

PRACTICE TEST ALIGNMENT DOCUMENT

Grade 7 ELA

Sequence Number	Standards
Session 1	
1	Passage
2	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3	RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
4	RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
6	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
7	RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
8	RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
9	Passage
10	RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Sequence Number	Standards
11	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
12	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
13	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
14	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
15	RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
16	Passage
17	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
18	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
19	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
20	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
21	RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
22	RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

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23	RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Session 2	
1	Audio Passage
2	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
3	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
4	SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
5	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
6	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
7	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
8	L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b) Spell correctly.
9	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. d) Establish and maintain a formal style.

Sequence Number	Standards
10	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence. e) Provide a concluding statement or section that follows from and supports the argument presented.</p>
11	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
12	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
13	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
14	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of phrases and clauses in general and their function in specific sentences.</p>
15	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>
16	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e) Establish and maintain a formal style.</p>
17*	<p>W.07.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>

*This is a hand-scored item. The rubric can be found at the end of this document for reference.

Rubric Narrative – Grade 7

	4	3	2	1
Written Expression	<p>The narrative, real or imagined, develops and sustains an engaging plot. The characters or narrator and setting are developed effectively, and the point of view is clearly established. The events in the narrative are sequenced logically, and the details and descriptions are relevant and effective.</p> <ul style="list-style-type: none"> An effective plot organizes events naturally and logically, giving the narrative a sense of unity and completeness. Characters, setting, and point of view are effectively established, developed, and maintained. Use of language (literal or figurative) is consistently controlled and enhances the narrative; dialogue, if present, is effective and purposeful. A logical progression of ideas from beginning to end is present; strong connections between and among ideas are evident. The opening and conclusion are effective for audience and purpose. A thematic or topical link to the sources is present and enhances the narrative. 	<p>The narrative, real or imagined, develops and sustains a plot. The characters or narrator, setting, and point of view are adequately developed. The events in the narrative are generally well organized, and the details and descriptions are sufficient for the purpose.</p> <ul style="list-style-type: none"> The plot organizes events in a logical manner. Characters, setting, and point of view are adequately introduced and developed. Language (literal or figurative) is used appropriately. Connections between and among ideas are present and logical. The opening and conclusion are generally sufficient for audience and purpose. A thematic or topical connection to the sources is present. 	<p>The narrative, real or imagined, offers a plot, characters or narrator, point of view, and setting, but these elements may be partially developed. Events, details, and descriptions, although present, are unevenly organized or developed.</p> <ul style="list-style-type: none"> The plot lacks a sustained focus. Characters, setting, and point of view are unevenly introduced and developed. Control of language (literal or figurative) is limited. Connections between ideas may be unclear. Some attempt at an opening and conclusion is present but may be ineffective. A thematic or topical connection to the sources is limited. 	<p>The response insufficiently develops the plot, characters or narrator, setting, and point of view. Events, details, and descriptions are incomplete or missing.</p> <ul style="list-style-type: none"> The plot may be confusing, illogical, or severely underdeveloped. Characters, setting, and point of view are incomplete or missing. Ideas may be randomly ordered or have unclear relationships. Little to no organizational structure is present. A thematic or topical connection to sources is inaccurate or missing.
Conventions	<p>The response demonstrates a strong command of conventions.</p> <ul style="list-style-type: none"> A variety of sentence structures are well-formed and effectively controlled. Command of usage and grammar is strong and effective, enhancing the content of the response. Spelling, punctuation, and capitalization are largely correct. 	<p>The response demonstrates an adequate command of conventions.</p> <ul style="list-style-type: none"> A variety of sentence structures are formed and adequately controlled. Command of usage and grammar is sufficient. Errors in spelling, punctuation, and capitalization do not impede clarity. 	<p>The response demonstrates a partial command of conventions.</p> <ul style="list-style-type: none"> Sentence formation and control are limited. Command of usage and grammar is uneven. Errors in spelling, punctuation, and capitalization are obvious and impede clarity. 	<p>The response demonstrates little to no command of conventions.</p> <ul style="list-style-type: none"> Sentence formation and control are severely limited or nonexistent. Errors in grammar and usage are frequent. Spelling, punctuation, and capitalization are mostly incorrect and unclear.

A response cannot be scored if it displays any of the following characteristics.

- Consists entirely of text that is copied from the prompt and/or passage (CP)
- Is completely off topic (OT)
- Is incoherent (IN)
- Is not written in the target language (NL)
- Is blank (BB)
- Is inadequate for scoring (IS) **includes refusals*