

## Grade 7 English Language Arts Computer-Based Practice Test Answer Key

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

Item Number	Answer Key	Total Points	Reporting Category	Standard
1	A	1	Reading	3
2	C	1	Reading	1
3	B	1	Reading	4
4	D	1	Reading	1
5	B	1	Reading	3
6	B	1	Language	4
7	Part A: C Part B: C	2	Reading	1
8	<p>7 At last the kelp broke free. <u>Triumphantly, the bird jumped down to one of the boy's bare arms.</u> Beneath the shreds of a brown tunic still clinging to him, he seemed small, even for a boy of seven years. Yet something about his face—the shape of his brow, perhaps, or the lines around his eyes—seemed far older.</p> <p>8 At that instant, he coughed, vomited seawater, and coughed again. With a screech, the gull dropped the kelp and fluttered off to a stony perch.</p> <p>9 <u>The boy remained motionless for a moment.</u> All he could taste was sand, slime, and vomit. All he could feel was the painful throbbing of his head, and the rocks jabbing into his shoulders. Then came another cough, another gush of seawater. A halting, labored breath. Then a second breath, and a third. <u>Slowly, his slender hand clenched into a fist.</u></p> <p>10 Waves surged and subsided, surged and subsided. For a long while, the small candle flame of life in him wavered at the edge of darkness. <u>Beneath the throbbing, his mind seemed strangely empty.</u> Almost as if he had lost a piece of his very self. Or as if a kind of wall had been erected, cutting him off from a portion of himself, leaving nothing but a lingering sense of fear.</p> <p>11 His breathing slowed. His fist relaxed. He gasped, as if to cough again, but instead fell still.</p> <p>12 Cautiously, the seagull edged closer.</p> <p>13 <u>Then, from whatever quarter, a thin thread of energy began to move through his body.</u> Something inside him was not yet ready to die. He stirred again, breathed again.</p>	2	Reading	2
9	<i>See Rubric</i>	8	Writing Language	3,4 1,2,3
10	D	1	Reading	6
11	B	1	Reading	1
12	A	1	Reading	4
13	A	1	Reading	4
14	<i>See Rubric</i>	8	Writing Language	2,4 1,2,3

**Scoring rubric for Grade 7 Practice Test Items #9 and #14: Essay**

<b>Idea Development</b>	
<ul style="list-style-type: none"> <li>• <b>QUALITY AND DEVELOPMENT OF CENTRAL IDEA *</b></li> <li>• <b>SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS *</b></li> <li>• <b>ORGANIZATION</b></li> <li>• <b>EXPRESSION OF IDEAS</b></li> <li>• <b>AWARENESS OF TASK AND MODE</b></li> </ul>	
<b>5</b>	<ul style="list-style-type: none"> <li>• Central idea is insightful and fully developed</li> <li>• Skillful selection and explanation of evidence and/or details</li> <li>• Skillful and/or subtle organization</li> <li>• Rich expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Central idea is clear and well-developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Central idea is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the task and mode</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Central idea may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the task and mode</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Central idea is not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the task and mode</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.</li> </ul>

\*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include, but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

<b>Standard English Conventions</b>	
<ul style="list-style-type: none"> <li>• <b>SENTENCE STRUCTURE</b></li> <li>• <b>GRAMMAR, USAGE, AND MECHANICS</b></li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length.</li> </ul>