

## Practice Test Alignment Document

### English Language Arts | Grade 7

Sequence Number	Standard	Learning Target
<b>Session 1</b>		
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.	Identify a detail that supports a key idea of a 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.	Analyze how an author supports a claim in a text; choose supporting evidence from the text.
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.	Determine the meaning of a word using context in a text.
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).	Determine which statement explains a key concept in a text.
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).	Determine which statement explains a key concept in a text.
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.	Determine an author's purpose in a text.
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.	Analyze how two authors shape the presentation of information differently in texts on the same topic.

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.	Determine the impact of a word in a text.
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.	Determine which detail best supports a claim in a 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.	Analyze a text to determine why the author organizes ideas and information in a specific order.
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).	Determine which statement explains a key concept in a text.
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.	Determine a central idea of a text; choose supporting evidence from 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.	Determine an author's purpose in a text.
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.	Determine what figurative language suggests about a character.
18	RL.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.	Determine two details that support an idea in a text.
19	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Explain how a narrator's point of view changes in a text.

20	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Explain the cause of an event in a text; choose supporting evidence from the 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.	Determine a central idea of a 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.	Analyze two texts to determine how an author uses historical information to develop a fictional text.
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.	Analyze the relationship between a historical text and a fictional text on the same topic.
<b>Session 2</b>		
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.	Infer meaning from a speaker's statement in a discussion.
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.	Recall two details from a discussion.
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.	Identify how a speaker introduces a conflicting idea in a discussion.
5	W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Analyze how a writer effectively introduces an argument; choose supporting evidence from the argument.
6	W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Determine the best phrase to clarify relationships between sentences in an argument.

7	W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Determine the best phrase to clarify relationships between claims and evidence in an argument.
8	L.7.2.b Spell correctly.	Enter the correct spelling of a word.
9	W.7.1.d Establish and maintain a formal style.	Determine which revision maintains the formal style of an argument.
10	W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented.	Determine the most effective concluding sentence to add to an argument.
11	W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Determine the most appropriate word for a given context in an article.
12	W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Determine which sentence best develops an idea in an article; choose supporting evidence from the article.
13	L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Determine the most precise phrase to use to avoid redundancy and wordiness in a sentence.
14	L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.	Determine the function of a clause in a sentence.
15	W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Determine the best transition to clarify ideas in an article.
16	W.7.2.e Establish and maintain a formal style.	Determine which revision maintains the formal style of an article.
17*	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write a multi-paragraph narrative based on provided passages and imagination; develop a plot, setting, and characters and follow a logical sequence of events from beginning to end.

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

# Scoring 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"> <li>An effective plot organizes events naturally and logically, giving the narrative a sense of unity and completeness.</li> <li>Characters, setting, and point of view are effectively established, developed, and maintained.</li> <li>Use of language (literal or figurative) is consistently controlled and enhances the narrative; dialogue, if present, is effective and purposeful.</li> <li>A logical progression of ideas from beginning to end is present; strong connections between and among ideas are evident.</li> <li>The opening and conclusion are effective for audience and purpose.</li> <li>A thematic or topical link to the sources is present and enhances the narrative.</li> </ul>	<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"> <li>The plot organizes events in a logical manner.</li> <li>Characters, setting, and point of view are adequately introduced and developed.</li> <li>Language (literal or figurative) is used appropriately.</li> <li>Connections between and among ideas are present and logical.</li> <li>The opening and conclusion are generally sufficient for audience and purpose.</li> <li>A thematic or topical connection to the sources is present.</li> </ul>	<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"> <li>The plot lacks a sustained focus.</li> <li>Characters, setting, and point of view are unevenly introduced and developed.</li> <li>Control of language (literal or figurative) is limited.</li> <li>Connections between ideas may be unclear.</li> <li>Some attempt at an opening and conclusion is present but may be ineffective.</li> <li>A thematic or topical connection to the sources is limited.</li> </ul>	<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"> <li>The plot may be confusing, illogical, or severely underdeveloped.</li> <li>Characters, setting, and point of view are incomplete or missing.</li> <li>Ideas may be randomly ordered or have unclear relationships.</li> <li>Little to no organizational structure is present.</li> <li>A thematic or topical connection to sources is inaccurate or missing.</li> </ul>

Conventions	<p>The response demonstrates a strong command of conventions.</p> <ul style="list-style-type: none"> <li>A variety of sentence structures are well-formed and effectively controlled.</li> <li>Command of usage and grammar is strong and effective, enhancing the content of the response.</li> <li>Spelling, punctuation, and capitalization are largely correct.</li> </ul>	<p>The response demonstrates an adequate command of conventions.</p> <ul style="list-style-type: none"> <li>A variety of sentence structures are formed and adequately controlled.</li> <li>Command of usage and grammar is sufficient.</li> <li>Errors in spelling, punctuation, and capitalization do not impede clarity.</li> </ul>	<p>The response demonstrates a partial command of conventions.</p> <ul style="list-style-type: none"> <li>Sentence formation and control are limited.</li> <li>Command of usage and grammar is uneven.</li> <li>Errors in spelling, punctuation, and capitalization are obvious and impede clarity.</li> </ul>	<p>The response demonstrates little to no command of conventions.</p> <ul style="list-style-type: none"> <li>Sentence formation and control are severely limited or nonexistent.</li> <li>Errors in grammar and usage are frequent.</li> <li>Spelling, punctuation, and capitalization are mostly incorrect and unclear.</li> </ul>
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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*