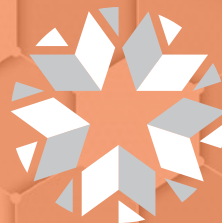


OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT AND ITEM SPECIFICATIONS

GRADE 7 ENGLISH LANGUAGE ARTS



OKLAHOMA
Education

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OKLAHOMA SCHOOL TESTING PROGRAM

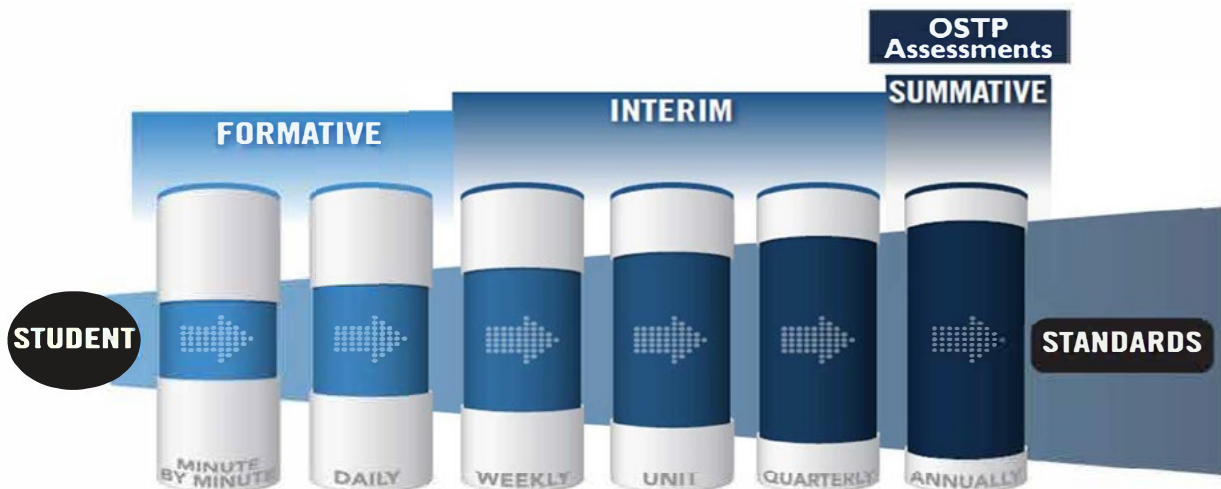
Grade 7 English Language Arts

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.

Assessments According to the Oklahoma ESSA Plan

According to page 48 of the Oklahoma ESSA Consolidated State Plan, 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 demonstrate, 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 meant to be administered in two sessions within one day with a break between sessions or on two consecutive instructional days. Each section of the test consists of approximately 25 operational items and 5 field-test items.

Short constructed-response items provide students with the opportunity to respond to items in their own words. A typical response is 1–3 sentences. Each multiple-choice item is scored as correct or incorrect. Technology-enhanced items are worth one point and are scored as correct or incorrect. Correct and incorrect field-test items do not contribute to a student’s score. Only the 50 operational items contribute to a student’s scaled score on the test.

The student’s test performance is converted to a scaled score using item response theory (IRT).

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 the items are measuring the assessable reading and writing OAS. The items are selected to provide a reasonably reliable estimate of a student’s mastery of the content measured.
2. Range-of-Knowledge Correspondence	The test is constructed so that each OAS standard has at least six corresponding assessment items.
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.

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 range of test items by standard of the **Oklahoma Academic Standards (OAS)**.

IDEAL
PERCENTAGE
OF ITEMS

REPORTING
CATEGORIES

34–38%

2: READING AND WRITING PROCESS

- › Students will read and comprehend increasingly complex literary and informational texts.
- › Students will develop and strengthen writing by engaging in a recursive process.

18–22%

3: CRITICAL READING AND WRITING

- › Students will comprehend, interpret, evaluate, and respond to a variety of complex texts.
- › Students will write for varied purposes and audiences in all modes.

14–20%

4: VOCABULARY

- › Students will expand academic, domain-appropriate, and grade-level vocabularies.
- › Students will apply knowledge of vocabularies to communicate in writing.

12–18%

5: LANGUAGE

- › Students will apply knowledge of grammar and rhetorical style to analyze and evaluate texts.
- › Students will demonstrate command of Standard English grammar, mechanics, and usage.

14–20%

6: RESEARCH

- › Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.
- › Students will summarize and paraphrase, integrate evidence, and cite sources.

The English Language Arts operational test will contain a total of 50 operational items and 10 field test items.



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.

DOK 1	DOK 2	DOK 3
Recall a fact or information; only requires one cognitive step to arrive at the answer What is the knowledge? <ul style="list-style-type: none">• Who?• What?• Where?• When?	Basic application of skills and concepts; requires two or more cognitive steps to arrive at the answer How can the knowledge be used? <ul style="list-style-type: none">• How did it happen?• How did it work?• How was it used?	Strategic thinking; requires reasoning and multiple cognitive steps to arrive at the answer Why can the knowledge be used? <ul style="list-style-type: none">• Why did it happen?• What is the cause?• What is the effect?• What is the result?

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.

A more detailed framework for categorizing Depth-of-Knowledge is shown in the [appendix](#).

Universal Design for Learning (UDL) Considerations

Universal Design for Learning (UDL), as applied to assessments, is a framework that provides flexibility in the way information is presented and in the ways students demonstrate knowledge and skills. This reduces barriers while maintaining high expectations for all students, including students with disabilities and students who are limited English proficient. In the Oklahoma Grade 7 tests, items and instructions have been designed to provide maximum readability, comprehensibility, and legibility for all students. 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.

Test Administration Details

Online Administration

Test questions will be presented one at a time.

The stimulus and question will appear on the screen at the same time. In ELA, passages are presented on the left with the accompanying item on the right. In cases where more than one passage is present, each passage will have its own tab on the left. Students will be able to move back and forth between the tabs as needed.

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 collected 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.

Paper Administration

Paper/pencil testing is used only as a testing accommodation. Due to the nature of a paper test booklet, students may have to flip pages to read passages and to read the associated test items.

Students will be able to use scratch paper and/or unmarked grid paper for the paper Grade 7 English Language Arts Assessment. The scratch paper must be collected 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.

Estimated Testing Time

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 instructional 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
Total testing time (Suggested Maximum Time: 300 minutes)	Approximately 150 minutes

ITEM SPECIFICATIONS

Introduction

- 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 Specifications

- 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.

Technology-Enhanced Item Specifications

- Technology-Enhanced Items (TEIs) should be used to more authentically address some aspects of the OAS performance expectations and/or provide more opportunity for students to construct rather than select their response.
- Each technology-enhanced item contains only one interaction type per item.
- For each TEI, the interaction type used is that which is the most appropriate and enhancing to the construct to be measured.
- Each TEI is structured to contain the question (content) first followed by directions for how to complete the interaction in that item. Consistent style and language are used in these directions (e.g., “Drag the pictures,” “Click the object,” etc.).

Constructed-Response Item Specifications

- 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. Constructed-response items have an 800-word limit for student responses.
- 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.
- Students who score a two typically answer the question and include supporting evidence. If the item addresses a pair, then the student includes evidence from both passages.

- 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 Oklahoma educator 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 heritage 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 collected and destroyed at the end of the test.
18. Accommodations, designated features embedded in the online testing platform, and paper-based test formats are available for students with an indicated need per their IEP or 504 Plan.
19. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
20. 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 heritage, 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.

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
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. 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.
5. 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.

STANDARD 2—READING AND WRITING PROCESS

OAS STANDARD	<ul style="list-style-type: none">Students will use a variety of recursive reading and writing processes.Reading—Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.Writing—Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.																
OAS OBJECTIVES	<table><tr><td>7.2.R.1</td><td>Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.</td></tr><tr><td>7.2.R.2</td><td>Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.</td></tr><tr><td>7.2.R.3</td><td>Students will paraphrase a short passage in their own words to demonstrate comprehension.</td></tr><tr><td>7.2.W.1</td><td>Students will routinely and recursively prewrite (e.g., develop ideas and plan).</td></tr><tr><td>7.2.W.2</td><td>Students will routinely and recursively organize and develop ideas to compose a first draft.</td></tr><tr><td>7.2.W.3</td><td>Students will routinely and recursively revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).</td></tr><tr><td>7.2.W.4</td><td>Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.</td></tr><tr><td>7.2.W.5</td><td>Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).</td></tr></table>	7.2.R.1	Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.	7.2.R.2	Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	7.2.R.3	Students will paraphrase a short passage in their own words to demonstrate comprehension.	7.2.W.1	Students will routinely and recursively prewrite (e.g., develop ideas and plan).	7.2.W.2	Students will routinely and recursively organize and develop ideas to compose a first draft.	7.2.W.3	Students will routinely and recursively revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).	7.2.W.4	Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.	7.2.W.5	Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).
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7.2.W.5	Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).																
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none">Items will require students to attain meaning and comprehend core ideas from increasingly complex texts. <p>Format:</p> <ul style="list-style-type: none">Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. <p>Content Limits:</p> <ul style="list-style-type: none">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. <p>Distractor Domain:</p> <ul style="list-style-type: none">Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.																

STANDARD 3—CRITICAL READING AND WRITING

OAS STANDARD	<ul style="list-style-type: none"> Students will apply critical thinking skills to reading and writing. Reading—Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres. Writing—Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
OAS OBJECTIVES	<p>7.3.R.1 Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.</p> <p>7.3.R.2 Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.</p> <p>7.3.R.3 Students will analyze literary elements to support an interpretation of a text:</p> <ul style="list-style-type: none"> setting plot characters (i.e., protagonist, antagonist) characterization conflict (i.e., internal, external) point of view (i.e., third person limited and omniscient and second person) <p>7.3.R.4 Students will analyze literary devices to support an interpretation of a text:</p> <ul style="list-style-type: none"> figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) sound devices (i.e., onomatopoeia, alliteration) verbal irony <p>7.3.R.5 Students will identify literary elements and devices that impact a text’s theme and mood.</p> <p>7.3.R.6 Students will distinguish factual claims from opinions.</p> <p>7.3.R.7 Students will analyze how informational text structures support the author’s purpose:</p> <ul style="list-style-type: none"> compare/contrast cause/effect problem/solution description sequential <p>7.3.R.8 Students will analyze multiple ideas from a text, providing textual evidence to support their inferences.</p> <p>7.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> include plots involving complex characters resolving conflicts unfold in chronological or surprising sequence (e.g., foreshadowing) include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative use sentence variety to create clarity emulate literary elements and/or literary devices from mentor texts

STANDARD 3—CRITICAL READING AND WRITING

OAS OBJECTIVES

- 7.3.W.2** Students will compose informative essays or reports that:
- objectively introduce and develop topics
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use sentence variety and word choice to create clarity
 - establish and maintain a formal style
 - emulate literary devices from mentor texts
- 7.3.W.3** Students will compose argumentative essays that:
- introduce precise claims
 - organize claims and evidence in a logical sequence
 - provide relevant evidence to develop arguments, using credible sources
 - use sentence variety and word choice to create clarity
 - establish and maintain a formal style

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 this ability based on a reading selection followed by an appropriate item type.

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.

STANDARD 4—VOCABULARY

OAS STANDARD	<ul style="list-style-type: none"> Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively. Reading—Students will expand their grade-level vocabularies through reading, word study, and class discussion. Writing—Students will apply knowledge of vocabulary to speak and write effectively.
OAS OBJECTIVES	<p>7.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p> <p>7.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p> <p>7.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.</p> <p>7.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.</p> <p>7.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.</p> <p>7.4.W.2 Students will select language in writing to create a specific effect according to purpose.</p>
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none"> Items will require students to demonstrate their understanding of domain-appropriate and grade-level vocabulary in complex texts. <p>Format:</p> <ul style="list-style-type: none"> Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. <p>Content Limits:</p> <ul style="list-style-type: none"> 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. Context clue vocabulary items will be 1–2 grades above a grade 7 audience. Vocabulary items will include inferential questions. <p>Distractor Domain:</p> <ul style="list-style-type: none"> Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

STANDARD 5—LANGUAGE

OAS STANDARD

- Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
- Reading—Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.
- Writing—Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

OAS OBJECTIVES

- 7.5.R.1** Students will recognize simple, compound, complex, and compound-complex sentences and explain their effects.
- 7.5.R.2** Students will recognize and explain the impact on meaning of parts of speech in sentences:
- nouns
 - gerunds
 - subject and verb agreement
 - cumulative and coordinate adjectives
 - demonstrative pronouns
 - vague pronouns (i.e., ones with unclear or ambiguous antecedents)
 - singular *they/them/their*
 - correlative conjunctions
 - adverbs
 - interjections
- 7.5.W.1** Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.
- 7.5.W.2** Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.
- 7.5.W.3** Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- 7.5.W.4** Students will write using correct capitalization mechanics. *Grade of Mastery: 4*
- 7.5.W.5** Students will write using correct end mark mechanics. *Grade of Mastery: 4*
- 7.5.W.6** Students will write using correct apostrophe mechanics. *Grade of Mastery: 5*
- 7.5.W.7** Students will use commas to separate words or phrases in a series.
- 7.5.W.8** Students will use a colon to introduce a quotation from a source.
- 7.5.W.9** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
- 7.5.W.10** Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.
- 7.5.W.11** Students will use a semicolon to punctuate compound and compound-complex sentences.

STANDARD 5—LANGUAGE

ITEM SPECIFICATIONS

- Emphasis:**
- Items will require students to recognize and apply appropriate grammar and rhetorical style in texts.
- Format:**
- Students may be asked to demonstrate this ability based on an informative/expository selection with embedded errors followed by multiple-choice items.
 - Students may also be asked to demonstrate this ability based on a reading selection followed by an appropriate item type.
- Content Limits:**
- The reading selections will be on grade-level informative/expository selections.
 - 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.
- Distractor Domain:**
- Incorrect answer choices will be plausible, yet incorrect, and will be typical of the types of errors students are most likely to make.
-

STANDARD 6—RESEARCH

OAS STANDARD	<ul style="list-style-type: none"> Students will engage in inquiry to acquire, refine, and communicate accurate information. Reading—Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge. Writing—Students will synthesize information ethically through speaking and writing.
OAS OBJECTIVES	<p>7.6.R.1 Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.</p> <p>7.6.R.2 Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.</p> <p>7.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.</p> <p>7.6.W.1 Students will formulate and refine a viable research question.</p> <p>7.6.W.2 Students will develop a clear, concise thesis statement.</p> <p>7.6.W.3 Students will quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.</p> <p>7.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).</p>
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none"> Items will require students to analyze and evaluate information from a variety of sources. <p>Format:</p> <ul style="list-style-type: none"> Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. <p>Content Limits:</p> <ul style="list-style-type: none"> 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. Selected-response items will include only pertinent information about the citation rules for students to use in order to answer the questions. <p>Distractor Domain:</p> <ul style="list-style-type: none"> Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

Read this passage. 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.¹ 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.

¹**procrastinate:** to put off doing something

1 Which characteristic of the passage shows that it is fiction?

- 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 read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

7.2.R.2: Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.

Depth-of-Knowledge: 2

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

Distractor Rationale

- A. There is no required length for fiction.
- 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.**
- 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 read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

7.2.R.1: Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.

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 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 analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

7.3.R.3: Students will analyze literary elements to support an interpretation of a text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict (i.e., internal, external)
- point of view (i.e., third person limited and omniscient and second person)

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.

4 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 analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

7.3.R.4: Students will analyze literary devices to support an interpretation of a text:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
- sound devices (i.e., onomatopoeia, alliteration)
- verbal irony

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.

5 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 grade-level vocabularies through reading, word study, and class discussion.

7.4.R.3: Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.

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 this passage. Then answer the questions that follow.

Wang Yani

by Amelie Welden



Wang Yani

- 1 Wang Shiqiang couldn't believe his eyes—his painting was ruined! And the culprit was his two-and-a-half-year-old daughter, Yani. She had gotten into his oil paints while he was gone and used them to create her own "masterpiece" right over her father's careful brush strokes. Wang Shiqiang was angry at first, but Yani explained, "Papa, I was helping you paint. I want to paint and paint." At that moment, Wang Shiqiang knew that his daughter's talent and desire would make her an amazing artist.
- 2 Wang Yani was born in Gongcheng, a small town in southern China. She expressed an interest in painting at a very young age, and her father, an art teacher and painter, gave her the materials she needed. By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work.
- 3 This young, inspired artist was only four years old when she held her first art exhibition in Shanghai. By age six, Yani had completed over four thousand paintings, and when she was eight, one of her paintings was made into a Chinese postage stamp.

- 4 Over the next few years, Yani's work was shown throughout Asia, Europe, and North America. Then, in 1989, she achieved something truly unheard of in the art world: at just fourteen years of age she became the youngest person ever to have a one-person show at the famous Smithsonian Institution in Washington, D.C. Her exhibition was called "Yani: The Brush of Innocence."
- 5 Amazingly, Yani has never had any formal art training or painting classes. She paints just because she loves it. Her painting has been called "fresh" and "vigorous." Although her style is unique, she paints with traditional Chinese materials: brushes, inks, pigments, and special paper. Yani relies on her memory of real life experiences for inspiration, but she also uses her imagination to bring the paintings to life.
- 6 Before starting a painting, Yani tries to clear her mind. Often she listens to music while she works—Beethoven's Fifth Symphony is her favorite. After deciding what to paint, Yani begins to work, sweeping her brush smoothly across the paper.
- 7 Usually it takes Yani about thirty or forty minutes to complete a painting. When she's done, she marks the painting with her personal red seal which, like a signature, identifies Yani as the artist.
- 8 Yani's favorite subjects in her early paintings were animals, especially cats and monkeys. She paints these animals playing and being mischievous. Yani's later work portrays landscapes and people, and many of her paintings tell a story. She often uses her art as a way to communicate. Once, to show her mom that she was hungry, Yani painted a picture of a monkey eating fruit.
- 9 Yani devotes a lot of her time to painting. Even when she was in school, Yani managed to paint about three pictures a day. But she also made time for her other hobbies and interests like singing, dancing, reading, writing, sports, and music. Yani's talent has brought her international acclaim, but it is her love for painting that inspires her to keep creating new work.

"Wang Yani" by Amelie Welden, from *Girls Who Rocked the World: Heroines from Sacagawea to Sheryl Swoopes*. Copyright © 1998 by Amelie Welden. Reprinted by permission of Beyond Words Publishing.

Wang Shiqiang, Wang Yani's father, gave up his career as an artist when Wang Yani was eight years old. He did not want her to be influenced by his style of painting. He was determined for her to develop her own style. In order to broaden her experience, he took her on tours to numerous countries. He felt that this experience would give her inspiration for her paintings.

Which statement is the **best** summary of the information above and the information from paragraph 2 of the passage?

- A** Wang Shiqiang wanted his daughter's art to be unique.
- B** Wang Shiqiang made sure that his daughter's art was similar to his.
- C** Wang Shiqiang felt that his daughter's art should reflect Chinese tradition.
- D** Wang Shiqiang thought his daughter's art should focus on Chinese sceneries.

Standard 2: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

7.2.R.1: Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.

Depth-of-Knowledge: 3

This item is a DOK 3 because the student must comprehend two different texts, identify key details and ideas, and synthesize those ideas to develop a summary.

Distractor Rationale

- A. Correct.** The paragraph in the stem states, "He did not want her to be influenced by his style of painting. He was determined for her to develop her own style." The passage states, ". . . her father, an art teacher and painter, gave her the materials she needed." These lines support the idea that Wang Yani's father wanted her art to be special.
- B.** The information in the texts makes it clear that Wang Shiqiang wanted his daughter's art to be unlike his own.
- C.** The information in the passage notes that Wang Yani used traditional Chinese materials, but both texts make it clear that Wang Shiqiang wanted his daughter's art to be her own.
- D.** The information in the passage notes that Wang Yani used traditional Chinese materials, but both texts make it clear that Wang Shiqiang wanted his daughter's art to reflect her own interests.

7 Which characteristic of the passage **best** classifies it as nonfiction?

- A** It uses specific vocabulary.
- B** It has organized paragraphs.
- C** It tells about the life of a real person.
- D** It contains a conflict and a resolution.

Standard 2: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

7.2.R.2: Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must understand the features of different genres and classify a text using that knowledge.

Distractor Rationale

- A. Specific vocabulary may be found in fiction and poetry.
- B. Fiction text is also organized into paragraphs.
- C. Correct. A key characteristic of nonfiction is that it is about something that exists and that has elements that can be verified.**
- D. Both fiction and nonfiction can contain a conflict and resolution.

A student is creating a paraphrase of paragraph 8. Drag two sentences into the boxes in the correct order to complete the paraphrase.

To drag a sentence click and hold the the sentence, and then drag it to the desired space. To change a sentence, click and hold it, and then drag it back to the original location.

Yani liked to paint animals acting silly.

Yani believed that monkeys were the most fun to paint.

Yani used her art to share her thoughts and feelings with others.

Once, Yani painted food to tell her mom she wanted something to eat.

Paraphrase of Paragraph 8
As a young painter, Yani enjoyed painting animals.
After painting for some time, Yani expanded her subjects to include people and nature.

Standard 2: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

7.2.R.3: Students will paraphrase a short passage in their own words to demonstrate comprehension.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to comprehend the text and rephrase it while maintaining fidelity to the text.

Correct

Paraphrase of Paragraph 8
As a young painter, Yani enjoyed painting animals.
After painting for some time, Yani expanded her subjects to include people and nature.
Yani used her art to share her thoughts and feelings with others.
Once, Yani painted food to tell her mom she wanted something to eat.

Incorrect

Paraphrase of Paragraph 8
As a young painter, Yani enjoyed painting animals.
After painting for some time, Yani expanded her subjects to include people and nature.
Yani liked to paint animals as they rested in the wild.
Yani believed that monkeys were the most fun to paint.

Distractor Rationale

The student misunderstands the information in the paragraph and selects details that are not accurate for the paraphrase.

9 Which of the following is a paraphrase of paragraph 8?

- A** As a young painter, Yani enjoyed painting animals. After painting for some time, Yani expanded her subjects to include people and nature. Yani used her art to share her thoughts and feelings with others. Once, Yani painted food to tell her mom she wanted something to eat.
- B** As a young painter, Yani enjoyed painting animals. After painting for some time, Yani expanded her subjects to include people and nature. Cats and monkeys were Yani's favorite subjects to paint. Yani believed that monkeys were the most fun to paint.
- C** As a young painter, Yani enjoyed painting animals. After painting for some time, Yani expanded her subjects to include people and nature. Yani believed that monkeys were the most fun to paint. It was important to Yani that her paintings tell a story.
- D** As a young painter, Yani enjoyed painting animals. After painting for some time, Yani expanded her subjects to include people and nature. It was important to Yani that her paintings tell a story. Once, Yani painted food to tell her mom she wanted something to eat.

Standard 2: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

7.2.R.3: Students will paraphrase a short passage in their own words to demonstrate comprehension.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to comprehend the text and rephrase it while maintaining fidelity to the text.

Distractor Rationale

- A. Correct.** This choice includes the key details in the correct order.
- B.** This choice includes a couple of key details, but others are unimportant or are in the wrong order.
- C.** This choice includes a couple of key details, but others are unimportant or are in the wrong order.
- D.** This choice includes a couple of key details, but others are unimportant or are in the wrong order.

- 10** There are many steps in the writing process. One of them is to revise a first draft. Explain why this step is an important part of the writing process.

Standard 2: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

7.2.W.3: Students will routinely and recursively revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).

Depth-of-Knowledge: 3

This is a DOK 3 because the student must explain the importance of a particular step in the context of an entire process.

Scoring:

Rubric

Score	Description
2	The response fulfills the requirements of the task by explaining why the revision of a first draft is an important step of the writing process.
1	The response fulfills some requirements of the task, but some of the information may lack specificity.
0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.
Blank	no response

Sample Response

Possible responses include:

- It allows the writer to clarify ideas.
 - A first draft allows the writer to see where points/information are confusing and make changes.
- The writer is able to determine what additions (or subtractions) to make in the piece.
 - Once a draft has been written, the writer can review the document to see if information should be added to support the thesis or remove information that does not.
- The writer can verify if the purpose of the paper is met and adjust accordingly.
 - It is important to keep writing focused on the reason the paper is being written and if it has strayed, make changes.
- Revision allows the writer to make sure the point of view is consistent.

Other responses are acceptable if they are related to the reasons revision is an important step.

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

- A** Wang Yani was born in Gongcheng, a small town in southern China.
- B** Over the next few years, Yani’s work was shown throughout Asia, Europe, and North America.
- C** Amazingly, Yani has never had any formal art training or painting classes.
- D** Even when she was in school, Yani managed to paint about three pictures a day.

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

7.3.R.6: Students will distinguish factual claims from opinions.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must classify text to determine which option is an opinion.

Distractor Rationale

- A. This sentence is a fact because it contains information that can be verified.
- B. This sentence is a fact because it contains information that can be verified.
- C. Correct.** It may not be “amazing” that Wang Yani does not have formal art training. This is a subjective claim.
- D. This sentence is a fact because it contains information that can be verified.

12 How does the sequential structure of paragraphs 2–4 **best** support the author’s purpose of informing readers about how Wang Yani’s talent became widely recognized?

- A** by sharing the name of Wang Yani’s exhibition
- B** by naming the town where Wang Yani was born
- C** by revealing the places Wang Yani exhibited her art
- D** by explaining that Wang Yani’s father gave her art supplies

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

7.3.R.7: Students will analyze how informational text structures support the author’s purpose:

- compare/contrast
- cause/effect
- problem/solution
- description
- sequential

Depth-of-Knowledge: 2

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must understand what sequential structure is and apply that understanding to how the author uses it to provide information about the subject.

Distractor Rationale

- A. This information provides a single detail about Wang Yani but does not provide extended information about her early years as an artist.
- B. This information about Wang Yani does not tell the reader anything about her early years as an artist.
- C. Correct. The first four paragraphs tell about Wang Yani’s interest in painting and then name the different places she showed her art in chronological order.**
- D. This information shares how Wang Yani’s interest in art was supported by her father, but does not provide extended information about her early years as an artist.

13 In paragraph 1, what does **culprit** mean?

- A** genius
- B** painter
- C** offender
- D** youngster

Standard 4: Students will expand their grade-level vocabularies through reading, word study, and class discussion.

7.4.R.2: Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must evaluate the surrounding text to determine the meaning of an unknown word.

Distractor Rationale

- A. A “culprit” is a person who does something wrong rather than “genius” which means to be exceptionally talented or gifted.
- B. A painter is a person who, in this context, uses paints to create art. It does not have the negative association the word “culprit” has.
- C. **Correct.** The first sentence of the paragraph states that a painting had been ruined. The second sentence says that the culprit, or offender responsible for the misdeed, was his daughter.
- D. A “youngster” is a young person or child, while a “culprit” is a person who does something wrong.

14 Complete the analogy.

Artist is to exhibition as **actor** is to _____ .

- A** play
- B** script
- C** costume
- D** audience

Standard 4: Students will expand their grade-level vocabularies through reading, word study, and class discussion.

7.4.R.1: Students will analyze the relationships among synonyms, antonyms, and analogies.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must first determine the relationship between the first two terms and apply that information to complete the analogy.

Distractor Rationale

- A. **Correct.** The relationship in the first part of the analogy shows what an artist does after working on subjects. An actor performs in a play as the final step in an artistic process.
- B. A script is a tool used by an actor to prepare for the final product.
- C. A costume can function as a tool to support an actor in their role.
- D. The audience is the group of people who enjoy the final product, which in this case would be a play.

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 questions.

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 gel 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.

"Making Candles—Part 1." Copyright © 2022 by Cognia, Inc.

- 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 expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

7.5.R.2: Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- gerunds
- subject and verb agreement
- cumulative and coordinate adjectives
- demonstrative pronouns
- vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- singular *they/them/their*
- correlative conjunctions
- adverbs
- interjections

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to understand the purpose of the prepositional phrase and apply that knowledge.

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 expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

7.5.R.2: Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- gerunds
- subject and verb agreement
- cumulative and coordinate adjectives
- demonstrative pronouns
- vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- singular *they/them/their*
- correlative conjunctions
- adverbs
- interjections

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 should be made to **fat oil gel or waxy substance** in line 7?

- A** fat: oil: gel: or waxy substance
- B** fat; oil; gel; or waxy substance
- C** fat, oil, gel, or waxy substance
- D** fat-oil-gel-or waxy substance

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

7.5.W.7: Students will use commas to separate words or phrases in a series.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to apply their knowledge of conventions of standard American English.

Distractor Rationale

- A. Colons are used to give emphasis, present dialogue, introduce lists or texts, and to clarify titles. Colons are not used to separate items in a series.
- B. Semicolons are not used to separate items in a series.
- C. Correct. Commas are used to separate items in a series.**
- D. Hyphens are not used to separate items in a series.

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

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.

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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 expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

7.5.W.1: Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must understand both sentences, know what a compound sentence is, and make the appropriate edit.

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 expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

7.5.W.1: Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.

Depth-of-Knowledge: 1

This item is a DOK 1 because the student is applying punctuation to a complex sentence.

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.

SUBJECT	SUMMARY DEFINITIONS OF DEPTH OF KNOWLEDGE (DOK)			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
English Language Arts	<p>Requires students to recall, observe, question, or represent facts, simple skills, or abilities. Requires only surface understanding of text, often verbatim recall.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Support ideas by reference to verbatim (or only slightly paraphrased) details in text • Use a dictionary to find meanings of words • Recognize figurative language in a passage • Identify correct spelling or meaning of words 	<p>Requires processing beyond recall and observation. Requires both comprehension and subsequent processing of text or portions of text. Involves ordering, classifying text as well as identifying patterns, relationships, and main points.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Use context to identify unfamiliar words • Predict a logical outcome • Identify and summarize main points • Apply knowledge of conventions of standard American English • Compose accurate summaries of the major events in a narrative 	<p>Requires students to go beyond text. Requires students to explain, generalize, and connect ideas. Involves deep inferencing, prediction, elaboration, and summary. Requires students to support positions using prior knowledge and evidence and to manipulate themes across passages.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Determine effect of author's purpose on text elements • Summarize information from multiple sources • Critically analyze literature • Compose focused, organized, coherent, purposeful prose • Evaluate the internal logic or credibility of a message 	<p>Requires complexity at least at the level of DOK 3 but also an extended time to complete the task, such as conducting a research project over many weeks. A project that requires extended time but repetitive or lower-DOK tasks is not at Level 4. May require generating hypotheses and performing complex analyses and connections among texts.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across sources • Describe and illustrate common themes across a variety of texts • Create compositions that synthesize, analyze, and evaluate



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