Arts, increasing the font size, displaying fewer items per page, and boxing the items to assist visual focus.

### **Online Administration**

Test questions will be presented one at a time.

The stimulus and question will appear on the screen at the same time.

Answers may be selected by using the mouse to click on the radio button to the left of the answer choice.

Navigation buttons appear at the bottom of the page for each question. For longer items, a scroll bar will appear on the right-hand side of the window to allow scrolling through the answer choices.

Students will be able to use scratch paper for all online assessments. This paper must be taken up and destroyed by the test administrator immediately following the test. The test administrator must not look at what the student has written on the scratch paper.

## Testing Schedules

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

Each Grade 7 test is meant to be administered in two sessions within one day with a break given between sessions or on consecutive days. Estimated time for scheduling is given in the table below.

### Section 1 Grade 7 English Language Arts Online Test Time Schedule

Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Administering the English Language Arts Test	50-60 minutes
Total:	70-80 minutes

### Section 2 Grade 7 English Language Arts Online Test Time Schedule

Distributing login information/logging on	Approximately 10 minutes
Administering the English Language Arts Test	50-60 minutes
Total:	60-70 minutes

## Item Guidelines

- All items must clearly indicate what is expected in a response and direct students how to focus their responses and will be written at a reading level appropriate for a Grade 7 English Language Arts audience.
- All stems will be positively worded—avoiding the use of the word not. If a negative is required, the format will be “All of the following . . . except.”

## Multiple-Choice Item Guidelines

- Each multiple-choice item will have a stem (question or incomplete statement that is completed by the correct answer choice) and four answer (or completion) options—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make. Items may contain graphical elements and/or text extracts.
- Each multiple-choice item stem asks a question or poses a clear problem so that students will know what to do before looking at the answer choices. Students should not need to read all answer choices before knowing what is expected.

## Constructed-Response Item Guidelines

- Short constructed-response items are scored only on the content specified in the item, and students are expected to write no more than one paragraph.
- The main purpose of constructed-response items is to provide a means for students to demonstrate the ability to use higher order thinking skills to respond in writing to questions or tasks and to provide passage-based evidence to support their responses.
- All constructed-response items must be clearly written and provide rubrics and samples that include relevant information from the text. Items will be written at a reading level appropriate for Grade 3, 4, 6, or 7 English Language Arts students.
- Each constructed-response item will present a clearly written question or task that enables students to readily understand what they are to do and how they are to respond.
- Each constructed-response item will have a stem which provides the question or task. The question or task will relate to a specific stimulus (e.g., a passage, a graphic organizer).
- Constructed-response items should not be “refashioned” multiple choice items. Constructed-response items should allow students to demonstrate more in-depth understanding of a concept or skill.
- If questions or tasks ask students to draw conclusions or make inferences involving more than one text, the constructed-response stems will require students to provide evidence from both texts.

## Stimulus Materials

Stimulus materials are the tables, charts, graphs, passages, and illustrations students must use in order to respond to items. The following characteristics are necessary for stimulus materials:

1. A stimulus that gives information must precede a question or a set of questions.
2. When students are given information to evaluate, they should know the research question and the purpose of the research.
3. Passages, graphics, tables, etc., will provide sufficient information for assessment of multiple standards.
4. Stimulus materials for a set of items may be a combination of multiple stimuli.
5. Information in stimulus materials will be real examples of what students would encounter in or beyond school.
6. For conceptual items, stimulus materials will be necessary but not conceptually sufficient for student response.

## Readability

The selected reading passages will be at the appropriate grade level. The readability level of all passages is evaluated using three recognized readability formulas. The formulas chosen for each grade vary according to the purpose for which the formula was developed. Appropriate readability formulas for Grade 7 English Language Arts include the Flesch-Kincaid Rating, the Dale-Chall Readability Rating, or any other formulas considered reliable.

In addition, sentence structure, length, vocabulary, content, visuals, and organization are reviewed when selecting appropriate grade level passages. The teacher committee that reviews passages provides the final decisions in regards to the readability of a passage.

## General Considerations—Oklahoma School Testing Program

1. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
2. Test items are varied and address all OAS standards listed in the Test Blueprint.
3. To the greatest extent possible, no item or response choice clues the answer to any other item.
4. All items reviewed and approved by the Oklahoma Item Review Committee are assigned an OAS standard. The Test Blueprints and score reports reflect the degree to which each OAS standard is represented on the test.
5. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.
6. Each multiple-choice item contains a question and four answer options, only one of which is correct. Correct answers will be approximately equally distributed among A, B, C, and D responses.
7. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.
8. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks different from the other answer choices.
9. Order of presentation of item types is dictated by logic (chronological, spatial, etc.).

10. Items are worded precisely and clearly. The better focused an item, the more reliable and fair it is certain to be, and the more likely all students will understand it in the same way.
11. The range of items measuring an OAS standard consisting of more than one skill will provide a balanced representation of those skills.
12. Items should be focused on what all students should know and be able to do as they complete their Grade 7 coursework.
13. The responses “Both of the above,” “All of the above,” “None of the above,” and “Neither of the above” will not be used.
14. The material presented is balanced, culturally diverse, well written, and of interest to Grade 7 test level students. The stimuli and items are fairly presented in order to gain a true picture of students’ skills.
15. Across all forms, a balance of gender and active/passive roles by gender is maintained.
16. Forms attempt to represent the ethnic diversity of Oklahoma students.
17. No resource materials or calculators may be used by students during the test. Use of scratch paper is allowed on the test but should be taken up and destroyed at the end of the test.
18. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
19. Permission to use stimuli from copyrighted material is obtained as necessary by testing vendor.

In summary, Grade 7 English Language Arts test items ask questions that address issues of importance in a text; require students to demonstrate comprehension of and knowledge about literary genres; require students to demonstrate knowledge of grammar, usage, and mechanics; and are consequential, concise, focused, and fair.

### **Considerations Specific to the Grade 7 English Language Arts Test**

Each 7th-grade-level reading passage will contain identifiable key concepts with relevant supporting details. Passages will be appropriate for determining the purpose for reading, analyzing character traits, compare/contrast, problem/solution, interpretation, analysis, drawing conclusions, and making an inference; be conducive for vocabulary analogies; and contain relevant reading tasks as defined by the Oklahoma Academic Standards for 7th grade.

The passages will be well written and include a variety of sentence types and lengths. They may include dialogue, will reflect Oklahoma’s cultural diversity, and will possess sufficient structural integrity to allow them to be self-contained. Literary passages will reflect genres studied at the 7th-grade level, including essay, short story, novel, drama, narrative, and lyric poetry.

A test form will contain at least two reading selections that will allow students to make comparisons and connections between texts.

All passages will be reviewed to eliminate cultural or other forms of bias that might disadvantage any group(s) of students. The passages will avoid subject matter that might prompt emotional distress.

Permission to use selections from copyrighted material will be obtained as necessary.

The majority of the selections used for the Grade 7 test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 900 words. Each reading passage will generate approximately five to seven multiple-choice questions from the Oklahoma Academic Standards, including vocabulary, comprehension, literature, and research

and information. Each grammar passage will generate approximately six multiple-choice questions from the OAS standards, including Standard English grammar, mechanics, and usage.

All items developed using these specifications are reviewed by Oklahoma educators and approved by the Oklahoma State Department of Education. The distribution of newly developed or modified items is based on content and process alignment, difficulty, cognitive ability, percentage of art/graphics, and grade level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

Grade	Word Count*	Authentic Literary Selections	Expository Selections (1 task-oriented/functional)
3	200-600	3-6	3-5
4	200-600	4-6	3-5
5	300-700	4-6	4-6
6	300-700	4-6	4-6
7	500-900	4-6	4-6
8	500-900	4-6	4-6

\*Paired passages can have a total word count 1.5 times the highest word count for that grade.

It is necessary to create test items that are reliable, fair, and targeted to the OAS standards listed on the following pages. There are some considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards and skills.
2. Test items that assess each standard will not be limited to one particular type of response format.
3. Test questions focus on authentic content that Grade 7 test-level students can relate to and understand.
4. Test items are worded precisely and clearly. The better focused an item, the more reliable and fair it is likely to be, and the more likely all students will understand what is required of them.
5. All items are reviewed to eliminate language that shows bias or that would otherwise likely disadvantage a particular group of students. Items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion, nor do items contain elements that are offensive to any such groups.
6. With paired passages, all items will follow the final passage.

## Overview of Item Specifications

For each OAS standard, item specifications are organized under the following headings:

- OAS Standard
- OAS Objective
- Item Specifications
  - a. Emphasis
  - b. Format
  - c. Content Limits
  - d. Distractor Domain
  - e. Sample Test Items

The headings “OAS Standard” and “OAS Objective” state the standard and objective being measured as found in the English Language Arts section of the Oklahoma Academic Standards document.

For each standard, the information under the heading “Item Specifications” highlights important points about a test item’s emphasis, format, content limits, and distractor domain. Sample test items are provided with each standard to illustrate these specifications. Although it is sometimes possible to score single items for more than one concept, all items in these tests are written to address a single standard as the primary concept.

**Note:** With the exception of content limits, the Item Specifications offer suggestions of what might be included in the OSTP assessment and do not provide an exhaustive list of what can be included. For this reason, Item Specifications are only meant to be a supplemental resource for classroom instruction.

In addition, the sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from test form to test form, as may their presentations. Sample test items are not intended to predict a student’s performance on the actual test, but rather to allow students to familiarize themselves with the item types and formats that they may see on the test.

## **STANDARDS**

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## STANDARD 2—READING AND WRITING PROCESS

<b>OAS STANDARD</b>	<ul style="list-style-type: none"> <li>• Students will use a variety of recursive reading and writing processes.</li> <li>• Reading— Students will read and comprehend increasingly complex literary and informational texts.</li> <li>• Writing— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>
<b>OAS OBJECTIVES</b>	<p><b>7.2.R.1</b> Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p> <p><b>7.2.R.2</b> Students will analyze details in literary and nonfiction/informational texts to distinguish genres.</p> <p><b>7.2.R.3</b> Students will paraphrase main ideas with supporting details in a text.</p> <p><b>7.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>7.2.W.2</b> Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p><b>7.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>7.2.W.4</b> Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view.</p> <p><b>7.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>
<b>ITEM SPECIFICATIONS</b>	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>• Items will require students to attain meaning and comprehend core ideas from increasingly complex texts.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>• The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li> <li>• Words being tested will be at grade level.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>• Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## STANDARD 3—CRITICAL READING AND WRITING

### OAS STANDARD

- Students will apply critical thinking skills to reading and writing.
- Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.
- Writing— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

### OAS OBJECTIVES

- 7.3.R.1** Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.
- 7.3.R.2** Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.
- 7.3.R.3** Students will analyze how key literary elements contribute to the meaning of the literary work:
- setting
  - plot
  - characters (*i.e., protagonist, antagonist*)
  - characterization
  - theme
  - conflict (*i.e., internal and external*)
- 7.3.R.4** Students will evaluate literary devices to support interpretations of literary texts:
- simile
  - metaphor
  - personification
  - onomatopoeia
  - hyperbole
  - imagery
  - symbolism
  - tone
  - irony\*
- \*Students will find textual evidence when provided with examples.*
- 7.3.R.5** Students will distinguish factual claims from opinions.
- 7.3.R.6** Students will analyze the structures of texts (*e.g., compare/contrast, problem/solution, cause/effect, claims/evidence*) and content by making inferences about texts and use textual evidence to draw simple logical conclusions.
- 7.3.R.7** Students will make connections (*e.g., thematic links*) between and across multiple texts and provide textual evidence to support their inferences.
- Narrative**
- 7.3.W.1** Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.
- Informative**
- 7.3.W.2** Students will compose essays and reports about topics, incorporating evidence (*e.g., specific facts, examples, details*) and maintaining an organized structure and a formal style.

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## STANDARD 3—CRITICAL READING AND WRITING continued

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**OAS  
OBJECTIVES**

**Argument – Grade Level Focus**

- 7.3.W.3** Students will introduce a claim and organize reasons and evidence, using credible sources.
- 7.3.W.4** Students will show relationships among the claim, reasons, and evidence.
- 

**ITEM SPECIFICATIONS**

**Emphasis:**

- Items will require students to apply critical thinking skills when reading diverse and complex texts.

**Format:**

- Students will be asked to demonstrate the ability to apply critical thinking skills based on a reading selection followed by multiple-choice items.

**Content Limits:**

- The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.
- Words being tested will be at grade level.

**Distractor Domain:**

- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.
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## STANDARD 4—VOCABULARY

<b>OAS STANDARD</b>	<ul style="list-style-type: none"> <li>• Students will expand their working vocabularies to effectively communicate and understand texts.</li> <li>• Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>• Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>
<b>OAS OBJECTIVES</b>	<p><b>7.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p><b>7.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of increasingly complex words.</p> <p><b>7.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p> <p><b>7.4.R.4</b> Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p> <p><b>7.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p> <p><b>7.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.</p> <p><b>7.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>
<b>ITEM SPECIFICATIONS</b>	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>• Items will require students to demonstrate their understanding of domain-appropriate and grade-level vocabulary in complex texts.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>• The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li> <li>• Words being tested will be at grade level.</li> <li>• Vocabulary test items will contain context clues. Vocabulary test items will include inferential questions.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>• Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## STANDARD 5—LANGUAGE

<b>OAS STANDARD</b>	<ul style="list-style-type: none"> <li>• Students will apply knowledge of grammar and rhetorical style to reading and writing.</li> <li>• Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</li> <li>• Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</li> </ul>
<b>OAS OBJECTIVES</b>	<p><b>7.5.R.1</b> Students will recognize the correct use of prepositional phrases and dependent clauses.</p> <p><b>7.5.R.2</b> Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p><b>7.5.R.3</b> Students will recognize the subject and verb agreement.</p> <p><b>7.5.R.4</b> Students will recognize and correct misplaced and dangling modifiers.</p> <p><b>7.5.W.1</b> Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p> <p><b>7.5.W.2</b> Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.</p> <p><b>7.5.W.3</b> Students will use prepositional phrases and clauses (<i>e.g., dependent and independent</i>) in writing.</p>
<b>ITEM SPECIFICATIONS</b>	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>• Items will require students to recognize and apply appropriate grammar and rhetorical style in texts.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to demonstrate this ability based on an informative/expository selection with embedded errors followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>• The reading selections will be on grade-level informative/expository selections.</li> <li>• Test items requiring students to correct the mechanics of sentences and paragraphs should be at or below grade level so that the focus is on the language use rather than reading comprehension.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>• Incorrect answer choices will be plausible, yet incorrect, and will be typical of the types of errors students are most likely to make.</li> </ul>

## STANDARD 6—RESEARCH

<b>OAS STANDARD</b>	<ul style="list-style-type: none"> <li>• Students will engage in inquiry to acquire, refine, and share knowledge.</li> <li>• Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>• Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</li> </ul>
<b>OAS OBJECTIVES</b>	<p><b>7.6.R.1</b> Students will use their own viable research questions and thesis statements to find information about a specific topic.</p> <p><b>7.6.R.2</b> Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (<i>e.g., print and digital</i>).</p> <p><b>7.6.R.3</b> Students will determine the relevance, reliability, and validity of the information gathered.</p> <p><b>7.6.W.1</b> Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p> <p><b>7.6.W.2</b> Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement.</p> <p><b>7.6.W.3</b> Students will quote, paraphrase, and summarize findings following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p><b>7.6.W.4</b> Students will summarize and present information in a report.</p>
<b>ITEM SPECIFICATIONS</b>	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>• Items will require students to analyze and evaluate information from a variety of sources.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>• The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry. Some selections will be informative/expository selections with embedded errors and citation guides.</li> <li>• Selected-response items will include only pertinent information about the citation rules for students to use in order to answer the questions.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>• Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## **PASSAGES & SAMPLE ITEMS**

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Read the selection. Then answer the questions that follow.

## The Book Fair



- 1 Our school holds an annual book fair each January, where new and used books are available for students to purchase. Our librarian, Mr. Egan, is the school sponsor for it. Traditionally, the seventh grade students are responsible for the planning, set-up, and selling at the fair. I am sure that Mr. Egan consulted our teacher, Ms. Cates, for suggestions as to who would be the student directors, and I was pleasantly surprised when he approached me to be one of the students in charge. I was even more surprised when he told me that the student I would be working with was Charlie Lyons.
- 2 Charlie and I have known each other since kindergarten but have never been close. Ever since we were designated partners for the science project last year, there is very little we choose to say to each other. Needless to say, the science project fell short of our expectations. I know that we both had our individual ideas and strategies about the direction the project would go, but we just found it difficult to work together. In light of that event, I was dumbfounded that Mr. Egan and Ms. Cates found us a suitable match.
- 3 At the initial meeting with Mr. Egan, we divided the responsibilities between us. I would be in charge of setting up the room and getting the volunteers to work the sale for all three days. Charlie would be in charge of all the books. We were both quite satisfied with our jobs, and even more satisfied that there would be little contact between us.

- 4 I left the meeting and immediately started thinking of what I needed to do. With only two weeks to plan, I knew I could not procrastinate.<sup>1</sup> I enlisted John, Mark, Kaylee, and Rachel to help me with the set-up and twelve other classmates to work at the fair. I figured that, between Mr. Egan, the friends who volunteered to help, and me, we would be just fine. My mom and Kaylee’s mom volunteered to help out, too. They would give us more adult supervision in case any unforeseeable problems occurred.
- 5 The second meeting among Mr. Egan, Charlie, and me was scheduled for exactly one week before the fair was scheduled to open. Charlie was absent that day, and I anticipated that Mr. Egan would postpone the meeting for another day. He said that he would meet with me anyway because he had a librarian’s conference to attend the next two days. Mr. Egan said he would be in touch with Charlie when he returned from the conference. He asked about how my preparations were going, and I provided him with a detailed report. He seemed satisfied and said he would see me at the set-up.
- 6 I tried on two separate occasions to initiate a conversation with Charlie about the progress he was making, but each time his response was, “Everything’s cool.”
- 7 On the day of the set-up, my friends and I arrived, only to find Charlie with his head in his hands, surrounded by a zillion boxes of books. I asked him, “Charlie, what’s wrong?”
- 8 He responded, “I think I’ve got a problem. There are a lot more books here than I anticipated. I thought I could do it all by myself. I’m up a creek without a paddle. Will you help me?”
- 9 My initial impulse was to say, “No, this is your mess. Figure it out.” But instead I responded, “Sure, Charlie. Let me see if I can get some people to lend us a hand.”
- 10 All in all, the book fair was a success, but I would have preferred not to have the last-minute panic situation that we did.
- 11 After the book fair was over, I could not stop wondering what Mr. Egan was thinking when he put us together, so I asked him. His reply was quite simple, “You see, I knew that this would be a great experience for both of you. It wasn’t so much about running the book fair as it was a lesson in how important it is to communicate and to work alongside others when necessary.”
- 12 I think he accomplished his goal.

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<sup>1</sup>**procrastinate:** to put off doing something

**1 Which characteristic of the passage shows that it is a short story?**

- A** It is the correct length.
- B** It uses descriptive language.
- C** It has a conflict and a resolution.
- D** It takes place in more than one setting.

**Standard 2:** Students will use a variety of recursive reading and writing processes.

**Depth-of-Knowledge:** 2

This is a DOK 2 because the student must recall the characteristics of short stories and be able to apply that knowledge to the passage to come to a conclusion.

**Distractor Rationale**

- A. There is no required length for a short story.
- B. All genres can use descriptive language.
- C. Correct. One characteristic of fiction is to have a conflict and for the conflict to be resolved. Short stories are sub-genres of fiction selections.**
- D. All genres can include more than one setting.

**2 Paragraphs 2 and 3 are mainly about**

- A** how Charlie and the narrator first met in school.
- B** the narrator's feelings about his working relationship with Charlie.
- C** the responsibilities that Charlie and the narrator undertake on the project.
- D** Mr. Egan's reasons for why the narrator and Charlie are made partners on the project.

**Standard 2:** Students will use a variety of recursive reading and writing processes.

**Depth-of-Knowledge:** 2

This item is a DOK 2 because the student must have a strong comprehension of paragraphs 2 and 3. The student identifies key ideas and draws meaning from those paragraphs to determine what they are mainly about.

**Distractor Rationale**

- A. Paragraph 2 mentions that Charlie and the narrator have known each other since kindergarten, but paragraph 3 mentions nothing about their history.
- B. Correct. Paragraphs 2 and 3 detail the narrator's negative past experiences working with Charlie and the narrator's relief that they would not have to work hand-in-hand on the book fair project.**
- C. Paragraph 3 details how the assignment is divided up between Charlie and the narrator, but paragraph 2 mentions nothing about the assignment.
- D. There is confusion expressed in paragraph 2 from the narrator in regards to why Mr. Egan put him and Charlie together on the project, but there is no evidence in these paragraphs about why Mr. Egan made that decision.

**3 Explain the most likely reason the author uses the first-person point of view in the passage. Provide evidence from the passage to support your answer.**

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 3

This item is a DOK 3. The response demands that the student have a deep understanding of the passage and point of view in order to make an inference as to why the author writes from the first-person point of view. The student must go beyond the text in order to respond to the prompt.

**Correct Response:**

Score	Description
<b>2</b>	The response provides a relevant explanation of why the author uses first-person point of view. Evidence is provided to support the response.
<b>1</b>	The response provides a somewhat relevant explanation of why the author uses this point of view or does not provide evidence to support the response.
<b>0</b>	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.
<b>Blank</b>	

**Possible correct responses:**

- The passage is written in the first-person point of view so that the reader can experience the events through the narrator's eyes.
- The passage is written in the first-person point of view because the author uses this point of view to reveal the thoughts and actions of the narrator as the story unfolds.

**Possible support from passage:**

- "I was even more surprised when he told me that the student I would be working with was Charlie Lyons." (paragraph 1)
- "In light of that event, I was dumbfounded that Mr. Egan and Ms. Cates found us a suitable match." (paragraph 2)
- "With only two weeks to plan, I knew I could not procrastinate." (paragraph 4)
- "He asked about how my preparations were going, and I provided him with a detailed report. He seemed satisfied and said he would see me at the set-up." (paragraph 5)
- "My initial impulse was to say, 'No, this is your mess. Figure it out.' But instead I responded, 'Sure, Charlie. Let me see if I can get some people to lend us a hand.'" (paragraph 9)
- "After the book fair was over, I could not stop wondering what Mr. Egan was thinking when he put us together, so I asked him." (paragraph 11)

Other responses are acceptable if supported by relevant evidence from the text.

#### 4 How is Mr. Egan important to the plot?

- A He helps the narrator understand the value of cooperating with others.
- B He provides the organizational skills needed for the narrator and Charlie to be successful.
- C He serves as the adult sponsor if there are problems that the students cannot resolve themselves.
- D He attempts to help the narrator and Charlie become friends by assigning them to work together.

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 2

This item is a DOK 2 because the student must have a strong grasp of the passage and perform mental processing to understand the importance of a particular character in relation to the rest of the passage.

**Distractor Rationale**

- A. **Correct.** At the end of the passage when the narrator questions Mr. Egan about his rationale for teaming the narrator and Charlie together, Mr. Egan replies that his intent was for the boys to see the importance of communication and working together.
- B. Though Mr. Egan meets with Charlie and the narrator periodically about how their preparations are going, based on the passage he did not provide any strategies for their work. He left it all up to them.
- C. Though Mr. Egan is the school sponsor of the book fair, there is no indication in the passage that he intervened when Charlie was unable to get his part of the project completed.
- D. Though Mr. Egan paired the narrator and Charlie together, there is no indication in the passage that his motivation was to strengthen a friendship.

#### 5 Which idea is most related to the theme of the passage?

- A being patient
- B working hard
- C paying attention
- D being cooperative

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 3

This item is a DOK 3 because the response requires the student to make inferences based on an analysis of the passage. A deep understanding of the passage is needed in order to go beyond it and come to a conclusion.

**Distractor Rationale**

- A. While the narrator was frustrated with Charlie's lack of getting the job done, being patient was not a concept the narrator learned in this passage.
- B. The narrator was a hard worker and a planner in the passage, so the narrator did not have to learn the value of working hard.
- C. Neither Charlie nor the narrator needed to learn about paying attention in this passage.
- D. **Correct.** What the narrator learned in this passage is the importance of working together and supporting each other.

**6 The author’s use of hyperbole in paragraph 7 helps the reader understand**

- A** where Charlie has to go.
- B** the extent of the problem.
- C** how the narrator is feeling.
- D** the satisfaction Charlie feels.

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 3

This item is a DOK 3. The item requires that the student have a strong grasp of paragraph 7. It also requires that the student know the meaning of hyperbole and why “a zillion” is an example of it. The student goes beyond the text to understand the effect of the word “a zillion” on the text.

**Distractor Rationale**

- A. The reference to Charlie being surrounded by “a zillion boxes of books” does not describe where Charlie has to go.
- B. Correct. The reference to Charlie being surrounded by “a zillion boxes of books” describes how overwhelmed Charlie appears in getting his part of the project finished.**
- C. The reference to Charlie being surrounded by “a zillion boxes of books” does not describe how the narrator is feeling.
- D. The reference to Charlie being surrounded by “a zillion boxes of books” does not describe the satisfaction that Charlie is feeling.

**7 Using knowledge of word parts, what does unforeseeable mean?**

- A** not able to see at all
- B** not able to see again
- C** not able to see ahead
- D** not able to see correctly

**Standard 4:** Students will expand their working vocabularies to effectively communicate and understand texts.

**Depth-of-Knowledge:** 2

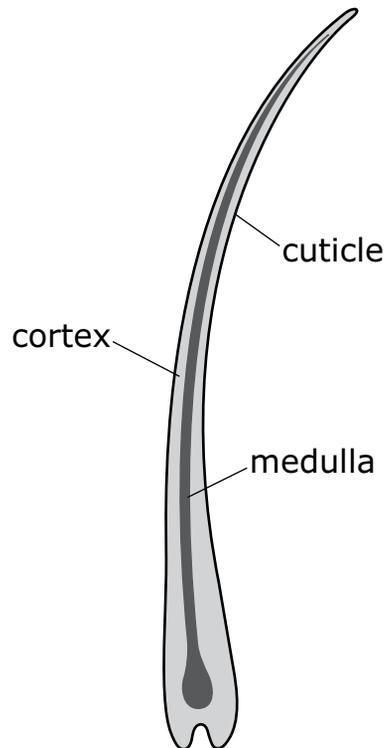
This item is a DOK 2 because the student needs to recall what the different word parts mean and apply that knowledge to determine the meaning of a particular word.

**Distractor Rationale**

- A. The word “foresee” means to be able to predict or be aware of beforehand, not to be unable see at all.
- B. The word “foresee” means to be able to predict or be aware of beforehand, not to be unable to see again.
- C. Correct. The word “foresee” means to be able to predict or be aware of beforehand, but the prefix “un” added to the word causes it to mean **not** able to see the future or be aware of beforehand.**
- D. The word “foresee” means to be able to predict or be aware of beforehand, not to be unable to see correctly.

Read the selection. Then answer the questions that follow.

## Taking Care of Your Hair



- 1 We have about 100,000 hairs on our heads. Each hair shaft has three layers, with the cuticle, or outside layer, protecting the two inner layers.
- 2 Shiny hair is a sign of health because the layers of the cuticle lie flat and reflect light. When the scales of the cuticle lie flat they overlap tightly, so the inner layers are well protected from heat, sun, chlorine, and all the other hazards that can come from living in our environment. When hair is damaged, though, the scales may separate and hair can become dry. Because the scales on dry hair don't protect the inner two layers as well, hair can break and look dull.
- 3 The type of hair a person has—whether it's straight or curly—can also affect how shiny it is. Sebum<sup>1</sup> covers straight hair better than curly hair, which is why straight hair can appear shinier.
- 4 Depending how long a person's hair is or how fast it grows, the end of each hair shaft can be a couple of years old. So the hair at the end of the shaft could have survived a few summers of scorching sun and saltwater and winters of cold, dry air. How well you care for your hair from the time it emerges from the root plays a role in how healthy it looks.

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<sup>1</sup>**sebum:** natural oil on the hair

## Caring for Hair

- 5 How you take care of your hair depends on the type of hair you have, your lifestyle, and how you style your hair.
- 6 **Your hair type.** People with dry, curly hair have different hair care needs from people with straight, fine hair. But all hair needs to be treated gently, especially when it's wet. Wet hair can stretch, making it more vulnerable to breakage or cuticle damage. That's why using a hot blow-dryer (or other heat styling products) on very wet hair can damage it.
- 7 If you're washing your hair every day or more, it may be better to choose a mild shampoo instead of a shampoo designed for oily hair. For some people—especially people with fine, fragile, or combination hair (hair that's oily at the crown but dry on the ends)—shampoos for oily hair can be too harsh. If you have oily hair and want to use a conditioner, choose one that's made for oily hair.
- 8 If your hair is dry, it's a good idea to wash it less frequently. Some people only need to wash their hair once a week—and that's fine. Many people who have curly hair also have dry hair. Curly and dry hair types are usually more fragile than straight hair, so you'll need to be especially careful about using heat styling products. Shampoos made for dry hair and hair conditioners can help.
- 9 **Your activity level and interests.** Do you play sports or spend a lot of time at the beach? These kinds of things can affect your hair. For example, if you're an athlete with oily hair, you may want to wash your hair after working up a sweat during practice and games. But if you're a lifeguard or a swimmer, sun and saltwater (or the chlorine in pool water) can dry your hair out, no matter what your hair type. If you're exposed to sun, wind, or other elements, you may want to use a shampoo designed for dry hair or use a conditioner. It's also a good idea to wear a hat to protect your hair when you're outdoors.
- 10 **Your hairstyle.** Heat styling products, like curling and straightening irons, can dry out even oily hair if they're used too much. Follow the instructions carefully, and don't use them on wet hair or high settings, and give your hair a vacation from styling once in a while.
- 11 Regular haircuts are one of the best ways to help keep hair healthy. A haircut can help protect the ends of your hair from splitting and damage. In fact, cutting may actually help your hair grow better because it's healthy and not breaking off. As with the rest of our bodies, hair is healthiest when we eat right, exercise, and protect it from too much sun.

**8 Which sentence is the best summary of the passage?**

- A** Regular haircuts promote healthy hair by protecting it from split ends and damage.
- B** Heat drying or styling products should be used cautiously because they can damage hair.
- C** Playing sports or spending time out in the sun on a regular basis can affect the health of a person's hair.
- D** An individual's hair type and how that hair type is cared for can determine if a person will have healthy hair.

**Standard 2:** Students will use a variety of recursive reading and writing processes.

**Depth-of-Knowledge:** 2

This item is a DOK 2 because the student must have a full understanding of the passage and then identify the most important points to create a summary.

**Distractor Rationale**

- A. This is a detail presented in the passage about how to promote healthy hair, not a summary of the passage.
- B. This is a detail presented in the passage about how to promote healthy hair, not a summary of the passage.
- C. This is a detail presented in the passage about how to promote healthy hair, not a summary of the passage.
- D. Correct. The passage is about how to care for different types of hair and the elements that can help determine whether an individual has healthy hair.**

**9 Which sentence from the passage best states the main idea?**

- A** Each hair shaft has three layers, with the cuticle, or outside layer, protecting the two inner layers.
- B** When hair is damaged, though, the scales may separate and hair can become dry.
- C** How you take care of your hair depends on the type of hair you have, your lifestyle, and how you style your hair.
- D** Curly and dry hair types are usually more fragile than straight hair, so you'll need to be especially careful about using heat styling products.

**Standard 2:** Students will use a variety of recursive reading and writing processes.

**Depth-of-Knowledge:** 2

This item is a DOK 2 because the student must have a full understanding of the passage and then identify the most important point.

**Distractor Rationale**

- A. This is a detail that was discussed in the passage.
- B. This is a detail that was discussed in the passage.
- C. Correct. This sentence from the passage encapsulates all of the major ideas presented.**
- D. This is a detail that was discussed in the passage.

**10** . . . give your hair a vacation from styling once in a while.

**Which type of figurative language is used above?**

- A** personification
- B** metaphor
- C** imagery
- D** simile

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 1

This item is a DOK 1 because the student minimally processes the text to identify a type of figurative language.

**Distractor Rationale**

- A. **Correct.** The language in this excerpt implies that hair can take a vacation, which gives this inanimate object human-like qualities which is the purpose of personification.
- B. The figurative language being used is personification, not a metaphor.
- C. The figurative language being used is personification, not imagery.
- D. The figurative language being used is personification, not a simile.

**11** **Which sentence from the passage is an opinion?**

- A** "Each hair shaft has three layers, with the cuticle, or outside layer, protecting the two inner layers ."
- B** "When hair is damaged, though, the scales may separate and hair can become dry."
- C** "Depending how long a person's hair is or how fast it grows, the end of each hair shaft can be a couple of years old."
- D** "For example, if you're an athlete with oily hair, you may want to wash your hair after working up a sweat during practice and games."

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 1

This item is a DOK 1 because the student minimally processes the text to identify which statement is an opinion.

**Distractor Rationale**

- A. This is a fact presented in the passage.
- B. This is a fact presented in the passage.
- C. This is a fact presented in the passage.
- D. **Correct.** The use of the words "you may want to" helps the reader to infer that this is a suggestion, not a fact.

**12** How does the author organize the information in paragraphs 6 through 11 in the passage?

- A by comparing to see which hair types are better
- B by explaining the cause and effect of hair damage
- C by describing problems and providing solutions for hair care
- D by sequencing the methods for caring for hair in order of importance

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 2

This item is a DOK 2 because the response requires that the student have an understanding of the passage, and in particular paragraphs 6 through 11, and make a determination as to how the information is organized.

**Distractor Rationale**

- A. Hair types are discussed, but nothing in the passage is about which hair type is better.
- B. Paragraphs 2–4 use cause and effect to discuss hair damage, but paragraphs 6–11 do not.
- C. **Correct.** Paragraphs 6–11 outline different problems that can occur while caring for hair and provide solutions to these problems.
- D. Methods for hair care are discussed, but they are not sequenced in order of importance.

**13** Wet hair can stretch, making it more vulnerable to breakage or cuticle damage.

**What does the word vulnerable mean in this sentence?**

- A soft; flexible
- B at risk; weak
- C honest; truthful
- D needed; of importance

**Standard 4:** Students will expand their working vocabularies to effectively communicate and understand texts.

**Depth-of-Knowledge:** 2

This item is a DOK 2 because the student needs to understand the text surrounding the culled word in order to determine its meaning.

**Distractor Rationale**

- A. “Vulnerable” means at risk or weak, not soft or flexible.
- B. **Correct.** In the passage, it indicates that wet hair should be especially treated gently because it is more prone to damage.
- C. “Vulnerable” means at risk or weak, not honest or truthful.
- D. “Vulnerable” means at risk or weak, not needed or important.

**14** Which source would be best for learning more about what makes hair grow?

- A** a brochure about a hair salon
- B** a book with pictures of long hairstyles
- C** a magazine article about different hairstyles
- D** a scientific journal entry written by a hair expert

**Standard 6:** Students will engage in inquiry to acquire, refine, and share knowledge.

**Depth-of-Knowledge:** 2

This item is a DOK 2 because the student draws meaning from the text in order to evaluate different resources.

**Distractor Rationale**

- A. A secondary source such as a brochure would most likely be advertising services the hair salon provides, not what makes hair grow.
- B. A secondary source such as a book of hairstyles would not provide information on what makes hair grow.
- C. A secondary source such as an article about hairstyles would not provide information about what makes hair grow.
- D. Correct. A primary source such as a scientific journal entry written by a hair expert would be the best source for information about what makes hair grow.**

**A student wrote a report on how people have made candles throughout history. Read the first part of the report, think about what suggestions you would make, and then answer the question.**

### **Making Candles—Part 1**

1 Did you ever wonder who developed the first candles? Well, surprisingly, there is  
2 no one clear answer, but it is known that candles have been around.  
3 Early Egyptians are the first to use wickless candles where cloth was  
4 soaked in an oily substance. Ancient Romans created candles with wicks by  
5 dipping papyrus a tall marsh plant in beeswax over and over again. Historians  
6 are certain that candles have been burning around the world for a very long time.  
7 All candles are made from some type of fat, oil, or waxy substance that came  
8 from either a plant, insect, or animal—and sometimes even from a rock. Colonial  
9 women are known to have produced the first candles in the United States by  
10 boiling berries from the bayberry bush. When burned, these berries have a sweet  
11 smell which creates a clean, pleasant aroma in the room.

**15** **Where is the best place to add the prepositional phrase for over 5,000 years in lines 1 and 2?**

- A** after the word “surprisingly”
- B** after the word “answer”
- C** after the word “known”
- D** after the word “around”

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 1

This item is a DOK 1 because the student is identifying where to correctly place a prepositional phrase.

**Distractor Rationale**

- A. The prepositional phrase does modify an adverb, but not this adverb.
- B. The prepositional phrase does not modify this noun because it is an adverbial phrase.
- C. The prepositional phrase does not modify this verb.
- D. **Correct.** This prepositional phrase modifies the adverb “around” and should be placed after the adverb.

**16** What change, if any, should be made to are in line 3?

- A is
- B was
- C were
- D No change

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 1

This is a DOK 1 because the student recalls subject-verb agreement.

**Distractor Rationale**

- A. This is a singular present tense verb which is incorrect for subject and verb agreement in this sentence.
- B. This is singular past tense verb which is incorrect for subject and verb agreement in this sentence.
- C. **Correct.** The report is written in the past tense, and because the subject “Egyptians” is plural then the verb must be the plural past tense form “were” in order to have correct subject and verb agreement.
- D. This is a plural present tense verb which is incorrect for subject and verb agreement in this sentence.

**17** What change, if any, should be made to a tall marsh plant in line 5?

- A papyrus a tall marsh plant,
- B papyrus, a tall marsh plant
- C papyrus, a tall marsh plant,
- D no change

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 1

This is a DOK 1 because the student recalls and applies the rules regarding comma usage.

**Distractor Rationale**

- A. This appositive needs a comma before and after the phrase.
- B. This appositive needs a comma before and after the phrase.
- C. **Correct.** The appositive “a tall marsh plant” needs a comma before and after the phrase.
- D. This appositive needs a comma before and after the phrase.

Read the next part of the report, think about what suggestions you would make, and then answer the question.

## Making Candles—Part 2

12 This process proved to be too time-consuming, however, so other options were  
13 developed to be more efficient. Beeswax became the most popular substance to  
14 use in candle making. Paraffin wax is currently the most-used product in creating  
15 candles. Beeswax is still used today.

16 Although there are several ways to make candles by using molds; most traditional  
17 candles are made by one of two other methods. One method is to dip a wick  
18 over and over in melted wax repeatedly until the desired thickness is achieved. The other  
19 method is to use a sheet of softened wax and roll it tightly around a wick.

**18** What change should be made to lines 14 and 15 to best combine these sentences into a compound sentence?

- A Paraffin wax is currently the most-used product in creating candles since beeswax is still used today.
- B Even though paraffin wax is currently the most-used product in creating candles, beeswax is still used today.
- C Paraffin wax is currently the most-used product in creating candles while beeswax is still used today.
- D Paraffin wax is currently the most-used product in creating candles, but beeswax is still used today.

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 1

This item is a DOK 1 because the student is identifying the correct way to create a compound sentence.

**Distractor Rationale**

- A. This is a complex sentence with the wrong conjunction used in regards to the relationship of ideas being combined.
- B. This is a complex sentence.
- C. This is a complex sentence.
- D. Correct. The use of the conjunction “but” preceded by a comma combines these two sentences into a compound sentence.

**19 What change, if any, should be made to the sentence in lines 16 and 17?**

- A** Although there are several ways to make candles by using molds, most traditional candles are made by one of two other methods.
- B** Although there are several ways to make candles by using molds most traditional candles are made by one of two other methods.
- C** Although there are several ways to make candles by using molds: most traditional candles are made by one of two other methods.
- D** No change

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 1

This item is a DOK 1 because the student is identifying the sentence that is correctly using commas.

**Distractor Rationale**

- A. Correct.** The introductory dependent clause needs to be separated from the independent clause with a comma.
- B.** The introductory dependent clause needs to be separated from the independent clause with a comma because without the comma this is a run-on sentence.
- C.** The introductory dependent clause needs to be separated from the independent clause with a comma, not a colon.
- D.** The introductory dependent clause needs to be separated from the independent clause with a comma, not a semicolon.

**20 What change, if any, should be made to the placement of the modifier over and over in line 18?**

- A** Move it directly after the word method.
- B** Move it directly after the word desired.
- C** Move it directly after the word achieved.
- D** No change

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 1

This item is a DOK 1 because the student is identifying where to correctly place a modifier in a sentence.

**Distractor Rationale**

- A.** The phrase is modifying the process of dipping a wick, not the method.
- B.** The phrase is modifying the process of dipping the wick, not the desired thickness.
- C.** The phrase is modifying the process of dipping a wick.
- D. Correct.** The phrase is modifying the process of dipping a wick.







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