

**Making the Connection:
The Frameworks, Performance Level Descriptors, & Released Items
Grade 7 ELA**

Competency 1: The student will use word recognition and vocabulary (word meaning) skills to communicate.	Performance Level Descriptors (Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)		
Framework Objectives	Basic	Proficient	Advanced
1a: <i>The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</i>	In text of increasing length, complexity, and difficulty, identify roots and affixes in multi-syllabic words	Using text of increasing length, difficulty, and complexity, apply knowledge of roots and affixes (en-, em-, fore-, de-, -ative, -tive, -ible, -ty) to infer the meaning of unfamiliar and multiple meaning words IS(3) PT1 (1) PT3 (1)	
1b: <i>The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</i>		Using text of increasing length, difficulty, and complexity, apply expansive knowledge of words and word meanings to communicate IS (2) PT1 (1) PT2 (1)	
1c: <i>The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>	In text of increasing length, complexity, and difficulty, identify and produce grade-level appropriate synonyms, antonyms, and homonyms IS (1), PT1 (1) PT3 (2)	Using text of increasing length, difficulty, and complexity, use grade-level appropriate synonyms, antonyms, and homonyms	
1d: <i>The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>		Using text of increasing length, difficulty, and complexity, use context clues to determine meanings of unfamiliar or multiple-meaning words IS (1) PT1 (1) PT2(3) PT3 (2)	Justify the use of context clues used to determine meaning of unfamiliar and multiple meaning words PT3 (1)

<p>1e: <i>The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</i></p>	<p>In text of increasing length, complexity, and difficulty, identify figurative language to determine meaning.</p>	<p>Using text of increasing length, difficulty, and complexity, use context clues to determine meanings of figurative meaning of text</p> <p>IS (1) PT1 (2) PT2 (2)</p>	
<p>1f: <i>The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</i></p>		<p>Using text of increasing length, difficulty, and complexity, apply knowledge of reference materials to evaluate word choice</p> <p>IS (1) PT1(2) PT2 (1) PT3 (1)</p>	<p>Justify the use of the selection of word choice based on use of reference materials</p>
<p>1g: <i>The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)</i></p>		<p>Using text of increasing length, difficulty, and complexity, analyze and evaluate vocabulary usage based on appropriateness for context and purpose.</p> <p>IS(1) PT2 (1)</p>	<p>Justify the use of vocabulary based on appropriateness for context and purpose in text of increasing length, difficulty, and complexity.</p> <p>PT1 (1) PT3(1)</p>

<p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	<p style="text-align: center;">Performance Level Descriptors</p> <p>(Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p>		
<p>Framework Objectives</p>	<p style="text-align: center;">Basic</p>	<p style="text-align: center;">Proficient</p>	<p style="text-align: center;">Advanced</p>

<p>2a. <i>The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</i></p> <p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down menus, captions, illustrations, graphs, diagrams, key word searches, etc.</p> <p>2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p>4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</p>	<p>Recognize and apply knowledge of text features, parts of a book, and text structures to gain information from texts of increasing length, complexity, and difficulty.</p> <p>IS (1) PT1 (3) PT2 (1) PT3 (4)</p>	<p>Apply knowledge of text features, parts of a book, text structure, and genres to interpret, evaluate, or analyze texts of increasing length, complexity, and difficulty.</p> <p>PT2 (4) PT3 (1)</p>	<p>PT(2)</p>
<p>2b: <i>The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</i></p> <p>1) Infer the implied main idea from one or more related texts.</p> <p>2) Justify inferences about main idea by providing supporting details.</p> <p>3) Evaluate author’s use of sequence for its effect on the text.</p> <p>4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.</p> <p>5) Apply knowledge of cause and effect relationships to</p>		<p>Analyze text to infer implied main idea from related texts; justify inferences by providing supporting details; draw conclusions, synthesize, or evaluate author’s use of sequence for its effect on the text; and synthesize information from related texts of increasing length, complexity, and difficulty.</p>	

<p>infer logical causes and/or effects.</p> <p>6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.</p> <p>7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p>		<p>IS (2) PT1 (10) PT2 (8) PT3 (11)</p>	<p>PT1 (2)</p>
<p>2c: <i>The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</i></p>	<p>Recognize and identify an appropriate summary or paraphrase of events or ideas in text of increasing length, complexity, and difficulty.</p> <p>PT1 (3) PT2 (2) PT3 (4)</p>	<p>Generate a summary or paraphrase of the events or ideas in text of increasing length, complexity, and difficulty, citing text-based evidence.</p> <p>IS (1) PT2 (5)</p>	
<p>2d: <i>The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</i></p> <p>1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p> <p>2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal))</p> <p>3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)</p> <p>4) Author’s purpose (e.g., inform, entertain, persuade)</p>	<p>Recognize and use appropriate text-based evidence (story elements, literary devices, sound devices) to compare texts and analyze author’s purpose in texts of increasing length, complexity, and difficulty.</p> <p>PT1 (5) PT2 (2) PT3 (1)</p>	<p>Analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary non-fiction, and informational text, citing text-based evidence (including situational and verbal irony).</p> <p>IS (1) PT1(2) PT2(2) PT3(7)</p>	<p>Evaluate and justify the use of irony (situational and verbal) in text of increasing length, difficulty, and complexity.</p> <p>PT 1(1) PT2 (5)</p>

<p>2e: Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3) 1) Evaluate the use of and distinguish between fact and opinion. 2) Evaluate the author’s use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, etc).</p>	<p>Recognize and identify the use of fact, opinion, and persuasion tools to determine author’s purpose in texts of increasing length, complexity, and difficulty.</p> <p>PT1 (3) PT2 (2) PT3 (2)</p>	<p>Evaluate the author’s use of facts, opinions, and tools of persuasion (card stacking, slanted words) to determine author’s purpose and consider the effect of persuasive text on the intended audience.</p> <p>IS (2) PT2 (1)</p>	<p>Justify the use of tools of persuasion by analyzing their effect on the author’s purpose, citing text-based evidence in text of increasing length, difficulty, and complexity.</p> <p>PT2 (2)</p>
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<p>Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.</p>	<p style="text-align: center;">Performance Level Descriptors (Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p>		
<p style="text-align: center;">Framework Objectives</p>	<p style="text-align: center;">Basic</p>	<p style="text-align: center;">Proficient</p>	<p style="text-align: center;">Advanced</p>

<p>3a: <i>The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</i></p> <p>1) Planning</p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) Drafting</p> <ul style="list-style-type: none"> • Draft with increasing fluency. <p>3) Revising</p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. <p>4) Editing</p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p>5) Publishing/Sharing</p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	<p>Use an appropriate composing process</p> <p>PT3 (1)</p>	<p>Use an appropriate composing process</p> <p>IS (2) PT1 (6) PT2 (2) PT3 (2)</p>	<p>Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.</p> <p>PT1 (1) PT2(1)</p>
<p>3b: <i>The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)</i></p>	<p>Use an appropriate composing process to incorporate descriptive details into texts (narrative, expository, or persuasive)</p> <p>PT1 (2) PT2 (1)</p>	<p>Use an appropriate composing process to incorporate descriptive details into texts (narrative, expository, or persuasive)</p> <p>IS (1) PT1(2) PT2(2) PT3 (4)</p>	<p>Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and</p>

			length.
<p>3c: <i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives 	<p>Use an appropriate composing process to produce narrative text utilizing transitions and supporting details</p> <p>PT1 (2)</p>	<p>Use an appropriate composing process to produce narrative text utilizing adequate transitions and specific supporting details</p> <p>IS (1) PT1 (2) PT2 (2) PT3 (3)</p>	<p>Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.</p>
<p>3d: <i>The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Reports 2) Letters (friendly and business) 3) Functional texts 4) Presentations 5) Poems 6) Essays 	<p>Use an appropriate composing process to informative text utilizing topic sentences and organization</p>	<p>Use an appropriate composing process to produce informational text (business letters) utilizing topic sentences, adequate organization, transitions, and vivid word choices</p> <p>IS (1) PT1 (4) PT2 (5) PT3 (5)</p>	<p>Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.</p> <p>PT2 (1)</p>
<p>3e: <i>The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)</i></p>	<p>Use an appropriate composing process to produce persuasive texts utilizing supporting details</p>	<p>Use an appropriate composing process to produce persuasive text with a clear problem and solution, utilizing effective organization, adequate transitions,</p>	<p>Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and</p>

<p>1) Letters 2) Speeches 3) Advertisements</p>		<p>vivid word choices, and specific supporting details</p>	<p>transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.</p>
<p>3f: <i>The student will compose texts a variety of modes based on inquiry and research.</i> (DOK 4) 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online data bases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process.</p>	<p>Use an appropriate composing process to produce texts presenting findings based on inquiry and research.</p>	<p>Use an appropriate composing process to produce texts of a variety of modes based on inquiry and research, taking notes on important information from sources, synthesizing and evaluating important findings, and selecting sources to support central ideas, concepts, and themes.</p>	<p>Evaluate notes based on inquiry and research and justify findings synthesized from those notes.</p>
	<p>PT2 (1)</p>	<p>IS (1) PT1 (1) PT2 (5) PT3 (2)</p>	<p>PT1 (1) PT2 (1) PT3 (2)</p>
		<p>IS (1) PT1 (2) PT2 (4) PT3 (2)</p>	<p>PT (1) PT3 (1)</p>

<p>Competency 4: The student will apply Standard English to communicate.</p>	<p style="text-align: center;">Performance Level Descriptors</p> <p>(Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p>
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Framework Objectives	Basic	Proficient	Advanced
<p>4a: <i>The student will apply Standard English grammar in composing or editing.</i>(DOK 1)</p> <p>1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective)</p> <p>2) Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs)</p> <p>3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past])</p> <p>4) Subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb.)</p> <p>5) Articles; subordinating/coordinating conjunctions; correlative conjunctions</p> <p>6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)</p> <p>7) Prepositions</p> <p>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative interrogative, indefinite, relative)</p> <p>9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)</p> <p>10) Adverbs (avoiding double negatives; comparative forms)</p> <p>11) Interjections</p>	<p>Recognize the use of Standard English grammar:</p> <p>1) collective nouns</p> <p>3) emphatic tense</p> <p>4) collective nouns</p> <p>5) correlative conjunctions</p> <p>9) pronoun antecedent agreement with collective nouns, for relative and indefinite pronouns, and with expressions of amount</p> <p>PT1 (5) PT2 (1)</p>	<p>Use Standard English grammar to compose or edit:</p> <p>1) collective nouns</p> <p>3) emphatic tense</p> <p>4) collective nouns</p> <p>5) correlative conjunctions</p> <p>9) pronoun antecedent agreement with collective nouns, for relative and indefinite pronouns, and with expressions of amount</p> <p>IS (2) PT2 (4) PT3 (5)</p>	<p>Apply knowledge of Standard English grammar purposefully</p> <p>3) using emphatic tense.</p>

<p>4b: <i>The student will apply Standard English mechanics to compose or edit.</i> (DOK 1)</p> <p>1) End punctuation (e.g., period, question mark, exclamation mark) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; interrupters including parenthetical expressions; nonessential appositive phrases; introductory clauses; and nonessential clauses) 4) Apostrophes (possessives; contractions) 5) Semicolons (compound sentences; with conjunctive adverbs) 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles) 7) Underlining/Italics (titles of books, movies, plays, and television shows) 8) Colons (e.g., time, before lists introduced by independent clauses, business letters) 9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in salutations and closings of friendly letters and business letters, proper adjectives) 10) Spell words commonly found in seventh grade level text 11) Produce legible text</p>	<p>Recognize the use of Standard English mechanics:</p> <p>3) commas with parenthetical expressions</p> <p>5) semicolons with conjunctive adverbs</p> <p>8) & 9) colons, and capitalization of first word in salutations and closings of business letters</p> <p>PT1 (4) PT2 (1) PT3 (1)</p>	<p>Use Standard English mechanics to compose or edit:</p> <p>3) commas with parenthetical expressions</p> <p>5) semicolons with conjunctive adverbs</p> <p>8) & 9) colons, and capitalization of first word in salutations and closings of business letters</p> <p>10) Spell words commonly found in seventh grade level texts.</p> <p>IS (2) PT1 (3) PT2 (4) PT3 (5)</p>	<p>Apply knowledge of Standard English mechanics and sentence structure purposefully including</p> <p>3) parenthetical expressions and compound-complex sentences to produce texts with sophisticated grade-level syntax.</p>
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<p>4c: <i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</i></p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences).</p> <p>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.</p> <p>3) Avoid sentence fragments, run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses and noun clauses.</p> <p>5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p>	<p>Recognize sentence structure incorporating compound-complex sentences and noun clauses.</p>	<p>Apply knowledge of sentence structure (compound-complex sentences; noun clauses) to compose or edit.</p>	<p>Apply knowledge of Standard English mechanics and sentence structure purposefully including parenthetical expressions and compound-complex sentences to produce texts with sophisticated grade-level syntax.</p>
	<p>IS (1) PT(4)</p>	<p>IS (1) PT1 (1) PT2 (3) PT3 (5)</p>	<p>PT2 (1) PT3 (1)</p>

Mississippi English Language Arts Grade 7

Competency 1: The student will use word recognition and vocabulary (word meaning) skills to communicate.

1a: *The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)*

Basic
In text of increasing length, complexity, and difficulty, identify roots and affixes in multi-syllabic words

Proficient
Using text of increasing length, difficulty, and complexity, apply knowledge of roots and affixes (en-, em-, fore-, de-, -ative, -tive, -ible, -ty) to infer the meaning of unfamiliar and multiple meaning words
IS(3) PT1 (1) PT3 (1)

1. Based on the meaning of the prefix “fore” as used in the words foreworn, forearm, and forethought, which of the following words uses the prefix “fore” in the same way?
- A. Foreign
 - B. Forever
 - C. Forensics
 - D. Forefather*

DOK 2**PROFICIENT****Item Specifications**

2. Read the sentence in the box below.

When asked by the lawyer to read aloud to the court what was highlighted in the aforementioned document, the defendant became enraged and bolted from the witness stand.

Based on knowledge of roots and affixes, the reader can infer that aforementioned in the sentence above means which of the following?

- A. For immediate use
- B. Damaging to the case
- C. Important for the defense
- D. Introduced at an earlier time*

DOK 2**PROFICIENT****Item Specifications****3. Read these words: sensible, legible, responsible.**

Based on the use of the suffix used in these words, what is the meaning of the word “intelligible” as used in the sentence below?

Although the guest speaker’s French accent was quite pronounced, his speech on his journeys through the fields of Greenland was intelligible to his non-French-speaking high school audience.

- A. Able to be understood*
- B. Able to absorb knowledge
- C. Full of understanding
- D. Full of knowledge

DOK 2**PROFICIENT****Item Specifications****34. To understand this book, the reader must read the author’s foreword.**

Based on the prefix fore, what does the word foreword mean?

- F. an explanation at the beginning of a work
- G. an explanation of a work
- H. an explanation within a work
- J. an explanation by an author

DOK 2**PROFICIENT****Practice Test 1****31. To which of the following words can the affix –ive be added to make a new word?**

- A. Ambitious
- B. Complicate
- C. Cooperate
- D. Treacherous

DOK 2**PROFICIENT****Practice Test 3**

1b: *The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)*

PROFICIENT
Using text of increasing length, difficulty, and complexity, apply expansive knowledge of words and word meanings to communicate
IS (2) PT1 (1) PT2 (1)

- 1. In line 22 of “Two Dimes and One Nickel,” the use of the word hoard reveals what?**
- A. That the dimes are hard to reach
 - B. That the money was hard to earn
 - C. That the narrator is protective of his savings*
 - D. That the narrator has only the number of coins needed

DOK 1	PROFICIENT	Item Specifications
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- 2. Read these four sentences.**

- (1) My older brother Evan has collected baseball cards for the past six years.
- (2) My older brother Evan has hoarded baseball cards for the past six years.
- (3) My older brother Evan has accumulated baseball cards for the past six years.
- (4) My older brother Evan has gathered baseball cards for the past six years.

Which of the four sentences reveals a negative attitude about what Evan has done?

- A. Sentence 1
- B. Sentence 2*
- C. Sentence 3
- D. Sentence 4

DOK 1	PROFICIENT	Item Specifications
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- 16. What is the meaning of the word sustain?**

- F. cease
- G. hurry
- H. support
- J. measure

DOK 1	PROFICIENT	Practice Test 1
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- 9. What is the correct meaning of incredible?**

- A. Impossible or difficult to believe
- B. Causing laughter or amusement
- C. Inspiring trust and confidence
- D. Unusual in an interesting way

DOK 1	PROFICIENT	Practice Test 2
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1c: The student will use grade level appropriate synonyms, antonyms, and homonyms. (**DOK 2**)

BASIC
In text of increasing length, complexity, and difficulty, identify and produce grade-level appropriate synonyms, antonyms, and homonyms
IS (1), PT1 (1) PT3 (2)

1. Read the sentence in the box below.

All of the regulations for the display and treatment of the flag demand honor and respect.

Which of the following words is NOT a synonym that can be used to replace demand in the sentence and keep the intended meaning?

- A. Request
- B. Require
- C. Urge
- D. Revile*

DOK 1

BASIC

Item Specifications

33. Read the following sentence.

The long illness had caused Jonathan to lose weight, giving him a gaunt appearance.

Which of the following words is an antonym for gaunt?

- A. thin
- B. plump
- C. energetic
- D. attractive

DOK 1

BASIC

Practice Test 1

13. Which word is a synonym for prominent?

- A. Vital
- B. Notable
- C. Dramatic
- D. Cooperative

DOK 1

BASIC

Practice Test 3

32. Which word is an antonym for unique?

- F. Common

- G. Distinct
- H. Popular
- J. Premium

DOK 1

BASIC

Practice Test 3

PROFICIENT

Using text of increasing length, difficulty, and complexity, use grade-level appropriate synonyms, antonyms, and homonyms

1d: *The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)*

PROFICIENT
Using text of increasing length, difficulty, and complexity, use context clues to determine meanings of unfamiliar or multiple-meaning words
IS (1) PT1 (1) PT2(3) PT3 (2)

1. Read the following excerpt from “The Female Paul Revere.”

“Henry,” Sybil’s mother called sharply to Sybil’s father as she wrapped the soldier in blankets. “This young man is nearly frozen! He cannot possibly continue on such a ride!”

“I know,” Papa agreed. “Even if his condition were better, it would be imprudent for him to go for he does not know the area. I would go myself, but I need to muster the troops as they arrive.”

“I will go, Papa!” Sybil spoke, almost without thinking. “I know where all of your militiamen live, I am a good rider, and you know my horse is the fastest around here.”

What is the meaning of word imprudent based on clues from the text?

- A. Inconsiderate
- B. Impossible
- C. Unlikely
- D. Unwise*

DOK 2

PROFICIENT

Item Specifications

17. Read the following sentence.

Refusing to endure any disrespect in the courtroom, the judge placed the loudmouthed suspect in a prison cell overnight.

Based on this sentence, what is the meaning of the word endure?

- A. face
- B. reveal
- C. observe
- D. tolerate

DOK 2

PROFICIENT

Practice Test 1

(Refer to “Linen – An Ancient Thread”)

The history of linen begins long before written records existed. When
8 archaeologists examine early periods, they have to piece together evidence in order
to create reasonable theories.

2. Which of the following words has the same meaning as examine as it is used in line 8?

- F. Check
- G. Inquire
- H. Observe
- J. Study

DOK 2

PROFICIENT

Practice Test 2

29. Read the following sentence.

When the special task force had completed its mission, the police chief decided the group should disband.

Which of the following choices gives the meaning of the word disband?

- A. Find goals
- B. Break apart
- C. Teach others
- D. Keep working

DOK 2

PROFICIENT

Practice Test 2

30. Read the following sentences.

As the explorer stared downward into the seemingly bottomless pit, he felt the true impact of the word
abyss. It was like standing at the edge of the world, if the world had edges and dropped off sharply.

Which of the following choices gives the meaning of the word abyss?

- F. Thrilling find
- G. Deep chasm
- H. Hollow tube
- J. Unsolved mystery

DOK 2

PROFICIENT

Practice Test 2

1. Read the following sentence from the passage.

A myth has endured that the repainting was the reason the White House
received its name.

Which of the following words will replace endured as it is used in the sentence?

- A. sustained
- B. suffered
- C. presided
- D. persisted

DOK 2

PROFICIENT

Practice Test 3

40. Based upon context clues, what is the meaning of the word feigned in lines 58-60?

- F. Expected
- G. Pretended
- H. Understood
- J. Acknowledged

DOK 2

PROFICIENT

Practice Test 3

ADVANCED

Justify the use of context clues used to determine meaning of unfamiliar and multiple meaning words

PT3 (1)

30. Read the following paragraph.

Jenny's father burst through the front door with the news that he had accepted another position in his company. He was excited because the position meant a promotion. It also meant, however, that the family would have to move to another state. As her father provided her family with the details, Jenny became upset. She adored her school and her many friends. The compensation was that she finally might be able to have a horse of her own.

Now read the following dictionary entry for compensation.

compensation *n.* 1. money given to pay for loss, damage, or work done
2. the act of giving money to pay for damage or work done 3. something that makes up for something else 4. behavior that emphasizes a particular ability or trait in order to make up for a weakness

Based upon the context clues, which of the following statements justifies entry 3 as the definition of compensation as it is used in the paragraph?

- F. Jenny realizes the family will be moving to another state.
- G. Jenny's family wants to know the details of his promotion.
- H. Jenny hopes her family will be moving to a place in the country.
- J. Jenny's father is happy about making more money in his new position.

DOK 3**ADVANCED****Practice Test 3**

1e: The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)

BASIC
In text of increasing length, complexity, and difficulty, identify figurative language to determine meaning.

PROFICIENT
Using text of increasing length, difficulty, and complexity, use context clues to determine meanings of figurative meaning of text
IS (1) PT1 (2) PT2 (2)

1. In the poem “Two Dimes and One Nickel,” the author writes that children “freeze like deer” when they hear the ice cream truck.
What does the author illustrate using this simile?
- A. The anger of the children because the ice cream truck interrupts their play
 - B. The idea that the children know the ice cream truck is not stopping for them
 - C. The surprise of the children when they realize the ice cream truck is returning*
 - D. The sadness of the children because the ice cream truck has no more ice cream

DOK 2

PROFICIENT

Item Specifications

(Refer to “Dad’s Surprise”)

19. Which of the following choices is an explanation of why the author personifies the airplane in lines 33-34?
- A. To help the reader imagine Mr. Boylan’s surprise
 - B. To help the reader understand why Shannon is confused
 - C. To help the reader know how an airplane takes flight
 - D. To help the reader visualize an airplane taking flight

DOK 2

PROFICIENT

Practice Test 1

23. Read the following sentence.

Aaron expected his sister would get angry when he told her about losing her favorite book, but he knew he would have to take the bull by the horns and talk to her.

In this sentence what does the idiom “take the bull by the horns” mean?

- A. Tell several half-truths
- B. Face a tough situation
- C. Handle something gently
- D. Make a great deal of noise

DOK 2**PROFICIENT****Practice Test 1**

10. Read the following sentences.

John looks sleepy this morning. Why is he so tired? He had forgotten that he had a big report to write for his social studies class. The report is due today, and John had wanted to give his best effort to the assignment. With his deadline approaching, he had burned the midnight oil.

Based upon these sentences, what is the meaning of the idiom burned the midnight oil?

- F. Rested too little
- G. Worked too late at night
- H. Wasted a lot of energy
- J. Stressed out over assignments

DOK 2**PROFICIENT****Practice Test 2**

28. Read the following sentences.

“Arden would be terribly hurt to know that some people think she is too talkative,” Joe said. “It’s probably just as well that we keep her in the dark.”

What does Joe mean by his use of the figurative expression “keep her in the dark”?

- F. Stop another from seeing clearly
- G. Consciously withhold the truth
- H. Hide her from others
- J. Encourage utter confusion

DOK 2**PROFICIENT****Practice Test 2**

1f: The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)

PROFICIENT
Using text of increasing length, difficulty, and complexity, apply knowledge of reference materials to evaluate word choice
IS (1) PT1(2) PT2 (1) PT3 (1)

1. Examine the dictionary entries for the word luminous in the box below.

luminous – adj. (1.) reflecting light. (2.) lighted up, well lighted. (3.) brilliant intellectually, enlightened. (4.) clear; intelligible.

Which entry gives the definition for luminous as used in the following sentence?

Even though the power was out, the candle made the room luminous.

- A. Entry 1
- B. Entry 2*
- C. Entry 3
- D. Entry 4

DOK 2

PROFICIENT

Item Specifications

15. The dictionary entry for the word continual is followed by a usage note that compares the synonyms continuous, constant, and incessant.

Read the following note.

Continual refers to things that happen repeatedly or go on without stopping for a long period of time, as in “continual arguments”; continuous refers to things that extend without interruption, either in space or time, as in “a continuous desert”; constant stresses uniformity, steadiness, or regularity in occurrence, as in “the constant heartbeat”; incessant implies unceasing or uninterrupted activity, as in “incessant chatter.”

Based on this usage note, which of the following sentences is not correct?

- A. We made continual checkups on our mother’s health.
- B. We had continuous debates about the need to eat vegetables.
- C. The worker grew tired of her boss’s incessant nagging.
- D. The light’s constant flashing urged drivers to slow down.

DOK 2

PROFICIENT

Practice Test 1

24. Read the following dictionary entry.

amplify (am'-ple-fi') *vt.* 1. to make larger or stronger 2. to develop more fully with details and examples 3. to make louder, especially by electronic means 4. to exaggerate

Based on this dictionary entry above, which of the following sentences does **not** use the word **amplify** correctly?

- F. The flute was too quiet until the musician chose to amplify the sound.
- G. The braggart had a disturbing tendency to amplify the details of his life.
- H. The teacher told the student to amplify the main idea of his first paragraph.
- J. The manager hoped this would be the only customer to amplify his purchase today.

DOK 2**PROFICIENT****Practice Test 1**

11. Read the following dictionary entry of the word **extravagant**.

Extravagant – *adj.* 1. unreasonably high in price or cost 2. characterized by excessive or wasteful spending 3. existing or produced in quantity 4. exaggeratedly decorated or showy

Which of the following sentences does **not** use **extravagant** correctly?

- A. The museum's extravagant display of silverware used in colonial times required a large insurance policy.
- B. The woman's lavish furnishings caused her to be criticized for her extravagant lifestyle.
- C. After the principal had complimented me repeatedly in front of the entire student body, I became embarrassed by his extravagant praise.
- D. The student council voted to change the qualifications for office because they were too extravagant.

DOK 2**PROFICIENT****Practice Test 2**

15. Examine the following dictionary entry or the word **tolerate**.

tolerate *v.* 1. to permit something to happen 2. to endure the unpleasant effects of something 3. to accept the existence of different views 4. to be unaffected by medicine because the body has built up a resistance

Read the sentence below.

My grandfather cannot tolerate the extreme heat in the summer months.

Which entry gives the definition for tolerate as it is used in the sentence?

- A. Entry 1
- B. Entry 2
- C. Entry 3
- D. Entry 4

DOK 2

PROFICIENT

Practice Test 3

ADVANCED

Justify the use of the selection of word choice based on use of reference materials

1g: *The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)*

PROFICIENT
Using text of increasing length, difficulty, and complexity, analyze and evaluate vocabulary usage based on appropriateness for context and purpose.
IS(1) PT2 (1)

- 1. The cafeteria serves only five main-dish choices, the same one for each day of the week every week.**

Which of the following sentences is appropriate to begin a letter of complaint to the school's principal from Mr. Edison's sixth grade class?

- A. Every day we have to eat exactly the same old thing for lunch in the cafeteria.
- B. Would it be much trouble for the cafeteria to make something totally different?
- C. We're tired of nuggets all the time, and we want something different in the cafeteria!
- D. We would like to request that the cafeteria offer a wider variety of main-dish choices . *

DOK 3

PROFICIENT

Item Specifications

- 37. Read the following sentences from the Additional Information section in the passage.**

Reservations are required for sleeping cars.
A dining car is available for complete meals.
Smoking is prohibited on all trains.

Which of the following sentences fits the style and tone of the sentences above?

- A. Parents must keep an eye on their children.
- B. Children must be accompanied by an adult at all times.
- C. Parents need to keep their children out of trouble.
- D. Children cannot ever run around on their own.

DOK 2

PROFICIENT

Practice Test 2

ADVANCED

Justify the use of vocabulary based on appropriateness for context and purpose in text of increasing length, difficulty, and complexity.

PT1 (1) PT3(1)

32. Read the following letter.

January 26, 2008

Dear Mr. Henderson:

I would like to apply for the summer academic camp scholarship you have advertised in the school newspaper. I have never been able to attend this camp due to the high cost of tuition. My parents have agreed to let me go if I find a way to pay for it. I have heard many great comments about the high academic standards of your camp from other students. My grades are excellent, and I know I would enjoy the educational opportunities you offer. Please find my application attached. Get in touch if you need more stuff from me.

Sincerely,
Steve Roy

Steve wants to change the last sentence to match the rest of his letter. His friend Charlie suggested the following sentence.

I'm not sure what else you want, but I'll be happy to send it if you'll let me know.

Was Charlie correct?

- F.** Yes, because Charlie avoided using the word stuff in his sentence
- G.** Yes, because Charlie's sentence assures Mr. Henderson that Steve is willing to provide more information
- H.** No, because Charlie forgot to inform Mr. Henderson how to get in touch with Steve
- J.** No, because Charlie's sentence is still too informal for the letter

DOK 3

ADVANCED

Practice Test 1

(Refer to "Artists Choose Their Paints")

25. Read the following lines from the fourth stanza of the poem.

To make that blue
To make that red
To make that yellow
To make that black

- This is a grade 7 poem; however, the vocabulary in these lines is grade 1.
What effect is the poet attempting to achieve by using this simple vocabulary?**
- A. To show that the speaker feels the beauty of color is uncomplicated
 - B. To give readers a sense that the speaker appreciates these colors
 - C. To suggest that these colors are important to all paintings
 - D. To illustrate that paintings often consist of basic colors

DOK 3

ADVANCED

Practice Test 3

Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)

- 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down menus, captions, illustrations, graphs, diagrams, key word searches, etc.
- 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
- 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
- 4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays

Basic
Recognize and apply knowledge of text features, parts of a book, and text structures to gain information from texts of increasing length, complexity, and difficulty.
IS (1) PT1 (3) PT2 (1) PT3 (4)

1. Read the paragraph in the box below.

Although most of my friends can tell a horse from a donkey when they see either of these animals, my friends do not know much about the characteristics of either. Horses and donkeys have similar body types because both have a mane, a tail, and hooves. However, a donkey’s mane is coarse and stays upright and still, while a horse’s mane grows over the neck and is long and flowing. A donkey’s ears are much larger than a horse’s ears. Most of my friends notice the ears, but they don’t really pay attention to the mane.

Which text structure did the writer use to develop this paragraph?

- A. Order of importance
- B. Comparison and contrast*
- C. Sequential order
- D. Cause and effect

DOK 2	BASIC	Item Specifications
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(Refer to “A Contest That Lasted Fifty-Nine Years”)

7. The author uses several types of text structures to organize this passage.

Which of the following text structures does the author not use?

- A. Description
- B. Cause and effect

- C. Sequential order
- D. Main idea/supporting details

DOK 2**BASIC****Practice Test 1**

(Refer to “Bluegrass”)

31. Which of the following patterns controls the organization of the passage?

- A. Sequential order
- B. Compare/contrast
- C. Order of importance
- D. Main idea/supporting details

DOK 2**BASIC****Practice Test 1**

(Refer to “Haleakala”)

40. Which technique does the author use to structure this passage?

- F. Sequential order
- G. Compare/contrast
- H. Order of importance
- J. Main idea/supporting details

DOK 2**BASIC****Practice Test 1**

(Refer to “Linen—An Ancient Thread”)

4. How is the information organized in this passage?

- F. Order of importance
- G. Problem-and-solution
- H. Procedural
- J. Sequential

DOK 2**BASIC****Practice Test 2**

(Refer to “Washington, D.C., an Unusual Capital”)

2. Which of the following lines from the passage do not use cause and effect as a text structure?

- F. Lines 1–6
- G. Lines 7–12
- H. Lines 21–27
- J. Lines 36–41

DOK 2**BASIC****Practice Test 3**

(Refer to “Neighborhood Yard Sales: Why You Should Have One and How to Organize It”)

11. Beginning with the numbered list, which text structure does the writer use to explain the organizational steps for “Neighborhood Yard Sales”?

- A. Description
- B. Cause and effect
- C. Problem/solution
- D. Sequential order

DOK 2**BASIC****Practice Test 3**

(Refer to “A Brief History of Paint Color”)

20. Which of the following choices is an appropriate heading to place before lines 33-45?

- F. Kinds of Paint
- G. How Paint Is Made
- H. Artists Make a Discovery
- J. Ways Paint Was Improved

DOK 2**BASIC****Practice Test 3**

(Refer to “Artists Choose Their Paints”)

22. Which text structure does the poet use to express the main idea of the poem?

- F. Simple procedure
- G. Sequential order
- H. Problem/solution
- J. Compare and contrast

DOK 2**BASIC****Practice Test 3****Proficient**

Apply knowledge of text features, parts of a book, text structure, and genres to interpret, evaluate, or analyze texts of increasing length, complexity, and difficulty.

PT2 (4) PT3 (1)

(Refer to “The Mississippi Delta Express”)

31. This passage shows the timetable of the southbound train.

Which town is the first stop when the train returns north?

- A. Homewood, IL
- B. Newbern-Dyersberg, TN
- C. Yazoo City, MS
- D. Hammond, LA

DOK 2

PROFICIENT

Practice Test 2

(Refer to “The Mississippi Delta Express”)

33. What do the two symbols under the Services column represent when listed together?

- A. Stations where services for people in wheelchairs are provided at all times
- B. Stations where the ticket offices are open and services are available to people in wheelchairs during all p.m. hours
- C. Stations where services for people in wheelchairs are available in the morning hours but not after noon
- D. Stations where the ticket offices are open and where services are available to people in wheelchairs

DOK 2

PROFICIENT

Practice Test 2

(Refer to “The Mississippi Delta Express”)

34. What information will a person not find on this timetable?

- F. Accurate information about travel times
- G. Contact information for reservations
- H. Historical information about the route of the train
- J. Helpful information about services available on the train

DOK 2

PROFICIENT

Practice Test 2

(Refer to “The Mississippi Delta Express”)

39. What does the heading Mile represent in the timetable?

- A. The distance in miles of each station from Union Station in Chicago
- B. The distance in miles from one station to the next station
- C. The distance in miles from each station to the next large city
- D. The distance in miles of each station from the final destination in New Orleans

DOK 2

PROFICIENT

Practice Test 2

(Refer to “A Brief History of Paint Color”)

17. Which sentence correctly explains the use of sequential order text structure in lines 1–9?

- A. The structure allows the author to explain how artists through the ages have solved the problem of creating new colors.
- B. The structure allows the author to present clear contrasts between different historical periods.
- C. The structure allows the author to introduce the historical eras that are addressed in the passage.
- D. The structure allows the author to show a cause-and-effect relationship between different time periods.

DOK 2 *PROFICIENT* *Practice Test 3*

Advanced
PT(2)

(Refer to “A Contest That Lasted Fifty-Nine Years”)

1. The author’s reason for including the information in the box at the beginning of this passage is to explain important concepts used throughout the passage.

Did the author make a correct choice to include the information in a separate box at the beginning of the passage?

- A. No, because this information is not used in the passage
- B. No, because the information in the box does not explain the passage
- C. Yes, because understanding this passage would not be possible without correct knowledge of latitude and longitude
- D. Yes, because the author wanted the reader to know that he knew

DOK 3 *ADVANCED* *Practice Test 1*

(Refer to “Dad’s Surprise”)

20. Read lines 35-51 of this passage.

Bob has suggested that “More Inviting Than Cinnamon Rolls” is a good choice for a subheading for these lines.

Is Bob’s suggestion correct?

- F. Yes, because Michael and Shannon had already eaten all the cinnamon rolls
- G. Yes, because Michael and Shannon seemed to forget about the cinnamon rolls once they saw the planes take off
- H. No, because nothing is better than a cinnamon roll
- J. No, because Michael and Shannon still wanted to eat cinnamon rolls while they

watched the planes take off

DOK 3

ADVANCED

Practice Test 1

2b: *The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)*

- 1) Infer the **implied** main idea **from one or more related texts.**
- 2) **Justify inferences about main idea by providing supporting details.**
- 3) **Evaluate author's use of sequence for its effect on the text.**
- 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.
- 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
- 6) Synthesize information stated **in one or more texts** with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
- 7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

PROFICIENT

Analyze text to infer implied main idea from related texts; justify inferences by providing supporting details; draw conclusions, synthesize, or evaluate author's use of sequence for its effect on the text; and synthesize information from related texts of increasing length, complexity, and difficulty.

IS (2) PT1 (10) PT2 (8) PT3 (11)

1. In “Two Dimes and A Nickel,” the author writes: “Tomorrow ... Tomorrow my two dimes, plus this one nickel ... I smile.”

Which of the following can the reader infer about why the narrator will smile tomorrow?

- A. The Orange Cream Bar will cost less than it did today.
- B. The child will ask for more money to buy two Orange Cream Bars.
- C. The child will have enough money to buy a Rainbow Freeze.*
- D. The Orange Cream Bar will be just as tasty tomorrow as a Rainbow Freeze.

DOK 3

PROFICIENT

Item Specifications

2. Which of the following statements justifies the order of the events in “The Female Paul Revere”?

- A. If Sybil had left her home before the soldier arrived, she could not have rallied the troops*.
- B. If the militiamen had not been home before the attack, Sybil could not have rallied the troops.
- C. If Sybil's father had asked Sybil to go before the soldier came, the British would not have attacked.
- D. If the soldiers had gathered on Colonel Ludington's lawn before Sybil warned them, the British would not have attacked.

DOK 3

PROFICIENT

Item Specifications

(Refer to “A Contest That Lasted Fifty-Nine Years”)

2. Harrison did not receive payment for his invention for many years. Based on the passage, which of the following is an accurate inference about why the board was reluctant to pay him?

- F. His first clock did not work.

- G. The contest was not a fair one.
- H. Harrison was not considered to be an important person.
- J. The board did not have the money that had been promised.

DOK 3**PROFICIENT****Practice Test 1**

(Refer to “A Contest That Lasted Fifty-Nine Years”)

3. Based on the information in the passage, what happened after the King spoke with the Board?

- A. The King fired the Board members.
- B. The Board awarded the prize to Harrison.
- C. Harrison went back to work on his sea clock.
- D. The King started a new contest for a latitude clock.

DOK 3**PROFICIENT****Practice Test 1**

(Refer to “A Contest That Lasted Fifty-Nine Years”)

4. Which lines from the passage allow the reader to infer that John Harrison was intelligent, self-confident, and determined?

- F. Lines 41-45
- G. Lines 49-51
- H. Lines 56-59
- J. Lines 62-64

DOK 3**PROFICIENT****Practice Test 1**

(Refer to “Hoofprints”)

10. What can the reader infer about the author’s purpose for making the words They freeze appear as a single-line stanza in the middle of the poem?

- F. The placement and the words prepare the reader for the action that will follow.
- G. The placement and the words give special emphasis to the sudden halt in motion.
- H. The placement and the words allow the reader to reread the beginning of the poem.
- J. The placement and the words give special emphasis to the likely speed of the fawns.

DOK 3**PROFICIENT****Practice Test 1**

(Refer to “Hoofprints”)

14. What conclusion can the reader draw from final lines of the poem?

- F. The speaker feels a deep connection to the fawns.
- G. The speaker will follow the footprints to find the fawns.
- H. The speaker was startled by the encounter with the fawns.
- J. The speaker is unhappy that the fawns left only tiny hoofprints.

DOK 3**PROFICIENT****Practice Test 1**

(Refer to “Bluegrass”)

28. What technique does the author use to convince the reader that the main idea of the passage is correct?

- F. The author uses many facts that support the main idea.
- G. The author uses highly slanted language related to the main idea.
- H. The author uses stereotypes to make the reader agree with the main idea.
- J. The author tries to persuade the reader that others agree with the main idea.

DOK 3

PROFICIENT

Practice Test 1

(Refer to “Bluegrass”)

29. Which statement correctly evaluates the author’s technique in convincing the reader that the main idea of the passage is correct?

- A. The author uses many facts that support the main idea.
- B. The author employs highly slanted language related to the main idea.
- C. The author develops stereotypes to make the reader agree with the main idea.
- D. The author tries to persuade the reader that others agree with the main idea.

DOK 3

PROFICIENT

Practice Test 1

(Refer to “Bluegrass”)

30. Based on information in the passage, what can the reader predict about the future of bluegrass music?

- F. It will be sung in English, Scottish, and Gaelic.
- G. It will integrate new musical styles as they emerge.
- H. It will return to its roots in sixteenth-century music.
- J. It will continue to be played on old-fashioned instruments.

DOK 3

PROFICIENT

Practice Test 1

(Refer to “Haleakala”)

36. Read lines 15-27 of the passage.

Which of the following is an accurate inference about these lines?

- F. Haleakala National Park is home to more than 30 species of endangered plants.
- G. Man’s actions have caused many plants and animals in Haleakala to become endangered.
- H. Park rangers have surrounded the park with nearly 35 miles of fence.
- J. Nearly 90% of all plants native to Hawaii are found nowhere else in the world.

DOK 3

PROFICIENT

Practice Test 1

(Refer to “Haleakala”)

37. From which detail in the passage can the reader infer that park visitors experience many different ecosystems?

- A. Rain comes to Hawaii with the trade winds.
- B. They can see many different rain forest plants.
- C. They can hike from rain forest to desert in a few hours.
- D. Waterfalls keep water flowing through a chain of freshwater pools.

DOK 3

PROFICIENT

Practice Test 1

(Refer to “Words and Deeds”)

25. Which lines from the poem support the idea that people will be judged by what they do?

- A. “Ah, yes, my pack is very full, But it’s a blessing, not a curse.”
- B. “How strange this is!” the townsman cried. “A sack of actions—can it be?”
- C. “For sure,” the traveler laughed and said, “Those actions speak the truth of me.”
- D. “But I am a good, caring man And one on whom you can rely.”

DOK 3

PROFICIENT

Practice Test 2

(Refer to “Linen—An Ancient Thread”)

6. Read the following inference about the passage.

The ancient Egyptians’ ability to make canvas led to greater exploration around the world, including the discovery of the Americas.

Does information from the passage justify this inference?

- F. Yes, because the Phoenicians used the canvas in their ships to explore and trade throughout the Mediterranean
- G. Yes, because linen canvas was the material that made sails sturdy enough to carry explorers great distances
- H. No, because there is no information given that explorers planted flax to produce canvas in America at that time
- J. No, because the Egyptians were making canvas long before and did not know that people would use it to discover America

DOK 3

PROFICIENT

Practice Test 2

(Refer to “A Pleasant Surprise”)

12. Which lines in the passage justify the conclusion that bats are helpful to humans?

- F. Lines 1–5
- G. Lines 11–15
- H. Lines 28–32

J. Lines 46–48

DOK 3

PROFICIENT

Practice Test 2

(Refer to “A Pleasant Surprise”)

16. Which lines from the passage do not support the idea that the narrator is someone who is open-minded and willing to consider the facts?

- F. Two weeks ago I never thought I would say that. Spring blossomed all around us on the morning I had helped my father with the yard work. What was supposed to be the best chore of the day turned out much differently than I had expected.
- G. Mr. Wiley asked me whether I had noticed any changes outside our home since the bats arrived. I could think of only one: The mosquitoes did not swarm the porch as they used to.
- H. Before catching the school bus, I stopped at the library and checked out a book on bats. If I were going to dislike the creatures so intensely, I thought, I should at least learn a little bit about them.
- J. I did not realize until last night, sitting with Susan on the porch and eating sunflower seeds, how much the bats had won my respect. I closed my eyes, contentedly surrounded by the comforting chirps of the leather-winged hunters on their nightly prowl.

DOK 3

PROFICIENT

Practice Test 2

(Refer to “A Pleasant Surprise” and “Kings of the Night Sky”)

21. Which of the following is an accurate statement of an implied main idea found in both “A Pleasant Surprise” and “Kings of the Night Sky”?

- A. A species of animal that once seemed frightening to a human observer can become an object of admiration as long as the observer keeps a safe distance.
- B. People can learn to appreciate a species of animal that they once found disgusting if the animals are found to perform a useful purpose.
- C. Fear of an animal species can be overcome through a positive experience handling and taking care of a member of the species.
- D. People who find a species of animal unpleasant or frightening can learn to appreciate the animal through information or experiences that affect first opinions.

DOK 3

PROFICIENT

Practice Test 2

(Refer to “A Pleasant Surprise” and “Kings of the Night Sky”)

22. Which lines from “Kings of the Night Sky” can the reader conclude are consistent with the feelings expressed by the narrator in lines 22–27 of “A Pleasant Surprise”?

- F. lines 1–4
- G. lines 9–12
- H. lines 13–16
- J. lines 25–28

DOK 3

PROFICIENT

Practice Test 2

(Refer to “The Mississippi Delta Express”)

32. What conclusion can the reader draw about why the Mississippi Delta Express

requires reservations for sleeping cars?

- F. More people want sleeping cars than are available.
- G. Some people damage the sleeping cars while using them.
- H. Most people think sleeping cars are expensive.
- J. People are just learning that the sleeping cars are available.

DOK 2

PROFICIENT

Practice Test 2

(Refer to “The Mississippi Delta Express”)

35. Based upon the passage, what is the justification for the author to mention that sleeping cars are available for passengers?

- A. Some stations have ticket offices that are open 24 hours.
- B. The train makes stops at over 15 stations.
- C. Travel time between some of the stations is over two hours.
- D. The train travels through the night into the next day for some destinations.

DOK 2

PROFICIENT

Practice Test 2

(Refer to “Washington, D.C.”)

3. Read the following sentences from the first paragraph.

For one thing, the city of Washington and the District of Columbia are coextensive. Coextensive means that the city and the federal district occupy the same territory and share the same boundaries.

Which of the following is not a justification for the author to include this information in the passage?

- A. The information helps the reader understand why the capital city belongs equally to all the states in the union.
- B. The information helps the reader understand how the capital city and the District of Columbia were named.
- C. The information helps the reader understand the current challenges that exist because of the capital city's unusual land rules.
- D. The information helps the reader understand the voting status of people who live in the District of Columbia today.

DOK 3

PROFICIENT

Practice Test 3

(Refer to “Washington, D.C.”)

6. Read the following sentence from the passage.

Because District residents did not live in a state, their right to vote and elect delegates to the House of Representatives was looked at differently than were the voting rights of residents of the states.

Which statement below is a correct evaluation of the cause of the situation described in the sentence above?

- F. Because many lawmakers wanted the nation’s capital to be located in their state, a compromise was made to create a capital city that belonged to none of the states.
- G. Because one hundred square miles of land was needed for the capital city, Maryland and Virginia offered George Washington a section of land along the Potomac River.
- H. Because the country had not established a capital city, Congress met in several different cities such as Philadelphia, Baltimore, and New York.

DOK 3**PROFICIENT****Practice Test 3**

(Refer to “Neighborhood Yard Sales”)

8. Which of the following statements does not justify the idea that efficiency is a reason to hold a neighborhood yard sale?

- F. The day before the sale, all the participants should gather items and price them.
- G. Having a neighborhood yard sale is a great way to become acquainted with your neighbors.
- H. People who might not want to drive across town or even stop at one yard sale will come to a really big neighborhood sale.
- J. Invite all participants to gather and decide what the sale will be like, where to hold it, and how to divide the work of the next three steps.

DOK 3**PROFICIENT****Practice Test 3**

10. Which of the following details from the passage supports the inference that having a yard sale takes many hours of preparation?

- E. You are not competing with your neighbors; you are working together to make a few dollars.
- G. Talk to your neighbors and friends to find out who wants to participate in the sale.
- H. Invite all the participants to gather and decide what the sale will be like, where to hold it, and how to divide up the work of the next three steps.
- J. Early on the morning of the sale, people should be ready to help one another set up selling areas.

DOK 3**PROFICIENT****Practice Test 3**

12. Based upon the passage, which detail does not encourage readers to conclude that conducting a yard sale is a good idea?

- F. Neighborhood yard sales are allowed in many places.
- G. Neighborhood yard sales draw more people because they offer many choices for buyers.
- H. Neighborhood yard sales bring neighbors together for planning.
- J. Neighborhood yard sales can add to the enjoyment of a Saturday morning

DOK 3**PROFICIENT****Practice Test 3**

(Refer to “A Brief History of Paint Color” and “Artists Choose Their Paints.”)

27. Which sentence is an implied main idea in both “A Brief History of Paint Color” and “Artists Choose Their Paints”?

- A. Artists have more needs than other workers.
- B. Knowledge of chemistry has changed the art world.
- C. Older paintings may have looked better when first painted.
- D. Many people helped early artists obtain the colors for their paintings.

DOK 3

PROFICIENT

Practice Test 3

28. Which line from “Artists Choose Their Paints” does not support the information in lines 26–32 of “A Brief History of Paint Color”?

- F. They would need merchants eager for trade.
- G. They would need ships and winds to drive them.
- H. They would need people laboring in deep mines.
- J. They would need searchers gathering thorny plants in dry deserts.

DOK 3

PROFICIENT

Practice Test 3

(Refer to “Mason’s Manners.”)

33. Which of the following correctly evaluates the author’s use of sequence for its effect in the text?

- A. To inform readers that something learned in the past often leads to making good decisions
- B. To explain why Tuffy was important to the story by using an old and a new situation
- C. To persuade readers, through examples, to be kind and gentle with animals
- D. To illustrate, through examples, why Mason wants to be friends with Andi

DOK 3

PROFICIENT

Practice Test 3

34. In the last line of the passage, the narrator says, “I know where.”

Which of the following can the reader infer about what the narrator knows?

- F. The narrator knows that Mason will stay near them when they are at the park.
- G. The narrator knows that children learn from others when they are at the park.
- H. The narrator knows that Mason’s dad understands the importance of having a pet.
- J. The narrator knows that Mason’s experience with his cat has helped him learn kindness.

DOK 3

PROFICIENT

Practice Test 3

35. Which of the following sentences expresses the implied main idea of the passage?

- A. Mason learns to conquer his fears at the playground.
- B. Mason discovers the challenges of caring for a family pet.
- C. Mason learns to treat others with gentleness.
- D. Mason teaches a younger child the importance of good manners.

DOK 3

PROFICIENT

Practice Test 3

- 38. Which of the following lines from the passage emphasizes the narrator’s feelings that gentleness can be taught through patient teaching?**
- F. My husband grew up without pets, and we did not want that experience for our son Mason.
 - G. Mason would gently move close to her with a cat treat or dangle a tempting string.
 - H. Mason took another step toward the child. As if coaxing my nervous, ancient cat, he said, “Good Andi, it’s okay.”
 - J. He was only four, but he had listened all those times when I had said, “Use your words. Say your nice words.”

DOK 3 *PROFICIENT* *Practice Test 3*

ADVANCED
Evaluate the validity of a conclusion based on supporting details.
PT1 (2)

(Refer to “Dad’s Surprise”)

22. Based on line 51, the reader can predict that the family will remain to watch another plane take off.

Is this a logical conclusion about this passage?

- F. Yes, because Dad’s real surprise was a picnic
- G. Yes, because Dad’s real surprise was watching the planes take off
- H. No, because Dad wanted to go for another cinnamon roll
- J. No, because they were tired of watching airplanes take off

DOK 3 *ADVANCED* *Practice Test 1*

(Refer to “Bluegrass”)

26. Read lines 34-45 of this passage.

Read the following statement of the main idea of these lines.

The contributions of Flatt and Scruggs helped to establish Bluegrass music’s place in the music world.

Lorenzo made this inference based on the statement of the main idea of these lines.

Bluegrass music would not have become popular without Flatt and Scruggs.

Is Lorenzo’s inference correct?

- F. Yes, because popular bluegrass music was used on *The Beverly Hillbillies*
- G. Yes, because Flatt and Scruggs were leaders in making bluegrass music popular
- H. Yes, because “Dueling Banjos” became a popular song
- J. Yes, because Flatt and Scruggs were part of a popular band called Foggy Mountain Boys

DOK 3

ADVANCED

Practice Test 1

2c: *The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)*

BASIC
Recognize and identify an appropriate summary or paraphrase of events or ideas in text of increasing length, complexity, and difficulty.
PT1 (3) PT2 (2) PT3 (4)

(Refer to “A Contest That Lasted Fifty-Nine Years”)

5. Which of the following sentences summarizes the main idea of the passage?

- A. While determining latitude at sea is easy, discovering an accurate method for determining longitude took many decades.
- B. Discovering an accurate method for determining longitude took decades, but John \ Harrison worked out a solution using clocks.
- C. John Harrison, assisted by Dr. Edmund Halley and George Graham, made accurate clocks in eighteenth-century London.
- D. Because ships were crashing at sea, Parliament offered a large reward for the person who came up with a method of determining longitude at sea.

DOK 2

BASIC

Practice Test 1

(Refer to “Haleakala”)

39. Which of the following paragraphs summarizes this passage?

- A. Haleakala National Park is a rare treasure inhabited by a diverse population of plants and animals. The only animals indigenous to the islands are birds, insects, sea life, and two mammal species—the monk seal and the brown bat. Today, species introduced by humans threaten the fragile and beautiful ecosystem.
- B. Haleakala National Park reflects all of the beauty and diversity of Hawaii. Rising from sea level to the top of Mt. Haleakala, the park was created to protect the unique variety of plant and animal life that inhabits the diverse ecosystem of desert, lush tropical forest, and the crater of a volcano. Haleakala truly has something for everyone.
- C. Haleakala National Park rests on the slopes of Mt. Haleakala and was created to protect the diverse ecosystem from further damage. Home to native and non-native species alike, the park encompasses both desert and lush tropical forest. A trip inside the crater even gives visitors a chance to experience a landscape like that of the moon.
- D. Haleakala National Park offers various forms of beauty that appeal to almost every individual taste. With diverse habitats ranging from tropical forest to desert, the park is home to some of the most unique plant and animal populations in the world. Because this ecosystem is fragile, park rangers have installed a thirty-five mile fence to keep out non-native animals.

DOK 2**BASIC****Practice Test 1**

(Refer to “Bluegrass”)

27. Which of the following sentences is a summary of lines 46-51 of the passage?

- A. A new fusion of pop and bluegrass is called “newgrass.”
- B. New bands like Nickel Creek continue to use old-style instruments.
- C. Bluegrass has absorbed many styles, and in turn has influenced many other musical genres.
- D. The Charlie Daniels Band has created a fusion of rock, country, and bluegrass styles.

DOK 2**BASIC****Practice Test 1**

(Refer to “A Pleasant Surprise”)

14. Which of the following is an appropriate summary of lines 20–27?

- F. The narrator does not like bats and wants birds to live in the birdhouse. The narrator paints the door bright blue to attract birds from the woods.

- G. The birdhouse is as gloomy as a cave. The bats' cries sound like scraping fingernails on a blackboard. The cries are disturbing, and the narrator is dismayed.
- H. The narrator intently watches the birdhouse. The narrator sees no birds or activity but that evening hears the shrill cries of the bats. The narrator is unhappy that bats are living in the birdhouse.
- J. The narrator is excited to help with the outdoor chores, especially feeding the birds. The new birdhouse has a blue door to attract desirable birds. However, scruffy mice move into the birdhouse instead.

DOK 2**BASIC****Practice Test 2**

(Refer to "The Mississippi Delta Express")

38. Which phrase effectively summarizes "The Mississippi Delta Express Timetable"?

- F. A train schedule for all daily stops on a route from Chicago to New Orleans that includes service and facilities information
- G. A schedule for a train that starts in Chicago that includes information about snacks and sleeping cars
- H. A timetable listing all stops for the southbound train that runs every day out of Chicago and offers many services
- J. A train timetable for all morning and evening trains running every day between Illinois and Louisiana

DOK 2**BASIC****Practice Test 2**

(Refer to "Washington, D.C.")

4. Read lines 36–41 in the passage.**Which sentence effectively and accurately summarizes the ideas expressed in the lines from the passage?**

- F. Alexandria and Georgetown were neighboring cities of Washington; and because Washington had extra land, the two cities were allowed to use the land for a period of time.
- G. The city of Washington covered less than one hundred square miles; and to fill the extra space, Congress moved residents from two other cities into the federal district.
- H. Because less land was needed than was originally provided to create the city of Washington, the extra land was returned to the states from which it was taken.
- J. Because the desire of Congress is to serve all U.S. citizens, it allowed residents of neighboring cities to be a part of Washington for a few years.

DOK 2**BASIC****Practice Test 3**

(Refer to "Neighborhood Yard Sales.")

7. Which summary correctly captures the main ideas of the passage?

- A. Neighborhood yard sales give people a chance to enjoy food and entertainment as well as to sell unwanted items.
- B. Neighborhood yard sales held on Saturday mornings are sure to attract buyers and sellers from nearby communities.
- C. When many neighbors are involved in a yard sale, the workload becomes easier because more people make less work.
- D. A neighborhood yard sale provides the opportunity to meet with neighbors, to

have fun, and to make money.

DOK 2**BASIC****Practice Test 3**

(Refer to “A Brief History of Paint Color.”)

19. Which sentence from the passage does not need to be included in a summary?

- A. The first paint colors were the colors of the earth.
- B. Many pigments were created from various kinds of clay and minerals.
- C. Spanish explorers took cochineal back to Europe.
- D. Today the chemistry of color is very advanced.

DOK 1**BASIC****Practice Test 3**

(Refer to “Mason’s Manners.”)

37. Which summary correctly includes the main points of the passage?

- A. Mason enjoys playing with the family cat, Tuffy. One day the family packs a lunch and goes to the park. There Mason meets a new friend.
- B. At first Mason frightens Tuffy; then they learn how to play well together. When Mason goes to the park with his parents, he plays nicely with Andi.
- C. When he is very young, Mason teases Tuffy. When he is older, Mason learns how to be kind to Tuffy. Mason applies patience to other situations.
- D. Over time, Mason learns how to play with Tuffy. He uses patience and kindness. While at the park, Mason uses the same qualities to help Andi.

DOK 1**BASIC****Practice Test 3**

PROFICIENT
Generate a summary or paraphrase of the events or ideas in text of increasing length, complexity, and difficulty, citing text-based evidence.
IS (1) PT2 (5)

1. Read this summary of “The Female Paul Revere.”

<p>A soldier arrived warning Colonel Ludington and his family of an eminent surprise British attack. Sybil Ludington, the colonel’s eldest child, volunteered to warn the countryside of the attack and to alert the neighboring soldiers of an attack at Danbury and of their orders to defend Carmel. Because of her bravery, Sybil became a hero.</p>
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Which of the following statements belongs in the summary?

- A. Sybil was glad her father wasn't out fighting during the storm.
- B. The soldier was unable to ride any further to warn the others.*
- C. The soldiers defeated the soldiers at Danbury thanks to Sybil.
- D. Sybil's calm demeanor was a comfort to her nervous mother and siblings.

DOK 2

PROFICIENT

Item Specifications

(Refer to "Linen—An Ancient Thread")

1. Which idea is not essential for a summary of lines 1–6 in the passage?

- A. Real linen is both expensive and rare today.
- B. Linen is durable and comfortable.
- C. Not everything called linen is made of linen.
- D. Linen is the oldest fabric.

DOK 2

PROFICIENT

Practice Test 2

(Refer to "Linen—An Ancient Thread")

8. Read the following summary of the passage.

Linen has been used throughout history in a variety of ways. Archaeologists believe early people started to make linen for clothing around the time they started to farm; evidence of this use has been discovered in Switzerland. Ancient Egyptians used delicate linen for clothing and sturdier linen for sails. Linen is durable, moisture absorbent, and resists dirt, stains, and damage from insects. In spite of its many practical uses, linen is considerably more expensive than other fabrics.

What important information about linen is missing from the summary?

- F. When archaeologists dug up remains of lake settlements in Switzerland, they found pieces of linen cloth.

- G. When archaeologists opened Egyptian tombs, they discovered mummies that were wrapped in hundreds of yards of linen.
- H. Historical records show that canvas, a sturdier form of linen, was used in the sails of the *Mayflower*.
- J. The use of linen for sails contributed to the growth of trade, exploration, and sharing of ideas across cultures.

DOK 2**PROFICIENT****Practice Test 2**

(Refer to “Kings of the Night Sky”)

17. Which of the following lines from the poem does not contain information important enough to be included in a summary of the poem?

- A. Lines 5–6
- B. Lines 17–18
- C. Lines 23–24
- D. Lines 27–28

DOK 2**PROFICIENT****Practice Test 2**

(Refer to “Words and Deeds”)

26. Read the following summary of the ideas in the poem.

A traveler arrives in a town. He tells the townspeople to trust him only when they find out if his past actions have been honest, caring, and helpful.

Based upon the poem, which sentence needs to be included in the summary?

- F. The townspeople are naturally suspicious of strangers who travel through their town.
- G. The traveler tries to get the townspeople to like him.
- H. The townspeople examine the traveler’s previous actions and understand his message.
- J. The traveler attempts to show the townspeople what is in his pack.

DOK 2**PROFICIENT****Practice Test 2**

(Refer to “A Brief History of Paint Color” and “Artists Choose Their Paints.”)

29. Read the following incomplete summary of the ideas common to both “A Brief History of Paint Color” and “Artists Choose Their Paints.”

In order to represent the world through painting, artists throughout human history have needed paints of different colors. In addition to materials found in the soil, European artists often burned objects such as bone and wood to make black pigment. European explorers of North and South America discovered new paint colors made from crushed insects.

Which of the following sentences makes the summary complete?

- A. Artists created a new kind of paint called tempera by mixing pigments with water and egg yolk.
- B. Early artists created paint colors by digging clay from the ground and mixing it with

water.

C. Artists could easily change the colors of their paintings because oil paint dries slowly.

D. Artists tried to create a paint that would remain bright and colorful over time.

DOK 2

PROFICIENT

Practice Test 2

2d: *The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)*

- 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)
- 2) Literary devices (e.g., imagery, exaggeration, dialogue, **irony (situational and verbal)**)
- 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
- 4) Author’s purpose (e.g., inform, entertain, persuade)

BASIC
Recognize and use appropriate text-based evidence (story elements, literary devices, sound devices) to compare texts and analyze author’s purpose in texts of increasing length, complexity, and difficulty.
PT1 (5) PT2 (2) PT3 (1)

(Refer to “Hoofprints”)

9. What literary devices does the author use in lines 7-10?

- A. simile
- B. personification
- C. hyperbole
- D. idiom

DOK 2

BASIC

Practice Test 1

(Refer to “Hoofprints”)

11. Which line from the poem contains an example of personification?

- A. Unexpectedly, I reach a clearing with a small pond and see two fawns,
- B. Except for the sunlight that peeks through and plays
- C. Yet I know the two can outrun me in a second.
- D. So alike that one seems a reflection of the other.

DOK 1

BASIC

Practice Test 1

(Refer to “Hoofprints”)

12. Read line 22 of the poem. Which of the following is a correct interpretation of the author’s purpose for using the words cloud and swims to refer to a swarm of gnats at this place in the poem?

- F. To reveal that the gnats were animals like the deer
- G. To determine the relationship between the narrator and nature
- H. To establish the idea of having temporarily blurred vision
- J. To indicate the relationship between the deer's eyes and the gnats' eyes

DOK 2**BASIC****Practice Test 1**

(Refer to "Hoofprints")

13. Which choice from the poem contains an example of onomatopoeia?

- A. A painting, a photo
- B. Mosquitoes buzzing
- C. The glassy pond mirrors
- D. Glisten in their rich brown fur

DOK 1**BASIC****Practice Test 1**

(Refer to "Bluegrass")

25. What is the author's purpose in writing this passage?

- A. To share with the reader amusing anecdotes about music
- B. To impress the reader with the importance of bluegrass music
- C. To convince the reader that bluegrass deserves to be more popular
- D. To provide the reader with information about American music

DOK 2**BASIC****Practice Test 1**

(Refer to "Kings of the Night Sky")

19. Which of the following is an accurate statement about sound devices in the poem?

- A. Line 2 uses rhyme.
- B. Line 7 uses assonance.
- C. Line 16 uses alliteration.
- D. Line 18 uses onomatopoeia.

DOK 2**BASIC****Practice Test 2**

(Refer to "Words and Deeds")

23. Read lines 13–16 in the poem.**Which statement about sound devices in this stanza is accurate?**

- A. The first line rhymes with the third.
- B. The second line uses assonance.

- C. The third line uses alliteration.
- D. The fourth line uses onomatopoeia.

DOK 2**BASIC****Practice Test 2**

(Refer to “Artists Choose Their Paints.”)

24. Which sound device does the poet use in line 26?

- F. Alliteration
- G. Assonance
- H. Onomatopoeia
- J. Rhyme

DOK 2**BASIC****Practice Test 3****PROFICIENT**

Analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary non-fiction, and informational text, citing text-based evidence (including situational and verbal irony).

IS (1) PT1(2) PT2(2) PT3(7)**1. Based on the passage “The Female Paul Revere,” which of the following is an example of situational irony?**

- A. That a young girl could ride a horse so far
- B. That a young girl was as brave as others who were older than she
- C. That a young girl could accomplish a task that a grown man could not*
- D. That a young girl’s mother was worried about her daughter’s riding a horse

DOK 3**PROFICIENT****Item Specifications**

(Refer to “Hoofprints”)

8. Which words from the poem characterize the setting as a welcoming place?

- F. In dappled patterns on the carpet of green below.
- G. . . . unrecognizable darkness of the forest floor
- H. . . . happy chatter of the waking forest ---
- J. Innocent white speckles glisten . . .

DOK 3**PROFICIENT****Practice Test 1**

(Refer to “Dad’s Surprise”)

21. The author’s spelling of the word coooool indicates which of the following about Michael’s attitude?

- A. Michael is frightened by what he saw.
- B. Michael is bored with what he saw.
- C. Michael is enthusiastic about what he saw.

D. Michael is unemotional toward what he saw.

DOK 3

PROFICIENT

Practice Test 1

(Refer to “The Mississippi Delta Express”)

36. Read the following sentence from the passage.

Schedules may change without notice.

Which of the following justifies including this statement to achieve the author’s purpose?

- F. A toll-free number is listed for passengers to call in case they need additional information.
- G. Several stations have ticket offices that are open 24 hours if passengers need assistance.
- H. Passengers need to be aware that the trains may be late and adjust their plans accordingly.
- J. An Internet address is available for passengers to access to find any change to the timetable.

DOK 3

PROFICIENT

Practice Test 2

(Refer to “The Mississippi Delta Express”)

40. What is the author’s purpose for including the Additional Information section at the bottom of the schedule?

- F. To provide information for travelers making long trips
- G. To provide information that fits nowhere on the timetable
- H. To provide information that is interesting but not important
- J. To provide information for passengers using wheelchairs

DOK 2

PROFICIENT

Practice Test 2

(Refer to “Neighborhood Yard Sales.”)

9. Based upon the passage, which of the following will the reader logically infer to be the author’s reason for providing detailed information on how to organize a yard sale?

- A. Knowing how to organize a yard sale gives readers a planning process that makes preparation easier.
- B. Having detailed information about organizing a yard sale allows readers to focus on what items to sell.
- C. Using detailed information when organizing yard sales gives readers

more choices.

- D. Explaining how to organize a yard sale lets readers know that planning means more profit.

DOK 3

PROFICIENT

Practice Test 3

(Refer to “A Brief History of Paint.”)

18. Read lines 58–61 from the passage.

Why is this paragraph an example of situational irony?

- F. Artists prefer many of the ancient colors from centuries ago over the wide variety of colors available today.
- G. Although many paints were once made from clay and stones, the paints today are made from chemicals.
- H. The chemistry of paint is advancing rapidly, yet paints made from natural materials are still easier to produce.
- J. Artists have more color choices than in the past, but the vibrant colors they desire are now unavailable.

DOK 3

PROFICIENT

Practice Test 3

21. Which sentence below captures the author’s purpose for writing this passage?

- A. To convince readers that early paint sources produced colors superior to modern sources
- B. To encourage readers to compare paintings that use natural materials with those that use chemical substitutes
- C. To describe for readers the methods used by early artists and those used by modern artists
- D. To trace for readers the methods used to create colors for painting from its beginnings to modern times.

DOK 3

PROFICIENT

Practice Test 3

(Refer to “Artists Choose Their Paints.”)

23. Which statement correctly evaluates the poet's use of literary or sound devices in the poem?

- A. The poet uses exaggeration to make readers think painting is difficult.
- B. The poet uses imagery to establish that artists use a variety of colors.
- C. The poet uses rhythm to help readers understand the process artists use when painting.
- D. The poet uses verbal irony to show readers how tedious producing a painting can be.

DOK 3

PROFICIENT

Practice Test 3

26. Which sentence accurately interprets the situational irony present in lines 28-31?

- F. Paintings cannot recreate many of the things considered common in the world.
- G. Most paintings can be considered nothing more than simple brush strokes on a canvas.
- H. Numerous natural and human resources are needed to reproduce on canvas things considered ordinary.
- J. Artists may spend years creating artwork that will never be exhibited in a museum.

DOK 3

PROFICIENT

Practice Test 3

(Refer to “Mason’s Manners.”)

36. Based upon the passage, which statement below is correct?

- F. The passage characterizes Mason as bossy, courageous, and daring.
- G. The passage characterizes Mason’s mother as intelligent, calm, and patient.
- H. The passage characterizes Mason’s father as busy, curious, and funny.
- J. The passage characterizes Andi as adventurous, gentle, and happy.

DOK 3

PROFICIENT

Practice Test 3

39. Read the following sentence from the passage

My husband used to look at my ancient cat Tuffy and say, “I just don’t see the use of that animal.”

- A. Because the husband who fails to see how the cat is useful eventually wants his child to have a pet
- B. Because the husband who fails to see how Tuffy is useful finally accepts the cat as a member of the family
- C. Because the cat that appears to be of little use shows that even old pets can learn to accept young children
- D. Because the cat that appears to be of little use has an important role in helping Mason learn good manners

DOK 3

PROFICIENT

Practice Test 3

ADVANCED

Evaluate and justify the use of irony (situational and verbal) in text of increasing length, difficulty, and complexity.

PT 1(1) PT2 (5)

(Refer to “Dad’s Surprise”)

18. Read lines 24-44. Based on events in this section of the passage, Bob says the following two lines show irony.

“No one asked for another cinnamon roll.
No one asked for another piece of apple.”

Is Bob’s assessment correct?

- F.** Yes, because the children were surprised
- G.** Yes, because the children had suddenly lost interest in what had been most important to them
- H.** Yes, because the children suddenly had decided that they did not like cinnamon rolls and apples
- J.** Yes, because the children were no longer hungry

DOK 3

ADVANCED

Practice Test 1

(Refer to “Linen—An Ancient Thread”)

3. Which explanation is an accurate evaluation of situational irony in the passage?

- A.** Modern machinery cannot produce linen, the oldest fabric, efficiently. This statement shows situational irony because today’s technology is unable to create what humans have made by hand for centuries.
- B.** Linen is sturdy enough to make sails and light enough to make fine clothing. This statement shows situational irony because thickness of linen helps determine its use.
- C.** The use of linen as canvas for sails helped launch the age of exploration. This statement shows situational irony because the use of linen had an impact on events in history.
- D.** The importance of linen in making other things besides clothing is often forgotten. This statement shows situational irony because people need to understand why linen is such a practical fabric.

DOK 3

ADVANCED

Practice Test 2

(Refer to “A Pleasant Surprise”)

15. Which statement justifies the author’s use of irony in the passage?

- A. The use of irony shows that the bats living in the birdhouse were not what the narrator and her father expected.
- B. The use of irony shows why the narrator was in a foul mood and brought up the subject of bats during science class.
- C. The use of irony shows that with the arrival of the unwelcome guests, the narrator was no longer annoyed by the pesky mosquitoes.
- D. The use of irony shows that even though the narrator initially thought the bats were like scruffy mice, she grew to admire and respect them.

DOK 3**ADVANCED****Practice Test 2**

(Refer to “Kings of the Night Sky”)

18. Read lines 1–2 and lines 13–14. Which of the following is an accurate evaluation of the situational irony in these lines?

- F. After looking closely at a helpless, injured bat, the speaker suddenly realizes that bats can be beautiful animals.
- G. The speaker’s fear of bats starts to diminish when the speaker recognizes the injured bat’s own fear.
- H. After an injured bat looks at the speaker in fear, the speaker remembers being afraid of bats as a child.
- J. The speaker’s memories of bats as frightening animals cause the speaker to realize that those fears were childish.

DOK 3**ADVANCED****Practice Test 2**

(Refer to “Words and Deeds”)

27. Which of the following is a correct evaluation of the author’s use of situational irony?

- A. The traveler’s warning that people should not trust him actually reveals that he is honest.
- B. The people are friendly at first but learn from the stranger to be suspicious.
- C. The backpack is not really full of deeds, and thus the traveler cannot be judged by the people.
- D. The stranger says he is trustworthy but does not actually prove himself to the townspeople.

DOK 3**ADVANCED****Practice Test 2**

(Refer to “Washington, D.C.”)

5. Read lines 42–49 from the passage.

Which of the following is an accurate evaluation of why these lines from the

passage exhibit situational irony?

- A. The 23rd Amendment to the Constitution gave residents of the District of Columbia the right to vote.
- B. After the District of Columbia was founded, questions were raised concerning the rights of the people who live there.
- C. Citizens living in the District of Columbia elect a non-voting delegate to the House of Representatives.
- D. Americans living in the District of Columbia, the capital of the nation, were once prohibited from voting for the President of their country.

DOK 3

ADVANCED

Practice Test 2

2e: Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3)

- 1) **Evaluate the use of** and distinguish between fact and opinion.
- 2) **Evaluate the author’s use of tools of persuasion** (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, **card stacking, slanted words**, etc).

BASIC
Recognize and identify the use of fact, opinion, and persuasion tools to determine author’s purpose in texts of increasing length, complexity, and difficulty.
PT1 (3) PT2 (2) PT3 (2)

(Refer to “A Contest That Lasted Fifty-Nine Years”)

6. Which statement from the passage is an opinion?

- F. Indeed, some ideas, like one that relied on a dog to bark out a ship’s position, were silly.
- G. After this success Harrison at last presented the clock to the Board of Longitude.
- H. By royal order the British Parliament passed the Longitude Act in 1714.
- J. The difference between the local time of the ship’s location and prime meridian time would tell sailors how far east or west they had traveled.

DOK 1	BASIC	Practice Test 1
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(Refer to “Haleakala”)

35. What persuasive technique does the author use in lines 1-3?

- A. Plain folks
- B. Bandwagon
- C. Testimonial
- D. Association

DOK 1	BASIC	Practice Test 1
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(Refer to “Haleakala”)

38. Which of the following statements from the passage expresses an opinion?

- F. What makes the summit so attractive, however, is its view.
- G. The sun is intense, and when the sun is high overhead, shade is nonexistent.
- H. The park system has built trails down into the bowl so that hikers can descend and explore the cinder cones up close.
- J. From the summit one can look east and see the 13,000-foot high twin peaks of Mauna Loa and Mauna Kea on the island of Hawaii.

DOK 2**BASIC****Practice Test 1**

(Refer to “A Pleasant Surprise”)

13. Which of the following sentences from the passage is an opinion?

- A. Instead of a flock of radiant songbirds or zigzagging thrushes, we had what seemed like a den of scruffy flying mice!
- B. As I thought about all the beautiful animals our birdhouse was supposed to attract, I curled my toes with dismay.
- C. That afternoon I sat on the porch, my eyes glued to the bright blue door of the birdhouse that sat balanced on a tall post.
- D. My legs were not dotted with the pink lotion that I would put on the mosquito bites to ease their itching.

DOK 2**BASIC****Practice Test 2**

(Refer to “Words and Deeds”)

24. Based upon the poem, which of the following sentences states a fact?

- F. The traveler is a good, trustworthy man.
- G. A pack containing a person’s past actions is an odd thing.
- H. A traveler stops to rest in a town square.
- J. Actions demonstrate a person’s true character.

DOK 2**BASIC****Practice Test 2****14. Read the following sentences.**

No runner who has not gone through sufficient training will be able to complete the marathon. Anyone who thinks he can avoid long preparation is mistaken. So-called athletes who attempt to take a shortcut in training are foolish indeed.

Which of the following persuasive techniques is used in these sentences?

- F. Plain folks
- G. Bandwagon
- H. Card Stacking
- J. Slanted words

DOK 2**BASIC****Practice Test 3**

16. Which sentence from the passage is a fact?

- F. Some of the most beautiful pigments came from semiprecious stones.
- G. When Europeans traveled to what would later be known as North and South America, they found new materials to color their paints.
- H. Roman artists used tempera to create stunning wall murals with several layers of very thin paint, creating clear colors full of light.
- J. However, when these paintings were first created, they may have had bright colors and looked very different.

DOK 2**BASIC****Practice Test 3**

PROFICIENT
Evaluate the author's use of facts, opinions, and tools of persuasion (card stacking, slanted words) to determine author's purpose and consider the effect of persuasive text on the intended audience.
IS (2) PT2 (1)

1. In "When the Flag Flies," how does the author use persuasion to present his purpose?

- A. Through the use of stereotypes, the author convinces the audience to value the flag.
- B. Through the use of shock tactics, the author convinces his audience to protect the flag.
- C. Through the use of fact and opinion, the author convinces the audience to value the flag.*
- D. Through the use of the bandwagon technique, the author convinces his audience to protect the flag.

DOK 3**PROFICIENT****Item Specifications**

2. Read the letter that Jennifer wrote in the box below.

Dear Sir or Madam:

Variety in the cafeteria is nearly non-existent. Only chicken nuggets have been served almost every other day for nearly two months. The entire student population and the entire faculty are extremely aggravated by this lack of choice. We demand variety in our menu.

We must meet with you; we have suggestions that will make a difference in the way people feel about the cafeteria. What was once just a topic for ridicule can become a place complimented for its service to the school. Together, I know we can work out a better plan that is beneficial not only to the school district but also

Which of the following accurately evaluates the use of persuasive detail in Jennifer’s paragraph?

- A. Jennifer uses repetition to present her cause.
- B. Jennifer uses specific facts to support her cause.
- C. Jennifer uses endorsement to support her cause.
- D. Jennifer uses slanted words to present her cause. *

DOK 3**PROFICIENT****Item Specifications**

(Refer to “Linen—An Ancient Thread”)

7. Read the following opinion from the passage.

Real linen is expensive and rare in today’s world, though it can hardly be matched for durability and comfort.

Which quotation from the passage does not support this opinion?

- A. From archaeological discoveries, scientists know that the use of linen dates back thousands of years.
- B. Centuries later, European explorers still relied on linen sails as they explored, traded, and connected with cultures around the world.
- C. It draws perspiration away from the body; and like a sponge, linen can absorb much moisture before it feels damp.
- D. Making linen is labor-intensive, and that means that linen cloth is quite costly compared with cotton and man-made fabrics.

DOK 3**PROFICIENT****Practice Test 2**

ADVANCED

Justify the use of tools of persuasion by analyzing their effect on the author’s purpose, citing text-based evidence in text of increasing length, difficulty, and complexity.

PT2 (2)

(Refer to “Linen—An Ancient Thread”)

5. Which statement justifies the evaluation that the author uses card stacking in the passage?

- A. The author includes a legend that makes linen seem better than it really is.
- B. The author uses examples to show that linen is the oldest of fabrics made from natural materials.
- C. The author describes many of the positive features of linen but describes only two of its negative features.
- D. The author lists uses for linen other than clothing and sails.

DOK 3

ADVANCED

Practice Test 2

(Refer to “Kings of the Night Sky”)

20. Which of the following is an accurate evaluation of the poet’s use of tools of persuasion in the poem?

- F. The poet uses slanted words in lines 1–5 to convince readers of the speaker’s negative feelings about bats.
- G. The poet uses repetition in lines 13–16 to convince readers that even injured bats create fear.
- H. The poet uses plain folks in lines 21–24 to convince readers of the positive experiences families can have by rescuing animals.
- J. The poet uses card stacking in lines 25–28 to convince readers to find beauty in bats rather than thinking of them as grotesque.

DOK 3

ADVANCED

Practice Test 2

Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.

3a: *The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)*

1) Planning

- Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).

2) Drafting

- Draft with increasing fluency.

3) Revising

- Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.

4) Editing

- Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.

5) Publishing/Sharing

- Share writing with others formally and informally using a variety of media.

Basic

Use an appropriate composing process

PT3 (1)

- 70. Kathy wants to complete her draft of a proposal she is writing to support a class volunteer project.
Read Kathy's draft.**

(1) Volunteering at a school's fundraiser spaghetti dinner is a great way to gain valuable experience. (2) Here volunteers help to prepare dinner for many hungry people. (3) Some of the skills learned while volunteering are quite extraordinary.

Which of the following sentences will Kathy add after sentence 3 to elaborate on her proposal?

- F. Volunteers learn different cooking terms and the best way to prepare fresh vegetables.
- G. These include cooking a tasty, balanced meal and serving a large number of people in an efficient and friendly way.
- H. They involve cooking dinner for a crowd by following a specific recipe.
- J. Many are useful when a student wants to help cook at home.

DOK 2

BASIC

Practice Test 3

Proficient

Use an appropriate composing process

IS (2) PT1 (6) PT2 (2) PT3 (2)

1. Read this paragraph that Tommy wrote for a class assignment.

1) Earthquakes are not common in many areas of the United States, but they can be dangerous when they occur. (2) One element that makes an earthquake dangerous is its potential power; however, not all earthquakes cause much destruction. (3) Another element that adds to an earthquake's danger is the suddenness with which it can occur. (4) Scientists continue to work on a warning system to predict possible earthquakes. (5) With such a system, the danger and possible harm of an earthquake could be lessened.

Thomas decided to revise his paragraph and add the sentence below. Where does the sentence below belong in the paragraph?

In fact, many times the only sign of an earthquake is some movement of a bed, as if someone were shaking it.

- A. After sentence 1
- B. After sentence 2*
- C. After sentence 3
- D. After sentence 4

DOK 3

PROFICIENT

Item Specifications

2. Ronesha's teacher asked Ronesha to revise her original paragraph and concentrate on organization and sentence fluency. Below is Ronesha's revised paragraph.

I felt the crisp night air as it nipped at my face. I heard crickets, locusts, and frogs chanting. I thought of an orchestra playing in my back yard. I moved the swing back and forth. Then I saw vivid memories from my childhood dancing in my head. I smiled with pleasure. I was thoroughly enjoying the serenity of the night. Life certainly was grand!

The teacher assigned this revised paragraph a score 4 in organization.

Based upon the rubric below, what score will the teacher assign the revised paragraph for sentence fluency?

	4	3	2	1
Sentence Fluency	The writing consistently contains a variety of sentences with regard to sentence structure. The writing flows very smoothly, and the meaning and is clear. Sentences display a wide variety of beginnings.	The writing contains some variety of sentences with regard to sentence structure. The writing flows smoothly, and the meaning is clear. Sentences display some variety in beginnings.	The writing contains little variety of sentences with regard to sentence structure. Because some sentences are choppy, the writing does not flow smoothly although the meaning is clear. Sentences display almost no variety in beginnings.	The writing contains no variety in sentences with regard to sentence structure. Because most sentences are choppy, the writing does not flow smoothly and the meaning tends to be unclear or confusing. Sentences display no variety in beginnings.

- A. 1
- B. 2 *
- C. 3
- D. 4

DOK 3 **PROFICIENT** **Item Specifications**

41. Annie is preparing a speech to deliver at the city council meeting. The council is considering building a civic center in which to hold special events. Read the following draft of her speech.

(1) Many of the youth in our town are looking for things to do. (2) We have parks, but we do not have a place that we can go to for big-name entertainment. (3) A way to fix this problem is to build a civic center. (4) We have to travel to cities many miles away to hear bands, watch good plays, or see major sports events. (5) This distance keeps many people from ever seeing these events. (6) Traveling is costly and sometimes dangerous.

(7) With a large facility, big-name entertainers and sports teams will come to our town. (8) Famous theater productions will come. (9) Furthermore, it will give our town a place to hold events that attract large numbers of people. (10) Our town definitely needs a civic center.

Which of the following revisions improves the organization of the speech?

- A. Moving sentence 3 before sentence 6
- B. Moving sentence 3 before sentence 7
- C. Moving sentence 3 before sentence 8
- D. Moving sentence 3 before sentence 10

DOK 3**PROFICIENT****Practice Test 1**

67. Read the following draft of Daniel’s essay about the causes of air pollution.

Major sources of air pollution around the world include vehicles, furnaces, and industries. Exhaust from train, automobile, and plane engines contain many kinds of harmful pollutants. These pollutants include carbon monoxides and nitrogen oxides. When people breathe in pollutants, the chemicals often can remain in their lungs. Heating systems that burn coal or fuel oil give off nitrogen oxides and sulfur oxides. Some electric power use can also give off pollutants. Industries emit a wide variety of pollutants, such as fluoride dust, ammonia, and organic acids.

Which sentence can Daniel delete because it is not a supporting detail in the paragraph?

- A. Exhaust from automobile, train, and plane engines contain many kinds of harmful pollutants.
- B. These pollutants include carbon monoxides and nitrogen oxides.
- C. When people breathe in pollutants, the chemicals can often remain in their lungs.
- D. Heating systems that burn coal or fuel oil give off nitrogen oxides and sulfur oxides.

DOK 3**PROFICIENT****Practice Test 1**

68. Read the following paragraph.

(1) Have you ever wondered how a firefly makes its light and why? (2) Fireflies have a chemical in their bodies called *luciferin*. (3) When a firefly releases a second chemical, the reaction between the two chemicals creates light. (4) Males will flash their lights to attract females. (5) Females perch in bushes and wait for a male’s signal. (6) Then they answer with their own lights. (7) Each firefly species has its own pattern of light.

Which of the following changes improves the organization of this passage?

- F. Moving sentence 7 before sentence 4
- G. Moving sentence 5 before sentence 4
- H. Moving sentence 3 before sentence 2
- J. Moving sentence 7 before sentence 2

DOK 3**PROFICIENT****Practice Test 1**

70. Read the following draft of Marty's play.

(1) Jill, a twelve year old girl, and Joseph, a twelve-year old boy, step out of a time machine. (2) The machine is fairly small. (3) It is slightly hidden from view by some trees and bushes. (4) The two time-travelers look about them, when suddenly they hear voices and footsteps. (5) They hide behind a bush (6) Jill and Joseph have always been interested in time travel. (7) Three soldiers dressed as British Redcoats march onto the stage. (8) Jill and Joseph notice that they are in the woods, but cannot distinguish the time period.

Soldier One: This message must reach Major General Howe immediately, for it has news of General Washington's troops.

Jill: (Talking quietly so the soldiers do not hear) Joseph, the soldiers are talking about Washington, and look at their uniforms. We must have landed in the middle of the Revolutionary War. I wonder what year it is exactly?

Joseph: It must be 1776. That's the year of Howe's surprise attack on Washington's troops on Long Island. See, I do listen in history class.

Jill: Shhh!

Soldier Two: I wonder if this is the order for us to advance. We're ready to attack Washington's troops again. We really surprised them the first time.

When Marty revised the opening for the play, he decided to remove one sentence because it was not appropriate to include in this composition. Which sentence did Marty decide to remove?

- F. Sentence 1
- G. Sentence 3
- H. Sentence 6
- J. Sentence 7

DOK 3**PROFICIENT****Practice Test 1**

78. The following paragraph is the beginning draft of Cameron’s essay about the United States space program.

Space has always been a frontier that has fascinated man. Russia ushered in the space age on October 4, 1957. It launched *Sputnik I* to circle Earth. America, however, was not far behind. On January 31, 1958, *Explorer I* was the first U. S. satellite sent into orbit. Today there are many different types of artificial satellites. In 1961 America sent Alan B. Shepard, Jr., up in its first space flight. John Glenn, Jr., in 1962, became the first person to orbit Earth. Many more space flights continued to carry men into orbit around Earth. In July 1969 the first person stepped onto the moon, astronaut Neil A. Armstrong.

As Cameron revises his essay, which of the following sentences does he need to delete because it is not a supporting detail?

- F. America, however, was not far behind.
- G. Today, there are many different types of satellites.
- H. In 1962 John Glenn, Jr., became the first person to orbit Earth.
- J. In July 1969 the first person stepped onto the moon, astronaut Neil A. Armstrong.

DOK 3

PROFICIENT

Practice Test 1

80. Read the following draft of Evan’s essay.

(1) The morning started out unusually quiet. (2) I now look back and wonder if the silence was a sign that something strange was about to happen. (3) I was on my morning walk with my dog, Benji, when I turned the corner at the end of the street. (4) I peered down the street and saw a parade of at least one hundred people heading straight toward me. (5) Now these were not ordinary neighborhood walkers! (6) They were parading down the street in the dressiest costumes from historical times that a person will ever see!

Which of the following sentences does Evan need to insert after sentence 6 to elaborate on the information provided in that sentence?

- F. Hoop skirts, corsets, and miniskirts were just a few of the outfits worn by the female marchers.
- G. The costumes were fascinating, but I could not imagine why these people were marching up the street.
- H. I have never seen so many unusual costumes marching up the street in my neighborhood.
- J. I noticed that most of the marchers were people who lived in my neighborhood.

DOK 3

PROFICIENT

Practice Test 1

Read the following draft of a report Anna wrote about ice cream. Then answer question 73 based on the report.

(1) Ice cream was first mass produced in 1851, when a man named Jacob Fussell opened the first ice cream factory. (2) The ice cream factory was in Baltimore, Maryland. (3) Vanilla, chocolate, and strawberry were some of the original ice cream flavors that the factory produced. (4) These flavors are still loved today. (5) Today, over a billion gallons of ice cream are manufactured in the United States every year. (6) Ice cream was first served in cones at the World's Fair in 1904.

73. Which of the following revisions improves the organization of the report?

- A. Moving sentence 3 before sentence 2
- B. Moving sentence 4 before sentence 3
- C. Moving sentence 5 before sentence 4
- D. Moving sentence 6 before sentence 5

DOK 2

PROFICIENT

Practice Test 2

79. Kyle is writing a narrative about his life with his cocker spaniel. Read what he has written so far.

(1) Yesterday when I arrived home from school just as I always do, I ran immediately to the backyard where Mildred, our golden-colored cocker spaniel, was playing. (2) She was chasing a butterfly in the corner of the yard. (3) She looked in my direction, perked her ears, and flew across the recently-mowed lawn with her tongue flopping. (4) Her long, shaggy tail wagged vigorously. (5) As she leaped into the air to greet me, her entire body wiggled with glee. (6) We found her at an animal shelter when she was just a bundle of fur at eight weeks old. (7) I buried my head into her glossy coat and threw my arms around her. (8) Mildred has been my very best friend for nearly six years.

Kyle's teacher suggested that he delete one of the sentences from his draft.

Which sentence will Kyle delete?

- A. Sentence 2
- B. Sentence 4
- C. Sentence 6
- D. Sentence 8

DOK 2

PROFICIENT

Practice Test 2

66. Read the following main idea and supporting details Julianna brainstormed for a persuasive speech.

Main idea:

The proposed school ban on cell phone use is definitely a move in the right direction.

Supporting details:

(1) Students are at school to learn, not to talk with their friends on the phone.

(2) Ringing phones in class disrupt the concentration of other students.

(3) Teachers are interrupted when a phone rings in class.

Which of the following is not an appropriate brainstorming idea to add to Julianna’s list?

- F. That not everyone has a cell phone can cause problems.
- G. Cell phones are not related to anything learned in class.
- H. The minimum age to purchase a cell phone should be age 18.
- J. Cell phones store information and games that should not be used at school.

DOK 3**PROFICIENT****Practice Test 3**

67. Read the following paragraph Mike wrote about his little brother Ayden.

(1) Ayden at two years old is twenty-eight inches of pure energy. (2) His attention span is sometimes less than five seconds and at other times more than sixty. (3) Ayden loves to organize toys or any other items into lines or groups. (4) He will make crayons stand at attention like little soldiers on the edge of the kitchen table. (5) When he places his crayons, he is very patient; and he does not get upset if one should fall. (6) He just starts again and works until he has them all standing. (7) This little boy is in motion from the moment his eyes open in the morning until they slowly close at night.

Mike’s teacher wants him to revise the paragraph by moving sentence 7. Where will Mike move the sentence to effectively organize the paragraph?

- A. After sentence 1
- B. After sentence 3
- C. After sentence 4
- D. After sentence 5

DOK 3**PROFICIENT****Practice Test 3**

Advanced

Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.

PT1 (1) PT2(1)

53. Katie is writing an advertisement for the after-school bake sale. Read the following draft of her ad.

(1) After a long day in classes, are you hungry? (2) Would a bag of popcorn, a brownie, or a cookie taste good after school? (3) A bake sale is the answer. (4) With an empty lunch box and no food machines at school, you may have experienced hunger pains before arriving home. (5) But this week you do not have to wait for relief. (6) The Spanish Club will be holding a bake sale right after school every day. (7) Have yourself a delicious goody. (8) Contribute to a worthy cause.

Katie has decided that moving sentence 3 before sentence 6 will improve the organization of the advertisement. Was Katie correct in her revision?

- A. Yes, the revision builds suspense as it delays the solution to the problem
- B. Yes, the revision improves the chronological order of the advertisement
- C. No, the revision moves the answer away from the posed questions
- D. No, the revision disrupts the order of importance organization of the advertisement

DOK 3

ADVANCED

Practice Test 1

65. Read these sentences Gabriel wrote in a story.

(1) He paused at the opening in the jagged rock formation standing in front of him. (2) The warm tropical sun beat down, warming the top of his head. (3) Beads of sweat trickled down his back. (4) The distant waves crashed against the beach, calling him back along the path to the ocean.

(5) He took a deep breath and walked through the cave entrance. (6) A few more steps and he stopped, blinded by the blanket of darkness that enveloped him. (7) He stretched his arms out to either side and steadied himself in the total darkness.

Gabriel’s teacher reviewed his story and provided feedback, suggesting he add some details about the setting.

Read the sentence Gabriel will add after sentence 5.

He took only two steps into the cave and found himself in the nearly complete darkness of another world.

Which statement justifies Gabriel’s additional details about the setting?

- A. Gabriel’s added details provide readers with clues about the plot and the possibility of danger lurking inside the cave.
- B. Gabriel’s added details tell the reason Gabriel chooses the path he has followed and describes the cave he plans to explore.
- C. Gabriel’s added details give readers more information about the waves, the beach, and the path along which he was walking to reach the cave.
- D. Gabriel’s added details highlight the contrast between the sunlight of the beach and what the boy sees when he peers inside the cave.

DOK 3

ADVANCED

Practice Test 2

3b: The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text. (DOK 3)

BASIC

Use an appropriate composing process to incorporate descriptive details into texts (narrative, expository, or persuasive)

PT1 (2) PT2 (1)

69. Read the following sentences Luisa wrote to describe her grandmother.

My grandmother’s skin is as wrinkled as the hills near her house in the New Mexico desert where she grew up. Her hair, which still reaches her waist, is as white as the snow that falls in those hills in winter. Her eyes are interesting.

Which of the following phrases adds more descriptive detail to replace the phrase “are interesting”?

- A. are lively and engaging
- B. are regarded as worthwhile
- C. are noticeable to others
- D. are seen to be aware

DOK 1

BASIC

Practice Test 1

76. Read the following sentences Jay wrote in a story.

(1) Caitlin had seen fireworks before, but she had always been sitting up and watching them from far away. (2) Lying on a blanket on the grass and seeing fireworks just above her was very different. (3) The pitch-black sky filled her entire vision until suddenly a brilliant firework exploded before her eyes.

Which of the following choices replaces the phrase “very different” in sentence 2 with descriptive detail?

- F. an experience that was unusual
- G. a completely different experience
- H. an experience dissimilar to any other
- J. a thrilling and breathtaking experience

DOK 1

BASIC

Practice Test 1

Read the following draft of a report Anna wrote about ice cream. Then answer questions 72–74 based on the report.

(1) Ice cream was first mass produced in 1851, when a man named Jacob Fussell opened the first ice cream factory. (2) The ice cream factory was in Baltimore, Maryland. (3) Vanilla, chocolate, and strawberry were some of the original ice cream flavors that the factory produced. (4) These flavors are still loved today. (5) Today, over a billion gallons of ice cream are manufactured in the United States every year. (6) Ice cream was first served in cones at the World’s Fair in 1904.

72. Which of the following phrases adds vivid language as a descriptive detail to replace the phrase served in cones in sentence 6 of the report?

- F. Hand-scooped into crunchy waffle cones
- G. Placed into a variety of flavored cones
- H. Handed to people in containers called cones
- J. Sold in many flavors inside cones

DOK 2**BASIC****Practice Test 2****PROFICIENT**

Use an appropriate composing process to incorporate descriptive details into texts (narrative, expository, or persuasive)

IS (1) PT1(2) PT2(2) PT3 (4)

1. Read this paragraph.

My grandfather takes great pride in tending his well-kept farm, even with winter approaching. The acres of well-tended land, numerous buildings, and fields remain in ideal condition throughout the year. Grandfather is accustomed to the many admirers who visit the farm in its glory in the spring, but he is more flattered by the many admirers who visit the farm now as winter approaches.

Which of the following sentences does NOT provide more vivid, descriptive details that fit the flow of the paragraph?

- A. An abundance of dairy cows still spot the land and meander through the immense fields as the sky begins to darken.
- B. Numerous bales of hay have been gathered by the many workers and are in the barn for the cows to eat during the winter freeze.*
- C. Farm equipment, big and polished, shines from its home in the cave-like openings of The storage buildings where it rests at the close of day.
- D. On the hill, the weathered crimson barn, although moving slightly as the strong winds blow, proudly stands above the dark dirt left in the once lustrous cotton fields.

DOK 3**PROFICIENT****Item Specifications**

2. Read the following paragraph.

(1) Dad nudged me gently, waking me from my nap. (2) As I raised my head, I realized we had finally arrived. (3) Daddy carefully steered the Expedition between the two large brick columns that stood tall and proud at the gravel entrance to my grandparents' ranch. (4) After almost two years since my last visit, I was so eager to see everything that I laughed out loud from excitement. (5) I unsnapped my seatbelt and scrambled into the backseat to peer out the rear window, watching for "Triple J Ranch" stretched over the columns through which we had just entered. (6) I sighed audibly, turned to face my dad, and saw that he too had a big smile on his face. (7) I told my dad he needed to look at the pecan trees. (8) The trees, much smaller my last visit, now seemed to stretch their branches to me as if awaiting a hug. (9) As we drove down the gravel road, a frisky colt ran with us, frolicking along the sturdy, white fence encompassing his boundaries of a lush, emerald meadow. (10) Almost as soon as my dad stepped on the brake in front my grandparents' house, I swung my door open, bolted from the Expedition, and gave a hearty yell, "We're here!"

Which of the following will incorporate descriptive detail in this narrative?

- A. Replace sentence 1 with “We finally made it to our final destination just as I thought the trip would never end.”
- B. Replace sentence 3 with “At least two long years had gone by since we last saw my grandparents.”
- C. Replace sentence 7 with “I tapped him on the shoulder and said, ‘Look,’ pointing with my entire arm to the massive pecan grove.” *
- D. Replace sentence 10 with “I had waited so long that I was ready to get out of the car as soon as my dad finally stopped the car.”

DOK 3**PROFICIENT****Item Specifications**

42. Read the following sentences Trent wrote in his journal.

At first, digging the hole was fun. With each thrust of the shovel, I could see progress. However, before long my back hurt really badly; and I longed for the day to end.

Which of the following phrases adds more vivid language to replace the phrase “hurt really badly”?

- F. Was seriously bothering me
- G. Was becoming increasingly sore
- H. Screamed in agony for me to stop
- J. Hurt more with every passing minute

DOK 3**PROFICIENT****Practice Test 1**

79. Read the following sentences Leticia wrote in a story.

(1) During the first four days of sailing, the weather was calm. (2) On the fifth day, the small sailing vessel traveled directly into a storm. (3) The ocean moved the boat about, and most of the passengers felt seasick.

Which of the following revisions to sentence 3 provides vivid language?

- A. Most of the passengers had motion sickness on the choppy ocean.
- B. The moving ocean brought on seasickness in most of the passengers.
- C. The turbulent ocean made most of the passengers’ stomachs churn.
- D. Most of the passengers became ill because the ocean made the boat move around.

DOK 3**PROFICIENT****Practice Test 1**

Isabel’s class is trying to decide where to go for a class trip. Read the following speech Isabel is preparing to deliver to her class. Then answer questions 42–43 based on the speech.

(1) There are many wonderful places the class can visit. (2) The place I propose is perfect for important reasons. (3) The World Aquarium provides the perfect combination of fun and education. (4) The World Aquarium gives students a chance to see fish and marine mammals from all over the world. (5) Enormous tanks allow students to see the animals in their natural habitat. (6) Displays such as the coral reef provide opportunities to see interesting tropical fish in an underwater ecosystem. (7) Some displays even allow students to feed some of the animals. (8) For example, students may throw fish to the penguins. (9) Because the World Aquarium gives students an enjoyable educational experience, it is the perfect choice for our class trip.

42. Isabel needs to add descriptive details to sentence 6.

Which revision of sentence 6 contains effective, descriptive details?

- F.** Displays like the coral reef and others provide opportunities for people to see interesting tropical fish living in an underwater ecosystem that is pretty unusual.
- G.** Displays such as the coral reef provide many opportunities for people to see different tropical fish that live in an underwater ecosystem.
- H.** Displays such as the coral reef provide opportunities to see shimmering and brightly colored tropical fish in a fragile underwater ecosystem.
- J.** Displays like the coral reef and others provide different kinds of opportunities to see a number of interesting tropical fish living in an underwater ecosystem.

DOK 3

PROFICIENT

Practice Test 2

80. Read the following draft of the beginning of Carlos’s speech on electric cars.

Everyone should consider buying an electric vehicle. Electric cars produce less pollution, run more efficiently, and cost less to maintain. Electric cars produce almost 99% less pollution than gas-powered vehicles. In addition, electric cars are built to be more efficient: For example, they use minimal energy when traveling at the same speeds reached by cars using gas. If everyone drove an electric car, drivers could help the environment, use less energy, and even save some money.

Which sentence adds descriptive detail to Carlos’s speech?

- F.** As the world becomes more populated, people will purchase and drive gasoline powered vehicles.
- G.** Car owners would to be able to select the vehicle they prefer to drive based upon efficiency.
- H.** Picture a future where streets and highways are filled with silent cars that create no pollution.
- J.** How different our highways would sound filled with electric cars and their almost noiseless engines.

DOK 3**PROFICIENT****Practice Test 2**

43. Alex composed the following sentence for a biography he is writing.

Arthritis made Oseola McCarty stop making a living by laundering clothes.

Alex wants to replace this sentence with a sentence that includes more descriptive details.

Which of the following sentences will he use as a replacement?

- A. Before her arthritic hands interfered, Oseola McCarty washed and ironed clothes for a living.
- B. Oseola McCarty made her living washing and ironing clothes until arthritis damaged her hands.
- C. Oseola McCarty washed and ironed clothes for a living until her hands became filled with arthritis.
- D. Her hands, drawn and twisted from painful arthritis, forced Osceola McCarty to retire from washing and ironing clothes.

DOK 3**PROFICIENT****Practice Test 3**

64. Maria is writing a paragraph about a recent concert she attended. She has written that the building was crowded, the music was loud, and the people were lively. Maria is looking for details to describe the scene.

Which of the following is a descriptive detail Maria will incorporate into her paragraph?

- F. The music was particularly upbeat and fast.
- G. The music sounded exactly like the band's latest released CD.
- H. The music was overwhelming and could be heard in the last row.
- J. The music echoed as a powerful combination of guitar, drums, and voice.

DOK 3**PROFICIENT****Practice Test 3**

75. Read the following sentence.

The area around the campground was pleasant to see.

Which of the following replacements for this sentence includes descriptive detail?

- A. The peaceful campground was the perfect spot for a summer vacation.
- B. The stately pine trees stood like tall soldiers guarding the campground.

- C. The natural beauty of the area made the campground a wonderful location.
- D. The campground appeared to provide a tranquil escape from everyday life.

DOK 3**PROFICIENT****Practice Test 3**

78. Read the following sentences Beth wrote to describe the display she saw in a store window

Every inch of space was covered in red, white, and blue. American flags, evenly spaced, hung from straight sticks topped by gold stars. An enormous figure of Uncle Sam sat smiling from the top of a bright blue ladder that held copies of famous American documents on each rung. In each corner giant red firecrackers appeared to explode with sparkling glitter. The Fourth of July display was very beautiful.

Which of the following phrases uses descriptive detail more appropriate for the closing statement than was very beautiful?

- F. looked amazing with the colors and authentic display of the celebration
- G. caught my attention with the many emblems of the holiday
- H. made me stop and stare at the colorful documents of the display indicating the holiday at hand
- J. sprayed color across the window with familiar images and symbols of the day.

DOK 3**PROFICIENT****Practice Test 3****ADVANCED**

Based on audience and purpose, justify an appropriate composing process **utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details** to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.

3c: *The student will compose narrative text utilizing effective organization, **transitions**, vivid word choices, and **specific supporting details**, and containing multiple events. (DOK 3)*

- 1) Stories or retellings
- 2) Narrative poems
- 3) PowerPoint presentations
- 4) Plays
- 5) Biographies and autobiographies
- 6) Video narratives

BASIC
Use an appropriate composing process to produce narrative text utilizing transitions and supporting details
PT1 (2)

60. Read the following sentences Joseph wrote in his journal.

(1) I woke suddenly and realized that my alarm clock had not gone off. (2) I leaped from my bed and darted toward the closet. (3) Unfortunately, the chair was in my path; and I was stopped by the feeling of stubbing my toe.

Which of the following choices replaces the words “the feeling” in sentence 3 with descriptive detail?

- F. the experience
- G. the annoyance
- H. the throbbing pain
- J. the sudden surprise

DOK 2

BASIC

Practice Test 1

Read the beginning of Jan’s narrative. Then answer questions 79–80 based upon the narrative.

(1) Jimmy backtracked the gravel path, stopping to kneel and carefully move his fingers across a section of small pebbles. (2) Jimmy sighed each time his search ended without his hand finding the small, clear circle of his contact lens. (3) He rose to his feet slowly, keeping an eye on the ground just in front of him. (4) Feeling dismal about his search thus far, Jimmy chuckled out loud; his laugh surprised even him. (5) How does a person who has lost a contact really expect to find it? (6) He

79. Jan is considering adding the following sentence to her narrative.

Jimmy made a decision.

Where will Jan place the sentence?

- A. After sentence 1
- B. Before sentence 3
- C. After sentence 4
- D. Before sentence 6

DOK 2

BASIC

Practice Test 1

PROFICIENT

Use an appropriate composing process to produce narrative text utilizing adequate transitions and specific supporting details

IS (1) PT1 (2) PT2 (2)PT3 (3)

1. Read the following slides from a PowerPoint presentation.

 <p>My friends and I run down the street excitedly, feet slapping the pavement, as we listen to the chimes of the ice cream truck drawing closer. 1</p>	 <p>I reach into my pocket and feel the two smooth dimes, my twenty cents, my money earned, saved, and rationed carefully – just enough to spend on my favorite treat, a rainbow freeze. 2</p>	<p>3</p>
 <p>I see a plain orange cream bar for fifteen cents and decide that today it is that bar or nothing. 4</p>	<p>I smile and buy the frozen orange popsicle, knowing that tomorrow with my two dimes and one nickel I'll get the rainbow freeze. 5</p> 	

Which detail completes the narrative when inserted into slide 3 of the PowerPoint presentation?

- A. My stomach drops as my eyes scan the price list, and I realize that the rainbow freeze now costs twenty-five cents.*
- B. The orange cream bar display catches my eye, and I remember how much I enjoyed these popsicles last summer.
- C. After I reach the truck, I dig deep into my pocket for my dimes, and I drop one of the dimes losing it in the gutter.
- D. My neighbor from next door stops me and asks to borrow five cents, and reluctantly I decide to give him one of my two dimes.

DOK 3

PROFICIENT

Item Specifications

58. Read the following video narrative Juanita wrote about her class trip.

(1) Last year's trip to Jekyll Island was fantastic. (2) All of the seventh graders were prepared for three days of learning and fun. (3) We ended up with equal doses of each. (4) We spent one afternoon kayaking in the saltwater marshes. (5) We stayed in cabins each night and spent our days on the beach. (6) We explored beach ecology and learned about erosion. (7) Our class visited the Georgia Sea Turtle Center, where we learned about the endangered loggerhead sea turtles. (8) At the end of each day, we were exhausted from hours in the sun; yet we were always eager to go back to the beach when morning came. (9) Next year I hope we are able to go to the mountains for our class trip.

Which of the following is not a correct way to combine sentences 5 and 6 using appropriate transition?

- F. We stayed in cabins each night and spent our days on the beach exploring beach ecology and learning about erosion.
- G. Staying in cabins each night but spending our days on the beach, we explored beach ecology yet learned about erosion.
- H. Staying in cabins each night and spending our days on the beach, we explored beach ecology and learned about erosion.
- J. We stayed in cabins each night but spent our days on the beach exploring beach ecology and learning about erosion.

DOK 3**PROFICIENT****Practice Test 1**

77. Read the following video narrative Kyle wrote about the Science Club.

(1) Science Club is the place to be! (2) Meetings are full of hands-on activities. (3) Club members work on group and individual projects. (4) In fact, last year we built our own robot. (5) You may have seen it roaming around the school. (6) We also conduct research. (7) Some of our research projects, for example, have included identifying and eliminating erosion on our school grounds and identifying and documenting signs of air pollution in the neighborhood. (8) The Science Club is currently building a weather station. (9) I am in charge of building the rain gauge. (10) We have also had a variety of interesting scientists come and speak to our group. (11) Club meetings are every Wednesday after school for an hour. (12) This club gives us a chance to use our knowledge about the scientific world in real ways. (13) Science Club is a really great time.

Which revision below creates effective and appropriate organization for this narrative paragraph?

- A. Moving sentence 11 to follow sentence 1
- B. Moving sentence 11 to follow sentence 4
- C. Moving sentence 11 to follow sentence 7
- D. Moving sentence 11 to follow sentence 8

DOK 3**PROFICIENT****Practice Test 1**

46. Read these sentences that Michael wrote to begin a story.

(1) Cameron knocked timidly at the door. (2) The house looked deserted. (3) He waited patiently for a few minutes and then knocked again. (4) He heard a voice tell him to come in. (5) He slowly opened the door and peeked into the house. (6) He stepped into the deserted hallway.

Michael will add the following after sentence 2 of his story.

A thick layer of ancient dust caked the window, and a pile of yellowing newspapers cascaded down the doorstep.

Does the sentence effectively add supporting details to the story?

- F. Yes, because the sentence includes details that add to an image from the previous sentence
- G. Yes, because the sentence includes details that give information about the narrator
- H. No, because the sentence includes details that are not related to the previous sentence
- J. No, because the sentence includes details that are not important to the story

DOK 2

PROFICIENT

Practice Test 2

64. Read the following paragraphs.

The conductor raised his baton. No one in the orchestra noticed. He raised it again. Still no one noticed. He then tapped the baton three times on the podium. When that tapping failed to work, he stepped down, walked to the brass section, took a trumpet from one of the orchestra members, and blew it hard.

Now when the conductor lifted his baton, the orchestra responded. The first notes of the concert echoed through the auditorium.

Which sentence works as a transition between the two paragraphs?

- F. Disappointed, he was almost ready to leave the stage.
- G. Finally, he had their full attention.
- H. The musicians continued to talk with one another.
- J. His trumpet playing startled most of the musicians.

DOK 2

PROFICIENT

Practice Test 2

Read the following video narrative Juanita wrote about her class trip. Then answer questions 60–61 based upon this narrative.

(1) Everyone had looked forward to last year’s trip to Jekyll Island. (2) All of the seventh graders were prepared for three days of learning and fun. (3) We ended up with equal doses of each. (4) We spent one afternoon kayaking in the saltwater marshes. (5) We stayed in cabins each night and spent our days on the beach. (6) We explored beach ecology and learned about erosion. (7) At the end of each day, we were exhausted from hours in the sun; yet we were always eager to go back to the beach when morning came. (8) Next year I hope we are able to go to the mountains for our class trip.

61. Juanita wants to replace sentence 7 with a sentence that contains vivid word choice. Which of the following sentences will she use as a replacement?

- F. Exhausted from hours in the burning sun, we crawled under cool sheets at the end of each day; yet we raced to the beach as the sun peeked over the horizon.
- G. When each day ended, we felt exhausted from hours in the hot sun; yet we eagerly went back to the beach as soon as the morning light reached our eyes.
- H. We always ended each day exhausted from our long hours in the sun, yet we were always really excited to go back to the beach long before the morning sunrise.
- J. Each day left us really exhausted from the many hours that we spent in the sun, yet we always jumped at the chance to hit the beach at first light.

DOK 3

PROFICIENT

Practice Test 3

61. Which of the following can Juanita add to the paragraph as supporting detail?

- A. We had dinner each evening in a building in the center of the ring of cabins.
- B. My favorite part of the trip was when I found a horseshoe crab that had washed up on the beach.
- C. We visited the Georgia Sea Turtle Center, where we learned about the endangered loggerhead sea turtles.
- D. The hot sun caused some people in our class to get sunburned because they did not wear clothes that would protect their skin.

DOK 3

PROFICIENT

Practice Test 3

Read the beginning of Jan’s narrative. Then answer question 80 based upon the narrative.

(1) Jimmy backtracked the gravel path, stopping to kneel and carefully move his fingers across a section of small pebbles. (2) Jimmy sighed each time his search ended without his hand finding the small, clear circle of his contact lens. (3) He rose to his feet slowly, keeping an eye on the ground just in front of him. (4) Feeling dismal about his search thus far, Jimmy chuckled out loud; his laugh surprised even him. (5) How does a person who has lost a contact really expect to find it? (6) He then dropped to his knees and lay flat against the path on his stomach. (7) With his nose now no more than an inch above the path and his arms slowly moving beside him, he covered the range of a circle as big as his reach.

80. Which of the following will Jan use as the concluding sentence to the narrative?

- F. Rising to his knees after ten minutes, Jimmy, still not successful, began the search anew, retracing his steps but moving even more slowly.
- G. Jimmy's thoughts dismayed him and stopped his search; would he ever find his contact?
- H. Jimmy's hands stopped their movement as he decided to give up his search; he had tried but had not succeeded and was tired.
- J. Trying to remember his exact steps, Jimmy determined he had to try once more and went back to find his beginning steps on the path, still hoping for success.

DOK 3

PROFICIENT

Practice Test 3

ADVANCED

Based on audience and purpose, justify an appropriate composing process **utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice**, and descriptive details **to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.**

3d: *The student will compose informational text **utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details**, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)*

- 1) Reports
- 2) Letters (friendly and **business**)
- 3) Functional texts
- 4) Presentations
- 5) Poems
- 6) Essays

BASIC
Use an appropriate composing process to informative text utilizing topic sentences and organization

PROFICIENT

Use an appropriate composing process to produce informational text (business letters) utilizing topic sentences, adequate organization, transitions, and vivid word choices

IS (1) PT1 (4) PT2 (5) PT3 (5)

1. Read the two paragraphs in the boxes below.

Look! It's Superant

An ant can lift anywhere from ten to fifty times its weight above its head. If the ant were the size of a human, would it be even stronger? The fact is that an ant's strength is not what appears to make it a miniature Superman. Instead, the geometry and physics of how the ant's muscles work along with its six legs allow for the ant's "super strength." Thus, while an ant appears to be a strong "little guy," that strength doesn't translate into even greater strength with an increase in size only. An ant the size of a human and shape of a human would lose that strength—and a human could mimic an ant's strength only if the human muscles could be re-designed and if a human had several more legs! The laws of math and science are an ant's true strength because they allow any ant to be a "Superant."

Leaping in a Single Bound

Fleas are amazing creatures that can jump one hundred times their height, even though fleas are so small that their giant leaps go unnoticed by humans. Could a human ever duplicate a flea's feat of jumping a hundred times its height? A flea has an incredibly vast energy storage mechanism that allows the flea to catapult or shoot like a crossbow, and the flea's small, jointed-leg body makes the incredible height possible. Therefore, a larger size does not always mean a higher jump. No human could ever jump nearly so high because humans do not have the type of storage mechanism or body shape that allows such a jump. The size and shape of the flea make it amazing in one way, but it is what humans cannot see that allows the flea to make its giant leaps.

Which sentence below will serve as an effective topic sentence for an essay to include information from both paragraphs developed with comparison/contrast structure?

- A. Ants and fleas have more in common than just size.
- B. Size alone does not explain the amazing powers of ants and fleas.*
- C. A flea and an ant have many similar characteristics to that of a human.
- D. Saying that ants and fleas are comparable to humans is difficult to prove.

DOK 2

PROFICIENT

Item Specifications

43. Read the following draft of Lisa’s poem.

	Look for these things:
	Three tablespoons of compliments,
	One cup kindness,
	Two teaspoons interest,
(5)	One open heart.
	Find a place you both like
	and something you both like to do.
	Pick your favorite time of day
	and play your favorite music.
(10)	Mix well at low speed.
	Talk about your past.
	Talk about your future.
	Talk about your families.
	Then spend some time
(15)	in total silence.
	Share a meal.
	Tell a few jokes.
	Describe your fears.
	Chill for a few hours.
(20)	Repeat as often as possible.

The poet uses comparison and contrast to present the poem. What comparison is the poet making?

- A. Making a friend and following a recipe
- B. The immediate past and the distant future
- C. Talking about families and talking about food
- D. Shopping for groceries and shopping for friends

DOK 2**PROFICIENT****Practice Test 1****50. Read the following draft of a student’s report.**

(1) Yes, fish can produce electricity! (2) The electric eel is one such fish. (3) It lives in the muddy rivers of South America. (4) The electric organs in this unusual fish are located in the long, pointed tail, which makes up about four-fifths of the total body length. (5) As the eel swims, it produces a weak but steady pulse. (6) This helps the eel find its way. (7) The electricity produced is also used to stun or kill prey and to signal other electric eels.

Which of the following revisions make the word choices in sentence 6 more specific?

- F.** The electric discharge caused by this pulsation helps the eel to detect underwater objects.
- G.** The electric discharge it makes helps it see.
- H.** This aids the eel in detecting underwater objects.
- J.** This makes the eel be able to see things underwater.

DOK 3

PROFICIENT

Practice Test 1

59. Read the following draft of Elise's poem.

Hummingbird

As I stroll past the flowers—
Roses, pink and red—
I spot a flower moving and
Then a bright green head.

- (5) At first, I can't explain it.
It seems so strange to see
A flower darting to and fro
Between the blooms and me.

- (10) It hovers over the blossoms.
It darts among the thorns.
Its long beak gathering nectar
In the middle of the morn.

- (15) It stops at one and then the next,
Tasting every one,
This tiny, brilliant creature
Glistening in the sun.

Which of the following does the poem not demonstrate?

- A. Descriptive detail
- B. Vivid word choice
- C. Comparison and contrast
- D. Effective organization

DOK 3**PROFICIENT****Practice Test 1**

51. Frank is writing an essay explaining how he can solve the trash problem in the school cafeteria.

Which one of the following choices is the correct way for him to start the essay?

- A. Stating how many people work in the school cafeteria
- B. Explaining how trash from the cafeteria can be recycled
- C. Stating why trash in the cafeteria is a problem
- D. Describing the long lunch line in the cafeteria

DOK 3

PROFICIENT

Practice Test 1

Read the information in the box below. Then answer questions 49–50 based upon this information.

Topic: Americans rely heavily on modern technology.

Directions: Write an essay in which you perform the following tasks.

- Explain what relying heavily upon technology means.
- Provide examples of modern technology, and describe how American life would be different without them—either better or worse.
- Support your opinion with specific details.

49. Which of these sentences is an appropriate topic sentence for the first paragraph in an essay on this topic?

- A. One example of modern technology for many Americans is the Internet and its easy access.
- B. Americans depend upon the conveniences provided by modern technology, yet the convenience of some items does not always mean a better life.
- C. Even though cell phones are convenient, they cannot replace face-to-face communication.
- D. A reliance on any one object creates great difficulty in functioning without it.

DOK 3

PROFICIENT

Practice Test 2

50. Which of these sentences to be used in the essay uses cause and effect?

- F. The first cell phones were bulky, expensive, and unreliable; and they were not as common as they are now.
- G. Although sending a letter electronically may be faster, sending it through regular mail is more personal.
- H. If people become too dependent on technology, they may not believe they can survive without it.
- J. The Internet has been an important technological advancement, but it has several problems.

DOK 3

PROFICIENT

Practice Test 2

51. Read the following paragraph from Emma’s report on viewing a solar eclipse.

All you need for this activity are binoculars or a telescope, a few sheets of thin cardboard or tagboard, tape, and white paper. Keeping the lens cap on, set up your telescope facing the sun. Mounted on top of the telescope is a smaller finder-scope. Keep it covered at all times. Tape a piece of cardboard to the telescope, covering the eyepiece. This sheet of cardboard will cast a shadow. Hold a piece of white paper under the eyepiece. Uncap the lens, and the form of the sun will come through the cardboard onto the white paper. Move the paper and adjust the focus until the image of the sun is sharp and the size that you want. The same can be done with the binoculars. Cover one of the objective lenses (the smaller ones) with the cardboard, and keep the other capped or covered.

Emma’s teacher has advised her to reevaluate her paragraph.

Which statement below provides a reason for the teacher’s advice?

- A. The paragraph lacks specific supporting details.
- B. The paragraph lacks adequate organization.
- C. The paragraph lacks a topic sentence.
- D. The paragraph lacks transition.

DOK 3**PROFICIENT****Practice Test 2****59. Read the following draft Robin has written.**

(1) Most animal lovers would agree that dogs make excellent pets. (2) Dogs are wonderful, loyal companions and are very protective of their owners. (3) Dogs can also be extremely affectionate. (4) Dogs show their affection for their owners by staying close by as their owners walk, sit, and sleep.

(5) Like dogs, cats can show a great deal of affection for their owners. (6) Cats, however, like to give the impression that they are not interested in human contact. (7) They seem to lack the energy and the eagerness to please their owners, for which dogs are so well known.

Which sentence can Robin add as an effective transition before sentence 5?

- A. Cats are extremely intelligent and are skilled hunters.
- B. Therefore, dogs will always be the most popular pets for people to own.
- C. Dog lovers will say that dogs make the best pets, but others prefer a different type of animal.
- D. Cats have lived in human homes in some countries for thousands of years, yet many people still do not trust them.

DOK 2**PROFICIENT****Practice Test 2**

69. Read the following text in the box.

New forms of technology often have to struggle for acceptance. In early times people passed the wisdom of a society onto the next generation by telling stories or reciting poems that were easy to memorize. When the written word became widely available, some people rejected it, fearing that humans would lose their ability to memorize. But how could humans have ever memorized all the ideas and information stored in books and libraries? When television became popular, some people thought it would destroy reading. But how else would humans have been able to watch the first moon landing live?

Based upon the organization of the paragraph, which of the following sentences provides an effective conclusion?

- A. Information technology may change, but its impact remains the same.
- B. Books replaced the spoken word, and then television replaced books.
- C. The value of a technology is not always appreciated when it first arrives.
- D. Television is just one example of a new technology.

DOK 2**PROFICIENT****Practice Test 2**

Read the following draft of an introductory paragraph Mora wrote for a class essay. Then answer questions 41–42 based upon this paragraph.

(1) For as long as I can remember, softball has been an important part of my life. (2) Even in the early days of playing t-ball and coach’s pitch, I knew that I had found my sport. (3) The game has had a positive influence on other areas of my life as well. (4) The satisfaction of making a solid play, the rush of adrenaline from scoring a run, and the comfort of having fan support create an environment like no other. (5) Softball has helped me develop important life skills such as teamwork, perseverance, and sportsmanship.

41. Which of the following revisions improves the organization of Mora’s paragraph?

- A. Move sentence 1 after sentence 2.
- B. Move sentence 3 after sentence 4.
- C. Move sentence 4 before sentence 1.
- D. Move sentence 5 before sentence 4.

DOK 3**PROFICIENT****Practice Test 3**

42. Mora’s teacher wants her to add a transition sentence for the next paragraph. Based upon sentence 5, which of the following sentences will be an effective beginning for the next paragraph?

- F. Even though I knew I had found my ideal sport, I had a lot to learn about how to play the game of life as I learned these life skills.
- G. Acquiring life skills by playing softball has not always been easy; I’ve learned through painful failures as well as joyous successes.
- H. Softball came naturally to me at first; however, I still had much to learn about Balancing softball practice with schoolwork.
- J. Softball is something that has led me to new and valuable friendships with others who may not have learned the same skills as I have.

DOK 3**PROFICIENT****Practice Test 3**

Read the following draft of a paragraph Tian wrote for a research report. Then answer questions 51-53 based upon this paragraph.

(1) The most important animal in a wolf pack is the male pack leader. (2) His job is to maintain order, lead hunting expeditions, and protect the pack’s territory. (3) Dogs, which are descendants of wolves, also have an instinct to protect territories. (4) Lower than the male but still important is the female pack leader. (5) In most cases she is mated for life to the male leader. (6) Next in rank are unpaired, or single, adult male and female wolves. (7) Lowest in rank are, of

51. Which sentence will Tian delete to improve the organization of the paragraph?

- A. Sentence 2
- B. Sentence 3
- C. Sentence 5
- D. Sentence 7

DOK 3**PROFICIENT****Practice Test 3**

52. Which concluding sentence will Tian add at the end of the paragraph?

- F. Wolves are an endangered species in most areas of the country and must be protected.
- G. Wolves are highly intelligent creatures that are all too often viewed as dangerous creatures.
- H. The pack system effectively maintains order and allows wolves to work together to survive.
- J. The importance of maintaining a wolf pack’s natural habitat is vital to its continued existence.

DOK 3**PROFICIENT****Practice Test 3**

53. Which of the following sentences will Tian add at the beginning as the topic sentence for the paragraph?

- A. Few animals are as sophisticated as male wolves.
- B. Wolves are some of the most interesting wild animals.
- C. Wolves live in carefully structured groups called packs.
- D. Many animals, such as wolves and dogs, live together in packs.

DOK 3**PROFICIENT****Practice Test 3****ADVANCED**

Based on audience and purpose, justify an appropriate composing process **utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice**, and descriptive details **to produce or evaluate** narrative, **informational**, or persuasive **text of increasing complexity and length**.

PT2 (1)

54. Read this report on salt that Yemiko wrote for her science class.

(1) When most people think of salt, they think of its use to flavor and preserve food. (2) Salt, however, has thousands of commercial applications. (3) Not only is salt used to make soap and detergents but also to manufacture paper and pulp. (4) Salt is used to set the dyes in fabrics and textiles so that the colors do not fade or run quickly. (5) In addition, salt is used on icy roads during the winter and is even used in drilling for oil and natural gas. (6) Salt continues to be very important today.

Yemiko wants to add this sentence after sentence 5.

For this reason alone, Canada is the largest consumer of salt in the world!

Which statement is an accurate evaluation of Yemiko’s decision to add this sentence?

- F. While the sentence explains how Canada uses salt, it provides too little information for specific details.
- G. While the sentence provides useful information, it fails to explain how salt solves the problem of Canada’s icy roads.
- H. While the sentence contains a specific detail about Canada’s use of salt, it fails to support the other uses of salt.
- J. While the sentence supports the idea that salt is important today, it gives only one reason for Canada’s large consumption of salt.

DOK 3**ADVANCED****Practice Test 2**

3e: The student will compose persuasive text with a clear problem and solution, utilizing effective organization, **transitions, vivid word choices, and specific supporting details. (DOK 3)**

- 1) Letters
- 2) Speeches
- 3) Advertisements

BASIC
Use an appropriate composing process to produce persuasive texts utilizing supporting details
PT2 (1)

56. Lucas is writing an advertisement for tutoring services in math. Read the following draft of his ad.

Having trouble with decimals or the metric system? Do algebraic formulas or finding the angles in a triangle give you grief? As math gets more advanced, you may find yourself struggling with the concepts. , you shouldn't have to struggle by yourself. Do not fall behind.

Come to Math Help!—a tutoring service sponsored by the Math Club. We offer individual tutoring Monday, Tuesday, and Wednesday of every week. We are a group of good students. We will help you understand the concepts. Do not let your math grades begin to drop. Come to Math Help! , watch your math grades rise.

Which of the following sets of transition words, if inserted in the blanks, helps show a clear understanding of the relationships in the advertisement?

- F.** First, Next
- G.** Finally, Also
- H.** Soon, Later
- J.** However, Then

DOK 2

BASIC

Practice Test 2

PROFICIENT

Use an appropriate composing process to produce persuasive text with a clear problem and solution, utilizing effective organization, adequate transitions, vivid word choices, and specific supporting details

IS (1) PT1 (1) PT2 (5) PT3 (2)

1. What piece of information below included on a roadside billboard advertising a local campsite will help persuade patrons to stop at the campsite?

- A. Take your next left and drive a few miles until you find the campsite.
- B. Photographing the wildlife is allowed, but you cannot feed the wildlife.
- C. Metal containers for storing food can be purchased in the camp grocery.
- D. Numerous camping spots are available and restroom facilities include showers.*

DOK 3

PROFICIENT

Item Specifications

44. Bryanna wants to be hired to care for her neighbor's yard. Read the following draft of her letter.

March 12, 2008

Dear Mr. Josephs:

Now that spring is almost officially here, I know you will be looking for someone to help you with your yard. I can rake leaves, weed the flower beds, and mow the grass. I help my father with these chores, and I have learned to do them well. I am reliable. I have never been late to school, and I have missed only two days of school this year because I was sick.

Sincerely,
Bryanna Jones

Which of the following sentences is the correct conclusion to insert before the closing of this letter?

- F. Even though I have a busy schedule, I am sure I can fit in some time to take care of your yard.
- G. I hope you will consider my abilities because I will do my job well and make you proud of your yard.
- H. I do not know what I will do if you do not hire me to work for you. I will be very disappointed if I do not get the job.
- J. You know how strict my parents are, and you know they will probably come watch me work and make me do a good job.

DOK 3

PROFICIENT

Practice Test 1

- 41. Ryan wrote a letter to persuade his friends to join student government.
Read what he has written.**

(1) Dear Fellow Students,

(2) Many of our class events are organized by the student government. (3) The student government is always looking for new members, and anyone from the class can join as a homeroom representative! (4) This year, the student government is organizing many exciting events. (5) The class trip at the end of the year, the Earth Day activities, and the class movie night will all be sponsored by the student government. (6) Come have a vote in all our class events! (7) The first meeting is Monday, September 15, at 3:00 p.m. in the auditorium. (8) Free food will be served to all attendees. (9) We hope to have you as a member of our team!

Sincerely,
Ryan Grancroft

Ryan wants to add a quotation to support the central concept of the student government.

Which of the following quotations is appropriate for Ryan to include in his persuasive letter?

- A.** The representatives in student government are responsible for bringing information back to their homeroom.
–Mr. Thompson, Principal
- B.** Student government has taught me how to lead and express my ideas clearly in front of a group.
– Toby, Homeroom Representative
- C.** The student government makes choices for our class events.
– Massie, Seventh-grade student
- D.** I have seen students in student government stay after school for their meetings, and they work very hard.
– Ms. Cason, Science Teacher

DOK 3

PROFICIENT

Practice Test 2

Isabel’s class is trying to decide where to go for a class trip. Read the following speech Isabel is preparing to deliver to her class. Then answer questions 42–43 based on the speech.

(1) There are many wonderful places the class can visit. (2) The place I propose is perfect for important reasons. (3) The World Aquarium provides the perfect combination of fun and education.

(4) The World Aquarium gives students a chance to see fish and marine mammals from all over the world. (5) Enormous tanks allow students to see the animals in their natural habitat. (6) Displays such as the coral reef provide opportunities to see interesting tropical fish in an underwater ecosystem. (7) Some displays even allow students to feed some of the animals. (8) For example, students may throw fish to the penguins. (9) Because the World Aquarium gives students an enjoyable educational experience, it is the perfect choice for our class trip.

43. Isabel plans to add a sentence with supporting details after sentence 4 in her speech. Which of the following sentences does not add supporting details?

- A. The aquarium has a variety of wonderful examples of ocean wildlife that anyone can enjoy.
- B. The aquarium has everything from neon-colored fish from the tropics to delightful penguins from Antarctica.
- C. The aquarium has a variety of well-known and rare species as well as information on ocean habitats.
- D. The aquarium has everything from large marine animals like enormous manatees to tiny tropical fish.

DOK 3

PROFICIENT

Practice Test 2

Antony is writing an advertisement for a school car wash. Read the following draft of his advertisement. Then answer questions 47–48 based on the advertisement.

(1) Many adults find that their cars often become dirty and that the busy workweek allows little time to stop by the car wash. (2) Garrtown Middle School is pleased to announce a solution to this problem. (3) We will be hosting a car wash this weekend on Saturday, and the proceeds will go to the school library. (4) Adults and students who wish to volunteer at the car wash can talk to Mrs. Greene, the seventh grade advisor, in Room 220. (5) The car wash will take place in the Golden Shopping Center parking lot from 9:00 a.m. to 6:00 p.m. (6) The cost per car wash is only \$2.00. (7) We would like to invite all Garrtown car owners to receive a professional-quality car wash for a low price while contributing to a worthy cause. (8) We look forward to making this year’s fundraiser our best one yet!

47. Antony wants to add a specific, supporting detail to his advertisement.

Which sentence will he use?

- A. People who volunteer to help will receive special recognition.
- B. The school has held several fund-raisers this year.
- C. Families are encouraged to sit and watch the process.
- D. A single coat of wax can be added for a small fee.

DOK 3

PROFICIENT

Practice Test 2

62. Read the following draft of Shauna’s advertisement for her babysitting services.

Are you in search of someone trustworthy to watch your children for an afternoon or evening? If so, look no further! My name is Shauna Davis, and I am the ideal babysitter for your children. Here’s why:

- I am responsible.
- I am experienced. My sisters are ages eight and six, and I often watch them while my parents are out running errands or having dinner with friends.
- I am trained in first aid and certified to administer CPR.
- Children love me. They like that I do crafts with them and know lots of games.

Based upon the information Shauna provides in her advertisement, which of the following sentences uses a specific detail to support her statement that she is responsible?

- F. I have not been late to class in the past three years and received the good citizenship award for two years in the past.
- G. I serve as class treasurer of the student council because more classmates voted for me for this position.
- H. I won the sixth grade spelling bee and placed second at the regional competition.
- J. I am a member of several athletic teams and also enjoy practicing for games.

DOK 2

PROFICIENT

Practice Test 2

- 78. Read the following speech Annie is preparing to deliver at the city council meeting. The council is considering building a civic center in which to hold special events.**

Many of the youth in our town are looking for things to do. We have parks, but we do not have a place that we can go for big-name entertainment. A way to fix this problem is to build a civic center. We have to travel to cities many miles away to hear bands, watch good plays, or see major sports events. This distance keeps many people from ever seeing these events. Traveling is costly and sometimes dangerous.

With a large facility, big-name entertainers and sports teams will come to our town. Famous theater productions will come. Furthermore, it will give our town a place to hold events that attract large numbers of people. Our town definitely needs a civic center.

Which of the following details fits correctly in Annie's second paragraph?

- F.** Even though our city council is hard working, it is not getting things done.
- G.** For example, our town could host well-known speakers and authors.
- H.** In addition, our town must consider building a new public library.
- J.** Last year we could have attracted many big names to our city.

DOK 3**PROFICIENT****Practice Test 2**

- Read the following persuasive speech Rachel wrote for a class assignment. Then answer questions 58–59 based upon what you read.**

(1) Food shortages cause large numbers of people to starve in many areas of the world. (2) No one should go hungry. (3) World leaders must find some way to increase the world's food supply. (4) Governments must provide more grants to researchers who study food science. (5) Researchers have discovered that people currently grow fewer than one hundred different plants as food crops. (6) Therefore, the possibility of introducing little-known, edible plants to needy areas of the world is promising. (7) Allowing people to starve while plants are available for them to eat is irresponsible. (8) Channeling government funds toward food crop research is a sensible solution to the heartbreaking problem of world hunger. (9) Spending money to research ways to end hunger is a worthy effort for every government.

- 58. Which of the following is an effective transitional phrase for Rachel to add to the beginning of sentence 4?**

- F.** At the same time,
- G.** Despite their dilemma,
- H.** To accomplish this task,
- J.** In addition to these efforts,

DOK 3**PROFICIENT****Practice Test 3**

Sean is writing a persuasive letter to the city council. Read the following paragraph from Sean's letter to answer question 68.

(1) I recently read a newspaper article that indicated that the city council is considering a ban on smoking in local restaurants. (2) I am a student at one of the local middle schools. (3) I would like to offer my support of this ban. (4) I suffer from asthma and often have to breathe smoke-filled air in local restaurants because non-smoking areas are not completely separated from smoking areas. (5) A ban on smoking in local restaurants not only will reduce the health risks to customers and workers but also will increase tax revenues when more customers feel comfortable eating in restaurants.

68. Which of the following sentences will Sean add to the end of the paragraph as a supporting detail?

- F. Many restaurant workers complain that they do not like to work in a smoke-filled atmosphere.
- G. Customers will finally be able to leave a restaurant without the smell of smoke lingering in their hair.
- H. The city council needs to vote on smoking in restaurants as soon as possible so that the problem can be resolved this month.
- J. A study has shown that a ban on smoking in restaurants in another town in our county has already resulted in increased sales.

DOK 3

PROFICIENT

Practice Test 3

ADVANCED

Based on audience and purpose, justify an appropriate composing process **utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice**, and descriptive details **to produce or evaluate** narrative, informational, or **persuasive text of increasing complexity and length**.

PT1 (1) PT2 (1) PT3 (2)

- 49. Students in Mr. Johnson’s science class built inventions. After completing their inventions, students were assigned to write an advertisement for their new product. Read the following draft of Jennifer’s ad.**

(1) Backpacks these days can weigh as much as forty pounds. (2) Sometimes it takes all of your strength just to lift the pack onto your back. (3) You have to walk around school all day carrying this heavy load. (4) All of this weight is hard to carry, and it is harmful to your back. (5) Doctors have warned students and parents about the dangers of heavy backpacks. (6) What is a student to do? (7) There is a cool and safe solution. (8) Get the Zoom Along Backpack. (9) It has four swivel wheels and a rechargeable electric motor. (10) Just set your heavy backpack on the ground, turn on the motor, and steer. (11) You can also get a model with a remote control.

Frances read Jennifer’s draft and told Jennifer that it provided good information to persuade every student to purchase the Zoom Along Backpack. Was Frances correct?

- A.** Yes, because doctors urged students to buy this backpack for their health
- B.** Yes, because the language used to persuade students is both specific and vivid
- C.** No, because Jennifer does not give enough information about such things as the cost of the backpack
- D.** No, because Jennifer does not explain why students need backpacks

DOK 3

ADVANCED

Practice Test 1

Antony is writing an advertisement for a school car wash. Read the following draft of his advertisement. Then answer questions 47–48 based on the advertisement.

(1) Many adults find that their cars often become dirty and that the busy workweek allows little time to stop by the car wash. (2) Garrtown Middle School is pleased to announce a solution to this problem. (3) We will be hosting a car wash this weekend on Saturday, and the proceeds will go to the school library. (4) Adults and students who wish to volunteer at the car wash can talk to Mrs. Greene, the seventh grade advisor, in Room 220. (5) The car wash will take place in the Golden Shopping Center parking lot from 9:00 a.m. to 6:00 p.m. (6) The cost per car wash is only \$2.00. (7) We would like to invite all Garrtown car owners to receive a professional-quality car wash for a low price while contributing to a worthy cause. (8) We look forward to making this year’s fundraiser our best one yet!

48. Which statement of purpose below is not justified by the specific details in Anthony’s advertisement?

- F.** To support student participation in school activities
- G.** To emphasize the importance of current library materials
- H.** To offer a service that supports a school cause and a community need
- J.** To encourage car owners to maintain their cars’ appearance

DOK 3

ADVANCED

Practice Test 2

Read the following persuasive speech Rachel wrote for a class assignment. Then answer questions 58–59 based upon what you read.

(1) Food shortages cause large numbers of people to starve in many areas of the world. (2) No one should go hungry. (3) World leaders must find some way to increase the world's food supply. (4) Governments must provide more grants to researchers who study food science. (5) Researchers have discovered that people currently grow fewer than one hundred different plants as food crops. (6) Therefore, the possibility of introducing little-known, edible plants to needy areas of the world is promising. (7) Allowing people to starve while plants are available for them to eat is irresponsible. (8) Channeling government funds toward food crop research is a sensible solution to the heartbreaking problem of world hunger. (9) Spending money to research ways to end hunger is a worthy effort for every government.

59. Rachel is considering the addition of this sentence to her speech.

Everyone agrees that as the population climbs toward a possible nine or ten billion people, we are going to need a lot more food.

Which statement correctly evaluates the effect of adding this sentence to the speech?

- A. The sentence gives details about food production in general rather than in a specific country.
- B. The sentence focuses only on population growth rather than on the efforts to produce more food.
- C. The sentence provides important information about the number of people world leaders must feed.
- D. The sentence adds specific details that provide additional support for why more food is needed

DOK 3

ADVANCED

Practice Test 3

Sean is writing a persuasive letter to the city council. Read the following paragraph from Sean’s letter to answer questions 68–69.

(1) I recently read a newspaper article that indicated that the city council is considering a ban on smoking in local restaurants. (2) I am a student at one of the local middle schools. (3) I would like to offer my support of this ban. (4) I suffer from asthma and often have to breathe smoke-filled air in local restaurants because non-smoking areas are not completely separated from smoking areas. (5) A ban on smoking in local restaurants not only will reduce the health risks to customers and workers but also will increase tax revenues when more customers feel comfortable eating in restaurants.

69. Sean wants to insert the following supporting detail after sentence 4.

I may start coughing or wheezing if I am sitting in a room where smoke drifts over from another area of the restaurant.

Which of the following evaluations correctly addresses Sean’s decision?

- A. The detail is an explanation that needs to be added after sentence 2, not after sentence 4.
- B. The detail introduces a new idea and therefore needs to be placed after sentence 5.
- C. The detail is not necessary because it repeats a point made earlier in the paragraph.
- D. The detail strengthens the point of sentence 4 and supports sentence 5.

DOK 3

ADVANCED

Practice Test 3

3f: *The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)*

- 1) Generate questions.
- 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.
- 3) **Take notes on important information from sources.**
- 4) **Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.**
- 5) Present the results using a variety of communication techniques.
- 6) Reflect on and evaluate the process.

BASIC
Use an appropriate composing process to produce texts presenting findings based on inquiry and research.

PROFICIENT
Use an appropriate composing process to produce texts of a variety of modes based on inquiry and research, taking notes on important information from sources, synthesizing and evaluating important findings, and selecting sources to support central ideas, concepts, and themes.
IS (1) PT1 (2) PT2 (4) PT3 (2)

1. Paul has found an article to use for his report on the population and geography of Japan.

Which of the following details will the article NOT include?

- A. A description of Japanese art*
- B. A list of Japan's agricultural areas
- C. A description of Japanese terrain
- D. A list of Japan's largest cities

DOK 2

PROFICIENT

Item Specifications

52. Latisha found the following information as she did research on her report for science.

The oyster's soft body is protected by a hard shell that has two halves hinged on one side. The outside of the shell is rough and sometimes spiny.

Which of the following is an accurate note that includes all the information for Latisha to use in her report?

- F. The shell, which is hard and spiny, protects the soft body of the oyster.
- G. A hard, rough, and sometimes spiny shell that is hinged on one side protects the oyster's soft body.
- H. The oyster's soft body needs protecting by a hinged shell.
- J. The oyster shell is hinged and rough and spiny.

DOK 3

PROFICIENT

Practice Test 1

62. Gary is researching haiku, a Japanese form of poetry, because he wants to write haiku. Read the following article he found.

(1) Haiku is a poetic form that began in Japan some eight hundred years ago. (2) Basho was a famous haiku poet from the seventeenth century. (3) Another celebrated Japanese poet, Shiki, wrote haiku in the nineteenth century. (4) The form came to the United States in the twentieth century. (5) In English the haiku has three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the last line. (6) While traditional haikus were written about nature at a particular time of year, modern haikus can be about any subject.

Based on Gary's purpose for researching haiku, which sentence contains information that Gary needs?

- F. Sentence 2
- G. Sentence 3
- H. Sentence 4
- J. Sentence 5

DOK 4

PROFICIENT

Practice Test 1

75. Joaquin is writing a report on how Jack London’s life influenced the adventure stories London wrote. Joaquin has collected the following notes from several biographical sources on the American author.

1. When he was 17, London found work on a ship and sailed to Japan.
2. London traveled to northern Canada in 1897 to seek gold during the first Klondike gold rush.
3. In 1914 London was living in Mexico as a war reporter.
4. London’s early stories were first published in a magazine called *The Overland Monthly*.

Which note will Joaquin not use for his report?

- A. Note 1
- B. Note 2
- C. Note 3
- D. Note 4

DOK 2

PROFICIENT

Practice Test 2

55. Read the following portion of Susan’s class report on salt.

Throughout history, salt has long been mentioned as an essential ingredient in medicine. The ancient Egyptians used salt for the treatment of an infected chest wound. Both sea salt and rock salt were known to the ancient Greeks, who noticed that salty foods affect body functions such as digestion. The famous doctor Hippocrates made frequent use of salt. But it was not until spa therapy gained popularity that the healing powers of salt began to be investigated scientifically. We know today that inhaled salt gives relief from respiratory symptoms such as colds, and that salt water baths are used to support treatment for skin diseases. However, many medical scientists today warn that too much salt in a person's diet may increase the risk of cardiovascular disease (CVD) and may be linked to high blood pressure.

Which set of notes accurately reflects the main ideas of the report?

- A. Salt in Medicine**
- fights skin and respiratory infections
 - helps digestion and other body functions
 - raises risk of high blood pressure
- B. Salt in Medicine**
- used by Hippocrates
 - made spa therapy popular
 - helps colds and skin infections
- C. Salt in Medicine**
- assists digestion
 - improves respiratory system and skin
 - helps overall good health
- D. Salt in Medicine**
- used by Egyptians for medical purposes
 - used in salt water baths for skin problems
 - linked to health issues

DOK 2

PROFICIENT

Practice Test 2

63. Read the following notes written by a student doing research for a science report.

- I. Number of bones
 - A. At birth—330
 - B. Adult—206
- II. How bones change
- III. What bones do
 - A. Protect
 - B. Support

Which topic sentence includes the main points of the student’s science report?

- A. Our body’s bones change over the course of our lives, but they always perform important jobs.
- B. Surprisingly, babies have more bones than adults—at birth babies have approximately 300 bones!
- C. Beginning in adulthood, bones exist to protect vital organs as well as to support our bodies.
- D. As we age, our bones decrease in number and become denser, which sometimes causes them to break.

DOK 2**PROFICIENT****Practice Test 2****68. Read the following resources Elaine found while researching for a report on balloons used for air travel.**

- Riding In a Balloon
- Chances are if people are thinking about taking a trip to a far-off location, they would not consider riding in a balloon. However, long before airplanes and cars, people rode in balloons. In 1783 Jacques and Joseph Montgolfier sent up the first hot-air balloon.
- Hot-Air Balloons Today? Yes!
- An airship is a balloon that has engines and is steered by a pilot. The first giant airship was launched in 1900. It was filled with hydrogen, and it carried many passengers. Giant airships could travel great distances and were sometimes used to carry passengers across the Atlantic Ocean to Europe. These airships, no longer in use, are the ancestors of the huge blimps that can be seen hovering over sporting events today.

Which of the following facts is not one Elaine will use when she writes her report?

- F. In 1783 Jacques and Joseph Montgolfier sent up the first hot-air balloon.
- G. An airship is a balloon that has engines and is steered by a pilot.
- H. Giant airships could travel great distances and were sometimes used to carry passengers across the Atlantic Ocean to Europe.
- J. These airships, no longer in use, are the ancestors of the huge blimps that can be seen hovering over sporting events today.

DOK 2**PROFICIENT****Practice Test 2**

Read the following information that Devonte found as he worked on a PowerPoint presentation about Old Faithful. Then answer questions 46–47 based upon this information.

Every hour of the year, a pillar of boiling water nearly two hundred feet high erupts for up to five minutes in Yellowstone National Park. This spectacular sight is Old Faithful, a geyser that has lived up to its name, according to geologists, for over a hundred years. Despite its widespread familiarity, Old Faithful is not Yellowstone’s only attraction. The world’s most powerful geyser also entertains the park’s visitors with bursts that have reached three hundred feet. This lesser known tourist attraction is Steamboat Geyser.

46. While evaluating the information, Devonte notices that one fact does not support his central idea.

Which of the following facts will Devonte not use in his presentation?

- F. Old Faithful is located in Yellowstone National Park.
- G. Scientists have studied Old Faithful for more than a century.
- H. The world record for being the most powerful geyser does not belong to Old Faithful.
- J. Old Faithful performs for tourists every hour throughout the year for as long as five minutes.

DOK 3

PROFICIENT

Practice Test 3

77. Brad is working on a report about the steel industry for social studies. He has found in an encyclopedia that at one time Pennsylvania was the leading steel-producing state in the nation. However, during the last quarter of a century, several factors have led to a major decline in the steel industry in Pennsylvania. Brad has decided to focus his report on the decline of the steel industry in the United States.

Which of the following is an important fact that Brad needs to include in his notes from this source?

- A. Competition from imported steel has created a serious problem for U.S. steel mills.
- B. All nations depend on steel for construction, transportation, and manufacturing.
- C. Nearly all employees in the steel industry belong to a labor union called the United Steelworkers of America.
- D. Countries that have plentiful supplies of iron ore and natural gas, such as Venezuela and Mexico, now supply much of the world’s steel.

DOK 3

PROFICIENT

Practice Test 3

ADVANCED

Evaluate notes based on inquiry and research and justify findings synthesized from those notes.

PT (1) PT3 (1)

61. Read the following resources Mindy found while researching a report on famous dancers responsible for new types of dance.

Martha Graham

Martha Graham was an American dancer who was born in Pennsylvania in 1893. As a young dancer, she studied with great teachers. However, she felt dancers were too controlled and “pretty.” She wanted dance and dancers to express their strong inner feelings. She started her own dance company in New York City. Graham’s style of dance was based on strong muscle movements that expressed emotions. Today, she is famous for her dance style called modern dance.

Alicia Markova

Alicia Markova was considered one of the world’s greatest classical ballerinas. Markova was known for her incredible expression and extraordinary lightness. Markova started her career in Britain but spent many years dancing in America.

Which statement below provides a specific detail to support the part of Mindy’s report that addresses new types of dance?

- A. Martha Graham was an American dancer who was born in Pennsylvania in 1893.
- B. Graham’s style of dancing was based on strong muscle movements that expressed emotions.
- C. Alicia Markova was considered one of the world’s greatest classical ballerinas.
- D. Markova was known for her incredible expression and extraordinary lightness.

DOK 3

ADVANCED

Practice Test 1

Read the following information that Devonte found as he worked on a PowerPoint

presentation about Old Faithful. Then answer questions 46–47 based upon this information.

Every hour of the year, a pillar of boiling water nearly two hundred feet high erupts for up to five minutes in Yellowstone National Park. This spectacular sight is Old Faithful, a geyser that has lived up to its name, according to geologists, for over a hundred years. Despite its widespread familiarity, Old Faithful is not Yellowstone’s only attraction. The world’s most powerful geyser also entertains the park’s visitors with bursts that have reached three hundred feet. This lesser known tourist attraction is Steamboat Geyser.

- 47. Devonte wants information about how Old Faithful was named. He decides he must do further research and find additional information. Which of the following statements is a correct evaluation of Devonte’s decision?**
- A. Although the source indicates that the geyser lives up to its name, no facts about the geyser are provided.
 - B. Although the source provides information about the predictability of the geyser, not enough facts about the name are provided.
 - C. The source provides an explanation that supports the popularity of the geyser but does not support the reason for the name.
 - D. The source provides specific information about the origin of the geyser but not about the name.

DOK 3**ADVANCED****Practice Test 3**

Competency 4: The student will apply Standard English to communicate.

4a: *The student will use Standard English grammar to compose or edit.*
(DOK 1)

- 1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; **collective**)
- 2) Verbs (helping verbs, irregular, linking, transitive and intransitive verbs)
- 3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, future perfect; **emphatic [present and past]**)
- 4) Subject-verb agreement (**in sentences containing collective nouns**, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb.)
- 5) Articles; coordinating/subordinating conjunctions; **correlative conjunctions**
- 6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)
- 7) Prepositions
- 8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative interrogative, indefinite, relative)
- 9) Pronoun-antecedent agreement (number and gender; **with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount**)
- 10) Adverbs (avoiding double negatives; comparative forms)
- 11) Interjections

Recognize the use of Standard English grammar:

- 1) **collective nouns**
- 3) **emphatic tense**
- 4) **collective nouns**
- 5) **correlative conjunctions**
- 9) **pronoun antecedent agreement with collective nouns, for relative and indefinite pronouns, and with expressions of amount**

PT1 (5) PT2 (1)

45. Which of the following sentences contains an error in pronoun/antecedent agreement?

- A. Somebody left their suitcase on the steps of the building.
- B. The cheering fans threw their confetti pieces in the air when the team scored the final touchdown.
- C. Did every girl give her approval of the final plans for the dance?
- D. Either Larry or Jeff will have his house key with him.

DOK 1

BASIC

Practice Test 1

63. Which of the following sentences does not use a correlative conjunction correctly?

- A. Neither Jane nor Elena knew the correct answer.
- B. The teacher said that we were either to write an essay or to produce a poster about the poem.
- C. Not only did I read the assignment, but also I read extra articles on the subject.
- D. Lorena and Louisa completed their assignments but left them at home.

DOK 1

BASIC

Practice Test 1

71. Which of the following sentences does not use a collective noun?

- A. The flock of chickens was startled by the pack of dogs.
- B. The baseball team has been working frantically to raise funds for new uniforms.
- C. The new school was built after the voters passed the bond issue.
- D. The hikers tried not to disturb the herd of cows grazing in the meadow.

DOK 1

BASIC

Practice Test 1

73. Which of the following sentences is correct?

- A. Jessica and Jay often discusses their different strategies for studying science.
- B. Intelligence, wit, and patience makes a good combination.
- C. Carlos and Maria, who lives two miles away, make frequent walks to the store.
- D. The bird, butterfly, and bee, though very different, all possesses the ability to fly.

DOK 1

BASIC

Practice Test 1

75. Which of the following does **not** use the emphatic form of a verb?

- A. Terry did return the shirts that did not fit after trying them on.
- B. The principal does require that each student have a signed permission slip before leaving school.
- C. My parents do the yard work early each Saturday morning.
- D. The shrubs do need trimming after the long winter.

DOK 1

BASIC

Practice Test 1

52. Read the following sentences.

- (1) We can play catch outside.
 (2) We can watch television.

Which of the following correctly combines the sentences using a correlative conjunction?

- F. We can neither play catch outside or watch television.
- G. We can either play catch outside or watch television.
- H. We can not only play catch outside but we can watch television.
- J. We can both play catch outside but we can watch television.

DOK 1

BASIC

Practice Test 2

Proficient

Use Standard English grammar **to** compose or edit:

- 1) collective nouns
- 3) emphatic tense
- 4) collective nouns
- 5) correlative conjunctions
- 9) pronoun antecedent agreement with collective nouns, for relative and indefinite pronouns, and with expressions of amount

IS (2) PT2 (4) PT3 (5)

1. In which of these sentences is the verb used correctly?

- A. A number of seagulls is flying over the beach.
- B. One of the dolphins jump with such grace and power.
- C. A small school of fish scurries among the crashing waves.*
- D. The hermit crab and snout-nose fish fights for shelter beneath the coral reef.

DOK 1

PROFICIENT

Item Specifications

2. In which of these sentences is the verb used correctly?

- A. Each of the cheerleaders have competed in the past two years' tryouts.
- B. Most of the students has already paid their library fees.
- C. Everyone in that group were thinking carefully about the next step in the experiment.
- E. Someone in Mrs. Martin's class is planning to surprise her on her birthday.*

DOK 1 **PROFICIENT** *Item Specifications*

57. Which sentence does not exhibit correct pronoun-antecedent agreement?

- A. The library club will announce its third annual book sale.
- B. The tennis team will display their skills during the competition.
- C. The seventh-grade class will vote for its class officers during homeroom.
- D. The elementary school choir will sing for the entire school during its next assembly.

DOK 1 **PROFICIENT** *Practice Test 2*

61. Which of the following sentences does not have correct agreement between a collective noun and its antecedent?

- A. The baseball team won its final game.
- B. The club ended its meeting early.
- C. The audience members clapped its hands in approval.
- D. The dance group waited for its turn to perform.

DOK 1 **PROFICIENT** *Practice Test 2*

67. Which of the following sentences is not written correctly?

- A. One of the Girl Scouts donated her time to volunteer at the pet store last weekend.
- B. Some members of the team left their shoes at home.
- C. Either the policeman or the fireman was on duty at his headquarters.
- D. Nobody in all of the math classes understood their homework assignment.

DOK 1 **PROFICIENT** *Practice Test 2*

77. Which of the following sentences is written correctly?

- A. The flock of geese are making a great deal of noise.
- B. The litter of puppies are on the porch.
- C. A hive of bees is in the tree.
- D. A class of students is finalizing their reports that must be turned in today.

DOK 1 **PROFICIENT** *Practice Test 2*

44. Which of the following sentences uses the emphatic form of the verb?

- F. Sarah does fifteen minutes of serious aerobic exercise every morning before school.
- G. Regardless of her repeated absences, I do accept the excuse that Rebecca simply forgot about the meeting.
- H. During our breaks from school, my brother Anthony does more than his share of chores around the house.
- J. Annabelle and Dylan do more work in one day at the homeless shelter than five other volunteers do in a week.

DOK 1**PROFICIENT****Practice Test 3****45. Which of the following sentences uses correct subject-verb agreement?**

- A. The soccer team have won all of the important matches this season and expect another win.
- B. Once the flock of sheep are safely across the highway, the farmer will wave traffic ahead.
- C. Occasionally the jury returns to the courtroom with a verdict sooner than the judge expects.
- D. Outside the lighted stadium, the crowd wander around impatiently near the entrances of the three gates.

DOK 1**PROFICIENT****Practice Test 3****62. Which of the following sentences uses a collective noun?**

- F. The actors from the community theater will complete the new stage set tonight.
- G. The litter of Siberian husky puppies will be old enough to be adopted next month.
- H. Four generations of my relatives plan to attend our twentieth family reunion next March at my grandmother's home.
- J. The neighborhood girls hope to earn enough money at the bake sale to buy a swing set for the elementary school playground.

DOK 1**PROFICIENT****Practice Test 3****63. Which of the following sentences does not use a correlative conjunction?**

- A. Neither Barton nor his brothers are available this afternoon to help us move the piano from the music room to the auditorium.
- B. Christie not only stayed calm during the power failure, but also she took a flashlight next door to her frightened neighbor.
- C. I don't know whether my cousin will attend my Saturday afternoon baseball game or visit the new exhibit at the museum.
- D. My friend Angela and her sister Beverly had hoped to see the new movie Tuesday, but they were unable to find a ride.

DOK 1**PROFICIENT****Practice Test 3****76. Which of the following sentences does not make an error in pronoun-antecedent**

agreement?

- F. Dana ate three pieces of the cake before she realized she had eaten them.
- G. Brenda earned five dollars and spent them at the movies the same afternoon.
- H. Douglas ran the race in just two minutes and fifteen seconds, but they seemed longer.
- J. Brett saved three-quarters of his allowance for a new camera, but they were not enough.

<i>DOK 1</i>	<i>PROFICIENT</i>	<i>Practice Test 3</i>
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Advanced
Apply knowledge of Standard English grammar purposefully
3) using emphatic tense.

4b: *The student will apply Standard English mechanics to compose or edit.*
(DOK 1)

- 1) End punctuation (e.g., period, question mark, exclamation mark)
- 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- 3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; interrupters **including parenthetical expressions**; nonessential appositive phrases; introductory clauses; and nonessential clauses)
- 4) Apostrophes (possessives; contractions)
- 5) Semicolons (compound sentences; **with conjunctive adverbs**)
- 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)
- 7) Underlining/Italics (titles of books, movies, plays, and television shows)
- 8) Colons (e.g., time, before lists introduced by independent clauses, **business letters**)
- 9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in salutations and closings of friendly letters and **business letters**, proper adjectives)
- 10) Spell words commonly found in **seventh grade** level text
- 11) Produce legible text

BASIC
Recognize the use of Standard English mechanics: 3) commas with parenthetical expressions 5) semicolons with conjunctive adverbs 8) & 9) colons, and capitalization of first word in salutations and closings of business letters PT1 (4) PT2 (1) PT3 (1)

48. Which of the following sentences is written correctly?

- F.** On the Friday after New Year’s day, we drove two hundred miles to grandmother’s house in Lexington, Kentucky.
- G.** On the friday after New Year’s Day, we drove two hundred miles to grandmother’s house in Lexington, Kentucky.
- H.** On the Friday after New Year’s Day, we drove two hundred miles to Grandmother’s house in Lexington, Kentucky.
- J.** On the Friday after New Year’s day, we drove two hundred mils to Grandmother’s house in Lexington, Kentucky.

DOK 1

BASIC

Practice Test 1

55. Which of the following sentences is written correctly?

- A.** The film won several awards at the competition including: best picture, best actor, and best screenplay.
- B.** The film won several awards at the competition including, best picture, best actor, and best screenplay.
- C.** The film won several awards at the competition including best picture, best actor, and best screenplay.
- D.** The film won several awards at the competition: including best picture, best actor, and best screenplay.

DOK 1

BASIC

Practice Test 1

64. Which of the following sentences is written correctly?

- F.** “A traffic light must be installed at the intersection” the mayor concluded, “before another accident occurs.”
- G.** “A traffic light must be installed at the intersection” the mayor concluded “before another accident occurs.”
- H.** “A traffic light must be installed at the intersection,” the mayor concluded, “before another accident occurs.”
- J.** “A traffic light must be installed at the intersection,” the mayor concluded “before another accident occurs.”

DOK 1

BASIC

Practice Test 1

72. Which of the following sentences does not use commas correctly?

- F. The teacher reminded the class, “Your term reports, by the way, are due tomorrow.”
- G. “You will not, on the other hand, have other homework tonight,” the teacher later reminded the class.
- H. The assignments are, as a matter of fact, not all that difficult.
- J. Reports, daily grades, and oral presentations for example will make up a major portion of your grade.

DOK 1***BASIC******Practice Test 1*****58. Which of the following sentences is written correctly?**

- F. I like salad; however, I do not like tomatoes.
- G. I like salad; however I do not, like tomatoes.
- H. I like salad however; I do not like tomatoes.
- J. I like salad, however; I do not tomatoes.

DOK 1***BASIC******Practice Test 2*****74. Which of the following sentences uses capitalization correctly?**

- F. One Saturday last spring my aunt took my brother and me to the art museum in Jackson.
- G. James Fenimore Cooper’s *The Last of the Mohicans* tells of many thrilling encounters with the indians.
- H. The Magnolia trees are blooming along the highway as we drive across the State of Mississippi.
- J. On Washington’s Birthday ten students from Boston Junior High School handed out American Flags to the Student Body.

DOK 1***BASIC******Practice Test 3***

PROFICIENT
Use Standard English mechanics to compose or edit: 3) commas with parenthetical expressions 5) semicolons with conjunctive adverbs 8) & 9) colons, and capitalization of first word in salutations and closings of business letters 10) Spell words commonly found in seventh grade level texts. IS (2) PT1 (3) PT2 (4) PT3 (5)

1. Which of the following sentences is NOT punctuated correctly?

- A. As I consider what honesty is, I believe, that honesty is always the best policy.*
- B. To take even a pencil without asking, I believe, is a form of dishonesty.
- C. Taking a pencil, however, is not as dishonest as lying about having taken the pencil.
- D. I would never take a pencil without asking; however, I might use one and put it back.

<i>DOK 1</i>	<i>PROFICIENT</i>	<i>Item Specifications</i>
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2. Which of the following is NOT punctuated correctly?

- A. I lost my book; however, I had already studied for the test.
- B. I lost my book; I had, however, already studied for the test.
- C. I lost my book; I had already studied for the test, however.
- D. I lost my book, I had; however, already studied for the test.*

<i>DOK 1</i>	<i>PROFICIENT</i>	<i>Item Specifications</i>
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46. Which of the following sentences is punctuated correctly?

- F. The plane to Severson is always late when there is bad weather, the pilot refuses to fly until after the danger has passed.
- G. Those interested in applying for the lifeguard job should contact Arnold Whitstock by using one of the following methods: e-mail, phone, or letter.
- H. When you submit art to Mr. Damon for the upcoming contest: please include this information, home phone number, address, and \$5 for each entry.
- J. While Mark waited at the train depot, he read the following list of departure times and destinations; 1:15 p.m., New York; 2:30 p.m., Boston; 3:35 p.m., Chicago; and 5:15 p.m. Birmingham.

<i>DOK 1</i>	<i>PROFICIENT</i>	<i>Practice Test 1</i>
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56. Which of the following words is spelled correctly?

- F. milege
- G. oversite
- H. expectant
- J. aknowledge

DOK 1

PROFICIENT

Practice Test 1

65. Which of the following words is not spelled correctly?

- A. notable
- B. collapse
- C. ajoining
- D. postpone

DOK 1

PROFICIENT

Practice Test 1

45. Which sentence demonstrates correct comma usage?

- A. The Mississippi Mudpies, in fact, were amazing soccer players.
- B. My team members, Jill and Jaisa, by the way led us in a cheer to get us excited for the game.
- C. My other team members however, were as uncertain about the outcome as I was.
- D. Our team was excited about the game of course, even though we were not sure how it would turn out.

DOK 1

PROFICIENT

Practice Test 2

53. Which of the following words is spelled correctly?

- A. gardian
- B. conceated
- C. spectater
- D. competition

DOK 1

PROFICIENT

Practice Test 2

71. Which of the following words is spelled correctly?

- A. knucle
- B. hypnotize
- C. compitition
- D. remembrance

DOK 1

PROFICIENT

Practice Test 2

76. Which of the following words is spelled correctly?

- F. aproximate
- G. changable
- H. succession
- J. predjudice

DOK 1

PROFICIENT

Practice Test 2

49. Which of the following sentences is punctuated correctly?

- A. We, finally, found all of the ingredients in the cupboard; therefore we were able to bake the cake.
- B. Many of the birds appeared sick, however, the veterinarian declared each healthy.
- C. Each person was allowed to take only one box for lunch; however, Jontavius took three.
- D. The park ranger was considerate of oursituation, therefore; he gave us a free night of camping.

DOK 1

PROFICIENT

Practice Test 3

54. Which of the following words is not spelled correctly?

- F. contagious
- G. cooperative
- H. enthusiastic
- J. exaggerate

DOK 1

PROFICIENT

Practice Test 3

55. Which of the following sentences from a business letter correctly uses a colon?

- A. My coworkers include: Dana, Elena, and Tom, who all work in the shipping department.
- B. The president of the company said: we will hold a meeting to discuss the department's annual report.
- C. For the meeting on Thursday, please bring the following items: a notebook, a pen, and the department's annual report.
- D. As the secretary of the company, Belinda knew: that she needed organized notes for the meeting that would be held on Thursday morning.

DOK 1

PROFICIENT

Practice Test 3

57. Which of the following sentences is punctuated correctly?

- A. Blake raced, down the field, determined, to score the winning touchdown.
- B. Jarred Stevens in my opinion, will make an excellent class president.
- C. Our teacher will not, as you know, allow cell phones in the room.
- D. For a thrilling end to our vacation I think, we should try parasailing.

DOK 1

PROFICIENT

Practice Test 3

72. Which list contains words that are all spelled correctly?

- F. unique, thoroughly, occasionally
- G. pursuit, organized, acquaintance
- H. secrecy, routine, familiar
- J. serial, foliage, feminine

DOK 1

PROFICIENT

Practice Test 3

ADVANCED

Apply knowledge of Standard English mechanics and sentence structure purposefully including

3) parenthetical expressions and compound-complex sentences to produce texts with sophisticated grade-level syntax.

4c: *The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)*

- 1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and **compound-complex sentences**).
- 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and **compound-complex sentences**.
- 3) Avoid sentence fragments, run-on sentences, and comma splices.
- 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses and **noun clauses**.
- 5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and **noun clauses**.

BASIC
Recognize sentence structure incorporating compound-complex sentences and noun clauses .
IS (1) PT(4)

2. **Which of the following sentences presents information in a compound-complex sentence?**

- A. After the last game of the season, we all went out to eat and then to a movie.
- B. After we watched the movie, we drove around and looked for a place to eat again.
- C. We found an all-night diner, and we ordered enough food for a mob before we checked our pockets for money.*
- D. Embarrassed, we had to apologize to the waiter; we even helped him by cleaning off some tables and then left.

DOK 1

BASIC

Item Specifications

47. Which of the following choices is a complex sentence?

- A. Erica’s high level of skill came from many hours of practice.
- B. Erica had to invest many hours of practice, and then she could achieve a high level of skill.
- C. Erica had to invest many hours of practice because she wanted to achieve a high level of skill.
- D. Erica did not enjoy the many hours of practice, but they were necessary for her to achieve a high level of skill.

DOK 1**BASIC****Practice Test 1****54. Which of the following sentences does not contain a noun clause?**

- F. Sarah started for home when her mother phoned.
- G. Larry asked what he could do to help.
- H. That Andrae lost his wallet is no surprise to me.
- J. Where Vonita left her books remains a mystery.

DOK 1**BASIC****Practice Test 1****66. Which of the following choices is a compound sentence?**

- F. Take the number two and the number seven busses.
- G. Take the number two bus, and transfer to the number seven bus.
- H. When you get off the number two bus, take the number seven bus.
- J. Transfer to the number seven bus after you take the number two bus.

DOK 1**BASIC****Practice Test 1****57. Which of the following is not a compound complex sentence?**

- A. Lamar decided to sell the horse that he bought from Mr. Sanchez, but Lamar later regretted his decision.
- B. Mary and Faith worked on the project; however, they did not complete their work, which is a disappointment to us.
- C. Enrico and Javon stayed behind to clean up after the party; consequently, they were paid generously by the teacher.
- D. The students who completed their assignments early were dismissed, but they were required to return to class when everyone else finished.

DOK 2**BASIC****Practice Test 1**

60. Which of the following is a compound-complex sentence?

- F.** Yesterday morning after my paper route, I walked to the flower shop; and I bought her three yellow roses.
- G.** Because my mother loves flowers, I walked to the flower shop; and I bought her three yellow roses.
- H.** In July of this past summer, I walked to the flower shop; and I bought three yellow roses.
- J.** With my sister and my three cousins, I walked to the flower shop; and I bought three yellow roses.

DOK 1**BASIC****Practice Test 2****PROFICIENT**

Apply knowledge of sentence structure (**compound-complex sentences; noun clauses**) to compose or edit.

IS (1) PT1 (1) PT2 (3) PT3 (5)

1. Read the sentence in the box below.

How we can prepare for the next test on two chapters is our most important question.

Which of the following sentences correctly models the structure of the sentence in the box?

- A. Where can someone find the best bakery in this town?
- B. How is frozen yogurt different from other frozen treats?
- C. What makes a movie exciting is a personal opinion.*
- D. When my friend is visiting, we can be very loud.

DOK 1**PROFICIENT****Item Specifications**

74. Read the following sentences.

Many people volunteered to help raise money for the new playground. They thought it was a great way to improve the community.

Which of the following choices is the correct way to combine these two sentences?

- F.** Many people volunteered to help raise money for the new playground although they thought it was a great way to improve the community.
- G.** Many people volunteered to help raise money for the new playground, for they thought it was a great way to improve the community.
- H.** Many people volunteered to help raise money for the new playground, but they thought it was a great way to improve the community.
- J.** Many people volunteered to help raise money for the new playground, they thought it was a great way to improve the community.

DOK 2**PROFICIENT****Practice Test 1****66. Read the following sentence.**

I got up early, and I finished my homework then went to school.

Which of the following edits creates a compound-complex sentence?

- F.** Because I got up early, I finished my homework before school.
- G.** I got up early so that I could finish my homework, and then I went to school.
- H.** Since I got up early, I had extra time and finished my homework before school.
- J.** Fortunately, because I woke up earlier than I usually do, I completed all of my homework before school.

DOK 2**PROFICIENT****Practice Test 2****70. Read the following sentence.**

Our class did not remember.

Which sentence does not correctly add a noun clause?

- F.** Our class did not remember that our room would be used for the activity.
- G.** Our class did not remember that we would have a quiz today over the material.
- H.** Our class did not remember that question from our review of the last social studies chapter.
- J.** Our class did not remember that the unfamiliar word had so many different meanings.

DOK 2**PROFICIENT****Practice Test 2**

74. Which of the following combines sentences 3 and 4 to form a compound-complex sentence?

- F. Vanilla, chocolate, and strawberry were some of the original ice cream flavors that the factory produced; and these flavors are still loved today.
- G. The ice cream flavors of vanilla, chocolate, and strawberry were some of the original flavors to be produced; and they are still enjoyed by many people today.
- H. Vanilla, chocolate, and strawberry are still loved today, even though they were some of the original flavors.
- J. Many people love vanilla, chocolate, and strawberry ice cream; these were some of the original flavors in ice cream factories.

DOK 2**PROFICIENT****Practice Test 2**

48. Read the following sentences.

The booster club has successfully raised the necessary funds for the third phase of the athletic complex. All of themembers think the project will be an asset not only to our school but also to our community.

Which of the following choices is not a correct way to combine these two sentences?

- F. The booster club has successfully raised the necessary funds for the third phase of the athletic complex, and all of the members think the project will be an asset not only to our school but also to our community.
- G. The booster club has successfully raised the necessary funds for an athletic complex; this project that all of the members think will be an asset not only to our school but also to our community.
- H. The booster club, which has successfully raised the necessary funds for the third phase of the athletic complex, thinks the project will be an asset not only to our school but also to our community.
- J. The booster club has successfully raised the necessary funds for the third phase of the athletic complex; all of the members think the project will be an asset not only to our school but also to our community.

DOK 2**PROFICIENT****Practice Test 3**

50. Which of the following sentences does not contain a noun clause?

- F. John's surprise was that he overestimated the amount of time for his aunt's project and completed the work before she returned.
- G. We all know that John, who is described as a hard worker by everyone who knows him, will complete any task that he starts.
- H. That the food portions were too small was not the only reason my friends and I decided that fast-food place was unsatisfactory.
- J. The restaurant that my friends and I prefer is McDevitt's, which is owned and operated by my uncle and is located in our neighborhood.

DOK 2**PROFICIENT****Practice Test 3**

56. Which of the following is a compound-complex sentence?

- F. Abigail and Madison went to the store for snacks before their favorite show started on television.
- G. Margaret had thought that she would watch the fireworks from her bedroom window upstairs, but the tall trees blocked her view of the sky.
- H. Victor spent the summer before his junior and senior years of high school on his grandfather's cattle ranch in Montana.
- J. Derek and Ashley adopted two Siamese kittens from the local animal shelter and took them home.

DOK 2***PROFICIENT******Practice Test 3*****65. Which of the following sentences is a compound-complex sentence?**

- A. When the snow melted in the mountains, the torrential rains also began in our city; and every street downtown flooded.
- B. In the middle of the highway, a dog sat and stalled the traffic during rush hour while the children on the bus cheered.
- C. As the play began, we heard a rumble from the crowd and rushed out the door as we the smoke.
- D. The choir director held the concert a day early; consequently, we rearranged our plans.

DOK 2***PROFICIENT******Practice Test 3*****73. Which of the following sentences does not contain a noun clause?**

- A. David does not know where he left his jacket this morning.
- B. Mr. Gentry told us that we could recite a poem for extra credit.
- C. When Brad forgot his homework, he called his friend Don for help.
- D. Whoever feeds Popeye, our new beagle puppy, must close the gate securely.

DOK 2***PROFICIENT******Practice Test 3***

ADVANCED

Apply knowledge of Standard English mechanics and sentence structure purposefully including parenthetical expressions and **compound-complex sentences** to produce texts with sophisticated grade-level syntax.

PT2 (1) PT3 (1)

44. Rita wants to combine the following sentences to create a compound-complex sentence.

The mountain loomed up ahead as our class reached the beginning of the trail. Today we would climb to the top of the mountain on a nature hike for our science class. Each student carried a resource book that identified local plants.

How can Rita create a compound-complex sentence from the sentences?

- F.** Each student in the class carried a resource book that identified local plants on the trail up the mountain that loomed ahead.
- G.** The mountain loomed ahead; the class would climb to the top and identify local plants along the trail with the resource book.
- H.** Our class reached the trail that led to the top of the mountain and used our resource book for identification of local plants on the mountain that loomed ahead.
- J.** The mountain loomed ahead; and as our class reached the beginning of the trail to the top of the mountain, each student carried a resource book that identified local plants.

DOK 2

ADVANCED

Practice Test 2

71. Read the following sentences.

**Students must respect the feelings of others.
Regular attendance certainly is important.
Students must show consideration in the hallways.**

Which sentence combines these sentences into a compound-complex sentence?

- A. While regular attendance certainly is important, students must also respect the feelings of others; and they must show consideration in the hallways.
- B. Although regular attendance certainly is important, students must also respect the feelings of others and show consideration in the hallways.
- C. Regular attendance is important for students, and they must also respect the feeling of others and show consideration in the hallways.
- D. Students must respect the feelings of others, attend regularly, and show consideration in the hallways.

DOK 2**ADVANCED****Practice Test 3**

MCT2 Grade 7 Language Arts Answer Key

Item sequence	Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
1	C	2	a	2	Advanced	3
2	H	2	b	3	Proficient	3
3	B	2	b	3	Proficient	3
4	H	2	b	3	Proficient	3
5	B	2	c	3	Basic	2
6	F	2	e	3	Basic	1
7	A	2	a	2	Basic	2
8	H	2	d	3	Proficient	3
9	B	2	d	3	Basic	2
10	G	2	b	3	Proficient	3
11	B	2	d	3	Basic	1
12	H	2	d	3	Basic	2
13	B	2	d	3	Basic	1
14	F	2	b	3	Proficient	3
15	B	1	f	2	Proficient	2
16	H	1	b	1	Proficient	1
17	D	1	d	2	Proficient	2
18	G	2	d	3	Advanced	3
19	D	1	e	3	Proficient	2
20	G	2	a	2	Advanced	3
21	C	2	d	3	Proficient	3
22	G	2	b	3	Advanced	3
23	B	1	e	3	Proficient	2
24	J	1	f	2	Proficient	2
25	D	2	d	3	Basic	2
26	G	2	b	3	Advanced	3
27	C	2	c	3	Basic	2
28	F	2	b	3	Proficient	3
29	A	2	b	3	Proficient	3
30	G	2	b	3	Proficient	3
31	A	2	a	2	Basic	2
32	J	1	g	3	Advanced	3
33	B	1	c	3	Basic	1
34	F	1	a	2	Proficient	2
35	D	2	e	3	Basic	1
36	G	2	b	3	Proficient	3
37	C	2	b	3	Proficient	3
38	F	2	e	3	Basic	2
39	B	2	c	3	Basic	2
40	J	2	a	2	Basic	2

41	B	3	a	3	Proficient	3
42	H	3	b	3	Proficient	3
43	A	3	d	3	Proficient	2
44	G	3	e	3	Proficient	3
45	A	4	a	1	Basic	1
46	G	4	b	1	Proficient	1
47	C	4	c	2	Basic	1
48	H	4	b	1	Basic	1
49	C	3	e	3	Advanced	3
50	F	3	d	3	Proficient	3
51	C	3	d	3	Proficient	3
52	G	3	f	4	Proficient	3
53	C	3	a	3	Advanced	3
54	F	4	c	2	Basic	1
55	C	4	b	1	Basic	1
56	H	4	b	1	Proficient	1
57	C	4	c	2	Basic	2
58	G	3	c	3	Proficient	3
59	C	3	d	3	Proficient	3
60	H	3	c	3	Basic	2
61	B	3	f	4	Advanced	3
62	J	3	f	4	Proficient	4
63	D	4	a	1	Basic	1
64	H	4	b	1	Basic	1
65	C	4	b	1	Proficient	1
66	G	4	c	2	Basic	1
67	C	3	a	3	Proficient	3
68	F	3	a	3	Proficient	3
69	A	3	b	3	Basic	1
70	H	3	a	3	Proficient	3
71	C	4	a	1	Basic	1
72	J	4	b	1	Basic	1
73	C	4	a	1	Basic	1
74	G	4	c	2	Proficient	2
75	C	4	a	1	Basic	1
76	J	3	b	3	Basic	1
77	A	3	c	3	Proficient	3
78	G	3	a	3	Proficient	3
79	C	3	b	3	Proficient	3
80	F	3	a	3	Proficient	3

Grade 7 LA Practice Test 2 Key

Item Sequence	Answer Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
1	C	2	c	2	Proficient	2
2	J	1	d	2	Proficient	2
3	A	2	d	3	Advanced	3
4	J	2	a	2	Basic	2
5	C	2	e	3	Advanced	3
6	G	2	b	3	Proficient	3
7	A	2	e	3	Proficient	3
8	J	2	c	2	Proficient	2
9	A	1	b	1	Proficient	1
10	G	1	e	2	Proficient	2
11	D	1	f	2	Proficient	2
12	J	2	b	3	Proficient	3
13	A	2	e	3	Basic	2
14	H	2	c	2	Basic	2
15	C	2	d	3	Advanced	3
16	G	2	b	3	Proficient	3
17	C	2	c	2	Proficient	2
18	G	2	d	3	Advanced	3
19	C	2	d	3	Basic	2
20	F	2	e	3	Advanced	3
21	D	2	b	3	Proficient	3
22	F	2	b	3	Proficient	3
23	B	2	d	3	Basic	2
24	H	2	e	3	Basic	2
25	C	2	b	3	Proficient	3
26	H	2	c	2	Proficient	2
27	A	2	d	3	Advanced	3
28	G	1	e	2	Proficient	2
29	B	1	d	2	Proficient	2
30	G	1	d	2	Proficient	2
31	D	2	a	2	Proficient	2
32	F	2	b	3	Proficient	2
33	D	2	a	2	Proficient	2
34	H	2	a	2	Proficient	2
35	D	2	b	3	Proficient	2
36	H	2	d	3	Proficient	3
37	B	1	g	3	Proficient	2
38	F	2	c	2	Basic	2
39	A	2	a	2	Proficient	2
40	G	2	d	3	Proficient	2
41	B	3	e	3	Proficient	3
42	H	3	b	3	Proficient	3
43	A	3	e	3	Proficient	3
44	J	4	c	2	Advanced	2
45	A	4	b	1	Proficient	1
46	F	3	c	3	Proficient	2
47	D	3	e	3	Proficient	3
48	F	3	e	3	Advanced	3
49	B	3	d	3	Proficient	3
50	H	3	d	3	Proficient	2
51	C	3	d	3	Proficient	3
52	G	4	a	1	Basic	1
53	D	4	b	1	Proficient	1
54	H	3	d	3	Advanced	3
55	A	3	f	4	Proficient	2
56	J	3	e	3	Basic	2
57	C	4	a	1	Proficient	1
58	F	4	b	1	Basic	1
59	C	3	d	3	Proficient	2
60	G	4	c	2	Basic	1

Grade 7 LA Practice Test 2 Key

Item Sequence	Answer Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
61	C	4	a	1	Proficient	1
62	F	3	e	3	Proficient	2
63	A	3	f	4	Proficient	2
64	G	3	c	2	Proficient	2
65	D	3	a	3	Advanced	3
66	G	4	c	2	Proficient	2
67	D	4	a	1	Proficient	1
68	J	3	f	4	Proficient	2
69	C	3	d	3	Proficient	2
70	H	4	c	2	Proficient	2
71	B	4	b	1	Proficient	1
72	F	3	b	3	Basic	2
73	D	3	a	3	Proficient	2
74	F	4	c	2	Proficient	2
75	D	3	f	4	Proficient	2
76	H	4	b	1	Proficient	1
77	C	4	a	1	Proficient	1
78	G	3	e	3	Proficient	3
79	C	3	a	3	Proficient	2
80	J	3	b	3	Proficient	3

MCT2 Grade 7 LA Key PT3

Item Sequence	Answer Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
1	D	1	d	2	Proficient	2
2	F	2	a	2	Basic	2
3	B	2	b	3	Proficient	3
4	H	2	c	2	Basic	2
5	D	2	d	3	Advanced	3
6	F	2	b	3	Proficient	3
7	D	2	c	2	Basic	2
8	G	2	b	3	Proficient	3
9	A	2	d	3	Proficient	3
10	H	2	b	3	Proficient	3
11	D	2	a	2	Basic	1
12	F	2	b	3	Proficient	3
13	B	1	c	2	Basic	1
14	J	2	e	3	Basic	2
15	B	1	f	2	Proficient	2
16	G	2	e	3	Basic	2
17	C	2	a	2	Proficient	2
18	F	2	d	3	Proficient	3
19	C	2	c	2	Basic	1
20	J	2	a	2	Basic	2
21	D	2	d	3	Proficient	3
22	H	2	a	2	Basic	2
23	B	2	d	3	Proficient	3
24	G	2	d	3	Basic	2
25	A	1	g	3	Advanced	3
26	H	2	d	3	Proficient	3
27	D	2	b	3	Proficient	3
28	H	2	b	3	Proficient	3
29	B	2	c	2	Proficient	2
30	H	1	d	2	Advanced	3
31	C	1	a	2	Proficient	2
32	F	1	c	2	Basic	1
33	B	2	b	3	Proficient	3
34	J	2	b	3	Proficient	3
35	C	2	b	3	Proficient	3
36	G	2	d	3	Proficient	3
37	D	2	c	2	Basic	2
38	J	2	b	3	Proficient	3
39	D	2	d	3	Proficient	3
40	G	1	d	2	Proficient	2
41	B	3	d	3	Proficient	3
42	G	3	d	3	Proficient	3
43	D	3	b	3	Proficient	3
44	G	4	a	1	Proficient	1
45	C	4	a	1	Proficient	1
46	H	3	f	4	Proficient	3
47	B	3	f	4	Advanced	3
48	G	4	c	2	Proficient	2
49	C	4	b	1	Proficient	1
50	J	4	c	2	Proficient	2
51	B	3	d	3	Proficient	3
52	H	3	d	3	Proficient	3
53	C	3	d	3	Proficient	3
54	J	4	b	1	Proficient	1

Item Sequence	Answer Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
55	C	4	b	1	Proficient	1
56	G	4	c	2	Proficient	2
57	C	4	b	1	Proficient	1
58	H	3	e	3	Proficient	3
59	B	3	e	3	Advanced	3
60	F	3	c	3	Proficient	3
61	C	3	c	3	Proficient	3
62	G	4	a	1	Proficient	1
63	D	4	a	1	Proficient	1
64	J	3	b	3	Proficient	3
65	A	4	c	2	Proficient	2
66	H	3	a	3	Proficient	3
67	A	3	a	3	Proficient	3
68	J	3	e	3	Proficient	3
69	D	3	e	3	Advanced	3
70	G	3	a	3	Basic	2
71	A	4	c	2	Advanced	2
72	J	4	b	1	Proficient	1
73	C	4	c	2	Proficient	2
74	F	4	b	1	Basic	1
75	B	3	b	3	Proficient	3
76	F	4	a	1	Proficient	1
77	A	3	f	4	Proficient	3
78	J	3	b	3	Proficient	3
79	D	3	c	3	Basic	2
80	F	3	c	3	Proficient	3