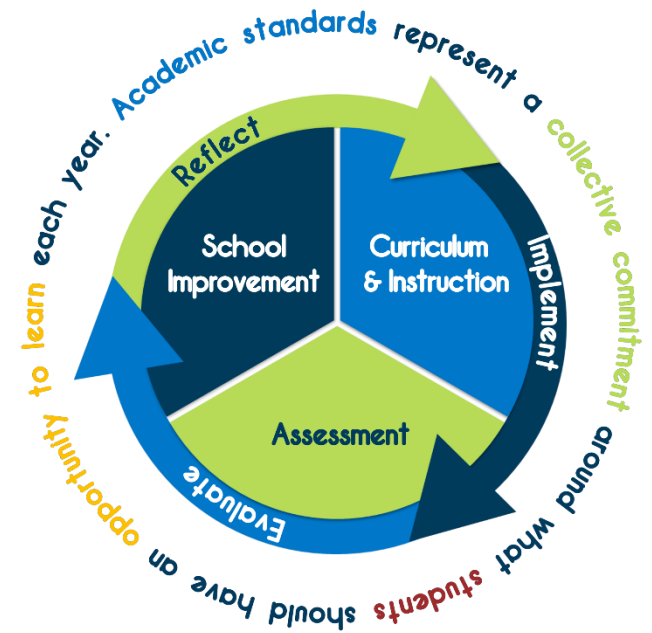


Samples to Success

Sample items provide valuable insight into how students engage with different texts, tasks, and contexts, highlighting the types of opportunities they need for success in the classroom. These items offer a shared reference point for understanding proficiency expectations, complementing the assessment's role in measuring learning. By analyzing items alongside performance data, educators can gain a deeper understanding of students' strengths and areas for growth. Students thrive in environments rich with diverse materials, challenges that vary in task type, and multiple avenues for demonstrating understanding. High-quality instruction, aligned with the learning goals, is the most effective way to support students' growth and prepare them for success.



Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a response to literary or informational texts. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

Grade 7 – Claim 3: Reading Vocabulary

1st Text P. 5-7

English Language Arts/Literacy

Today you will read three texts about tornadoes. As you review these sources, you will gather information and answer questions about different points of view and purposes regarding tornadoes in order to write an essay.

Read the passage from the book *Tornado!* Then answer the questions.

From *Tornado!*
By John Archer

- Tornadoes blowing over barnyards have striped chickens of their feathers. Some have scratched barnyard and farmhouse roofs, leaving shingles scattered but unharmed. One 1912 tornado plucked a telephone pole out of the ground. Then, as it traveled, it bounced the pole up and down like a ping-pong ball. In St. Louis in 1936 a tornado drove a ten-by-four plank through an iron sheet.
- One tornado plucked up a locomotive from its track. Then it set the engine down facing the other way on the opposite track. In 1936 a tornado in West Ohio, sucked up hundreds of trees from an orchard. In West Virginia a 1944 tornado passing over the West Bank River uprooted the entire river dry. One woman sought to hide from a tornado in a closet under her back doorway. When she opened the door after the storm, she found that the closet and doorway were all that were left of her house!
- These terrifying events can also provide amazing facts of gentleness. One tornado transported a crate of eggs 500 yards without cracking a single shell. Rivers have been carried to rivers and set down elsewhere. One set of planks traveled 25 miles with a tornado. Then it was lowered unbroken into a ditch.
- These exceptions to a tornado's ferocity can be explained. Such objects were lifted through the storm's outer rings. There, a rising air current is less intense in earth's gravity.
- These stories of tornado fragility might seem unbelievable. But the National Weather Service has confirmed that they're true.

CC BY

Reading vocabulary items are found within Reading Informational and Reading Literary item sets. This [released item set](#) (the same sample set from Claim 2) contains two embedded reading passages; items; and an associated answer key, which is located at the beginning of the document. (Screenshots are included to support navigation of the linked items.)

Vocabulary items ask students to select a correct response in Part A and then to select a response that supports that answer in Part B of the item. In this item, students must select the correct definition of the phrase “suction effect” and select the correct support for its meaning.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to both parts of the vocabulary items. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B. **Below proficient** students may inaccurately respond to Part A and Part B.

| Two-part Vocab Item P. 12 | Answer Key P. 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------|--|-------------|--|----------|-----------------|----------|----------|--|---------|----------|----------|--|---------|----------|----------|----------|-----------------|----------|----------|--|---------|----------|----------|--|---------|----------|----------|----------|-----------------|----------|----------|--|---------|----------|----------|--|---------|----------|----------|----------|-----------------|----------|----------|--|---------|----------|----------|--|---------|----------|----------|----------|-----------------|----------|----------|--|---------|----------|----------|--|---------|----------|----------|----------|-----------------|----------|----------|--|---------|----------|----------|--|---------|----------|----------|
| <p style="text-align: center;"><small>English Language Arts/Literacy</small></p> <p>1. Part A In paragraph 8 of the passage from <i>Tornado!</i>, what does the phrase <i>suction effect</i> mean?</p> <ol style="list-style-type: none"> force that avoids force that adds force that draws in force that balances <p>Part B Which detail from paragraph 8 of the passage from <i>Tornado!</i> best supports the answer to Part A?</p> <ol style="list-style-type: none"> “suck and pluck” “creates a vacuum” “tornado passes over” “wakes any structures” | <p style="text-align: center;"><small>English Language Arts/Literacy</small></p> <p style="text-align: center;">Released Item Answer and Alignment Document ELA/ Literacy Grade 7</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Item Code</th> <th>Item Type</th> <th>Item Answer</th> <th>Standards/Evidence Statement Alignment</th> </tr> </thead> <tbody> <tr> <td>00049106</td> <td>Item Type: EBSK</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part A:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part B:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td>00049256</td> <td>Item Type: EBSK</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part A:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part B:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td>00049290</td> <td>Item Type: EBSK</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part A:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part B:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td>00049311</td> <td>Item Type: EBSK</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part A:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part B:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td>00049328</td> <td>Item Type: EBSK</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part A:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part B:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td>00049333</td> <td>Item Type: TECK</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part A:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> <tr> <td></td> <td>Part B:</td> <td>RI.7.1.3</td> <td>RI.7.1.3</td> </tr> </tbody> </table> | Item Code | Item Type | Item Answer | Standards/Evidence Statement Alignment | 00049106 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | Part A: | RI.7.1.3 | RI.7.1.3 | | Part B: | RI.7.1.3 | RI.7.1.3 | 00049256 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | Part A: | RI.7.1.3 | RI.7.1.3 | | Part B: | RI.7.1.3 | RI.7.1.3 | 00049290 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | Part A: | RI.7.1.3 | RI.7.1.3 | | Part B: | RI.7.1.3 | RI.7.1.3 | 00049311 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | Part A: | RI.7.1.3 | RI.7.1.3 | | Part B: | RI.7.1.3 | RI.7.1.3 | 00049328 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | Part A: | RI.7.1.3 | RI.7.1.3 | | Part B: | RI.7.1.3 | RI.7.1.3 | 00049333 | Item Type: TECK | RI.7.1.3 | RI.7.1.3 | | Part A: | RI.7.1.3 | RI.7.1.3 | | Part B: | RI.7.1.3 | RI.7.1.3 |
| Item Code | Item Type | Item Answer | Standards/Evidence Statement Alignment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00049106 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part A: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part B: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00049256 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part A: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part B: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00049290 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part A: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part B: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00049311 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part A: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part B: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00049328 | Item Type: EBSK | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part A: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part B: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00049333 | Item Type: TECK | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part A: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Part B: | RI.7.1.3 | RI.7.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Grade 7 – Claim 5: Conventions

Conventions Writing Rubric P. 5

The rubric table shows performance levels for various writing tasks. The 'Above Proficient' row is highlighted in yellow. The tasks include: 'Write a narrative that includes a plot, characters, and a setting; includes a clear beginning, middle, and end; and includes a resolution or conclusion.', 'Write an expository text that includes a clear purpose and audience; includes a clear introduction, body, and conclusion; and includes relevant details and supporting information.', 'Write an argumentative text that includes a clear purpose and audience; includes a clear introduction, body, and conclusion; and includes relevant details and supporting information.', 'Write a persuasive text that includes a clear purpose and audience; includes a clear introduction, body, and conclusion; and includes relevant details and supporting information.', 'Write a research paper that includes a clear purpose and audience; includes a clear introduction, body, and conclusion; and includes relevant details and supporting information.', 'Write a research paper that includes a clear purpose and audience; includes a clear introduction, body, and conclusion; and includes relevant details and supporting information.', 'Write a research paper that includes a clear purpose and audience; includes a clear introduction, body, and conclusion; and includes relevant details and supporting information.', 'Write a research paper that includes a clear purpose and audience; includes a clear introduction, body, and conclusion; and includes relevant details and supporting information.', 'Write a research paper that includes a clear purpose and audience; includes a clear introduction, body, and conclusion; and includes relevant details and supporting information.', 'Write a research paper that includes a clear purpose and audience; includes a clear introduction, body, and conclusion; and includes relevant details and supporting information.'

Sample writing tasks and student responses provide concrete examples of student writing at different levels. The IAR [writing rubrics](#) align with PLDs by specifying how different aspects of writing correspond to these proficiency levels. These [released item responses](#) contain notes that explain the rationale for student’s **Conventions** score. These samples come from a variety of writing prompts; therefore, the types of responses will vary, but the conventions remain the focus of this claim. The samples begin with the highest-scoring example and end with the lowest-scoring example.

Students at the **above proficient** and **proficient** levels are likely to earn 3 or 2 points on writing tasks. **Approaching proficient** students are likely to earn 1 point. **Below proficient** students are likely to earn 0 points for their responses.

| 3 Points P. 3 | 2 Points P. 5 | 1 Point P. 7 | 0 Points P. 16 |
|--|--|--|--|
| <p>A1</p> <p style="text-align: right;">CONV 3</p> | <p>A3</p> <p style="text-align: right;">CONV 2</p> | <p>A6</p> <p style="text-align: right;">CONV 1</p> | <p>A8</p> <p style="text-align: right;">CONV 0</p> |
| Notes P. 4 | Notes P. 6 | Notes P. 8 | P. 17 |
| | | | |