

# Alabama Comprehensive Assessment Program (ACAP)

## Summative

# Item Specifications

## English Language Arts

### Grade 7

# **Alabama Comprehensive Assessment Program (ACAP) Summative Alabama Item Specifications Grade 7 English Language Arts**

The *Alabama Comprehensive Assessment Program (ACAP) Summative* item specifications are based upon the development of summative assessments that measure the Alabama Course of Study Standards. The item specifications define the purpose of the *ACAP Summative* and provide important information regarding the content to be measured. The item specifications also serve as a road map to guide Alabama educators in the development and subsequent review of items that best measure the Course of Study Standards for a given grade and subject area. Each item specification is aligned to the given strand, subcategory, and standard and includes the following key information:

- Evidence statements
- Content limits/constraints
- Recommended Webb’s Depth of Knowledge (DOK) or cognitive levels
- Item types for measuring a given standard
- Information regarding whether or not context is allowable
- Sample item stem information

The appendices to this document include sample test items, along with information about the item, including item type, page reference, alignment, point value, depth of knowledge, and answer key. Also included is a sample text-dependent writing item and sample student responses. These sample items are provided to be an additional resource foreducators to help guide instruction and assessment-building in the classroom. Teachers can use the sample items as models when leading classroom discussion as well as creating items for classroom tests or quizzes. In each sample item, the level of rigor needed in the item in order to align with the content standard is evident.

## Definitions

**Course of Study Standards:** The Course of Study Standards are set of content curriculum statements defining what students should know and be able to do at a given grade level. The goal is to prepare students for future opportunities and options in the workplace and for everyday life. Through the implementation of the Alabama Course of Study: English Language Arts, students will be well equipped for the workforce upon graduation or be ready to pursue higher levels of education in Alabama’s colleges and universities.

**Strand:** A strand is a group of related content standards. Reading Literature, Reading Informational Text, Writing, and Language are the strands for Grade 7 English Language Arts.

**Subcategory:** A subcategory is a smaller grouping of standards within the strand. For example, in the strand of Reading Literature are the subcategories of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

**Standard:** The standard defines what students should understand (know) and be able to do at the conclusion of a course or grade. The standard text in the item specification is preceded by a standard identifier; for example, RI.7.12 indicates the strand as Reading Informational Text, the student grade level as seventh (7), and the standard number as twelve (12).

**Evidence Statements:** Evidence statements are closely aligned to the standard and do not deviate from the requirements of the standard. Standards that are substantial in content do provide for a better opportunity to “go deeper into the standard,” which is the case for many of the Alabama Course of Study Standards. The evidence statements serve that purpose.

**Assessment Limits/Content Constraints:** Assessment limits and/or content constraints define the range of content knowledge and degree of difficulty that is allowable when items are written to measure a given standard.

**Depth of Knowledge (DOK):** Depth of knowledge involves the cognitive complexity or the nature of thinking required for a given item. Webb’s Depth of Knowledge levels are used in the development of items for cognitive demand. Therefore, when developing items for depth of knowledge, the item should be as demanding cognitively as what the actual standard expects. Webb’s Depth of Knowledge includes four levels, from the lowest (basic recall) to the highest (extended thinking). The English language arts *ACAP Summative* assessment items are written to one of three cognitive levels of complexity as follows:

- Level 1: Recall
- Level 2: Application of a Skill/Concept
- Level 3: Strategic Thinking

**Item Types:** The *ACAP Summative* assessments are composed of various item types. These item types are described in the following section.

**Text Types/Context:** Text types/context provides information regarding the types of stimulus materials that must be used with or in the items. If a text type is present, that means that the item is to be drawn from the content of the text. If context is noted as “Allowed” in the item specification, then the item may use context. If context is required, then the item measuring the given standard must have context. If no context is noted in the item specification, the item measuring the given standard must not have context.

**Sample Item Stem Information:** A statement that explains what students are expected to do when they respond to a given item.

## Item Types

The *Alabama Comprehensive Assessment Program (ACAP) Summative* assessments are composed of various item types. These item types are described below.

**Multiple-Choice (MC) Items:** MC items have four answer choices, including three distractors and one correct answer. Distractors for English language arts represent common misconceptions, incorrect logic, incorrect understanding of a text, etc. A correct response to an MC item is worth one score point in the English language arts *ACAP Summative*.

**Multiple-Select (MS) Items:** MS items are similar in structure to MC items. MC items have a stem and four answer options, one of which is correct. However, unlike an MC item, an MS item is composed of more than four options and more than one correct answer. In other words, multiple responses are required for a given MS item. For English language arts, there are two types of MS configurations. One has five answer options, two of which are correct, and one has six answer options, two or three of which are correct. Directions for the number of options to select are provided with each item. A correct response to an MS item is worth two score points in the English language arts *ACAP Summative*.

**Evidence-Based Selected-Response (EBSR) Items:** EBSR items have two parts. The first part answers an inferential or key concept question related to a text and includes one correct response. The second part may focus on evidence from the text to support the inference or key concept in the first part or may focus on an inference or statement that continues from the first part. The second part varies depending on the standard being assessed. The second part includes one correct response. A correct response to an EBSR item is worth two score points in the English language arts *ACAP Summative* when both parts are correct.

**Technology-Enhanced (TE) Items:** TE items share the same functional structure as traditional paper-and-pencil test items; however, the expansive features and functions of a computer-based medium allow for the incorporation of technical enhancements into traditional elements of a test item, such as the item stem, the stimulus (if any), the response area, or a combination of all three. These items require the use of one or more tools. A correct response to a TE item is worth one or two score points in the English language arts *ACAP Summative*. English language arts TE items include, but are not limited to, the following:

- **Drag and Drop Input:** These TE items provide a student with draggable entities that can be configured to be used once or multiple times.
- **Drop-Down List Input:** These TE items allow a student to select elements in drop-down lists that can be embedded within text or tables.
- **Hot Text:** These TE items allow a student to select words, phrases, or sentences in a paragraph or paragraphs to address a task.
- **Matching:** These TE items allow for the use of text or graphics as the matching objects. For example, the student selects one object and then selects a second object to connect them.
- **Matching Table:** These TE items include a table with multiple rows and columns, and the student makes matches between the given elements in the rows and columns. The table can be customized to allow for only a single selection in a row or column or for multiple selections within each.

**Performance Task—Text-Dependent Writing (TDW) Items:** TDW items appear only in English language arts grades 4–8. TDW items require the student to provide a literary analysis of a reading passage, passage set, or other type of stimulus that the student has read during the test event. A student is then asked to draw on basic writing skills while inferring and synthesizing information from the passage, passage set, or other stimulus (using and referencing content from the source[s] to support the analysis) in order to develop

a comprehensive, holistic essay response. TDW items frequently ask students to analyze and explain in detail a more complex line of reasoning.

The demand required of a student’s reading and writing skills in response to a TDW item is similar to the demands required for a student to be college and career ready. TDW items are scored using a 4-point rubric.

# Reading



## **Item Specifications for Grade 7 English Language Arts: Reading**

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item-development process, from initial writing to final approval. These English language arts item specifications are based on Alabama Course of Study Standards.

Reading has two strands: Reading Literature and Reading Informational Text.

Each Reading strand has three subcategories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

**Item Specifications for Grade 7 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	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.
<b>Evidence Statements</b>	The student will cite textual evidence to support analysis of what the text says explicitly.  The student will draw inferences from the text.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an understanding of ideas and/or events directly stated in the text or a portion of the text.  Determining the correct response will require the use of details and/or events stated explicitly in the text to support a larger idea, connection, or inference.  Determining the correct response may require an understanding of the layers of support for an idea.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	Which lines from the poem support the idea that the speaker is [inference]? Choose <b>two</b> answers.

**Item Specifications for Grade 7 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	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.
<b>Evidence Statements</b>	The student will determine a theme and/or central idea of a text and analyze its development over the course of the text.  The student will provide an objective summary of the text.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an understanding of the central idea or theme of a literature text.  Determining the correct response will require an understanding of the key elements of a literature text and/or an ability to distinguish the most important details from the least important details in a literature text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	Which lines from the poem support a central idea that [central idea]? Choose <b>two</b> answers.

**Item Specifications for Grade 7 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>Evidence Statements</b>	The student will analyze how particular elements of a story or drama interact.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an analysis of the interaction between and among elements of a story or drama, not merely an identification of a specific element.  Determining the correct response will require drawing inferences and/or conclusions about the relationship between and among the elements of a narrative, including from events in the text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts (story or drama) that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	How does the setting of the poem help develop the plot?

**Item Specifications for Grade 7 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	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.
<b>Evidence Statements</b>	The student will determine the meaning of words and phrases used in a text as well as figurative and connotative meanings. The student will analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
<b>Assessment Limits/Content Constraints</b>	<p>Determining the correct response will require an understanding of the figurative or connotative meaning of words or phrases. Determining the correct response may also require an understanding of how the language affects the text.</p> <p>Determining the correct response will require an understanding of how specific language choices are used to create rhyme and repetition. Determining the correct response will require an analysis of the effect of rhyme or repetition on the meaning of a text, not a simple identification of rhyme or repetition.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	<p>Read the line from the poem.</p> <p>[line from the poem]</p> <p>What does the figurative language in this line suggest about the setting?</p>

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<b>Evidence Statements</b>	The student will analyze how a drama’s form or structure contributes to a drama’s meaning.  The student will analyze how a poem’s form or structure contributes to a poem’s meaning.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an analysis of the form or structure of a poem or drama, not simply an identification of the form or structure.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts (story or drama) that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	Read the lines from the poem.  [lines from the poem]  How do the lines help develop the ideas in the poem?

**Item Specifications for Grade 7 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>Evidence Statements</b>	<p>The student will analyze how an author develops and contrasts the points of view of different characters in a text.</p> <p>The student will analyze how an author develops and contrasts the points of view of narrators in a text.</p>
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an analysis of the varying points of view in a text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	How does the poet develop the speaker’s point of view about [topic]?

**Item Specifications for Grade 7 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RL.7.8. 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.
<b>Evidence Statements</b>	The student will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how fiction authors alter history.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an understanding of similarities and differences between a fictional account and a historical account.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	Which aspect of [historical figure's] real life was most likely altered in [fictional portrayal of historical figure]?



**Item Specifications for Grade 7 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RI.7.10. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Evidence Statements</b>	<p>The student will cite textual evidence to support analysis of what the text says explicitly.</p> <p>The student will cite textual evidence to support inferences drawn from the text.</p>
<b>Assessment Limits/Content Constraints</b>	<p>Determining the correct response will require an analysis of information stated explicitly in the text.</p> <p>Determining the correct response will require an analysis of the text in order to select multiple pieces of textual evidence.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	<p>Read the paragraph from the passage. Then select the <b>two</b> sentences that <b>best</b> support how people today are able to experience Kipling’s home as he did.</p> <p>[The paragraph from the passage is included. Each of the sentences can be selected using the hot text functionality.]</p>

**Item Specifications for Grade 7 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RI.7.11. 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.
<b>Evidence Statements</b>	The student will determine two or more central ideas in a text and analyze their development over the course of the text.  The student will provide an objective summary of the text.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an understanding of the details in the text that support a central idea.  Determining the correct response will require an understanding of the key concepts in an informational text and/or an ability to distinguish the most important details from the least important details in an informational text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	Which sentence <b>best</b> provides two central ideas of the passage?

**Item Specifications for Grade 7 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RI.7.12. 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).
<b>Evidence Statements</b>	The student will analyze the interactions between individuals, events, and ideas in a text.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an analysis of how the author strategically develops ideas in a text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MC, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	What does the information about the construction of Naulakha reveal about Kipling? Choose <b>two</b> answers.

**Item Specifications for Grade 7 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RI.7.13. 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.
<b>Evidence Statements</b>	<p>The student will determine the meaning of words and phrases as they are used in a text as well as figurative, connotative and technical meanings.</p> <p>The student will analyze the impact of a specific word choice on meaning and tone.</p>
<b>Assessment Limits/Content Constraints</b>	<p>Determining the correct response will require an understanding of the figurative, connotative, or technical meaning of words or phrases. Determining the correct response may also require an understanding of how the language affects the text.</p> <p>Determining the correct response will require an understanding of how specific language can impact the meaning or tone of a text.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	<p>Read the sentence from the passage.</p> <p>[sentence from the passage]</p> <p>What is being emphasizing by the use of the phrase [figurative language]?</p>

**Item Specifications for Grade 7 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RI.7.14. 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.
<b>Evidence Statements</b>	The student will analyze the structure an author uses to organize a text.  The student will analyze how major sections contribute to text and idea development.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an analysis of how the major parts of a text contribute to the whole text and/or to the development of the ideas (e.g., chronological/logical order, cause and effect relationships, comparison and contrast).
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	How does the first paragraph contribute to the development of ideas in the passage?

**Item Specifications for Grade 7 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RI.7.15. 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.
<b>Evidence Statements</b>	<p>The student will determine an author’s point of view in an informational text.</p> <p>The student will determine an author’s purpose.</p> <p>The student will analyze how the author distinguishes a position from that of others.</p>
<b>Assessment Limits/Content Constraints</b>	<p>The item will focus on the author’s perspective or viewpoint as evident in the text.</p> <p>Determining the correct answer will require a deeper understanding of the author’s purpose than the understanding that is stated in the text.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	<p><b>Part A</b></p> <p>What is the author’s most likely purpose for mentioning Kipling skiing and golfing in Vermont?</p> <p><b>Part B</b></p> <p>Which sentence from the passage <b>best</b> supports the answer in part A?</p>

**Item Specifications for Grade 7 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RI.7.17. 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.
<b>Evidence Statements</b>	The student will analyze the argument and specific claims in a text. The student will assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an analysis of the argument and claims presented in a text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	Read the sentence from the passage. He described his time in America as the four happiest years of his life. Which evidence from the passage <b>best</b> supports the claim?

**Item Specifications for Grade 7 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RI.7.18. 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.
<b>Evidence Statements</b>	The student will analyze how two or more authors write about the same topic.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require a comparison of the information presented in two or more texts and a determination of conflicting information or an interpretation of facts.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	In [passage 1], the author focuses on the [X idea]. How does this differ from the author’s point of view in [passage 2]?



# Writing

## **Item Specifications for Grade 7 English Language Arts: Writing**

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item-development process, from initial writing to final approval. These English language arts item specifications are based on Alabama Course of Study Standards.

Writing has two subcategories: Text Types and Purposes and Research to Build and Present Knowledge.

**Item Specifications for Grade 7 English Language Arts: Text Types and Purposes**

<b>Strand</b>	Writing
<b>Subcategory</b>	Text Types and Purposes
<b>Standard</b>	<p>W.7.20. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>Evidence Statements</b>	<p>The student will introduce claim(s).</p> <p>The student will acknowledge alternate or opposing claims.</p> <p>The student will organize the reasons and evidence logically.</p> <p>The student will support a claim with clear reasons and relevant evidence.</p> <p>The student will use accurate, credible sources.</p> <p>The student will demonstrate an understanding of the topic or text.</p> <p>The student will use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>The student will establish and maintain a formal style.</p> <p>The student will provide a concluding statement or section that follows from and supports the argument presented.</p>

Assessment Limits/Content Constraints	Sentence(s) or paragraph(s) in item stem.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>A student is writing a paragraph in an argumentative essay about artificial intelligence. Move the sentences into the chart to create the <b>most</b> logical order for the paragraph.</p> <p>[A chart is included with 4 blank spaces. The drag-and-drop options are sentences about the topic that can be dragged into the empty boxes of the chart.]</p>

**Item Specifications for Grade 7 English Language Arts: Text Types and Purposes**

<b>Strand</b>	Writing
<b>Subcategory</b>	Text Types and Purposes
<b>Standard</b>	<p>W.7.21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>Evidence Statements</b>	<p>The student will introduce a topic clearly.</p> <p>The student will organize ideas.</p> <p>The student will include formatting, graphics, or multimedia for comprehension.</p> <p>The student will develop the topic of an informative/explanatory text with relevant facts, definitions, concrete details, and/or quotations.</p> <p>The student will use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>The student will use precise language to inform about or explain the topic.</p>

	<p>The student will use domain-specific vocabulary to inform about or explain the topic.</p> <p>The student will establish and maintain a formal style.</p> <p>The student will provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
Assessment Limits/Content Constraints	Sentence(s) or paragraph(s) in item stem.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>A student is writing a report that explains the process of single-stream recycling. The student will trace the movement of recyclable objects from a house to the sorting center.</p> <p>What information should be in the concluding section of the report?</p>

**Item Specifications for Grade 7 English Language Arts: Text Types and Purposes**

<b>Strand</b>	Writing
<b>Subcategory</b>	Text Types and Purposes
<b>Standard</b>	<p>W.7.22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
<b>Evidence Statements</b>	<p>The student will engage the reader by establishing a context and point of view.</p> <p>The student will introduce a narrator and/or characters.</p> <p>The student will organize an event sequence that unfolds naturally and logically.</p> <p>The student will use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>The student will use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>

	<p>The student will use precise words and phrases to convey experiences and events.</p> <p>The student will use relevant descriptive details to convey experiences and events.</p> <p>The student will use sensory language to convey experiences and events.</p> <p>The student will provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
Assessment Limits/Content Constraints	Sentence(s) or paragraph(s) in item stem.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>A student is writing a narrative. Read a paragraph from the narrative.</p> <p>Using the drop-down menus, choose the <b>most</b> descriptive words to complete the sentences.</p> <p>[A simulated student paragraph is included. The paragraph has two drop-down menus for the student to use when selecting answers.]</p>



**Item Specifications for Grade 7 English Language Arts: Research to Build and Present Knowledge**

<b>Strand</b>	Writing
<b>Subcategory</b>	Research to Build and Present Knowledge
<b>Standard</b>	W.7.26. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<b>Evidence Statements</b>	The student will conduct short research projects. The student will answer a question. The student will draw on several sources to generate more questions.
<b>Assessment Limits/Content Constraints</b>	The stimulus should be constructed to assess likely relevancy of information from sources.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed
<b>Sample Item Stem Information (as applicable)</b>	A student is writing a research report about the daily life of a stingray. If the student were conducting additional research, which question would <b>best</b> help the student gain a deeper understanding of a stingray?

**Item Specifications for Grade 7 English Language Arts: Research to Build and Present Knowledge**

<b>Strand</b>	Writing
<b>Subcategory</b>	Research to Build and Present Knowledge
<b>Standard</b>	W.7.27. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>Evidence Statements</b>	<p>The student will gather relevant information from multiple print and digital sources, using search terms effectively.</p> <p>The student will assess the credibility and accuracy of each source.</p> <p>The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p>
<b>Assessment Limits/Content Constraints</b>	A stimulus may not be needed.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed
<b>Sample Item Stem Information (as applicable)</b>	A student is writing a research report about opportunities for rock climbing in her town. Which sources would most likely provide relevant information about the topic? Choose <b>two</b> answers.

**Item Specifications for Grade 7 English Language Arts: Research to Build and Present Knowledge**

<b>Strand</b>	Writing
<b>Subcategory</b>	Research to Build and Present Knowledge
<b>Standard</b>	<p>W.7.28. Draw evidence from literary or information texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>Grade 7 Reading standards</i> to literature (e.g., “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”).</li> <li>b. Apply <i>Grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> </ul>
<b>Evidence Statements</b>	<p>The student will draw evidence from literature texts to support analysis, reflection, and research.</p> <p>The student will draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Assessment Limits/Content Constraints</b>	This standard is best measured through text-dependent writing. The student will draw from literature and informational texts and use textual evidence in the writing.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	TDW
<b>Text Types/Context</b>	one or more grade-appropriate literature or informational texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	See Appendix A on page 54

## **Item Specifications for Grade 7 English Language Arts:**

### **Performance Task—Text-Dependent Writing (TDW) Items**

Text-Dependent Writing items appear only in English language arts grades 4–8. TDWs require the student to provide a literary analysis of a reading passage, passage set, and/or other type of stimulus that the student has read during the test event. A student is then asked to draw on basic writing skills while inferring and synthesizing information from the passage, passage set, or other stimulus (making use of and referencing content from the source[s] to support the analysis) in order to develop a comprehensive, holistic essay response. TDW items frequently ask students to analyze and explain a more complex line of reasoning in detail. The demand required of a student’s reading and writing skills in response to a text-dependent writing task is similar to the demands required for a student to be college and career ready. TDW items are scored using a 4-point rubric.

The TDW passage set is considered one of the operational reading passage sets, and it is presented like the other reading passages with all of its associated items (MC, MS, EBSR, TE, TDW). The student reads the passage set and answers the items (MC, MS, EBSR, and/or TE) that follow. This model helps to scaffold the student’s comprehension of the passage set and begins to prepare the student for the TDW task. The TDW task is the last item in the passage set. This model thus meets standard W.7.28: Draw evidence from literature or informational texts to support analysis, reflection, and research.

In the table, the passage types for the TDW passage set may include, but are not limited to, the following text types.

**Passage Types for Text-Dependent Writing**

Literature Texts	Informational Texts
<p><b>Stories</b></p> <ul style="list-style-type: none"> <li>• <b>adventure stories</b></li> <li>• <b>folktales</b></li> <li>• <b>legends</b></li> <li>• <b>tall tales</b></li> <li>• <b>fables</b></li> <li>• <b>fantasy</b></li> <li>• <b>realistic fiction</b></li> <li>• <b>myths</b></li> <li>• <b>historical fiction</b></li> <li>• <b>excerpts from longer works</b></li> </ul> <p><b>Dramas</b> <b>Poetry</b></p>	<p><b>Literary Nonfiction</b></p> <ul style="list-style-type: none"> <li>• <b>biographies</b></li> <li>• <b>autobiographies</b></li> <li>• <b>history</b></li> <li>• <b>social studies</b></li> <li>• <b>science</b></li> <li>• <b>technical</b></li> <li>• <b>journals/memoirs/diaries</b></li> <li>• <b>essays</b></li> <li>• <b>editorials</b></li> <li>• <b>historical documents</b></li> </ul>

# Language

## **Item Specifications for Grade 7 English Language Arts: Language**

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item-development process, from initial writing to final approval. These English language arts item specifications are based on Alabama Course of Study Standards.

Language has two subcategories: Conventions of Standard English Types and Vocabulary Acquisition and Use.

**Item Specifications for Grade 7 English Language Arts: Conventions of Standard English**

<b>Strand</b>	Language
<b>Subcategory</b>	Conventions of Standard English
<b>Standard</b>	<p>L.7.36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.</li> <li>b. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
<b>Evidence Statements</b>	<p>The student will identify correct and incorrect usage of subject-verb agreement when interrupted by prepositional phrases, inverted word order, and with indefinite pronouns as subjects in written passages.</p> <p>The student will identify in a written paragraph the correct and incorrect usage of subject-verb agreement when interrupted by compound subjects joined by correlative and coordinating conjunctions and collective nouns when verb form depends on the rest of the sentence.</p> <p>The student will explain the function of phrases in general and in specific sentences.</p> <p>The student will explain the function of clauses in general and in specific sentences.</p>



	<p>The student will choose among simple sentences to signal differing relationships among ideas.</p> <p>The student will choose among compound sentences to signal differing relationships among ideas.</p> <p>The student will choose among complex sentences to signal differing relationships among ideas.</p> <p>The student will choose among compound-complex sentences to signal differing relationships among ideas.</p> <p>The student will recognize and correct misplaced and dangling modifiers with phrases and clauses.</p>
Assessment Limits/Content Constraints	A stimulus may or may not be needed.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	Which sentence should be revised because it has a dangling modifier?

**Item Specifications for Grade 7 English Language Arts: Conventions of Standard English**

<b>Strand</b>	Language
<b>Subcategory</b>	Conventions of Standard English
<b>Standard</b>	L.7.37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).  b. Spell correctly.
<b>Evidence Statements</b>	The student will use a comma to separate coordinate adjectives.  The student will spell correctly.
<b>Assessment Limits/Content Constraints</b>	The item does not require a stimulus.
<b>DOK(s)</b>	1, 2
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed
<b>Sample Item Stem Information</b>  (as applicable)	Which sentence contains a word that is misspelled?

**Item Specifications for Grade 7 English Language Arts: Vocabulary Acquisition and Use**

<b>Strand</b>	Language
<b>Subcategory</b>	Vocabulary Acquisition and Use
<b>Standard</b>	<p>L.7.39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<b>Evidence Statements</b>	<p>The student will use context as a clue to the meaning of a word or phrase.</p> <p>The student will use common, grade-appropriate Greek and Latin affixes and/or roots as clues to the meaning of a word.</p> <p>The student will consult print and digital reference materials to find the pronunciation of a word.</p> <p>The student will consult print and digital reference materials to determine or clarify the precise meaning or part of speech.</p>
<b>Assessment Limits/Content Constraints</b>	<p>The item will focus on determining the most likely meaning of a word or phrase based on the context in which the word or phrase appears. Adequate context must be provided within the text.</p>

	<p>The item will focus on the correct meaning of a word based on its affix and/or root. The item may require discrete knowledge of Greek and Latin roots appropriate for Grade 7. The item may require the ability to assess the meaning of new words given the definition of Greek and Latin roots.</p> <p>The item will focus on the use of a reference resource to clarify the meaning of a word.</p>
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>Read the sentences from the passage.</p> <p>He found Vermont <u>refreshing</u> despite the cold weather. He wrote, “Thirty below freezing! The first shock of that clear, still air took away the breath as does a plunge into seawater.”</p> <p>What does the word <u>refreshing</u> means as it is used in the sentences?</p>

**Item Specifications for Grade 7 English Language Arts: Vocabulary Acquisition and Use**

<b>Strand</b>	Language
<b>Subcategory</b>	Vocabulary Acquisition and Use
<b>Standard</b>	<p>L.7.40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul>
<b>Evidence Statements</b>	<p>The student will interpret figures of speech, such as literary and mythological allusions, in context.</p> <p>The student will use the relationship between synonyms and antonyms to better understand each of the words.</p> <p>The student will use analogies to better understand each of the words.</p> <p>The student will distinguish among the connotations of words with similar definitions.</p>
<b>Assessment Limits/Content Constraints</b>	<p>The item will focus on the use and intended or most likely meaning of figures of speech, particularly literary and mythological allusions, in context.</p> <p>The item may focus on synonym/antonym relationships to understand the meaning of a word or words. The item may focus on the proper word choice to use to express a particular meaning.</p> <p>The item may focus on the nuances of meanings of words with similar definitions.</p>
<b>DOK(s)</b>	2, 3

Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>Words with similar definitions sometimes have very different connotations. For each sentence, select the appropriate box to identify whether the underlined word has a positive connotation, negative connotation, or neutral connotation.</p> <p>[A matching table follows that includes sentences with a word underlined in each sentence. The student needs to select a box in each row of the matching table.]</p>



## Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

### Passage Set 1

## The Ship on the Hill

British writer Rudyard Kipling is perhaps best known for his story collection *The Jungle Book*. It includes stories about a five-year-old boy named Mowgli who becomes lost in the jungles of India. A gentle panther named Bagheera befriends the boy and brings him to a wolf pack. It is there that Mowgli meets a bear cub named Baloo. Mowgli not only survives in the jungle but also grows in courage and wisdom. *The Jungle Book* is still read today, but the stories also live on in movies that were made based on the book.

Kipling wrote several other books set in India. He was born there in 1865 and spent his early childhood in Bombay, where his father worked as a professor of architecture. When Kipling grew older, his British parents sent him to boarding school in England. Most people think of Kipling as a British writer, and he is. But what most people do not know is that Kipling wrote *The Jungle Book* while living in a small Vermont town. He described his time in America as the four happiest years of his life.

### Kipling Comes to Vermont

On February 17, 1892, Kipling and his new bride, Caroline, visited Brattleboro, Vermont. Caroline's family, the Balestiers, lived there. Kipling was already a well-known writer. He and Caroline had been staying in New York City, but Kipling did not like city life. He found Vermont refreshing despite the cold weather. He wrote, "Thirty below freezing! The first shock of that clear, still air took away the breath as does a plunge into seawater." The Kiplings decided to move to Vermont.

At first, they stayed in a cottage they rented for ten dollars a month. Their oldest daughter, Josephine, was born there. Soon after the baby's birth, the Kiplings began planning a home of their own on a nine-and-a-half-acre plot of land in the small town of Dummerston, about four miles from Brattleboro's Main Street.

An architect was hired to design the house. It sits on a rocky hillside, with windows facing Mount Monadnock. The mountain rises majestically above Vermont's green hills. Kipling found the mountain's rocky peak inspiring.

### Naulakha

Kipling named his new home Naulakha. When visiting British India, he had been inspired by the Naulakha Pavilion, which is in what is now Lahore, Pakistan. Kipling oversaw the design and construction of his home. The house sits high on the hillside. A high fieldstone foundation raised it even higher to improve the view of Mount Monadnock.

Kipling designed Naulakha to look "like a boat on the flank of a distant wave." It is long and narrow, measuring 90 feet by 22 feet. All the rooms face east with a view of the mountain. The only entrance is on the west side of the house. The entrance opens onto a long hallway that runs the length of the house and provides access to the east-facing rooms.

The prow, or front of the house, faces south. Kipling's study, lined with built-in bookcases, is located there. Sun floods the room in the morning, which is when Kipling preferred to write. At his desk at Naulakha, Kipling wrote *The Jungle Book* and *Captains Courageous*. He wrote the *Just So Stories for Little Children* for Josephine. These tales include "How the Whale Got His Throat," "How the



Camel Got His Hump,” “The Elephant’s Child,” and nine other fanciful stories. Kipling wrote many poems in Vermont. Naulakha gave him the privacy and time he needed. He later wrote, “When winter shut down and sleigh bells rang all over the white world that tucked us in, we counted ourselves lucky.”

### **Winter Fun**

Kipling’s life in Vermont was not all work. He and Caroline often entertained friends with parties and dances. One of those friends, Sir Arthur Conan Doyle, a Scottish writer who wrote stories about the fictional detective Sherlock Holmes, visited Vermont one winter. He brought along a set of downhill skis. Some people give Conan Doyle credit for introducing the sport of downhill skiing to Vermont.

Kipling enjoyed playing golf. He invented the game of “snow golf.” He painted the golf balls red so they would show up against the white snow and planted tin cans in the snow to serve as holes. With energy and enthusiasm, he lobbed the red golf balls across the crusty surface of the snow toward the tin holes.

### **Naulakha Today**

Kipling and his family left Vermont in 1896. Kipling always hoped to return, but he never did. He once wrote, “Those four years in America will be blessed unto me for all my life.”

Various friends lived at Naulakha until about 1942. Then it was abandoned for 50 years. In 1993, the Landmark Trust, an organization dedicated to preserving important homes, purchased Naulakha and began restoring it. Kipling’s original furnishings were still there. Today, the house looks just as it did when Kipling lived there. The Landmark Trust rents Naulakha to those who wish to stay for a night, a week, or a month. Temporary residents can sit at Kipling’s desk and enjoy the view that meant so much to Rudyard Kipling during his days in America.



**Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)**

**Passage-Based Sample Item 1**

How does the first paragraph contribute to the development of ideas in the passage?

- (a) It explains Kipling's importance to literature.
- (b) It explains why Kipling decided to move to Vermont.
- (c) It explains why Kipling set many of his works in India.
- (d) It explains Kipling's childhood interest in animals.

Item Information	
Item Type	MC
Page Reference	21
Alignment	RI.7.14
Point Value	1
Depth of Knowledge	2
Answer Key	A

**Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)**

**Passage-Based Sample Item 2**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is the author’s most likely purpose for mentioning Kipling skiing and golfing in Vermont?

- (a) to describe activities that gave Kipling ideas for his stories
- (b) to show that Kipling enjoyed other activities besides writing
- (c) to explain how Kipling earned extra income while in Vermont
- (d) to explain how athletic Kipling had become while living in Vermont

**Part B**

Which sentence from the passage **best** supports the answer in part A?




- (a) Kipling found the mountain’s rocky peak inspiring.
- (b) Kipling wrote many poems in Vermont.
- (c) He invented the game of “snow golf.”
- (d) Kipling and his family left Vermont in 1896.

Item Information	
Item Type	EBSR
Page Reference	22
Alignment	RI.7.15
Point Value	2
Depth of Knowledge	3
Answer Key	B / C




**Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)**

**Passage-Based Sample Item 3**

Read the paragraph from the passage. Then, select the **two** sentences that **best** support how people today are able to experience Kipling's home as he did.




?

Various friends lived at Naulakha until about 1942. Then it was abandoned for 50 years. In 1993, the Landmark Trust, an organization dedicated to preserving important homes, purchased Naulakha and began restoring it. Kipling's original furnishings were still there. Today, the house looks just as it did when Kipling lived there. The Landmark Trust rents Naulakha to those who wish to stay for a night, a week, or a month. Temporary residents can sit at Kipling's desk and enjoy the view that meant so much to Rudyard Kipling during his days in America.

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	<div style="border: 1px solid gray; padding: 5px;"> <div style="border-bottom: 1px solid gray; padding-bottom: 5px;"> <span style="float: left;">    </span> <span style="float: right; border: 1px solid gray; border-radius: 50%; padding: 2px 5px;">?</span> </div> <p>Various friends lived at Naulakha until about 1942. Then it was abandoned for 50 years. In 1993, the Landmark Trust, an organization dedicated to preserving important homes, purchased Naulakha and began restoring it. Kipling's original furnishings were still there. <b>Today, the house looks just as it did when Kipling lived there.</b> The Landmark Trust rents Naulakha to those who wish to stay for a night, a week, or a month. <b>Temporary residents can sit at Kipling's desk and enjoy the view that meant so much to Rudyard Kipling during his days in America.</b></p> </div>
Page Reference	17	
Alignment	RI.7.10	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

**Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)**

**Passage-Based Sample Item 4**

Which sentence **best** provides two central ideas of the passage?

- (a) Kipling’s time in Vermont inspired him in his work, and Kipling enjoyed many leisure activities with family and friends while living in the United States.
- (b) Kipling longed to return to England after living in Vermont, and Kipling was best known for his story collection *The Jungle Book*.
- (c) Kipling’s time in Vermont provided him with the opportunity to build a wonderful house, and Kipling wrote the book *Just So Stories for Little Children* for his daughter.
- (d) Kipling had little spare time while working as a writer, and Kipling preferred living in the city to living in the country.

Item Information	
Item Type	Multiple Choice
Page Reference	18
Alignment	RI.7.11
Point Value	1
Depth of Knowledge	2
Answer Key	A

**Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)**  
**Text-Dependent Writing Scoring Guidelines**



TEXT DEPENDENT WRITING (TDW) SCORING GUIDELINES

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Demonstrates effective analysis of text and skillful writing</b></p> <ul style="list-style-type: none"> <li>Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>	<p><b>Demonstrates adequate analysis of text and appropriate writing</b></p> <ul style="list-style-type: none"> <li>Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts</li> <li>Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<p><b>Demonstrates limited analysis of text and inconsistent writing</b></p> <ul style="list-style-type: none"> <li>Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> <li>Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> <li>Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>Limited reference to the main ideas and relevant details of the text(s)</li> <li>Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>	<p><b>Demonstrates minimal analysis of text and inadequate writing</b></p> <ul style="list-style-type: none"> <li>Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion</li> <li>Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>Minimal reference to the main ideas and relevant details of the text(s)</li> <li>Few, if any, transitions to link ideas</li> <li>Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

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## Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

### Text-Dependent Writing Task

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

#### Writer’s Checklist

##### PROOFREAD after you write

- I addressed all parts of the writing task.
- I included evidence from the text to support ideas in my essay.
- I stayed organized and focused on the writing task.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I reread the essay to make sure it was clear and well organized.

## Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

### Text-Dependent Writing: Student Responses

#### Student 1, Response Score 4

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

British writer Rudyard Kipling is the author of many well-known books and poems. One of his most famous books is *The Jungle Book* which was made into a movie and was set in the jungles of India. One of the most surprising things about *The Jungle Book* is that it was written, not in India where Kipling grew up, but in Vermont (America) where he lived for just four years. But those four years were some of the most inspiring, productive and just plain fun for the world renowned British author. For all these reasons, it is not surprising that Kipling once wrote “Those four years in America will be blessed unto me for all my life.”

So why was Kipling’s life in Vermont considered such a blessing? Well for one reason, he wrote some of his most well know works while living there. *The Jungle Book* is very famous, but so are some of the poems he wrote there as well as *Captain’s Courageous* and his collection of Just So stories, including such myths as *How the Camel got His Hump*, which is definitely something many children have read. It seems that Vermont with it’s inspiring mountains and icy winter air provided an environment that helped Kipling write, especially kids stories! Maybe it was just being in a new environment that made him so creative in Vermont. He definitely wasn’t happy in New York where he was living just prior to Vermont and *The Ship on the Hill* does not say anything about him writing any books or even poems in New York. Or maybe it was just that Kipling was at a truly exciting time in his life when he lived in Vermont.

As I stated above, Kipling was at an exciting point in his life while he was living in Vermont. He and his wife had just had their first child while living at a rented cottage in Brattleboro, Vermont. What could be more exciting than having your first child! And just before moving to Vermont, he had just gotten married to his bride Caroline which also must have been an exciting event in his life. So Kipling had just gotten married, he was in a new place that he loved after being in a city that he hated and he also had his first child Josephine. Any of these things could have made him feel like he was blessed and together they must have made him feel that way!

Finally, the third way the statement describes Kipling’s life in America is that he built his “dream home” while he was living in Vermont. Kipling built the perfect house for himself to write in. He called it Naulakha which was a place in India that inspired him. Naulakha looked like a ship on a hill which is also the name of the article. Naulakha was perfect for Kipling! It had privacy. He designed the house to face east so he could look at the mountains which he was inspired by. He even made it so the study had lots of sun light in the mornings because that is when he liked to write. Maybe all these reasons combined are why he wrote so many wonderful stories and poems in Nualakha.

Rudyard Kipling had an amazing life in Vermont! He wrote many of his most famous books there. He had his first child and had just got married when he moved there and he built his dream home, Nualakha in Vermont. For all these reasons and probably many others, Kipling wrote that “those four years in America will be blessed unto me for all my life.” It is easy to see why he wrote those words.

*Item information on following page*



Item Information		Response Score Annotation
Page Reference	35	<p><b>Score 4—Demonstrates effective analysis of text and skillful writing.</b></p> <ul style="list-style-type: none"> <li>The response effectively addresses all parts of the task by analyzing the reasons why Kipling would write that quote to describe his time in America (<i>He wrote many of his most famous books there. He had his first child and had just got married when he moved there and he built his dream home, Nualakha</i>) to demonstrate an in-depth understanding of the text.</li> <li>The response demonstrates a strong organizational structure and focus on the task with logically grouped and related ideas (famous works written in Vermont; the exciting phase of his life that occurred in Vermont; and his Vermont “dream house”). An effective introduction (<i>British writer Rudyard Kipling is the author of many well-known books ...</i>) and conclusion (<i>...It is easy to see why he wrote those words</i>) support the organization. Development (e.g., <i>Kipling built the perfect house for himself to write in. He called it Nualakha which was a place in India that inspired him</i>) is effective throughout the response.</li> <li>Thorough analysis based on explicit and implicit meanings from the text (One of the most surprising things about <i>The Jungle Book</i> is that it was written, not in India where Kipling grew up, but in Vermont; Maybe it was just being in a new environment that made him so creative...; He definitely wasn’t happy in New York where he was living just prior to Vermont and <i>The Ship on the Hill</i> does not say anything about him writing any books or even poems in New York; Any of these things could have made him feel like he was blessed and together they must have made him feel that way; ...designed the house to face east so he could look at the mountains which he was inspired by) supports claims, opinions, and ideas. The insightful analysis demonstrates the student’s writing skill as well as an in-depth understanding of the text.</li> <li>The response includes substantial, accurate, and direct reference to the text (<i>The Jungle Book</i> is very famous, but so are some of the poems he wrote there as well as <i>Captain’s Courageous</i> and his collection of <i>Just So</i> stories...; He and his wife had just had their first child while living at a rented cottage in Brattleboro, Vermont; ...the study had lots of sun light in the mornings because that is when he liked to write) using an effective combination of main ideas, relevant key details, examples, and facts.</li> <li>A skillful use of transitions (<i>As I stated above ...; Finally, the third way ...; For all these reasons and probably many others...</i>) links ideas throughout the response, creating a sense of coherence and completeness.</li> <li>An effective use of precise language and domain-specific vocabulary drawn from the text (<i>including such myths as; first child Josephine, and wonderful stories and poems</i>) is evident throughout the response.</li> <li>Few errors are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation. The errors present do not interfere with meaning.</li> </ul>
Alignment	W.7.28	
Depth of Knowledge	3	
Response Score	4	





## Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

### Text-Dependent Writing: Student Responses

#### Student 2, Response Score 4

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

Rudyard Kipling once wrote, “Those four years in America will be blessed unto me for all my life.” The story *The Ship on the Hill* is about Kipling’s life in America. In my essay I will analyze why Kipling would write this quote to describe his time in America and I will show that his time in Vermont was very special to him.

Kipling, who is from England, was a famous writer. Although most of his books take place in India where he grew up, he wrote *The Jungle Book*, *Captains Courageous* and a book of poems while living in a beautiful town in Vermont. Since he wrote some of his best-known books there, it is easy to see why Kipling associated America with his own creative outburst there. Even though he was only there for four years, it makes sense that he viewed his time in Vermont as “blessed.” Also, Vermont with all its beautiful, inspiring mountains and snowy winters must have seemed very different from India where he grew up and those differences probably contributed to him thinking of Vermont as “refreshing.” Add to that, he got married and had his first daughter in America and those “new experience” factors probably contributed to him feeling blessed to be there.

Kipling also did fun stuff in America. He invented a sport he called “snow golf” in which he hit red golf balls into cans in the snow. Having physical fun like that outdoors can be inspiring and could definitely make him feel “blessed,” even if he was just hitting golf balls into cans in the snow. Also his friend Sir Arthur Conan Doyle who wrote *Sherlock Holmes*, visited Kipling in Vermont and brought possibly the first pair of skis to the state. Imagine all the fun Kipling must have had with his friend showing locals this new and exciting winter sport! All of this resulted in a productive, fun and special time for Kipling in America. Sadly though it had to end.

Kipling left Vermont after only 4 years there. This likely made his time there seem even more special because he was only there for so short a time. It said that “Kipling always hoped to return but he never did.” I know if I always wanted to go back somewhere but couldn’t, I’d probably feel like the time I spent there was very, very special.

I have clearly shown how the statement, “Those four years in America will be blessed unto me for my life” describes Kipling’s time in America. Thanks for reading!

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	35	<p><b>Score 4—Demonstrates effective analysis of text and skillful writing.</b></p> <ul style="list-style-type: none"> <li>The response effectively addresses all parts of the task by analyzing the reasons why Kipling would write that quote to describe his time in America (<i>I will analyze why Kipling would write this quote to describe his time in America and I will show that his time in Vermont was very special to him</i>) to demonstrate an in-depth understanding of the text.</li> <li>The response demonstrates a strong organizational structure and focus on the task with logically grouped and related ideas (fame of works written in America; positive attributes of Vermont; and Kipling’s fun experiences in Vermont). An effective introduction (<i>Rudyard Kipling once wrote...</i>) and conclusion (<i>I have clearly shown...</i>) support the organization. Development (e.g., <i>Vermont with all its beautiful, inspiring mountains and snowy winters must have seemed very different from India where he grew up</i>) is effective throughout the response.</li> <li>Thorough analysis based on explicit and implicit meanings from the text (his time in Vermont was very special to him; Kipling associated America with his own creative outburst there; those differences probably contributed to him thinking of Vermont as “refreshing”; those “new experience” factors probably contributed to him feeling blessed; physical fun like that outdoors can be inspiring; I know if I always wanted to go back somewhere but couldn’t, I’d probably feel like the time I spent there was very, very special) supports claims, opinions, and ideas. The insightful analysis demonstrates the student’s writing skill as well as an in-depth understanding of the text.</li> <li>The response includes substantial, accurate, and direct reference to the text (he got married and had his first daughter in America; He invented a sport he called “snow golf” in which he hit red golf balls into cans in the snow; Kipling left Vermont after only 4 years there) using an effective combination of main ideas, relevant key details, examples, and facts.</li> <li>A skillful use of transitions (<i>Although most of his books...; Even though; Also; Add to that...</i>) links ideas throughout the response, creating a sense of coherence and completeness.</li> <li>An effective use of precise language and domain-specific vocabulary drawn from the text (<i>best-known books; creative outburst; inspiring mountains; physical fun; and productive</i>) is evident throughout the response.</li> <li>Few errors are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation. The errors present do not interfere with meaning.</li> </ul>
Alignment	W.7.28	
Depth of Knowledge	3	
Response Score	4	

## Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

### Text-Dependent Writing: Student Responses

#### Student 1, Response Score 3

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

Rudyard Kipling was a British writer that was born in India in 1865. When Kipling got older, his parents sent him to England to go to a boarding school. Kipling is best known for his story collection *The Jungle Book*, but what people do not know is that he wrote that book while living in a small town in Vermont. Kipling described living in America as the four happiest years in his life because, they moved from New York to Vermont, their daughter was born, and he designed a house named Naulakha.

One reason that those four years were the happiest years in Kipling’s life is because they moved from New York to Vermont. His wife, Caroline, had been living in New York City, but Kipling personally didn’t like the city. They then moved to Vermont, and Kipling found it very refreshing, despite the cold weather. This shows that Kipling and Caroline decided that it would be better for them to move to Vermont and it was a good change.

Another reason that those four years of Kipling’s life were the happiest years was because their daughter was born. When they first moved to Vermont, they stayed in a cottage they rented for ten dollars a month. Then, their oldest daughter, Josephine was born there. Soon after the baby’s birth, the Kiplings began planning a home of their own. You can conclude that they probably thought that since Josephine was born they wanted to settle in and get a house of their own.

The last reason that the four years that Kipling spent in America were the best years of his life was because Kipling designed a house. Kipling named the house Naulakha. The Kiplings’ house sits on a rocky hillside, with windows facing Mount Monadnock. Kipling designed the house to look “like a boat on the flank of a distant wave.” Kipling’s study, lined with built-in bookcases, is located there. Sun floods the room in the morning, which Kipling preferred to write. At his desk Kipling wrote *The Jungle Book* and many other books too. Naulakha gave him the privacy and time that he needed. As you can tell Kipling was very creative and put a lot of time and creativity into his house, and he wrote many famous novels and poems there.

In conclusion, those four years in America that Kipling spent there were the best years of his life because he moved from New York to Vermont, his wife gave birth to his oldest daughter, and he designed a house named Naulakha. In those four years Kipling moved to the beautiful state of Vermont instead of living in New York City because that wasn’t for him. Then in Vermont their daughter was born and then finally they built their own house and Kipling became so much more creative and wrote so many novels and poems and became very successful.

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	35	<p><b>Score 3—Demonstrates adequate analysis of text and appropriate writing.</b></p> <ul style="list-style-type: none"> <li>The response adequately addresses all parts of the task by analyzing the reasons why Kipling would write that quote to describe his time in America (<i>Kipling described living in America as the four happiest years in his life because, they moved from New York to Vermont, their daughter was born, and he designed a house named Naulakha</i>) to demonstrate a sufficient understanding of the text.</li> <li>The response demonstrates an appropriate organizational structure and focus on the task with logically grouped and related ideas (benefits of moving to Vermont; the birth of daughter Josephine; and positive aspects of Naulakha). A clear introduction (<i>Rudyard Kipling was a British writer...</i>) and conclusion (<i>In conclusion, those four years in America that Kipling spent there were the best years of his life...</i>) support the organization. Development (e.g., <i>This shows that Kipling and Caroline decided that it would be better for them to move to Vermont</i>) is logical and clear throughout the response.</li> <li>Clear analysis based on explicit and implicit meanings from the text (...it was a good change; You can conclude that they probably thought that since Josephine was born they wanted to settle in and get a house of their own; and Kipling was very creative and put a lot of time and creativity into his house) supports claims, opinions, and ideas. The clear analysis demonstrates appropriate writing skills as well as a sufficient understanding of the text.</li> <li>The response includes sufficient, accurate, and direct reference to the text (...born in India in 1865; Kipling is best known for his story collection <i>The Jungle Book</i>; the[y] stayed in a cottage they rented for ten dollars a month; Kipling’s house sits on a rocky hillside, with windows facing Mount Monadnock. Kipling designed the house to look “like a boat on the flank of a distant wave”; and Kipling’s study, lined with built-in bookcases, is located there) using an appropriate combination of main ideas, relevant key details, examples, and facts.</li> <li>An appropriate, though somewhat basic, use of transitions (<i>One reason... ; Another reason; The last reason; In conclusion...</i>) links ideas within categories of information throughout the response.</li> <li>An appropriate use of precise language and domain-specific vocabulary drawn from the text (<i>boarding school; personally didn’t like; built-in bookcases; and creativity</i>) is evident throughout the response.</li> <li>Some errors are present in spelling; however, they seldom interfere with meaning.</li> </ul>
Alignment	W.7.28	
Depth of Knowledge	3	
Response Score	3	

## Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

### Text-Dependent Writing: Student Responses

#### Student 2, Response Score 3

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

When Rudyard Kipling said the statement, “Those four years in America will be blessed unto me for all my life” he meant that he’ll never forget America. In Kipling’s life he built a home for his family, wrote many books and made friends. This all relates to his statement because these were the things that made him happy.

In the informational text, “The Ship on the Hill” the author tells the reader about Kipling’s home and the joy it brought. In paragraph 7 the author says, “Naulakha gave him the time and privacy he needed.” Meaning that his house was part of the reason he had a career and why his poems and stories were so good. As well as the eastward view that gave him inspiration when he was writing.

Kipling also wrote many books. Writing books made Kipling happy and it reminded him of his hometown: India. Many of his books were set there. Also, writing books for his daughter, Josephine made them both happy. He also wrote other books for the outside world.

In the informational text the author mentions that having friends over and playing sports also made him happy. He befriended Sir Arthur Conan Doyle who was the creator of Sherlock Holmes. He loved to play golf or as he called “snow golf”. He also liked to downhill ski.

In conclusion, the statement, “Those four years in America will be blessed unto me for all my life” describes Kipling’s time in America because it tells the reader and author that he had a joyous life. He loved his time in Vermont and it grew to be a home for him, his wife and his daughter. While also giving him a new experience.

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	35	<p><b>Score 3—Demonstrates adequate analysis of text and appropriate writing.</b></p> <ul style="list-style-type: none"> <li>The response adequately addresses all parts of the task by analyzing the reasons why Kipling would write that quote to describe his time in America (...<i>This all relates to his statement because these were the things that made him happy</i>) to demonstrate a sufficient understanding of the text.</li> <li>The response demonstrates an appropriate organizational structure and focus on the task with logically grouped and related ideas (<i>In Kiplings life he built a home for his family, wrote many books and made friends</i>). A clear introduction (<i>When Rudyard Kipling said the statement...he meant that he'll never forget America</i>) and conclusion (<i>He loved his time in Vermont...</i>) support the organization. Development (e.g., <i>having friends over and playing sports also made him happy</i>) is logical and clear throughout the response.</li> <li>Clear analysis based on explicit and implicit meanings from the text (...Meaning that his house was part of the reason he had a career; Writing books made Kipling happy and it reminded him of his hometown: India; writing books for his daughter, Josephine made them both happy; it tells the reader...that he had a joyus life and ...it grew to be a home for him, his wife and his daughter. While also giving him a new experience) supports claims, opinions, and ideas. The clear analysis demonstrates appropriate writing skills as well as a sufficient understanding of the text.</li> <li>The response includes sufficient, accurate, and direct reference to the text (...the author says, "Naulakha gave him the time and privacy he needed"; Many of his books were set there; He befriended Sir Arthur Conan Doyle who was the creator of Sherlock Holmes; He loved to play golf or as he called "snow golf"; and He also liked to downhill ski) using an appropriate combination of main ideas, relevant key details, examples, and facts.</li> <li>An appropriate use of transitions (<i>This all...; Kipling also wrote...; In conclusion ...</i>) links ideas within categories of information throughout the response.</li> <li>An appropriate use of precise language and domain-specific vocabulary drawn from the text (<i>eastward view; befriended; joyus life; and new experience</i>) is evident throughout the response.</li> <li>Some errors are present; however, they seldom interfere with meaning.</li> </ul>
Alignment	W.7.28	
Depth of Knowledge	3	
Response Score	3	



## Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

### Text-Dependent Writing: Student Responses

#### Student 1, Response Score 2

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

In the statement above I believe that Rudyard Kipling is stating that those four years in America were the most memorable ones. That is why he would write this quote. In the passage Rudyard seemed to be very inspired by those years in America. He shared all of that inspiration with the while world by writing all of his amazing books. Hopefully, some young writer out there will have the same chance to be inspired like Rudyard Kipling was by the four years in America.

In the passage, we learned that he experienced very memorable, beautiful sites like the view from their house which was inspired by Naulakha Pavillion. This house had a beautiful view from the hillside, and was designed to look like a flank of a distant wave. This house gave him privacy away from everything so he could focus. Kipling wrote many poems in that house all thanks to the inspiration and the privacy he was provided while n America.

As it implies in the passage Kiplings life was not filled with work, privacy, and books. He had many enjoyable moments away from the privacy of his home. One of these so-called memorable moments was when Sherlock Holmes visited him one winter. Another Kipling enjoyed was partying with his friends and Caroline. He enjoyed golfing, and many other activities.

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	35	<p><b>Score 2—Demonstrates limited analysis of text and inconsistent writing.</b></p> <ul style="list-style-type: none"> <li>The response inconsistently addresses some parts of the task (the student provides memorable aspects of Kipling’s time in America) to demonstrate a partial understanding of the text.</li> <li>The response demonstrates a weak organizational structure and focus on the task with ineffectively grouped ideas (memorable aspects of Kipling’s time in America are grouped with inspiring attributes of Vermont). The weak introduction (<i>In the statement above I believe that Rudyard Kipling is stating that those four years in America were the most memorable ones</i>) and development (e.g., <i>he experienced very memorable, beautiful sites like the view from their house...</i>) contribute to the weak organization. There is no conclusion.</li> <li>Inconsistent analysis based on explicit and implicit meanings from the text (He shared all of that inspiration with the while world by writing...; Hopefully, some young writer out there will have the same chance to be inspired like Rudyard Kipling...; Kiplings life was not filled with work, privacy, and books. He had many enjoyable moments away from the privacy of his home) ineffectively supports claims, opinions, and ideas. The limited analysis demonstrates inconsistent writing skills and a partial understanding of the text.</li> <li>The response includes limited reference to the text (...their house which was inspired by Naulakha Pavillion; This house had a beautiful view from the hillside, and was designed to look like a flank of a distant wave; Sherlock Holmes visited him one winter) using some details, examples, main ideas, and facts.</li> <li>Transition use is limited (In the passage...; As it implies...).</li> <li>An inconsistent use of precise language and domain-specific vocabulary drawn from the text (<i>memorable; view from the hillside; so-called memorable moments</i>) is evident.</li> <li>Some errors are present in spelling and punctuation; however, they do not interfere with the intended meaning.</li> </ul>
Alignment	W.7.28	
Depth of Knowledge	3	
Response Score	2	



## Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

### Text-Dependent Writing: Student Responses

#### Student 2, Response Score 2

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

Based upon Kipling’s statement about how he thought being in America for four years was a blessing, it shows that Kipling really enjoyed his time in America. The passage also provides a lot of information to back why he would write this quote. First of all, the passage mentions how Kipling enjoyed Vermont, and claimed that the clean air was “refreshing”. The passage claims that he loved Vermont so much that he started renting out a house there for ten dollars a month.

This led to Kipling eventually deciding to build a home in Vermont, and he loved the house. The passage recalls how Kipling was so happy in his new home, playing golf, skiing, and enjoying the weather. There is also evidence to further back up how America changed Kipling’s life through how the passage mentions that America influenced some of his writings, and encouraged him to be a better writer.

Finally, The last piece of evidence to mention is how Kipling reacts to leaving Vermont. He tells of how he loved America, Vermont, and his home. Kipling vowed he would return someday to his Vermont home, but alas, he never did. But in his words, “Those four years in America will be blessed unto me for all my life.”

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	35	<p><b>Score 2—Demonstrates limited analysis of text and inconsistent writing.</b></p> <ul style="list-style-type: none"> <li>• The response inconsistently addresses some parts of the task (the student provides some positive aspects of Kipling’s time in America) to demonstrate a partial understanding of the text.</li> <li>• The response demonstrates a weak organizational structure and focus on the task with ineffectively grouped ideas (positive aspects of Kipling’s time in America are loosely grouped along with other facts about his life). The weak introduction (<i>Based upon Kipling’s staement...</i>), development (e.g., <i>This lead to Kipling eventually deciding to build a home in Vermont ...</i>), and conclusion (<i>But in his words, “Those four years in America will be blessed unto me for all my life”</i>) all contribute to the weak organization.</li> <li>• Inconsistent analysis based on explicit and implicit meanings from the text (<i>Kipling really enjoyed his time in America and Ameria influenced some of his writings, and encouraged him to be a better writer</i>) ineffectively supports claims, opinions, and ideas. The limited analysis demonstrates inconsistent writing skills and a partial understanding of the text.</li> <li>• The response includes limited reference to the text (Kipling...claimed that the clean air was “refreshing”; Kipling was so happy in his new home, playing golf, skiing; Kipling vowed he would return someday to his Vermont home, but alas, he never did) using some details, examples, and facts. Reference to main ideas is limited.</li> <li>• Transition use is limited (<i>First of all; This lead to...; Finally</i>).</li> <li>• An inconsistent use of precise language and domain-specific vocabulary drawn from the text (<i>ten dollars a month; evidence to further back up; vowed</i>) is evident.</li> <li>• Some errors are present in sentence formation, spelling and punctuation; errors present sometimes interfere with meaning.</li> </ul>
Alignment	W.7.28	
Depth of Knowledge	3	
Response Score	2	

## Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

### Text-Dependent Writing: Student Responses

#### Student 1, Response Score 1

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

In my response I will name a few reasons why Kipling would write this quote to describe his time in America. One of them is it one of the ways he was blessed is because his time in America inspired him. For example in the passage it states “ The mountains rocky peak was inspiring. “ Another way he was blessed is he went from a cottage that was being rented for ten dollars to a house on top of a mountain. The last one is Kipling wrote most of his writings in Vermont, and Naulakha gave him the privacy to do that. Also in the passage it states “ At his desk Kipling wrote The Jungle Book and Captains Courageous “ and “ Kipling wrote many of his writings in Vermont , and Naulakha gave him the privacy to do that. “ This is how Kiplings statement about the four years was a blessing describes his time in America.

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	35	<p><b>Score 1—Demonstrates minimal analysis of text and inadequate writing.</b></p> <ul style="list-style-type: none"> <li>• The response minimally addresses part of the task (the student simply lists ways that Kipling’s time in America was a positive for him) to demonstrate an inadequate understanding of the text.</li> <li>• The response demonstrates a minimal organizational structure and focus on the task with arbitrarily grouped ideas (positive aspects of Kipling’s time in America are listed with little connection between them or to any larger ideas). The minimal introduction (<i>In my response I will name...</i>), development (e.g., <i>he was blessed is because his time in America inspired him...</i>), and conclusion (<i>This is how Kipling’s statement about the four years was a blessing describes his time in America</i>) all contribute to the inadequate organization.</li> <li>• Minimal analysis based on explicit and implicit meanings from the text (<i>Kipling wrote most of his writings in Vermont</i>) only somewhat supports claims, opinions, and ideas. The minimal analysis demonstrates inadequate writing skills and an inadequate understanding of the text.</li> <li>• The response includes minimal reference to the text (“The mountains rocky peak was inspiring”; he went from a cottage that was being rented for ten dollars to a house on top of a mountain; and Naulakha gave him the privacy to do that) using few details, examples, and facts. There is minimal reference to main ideas or relevant details.</li> <li>• Transition use is basic (<i>For example; The last one...; Also</i>) but functional.</li> <li>• The student’s use of precise language and domain-specific vocabulary drawn from the text consists mostly of words/phrases quoted directly from the text (e.g., <i>rocky peak</i>).</li> <li>• Errors are present in sentence formation, spelling and punctuation; errors present interfere with meaning.</li> </ul>
Alignment	W.7.28	
Depth of Knowledge	3	
Response Score	1	

**Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)**

**Text-Dependent Writing: Student Responses**

**Student 2, Response Score 1**

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

He invented snowball and he loved the mountins above vermont and he probably met a girl that he liked and they probably setaled down and he said that vermont was very refreshing and it gave him a lot of ideas and incuriged his writing careear

Item Information		Response Score Annotation
Page Reference	35	<p><b>Score 1—Demonstrates minimal analysis of text and inadequate writing.</b></p> <ul style="list-style-type: none"> <li>The response minimally addresses part of the task (the student simply retells portions of the text, including some positive aspects of Kipling’s time in America) to demonstrate an inadequate understanding of the text.</li> <li>The response demonstrates a minimal organizational structure and focus on the task with arbitrarily grouped ideas (positive aspects of Kipling’s time in America are listed along with other, arbitrary, facts). The lack of an introduction and conclusion, as well as the minimal development, all contribute to the inadequate organization.</li> <li>Minimal analysis based on explicit and implicit meanings from the text (<i>it gave him a lot of ideas and incuriged his writing careear</i>) only somewhat supports claims, opinions, and ideas. The minimal analysis demonstrates inadequate writing skills and an inadequate understanding of the text.</li> <li>The response includes minimal reference to the text (<i>He invented snowball; he probably met a girl that he liked; and vermont was very refreshing</i>) using few details, examples, and facts. There is minimal reference to main ideas or relevant details.</li> <li>No transitions link ideas.</li> <li>The student’s use of precise language and domain-specific vocabulary drawn from the text is minimal and consists mostly of words drawn directly from the text (e.g., <i>refreshing</i>).</li> <li>Errors are present in sentence formation and spelling; errors present interfere with meaning.</li> </ul>
Alignment	W.7.28	
Depth of Knowledge	3	
Response Score	1	

**Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)**

**Text-Dependent Writing: Student Responses**

**Student 1, Response Score Off-Topic**

Read the sentence from the passage.

[Kipling] once wrote, “Those four years in America will be blessed unto me for all my life.”

Write an essay analyzing the reasons why Kipling would write this quote to describe his time in America. Use evidence from the passage to support your response.

ima gnome and you’ve been gnoooomedd

Item Information		Response Score Annotation
Page Reference	35	<ul style="list-style-type: none"> <li>The response does not address the task.</li> </ul>
Alignment	W.7.28	
Depth of Knowledge	3	
Response Score	Off-Topic	

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 1**

A student is writing an editorial. Read the student’s paragraph.

I believe that students should be allowed to use their cell phones in class. Many people use cell phones in all parts of their life, so students would be better prepared for the adult world if they learned to use their cell phones responsibly. If they had their own devices, it would also allow students to do research during class without the hassle of going to a computer lab or setting up laptops in the classroom. Students could also use one of the many educational applications available to practice a skill or review a topic. With responsible use, cell phones could be a valuable addition to the classroom.

Which sentence should be added to the paragraph to make the student’s claim stronger?

- (a) Students can play games on their cell phones when they are finished with their assigned work.
- (b) Students can use cell phones to discuss assignments with friends who might be in a different class.
- (c) Although there are many different cell phone carriers, most students are able to receive a signal at school.
- (d) While some might argue that cell phones are distracting, having them in school provides an excellent opportunity to practice responsible cell phone use.

Item Information	
Item Type	Multiple Choice
Page Reference	27
Alignment	W.7.20b
Point Value	1
Depth of Knowledge	3
Answer Key	D

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 2**

A student is writing a report that explains the process of single-stream recycling. The student will trace the movement of recyclable objects from a house to the sorting center.

What information should be in the concluding section of the report?

- (a) data about the current rates of recycling
- (b) a list of materials that can be put into a recycling bin
- (c) a brief description of each of the steps in the recycling process
- (d) an example of something a person might do that interferes with recycling

Item Information	
Item Type	Multiple Choice
Page Reference	29
Alignment	W.7.21f
Point Value	1
Depth of Knowledge	2
Answer Key	C



**Appendix B: Sample Standalone Items**  
**Standalone Sample Item 3**

Read the paragraph from a student's story.

Select the **two** sentences that **best** demonstrate use of sensory details.

?

The sounds and smells of the Alabama National Fair surrounded me from all sides. The thick, oily scent of the funnel cakes frying and the sugary sweetness of the cotton candy machine made my stomach grumble. The loud noises from the rides sounded fun. The twangy sounds of the country band playing in the distance reminded me of summer nights with my friends. I couldn't wait to go explore!

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	<div style="border: 1px solid gray; padding: 10px;"> <div style="background-color: #d3d3d3; padding: 5px; border: 1px solid gray;"> <span style="float: left;"> </span> <span style="float: right; border: 1px solid gray; padding: 2px 5px;">?</span> </div> <p>The sounds and smells of the Alabama National Fair surrounded me from all sides. <span style="background-color: yellow;">The thick, oily scent of the funnel cakes frying and the sugary sweetness of the cotton candy machine made my stomach grumble.</span> The loud noises from the rides sounded fun. <span style="background-color: yellow;">The twangy sounds of the country band playing in the distance reminded me of summer nights with my friends.</span> I couldn't wait to go explore!</p> </div>
Page Reference	31	
Alignment	W.7.22d	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

## Appendix B: Sample Standalone Items

### Standalone Sample Item 4

A student is researching the question “Why do people need sleep?” for a report. Read the two sources the student found.

**Source 1**

People spend about a third of their lives sleeping. Some animals sleep even more than this. But why is sleep so important to living things? Scientists are still trying to answer this question. One thing we do know is that sleep impacts physical and mental health. Sleeping plays a role in healing. It is also linked to forming memories.

**Source 2**

People go through four different sleep stages while sleeping, from a light stage to a deep stage that produces dreams. Each stage of sleep affects the body differently, suggesting that the stages have different purposes.

Based on **both** sources, which additional question would be **most** useful as the student continues researching the topic?

- (a) What are the most common kinds of dreams that people have?
- (b) How long can animals sleep compared to human beings?
- (c) What happens to a person’s body during the different sleep stages?
- (d) Why don’t scientists know more about the purpose of sleep?

Item Information	
Item Type	Multiple Choice
Page Reference	33
Alignment	W.7.26
Point Value	1
Depth of Knowledge	3
Answer Key	C

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 5**

A student is writing a research report about opportunities for rock climbing in her town. Which sources would most likely provide relevant information about the topic? Choose **two** answers.

- (a) a scientific magazine article about the types of rock formations
- (b) a city parks and recreation department website that lists nearby rock formations
- (c) a geology book about how rocks are formed
- (d) an interview with a local rock climber
- (e) an online article discussing the physical benefits of rock climbing

Item Information	
Item Type	Multiple Choice
Page Reference	34
Alignment	W.7.27
Point Value	2
Depth of Knowledge	2
Answer Key	B, D

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 6**

Which sentence uses correct subject-verb agreement?

- (a) The food at both cafes on Main Street are very good.
- (b) Shoppers who come to the grand opening receives a coupon.
- (c) Anybody wearing a green uniform is on the visiting team.
- (d) The cows eating grass in the meadow looks so peaceful.

Item Information	
Item Type	Multiple Choice
Page Reference	40
Alignment	L.7.36a
Point Value	1
Depth of Knowledge	2
Answer Key	C

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 7**

Which sentence should be revised because it has a dangling modifier?

- (a) Waking up suddenly, Kendra realized the noise she heard was just her dog scratching at the door.
- (b) Barking excitedly in the kitchen, the boy then gave the dog its dinner.
- (c) Looking to both attorneys, Judge McCall read the verdict with a neutral expression.
- (d) Buckling his seat belt, the father checked the rearview mirror to make sure his children had also fastened theirs.

Item Information	
Item Type	Multiple Choice
Page Reference	40
Alignment	L.7.36d
Point Value	1
Depth of Knowledge	2
Answer Key	B

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 8**

Which sentence contains a word that is misspelled?

- (a) Michelle definately will enter the race for class president.
- (b) The hotel will need to accommodate a large group for the conference.
- (c) The escalator takes many visitors to the second floor of the museum.
- (d) Benjamin is familiar with the location of the downtown library.

Item Information	
Item Type	Multiple Choice
Page Reference	42
Alignment	L.7.37b
Point Value	1
Depth of Knowledge	2
Answer Key	A

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 9**

Read the sentence.

As my mom was investigating our genealogy, she discovered that our family members came from several different countries.

Based on the root “genea” and the suffix “-logy,” what does the word genealogy mean?

- (a) a family tradition
- (b) the importance of family
- (c) a family event
- (d) the study of family

Item Information	
Item Type	Multiple Choice
Page Reference	43
Alignment	L.7.39b
Point Value	1
Depth of Knowledge	2
Answer Key	D

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 10**

Read the sentence.

Even though a lot of my sister’s stuff was concealed under the bed, the fact that she did not completely clean her bedroom was evident. Based on how the words are used in the sentence, what are the meanings of the words concealed and evident?

- (a) buried; masked
- (b) hidden; apparent
- (c) jammed; plain
- (d) noticeable; clear

Item Information	
Item Type	Multiple Choice
Page Reference	45
Alignment	L.7.40b
Point Value	1
Depth of Knowledge	2
Answer Key	B



**Appendix C: Passage Length Ranges**

This chart shows the approximate word count ranges per grade for the reading passages in the *ACAP Summative Assessments*. Passages may be under or over the minimum or the maximum of the range based on the needs of the passage content or as recommended by Alabama educator review committee comments.

**Approximate Word Count Ranges by Grade Level**

Grade	Word Count Range
Grade 2	150–350
Grade 3	550–650
Grade 4	600–700
Grade 5	650–800
Grade 6	650–800
Grade 7	750–850
Grade 8	750–850