

# OKLAHOMA SCHOOL TESTING PROGRAM

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PARENT, STUDENT, AND TEACHER GUIDE

**ENGLISH LANGUAGE ARTS  
& MATHEMATICS**

2018–2019 **GRADE 7**



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

**Oklahoma School Testing Program  
Administration Dates  
2018–2019 School Year  
Mathematics and English Language Arts  
Online Assessment Window  
April 1–May 3, 2019  
Paper and Pencil Assessment Window  
April 1–19, 2019**



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JOY HOFMEISTER

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Dear Families and Educators,

In April, students will begin taking the Oklahoma School Testing Program (OSTP) tests to provide a snapshot of academic performance near the end of the school year. For an overview of the tests and digital version of the OSTP Parent, Student and Teacher Guides that will be given this spring, please visit <https://sde.ok.gov/assessment-guidance>.

OSTP tests measure your child's progress in learning the Oklahoma Academic Standards for school subjects. To learn more about the standards, please visit <http://sde.ok.gov/sde/oklahoma-academic-standards>. Inside this guide, you will find an explanation of what's covered in the test and sample questions to become familiar with the test format. These will help your child understand what to expect on the tests.

Families will receive reports that include their child's progress, areas of success and areas in need of additional growth. Paper reports will be sent home by the local school district in late summer 2018. In addition, families will have access to their student's results in the online Parent Portal in early summer 2018.

We know that all families have dreams for their children and want what is best for them. The spring tests are an opportunity for children to showcase their learning this school year. Students are most successful when schools and families work together. During the week of testing, please be sure your child gets plenty of sleep, eats a healthy breakfast and is at school on time.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or [assessments@sde.ok.gov](mailto:assessments@sde.ok.gov).

Sincerely,

A handwritten signature in cursive script, appearing to read "Joy Hofmeister".

State Superintendent of Public Instruction

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## **THE OKLAHOMA SCHOOL TESTING PROGRAM**

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Federal law requires all students to be assessed in English Language Arts (ELA) and Math each year in Grades 3–8 and once in high school. Federal law also requires students to be assessed in Science once in Grades 3–5, once in Grades 6–8, and once in high school. The grade and subject level tests delivered through the Oklahoma School Testing Program (OSTP) meet federal law. Oklahoma educators were instrumental in building our state tests to ensure alignment to our Oklahoma Academic Standards (OAS). State tests provide a common measure of students’ performance relative to our academic standards. The Oklahoma Academic Standards (OAS) serve as a road map for what students should know and be able to do at each grade-level. Measuring real-world skills like problem-solving and critical thinking, state tests provide a valid way to measure students’ progress in gaining the knowledge, skills, and abilities they need to be ready for the next grade, course, or level. Results from state tests can be used to inform school or district level changes to programs and curriculum. They also help schools measure how students in a given class, school, or district are performing in relation to other students who take the same test. As such, OSTP State Tests serve as a component of the state’s accountability system—the Oklahoma School Report Card.

This year, students in Grade 7 will take assessments in English Language Arts (ELA) and Mathematics. This *Parent, Student, and Teacher Guide* contains information to give you an idea of what your student is learning and being tested on and how you can help at home.

### **Helping Your Student Be Ready**

As a parent, there are a number of ways that you can support your student’s learning habits on a daily basis that will help him or her be more prepared when it’s time to be tested.

Here are some ideas to consider before your student takes a test.

- Make sure your student gets plenty of rest and has a well-balanced diet.
- Reassure your student that the test is just one opportunity to show what he or she knows. Classwork, projects, and other tests also show how much a student has learned throughout the year.

### What is my student learning?

In grade 7, students begin to read challenging, complex texts closely and deeply. They can cite multiple instances of specific evidence from texts to support their claims and interpretations. By the end of grade 7, students recognize the effect of setting, plot, and characters on the author's purpose, theme, and tone of a text. Students not only react to a text, but can also provide an objective summary. Students begin to compare and contrast different interpretations of a topic across several texts, identifying how writers craft their presentation of key information and choose to highlight certain facts over others. Students trace how an argument develops within a text and assess the validity of the evidence. Students participate in discussion, make their reasoning clear to their listeners and readers, and recognize the contributions of various group members. Their vocabulary has developed to the point where they can distinguish between literal and metaphorical meaning and can analyze the effect of specific word choice on tone. Students develop a more sophisticated understanding of sentence structure and the role it plays in reading and writing.

### How can I help my student at home?

- Make time to read with your student. You can read different books silently in the same room, or you can read the same book.
- Ask your child about the book she or he is currently reading. Which characters are most relatable? What will happen next? What was the point of the story?
- Think of a current topic in the news and find an op-ed about it. Read it with your child, and discuss its major points. Then brainstorm arguments for an opposing viewpoint on the topic.
- Keep a list of new or interesting words you find in the books and news that you and your child read. Display the list in a prominent place like the refrigerator or bathroom mirror.
- Find an interesting sentence from a book or news story. Copy it down, and work with your student to imitate its sentence structure with a new sentence of your own. Discuss what makes the sentence structure interesting and what effect it may have on the reader.

## English Language Arts Practice Questions

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The OSTP Grade 7 ELA test is designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21<sup>st</sup> century teaching and learning practices. The platform can be accessed using the information shown below:

<p><b>URL:</b> <a href="https://okpracticetest.measuredprogress.org/student/login">https://okpracticetest.measuredprogress.org/student/login</a> <b>Username:</b> practice <b>Password:</b> testing</p>
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Student performance on the sample items provided on the platform and in this guide does not indicate student's overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

For more information about the Grade 7 ELA Standards and/or Assessment, visit the Test and Item Specs at [https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OSTP\\_2018-19\\_ItemSpecs\\_ELA\\_G7\\_web.pdf](https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OSTP_2018-19_ItemSpecs_ELA_G7_web.pdf).



# Directions

Choose the best answer for the question. Mark the circle for the answer you have chosen.

Read the selection. Then answer the questions that follow

## The Book Fair



- 1 Our school holds an annual book fair each January, where new and used books are available for students to purchase. Our librarian, Mr. Egan, is the school sponsor for it. Traditionally, the seventh grade students are responsible for the planning, set-up, and selling at the fair. I am sure that Mr. Egan consulted our teacher, Ms. Cates, for suggestions as to who would be the student directors, and I was pleasantly surprised when he approached me to be one of the students in charge. I was even more surprised when he told me that the student I would be working with was Charlie Lyons.
- 2 Charlie and I have known each other since kindergarten but have never been close. Ever since we were designated partners for the science project last year, there is very little we choose to say to each other. Needless to say, the science project fell short of our expectations. I know that we both had our individual ideas and strategies about the direction the project would go, but we just found it difficult to work together. In light of that event, I was dumbfounded that Mr. Egan and Ms. Cates found us a suitable match.





- 3 At the initial meeting with Mr. Egan, we divided the responsibilities between us. I would be in charge of setting up the room and getting the volunteers to work the sale for all three days. Charlie would be in charge of all the books. We were both quite satisfied with our jobs, and even more satisfied that there would be little contact between us.
- 4 I left the meeting and immediately started thinking of what I needed to do. With only two weeks to plan, I knew I could not procrastinate.<sup>1</sup> I enlisted John, Mark, Kaylee, and Rachel to help me with the set-up and twelve other classmates to work at the fair. I figured that, between Mr. Egan, the friends who volunteered to help, and me, we would be just fine. My mom and Kaylee's mom volunteered to help out, too. They would give us more adult supervision in case any unforeseeable problems occurred.
- 5 The second meeting among Mr. Egan, Charlie, and me was scheduled for exactly one week before the fair was scheduled to open. Charlie was absent that day, and I anticipated that Mr. Egan would postpone the meeting for another day. He said that he would meet with me anyway because he had a librarian's conference to attend the next two days. Mr. Egan said he would be in touch with Charlie when he returned from the conference. He asked about how my preparations were going, and I provided him with a detailed report. He seemed satisfied and said he would see me at the set-up.
- 6 I tried on two separate occasions to initiate a conversation with Charlie about the progress he was making, but each time his response was, "Everything's cool."
- 7 On the day of the set-up, my friends and I arrived, only to find Charlie with his head in his hands, surrounded by a zillion boxes of books. I asked him, "Charlie, what's wrong?"
- 8 He responded, "I think I've got a problem. There are a lot more books here than I anticipated. I thought I could do it all by myself. I'm up a creek without a paddle. Will you help me?"
- 9 My initial impulse was to say, "No, this is your mess. Figure it out." But instead I responded, "Sure, Charlie. Let me see if I can get some people to lend us a hand."
- 10 All in all, the book fair was a success, but I would have preferred not to have the last-minute panic situation that we did.
- 11 After the book fair was over, I could not stop wondering what Mr. Egan was thinking when he put us together, so I asked him. His reply was quite simple, "You see, I knew that this would be a great experience for both of you. It wasn't so much about running the book fair as it was a lesson in how important it is to communicate and to work alongside others when necessary."
- 12 I think he accomplished his goal.

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<sup>1</sup>**procrastinate:** to put off doing something



**1 The author's use of hyperbole in paragraph 7 helps the reader understand**

- A** where Charlie has to go.
- B** the extent of the problem.
- C** how the narrator is feeling.
- D** the satisfaction Charlie feels.

**2 How is Mr. Egan important to the plot?**

- F** He helps the narrator understand the value of cooperating with others.
- G** He provides the organizational skills needed for the narrator and Charlie to be successful.
- H** He serves as the adult sponsor if there are problems that the students cannot resolve themselves.
- J** He attempts to help the narrator and Charlie become friends by assigning them to work together.



**3** Which idea is most related to the theme of the passage?

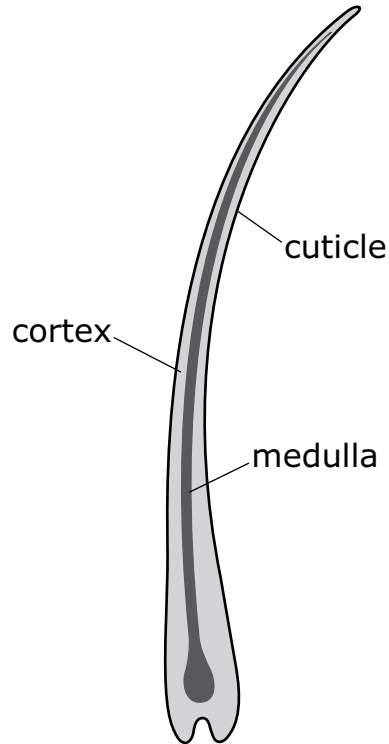
- A being patient
- B working hard
- C paying attention
- D being cooperative





Read the selection. Then answer the questions that follow.

## Taking Care of Your Hair



- 1 We have about 100,000 hairs on our heads. Each hair shaft has three layers, with the cuticle, or outside layer, protecting the two inner layers.
- 2 Shiny hair is a sign of health because the layers of the cuticle lie flat and reflect light. When the scales of the cuticle lie flat they overlap tightly, so the inner layers are well protected from heat, sun, chlorine, and all the other hazards that can come from living in our environment. When hair is damaged, though, the scales may separate and hair can become dry. Because the scales on dry hair don't protect the inner two layers as well, hair can break and look dull.
- 3 The type of hair a person has—whether it's straight or curly—can also affect how shiny it is. Sebum<sup>1</sup> covers straight hair better than curly hair, which is why straight hair can appear shinier.
- 4 Depending how long a person's hair is or how fast it grows, the end of each hair shaft can be a couple of years old. So the hair at the end of the shaft could have survived a few summers of scorching sun and saltwater and winters of cold, dry air. How well you care for your hair from the time it emerges from the root plays a role in how healthy it looks.

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<sup>1</sup>**sebum:** natural oil on the hair



### Caring for Hair

- 5 How you take care of your hair depends on the type of hair you have, your lifestyle, and how you style your hair.
- 6 **Your hair type.** People with dry, curly hair have different hair care needs from people with straight, fine hair. But all hair needs to be treated gently, especially when it's wet. Wet hair can stretch, making it more vulnerable to breakage or cuticle damage. That's why using a hot blow-dryer (or other heat styling products) on very wet hair can damage it.
- 7 If you're washing your hair every day or more, it may be better to choose a mild shampoo instead of a shampoo designed for oily hair. For some people—especially people with fine, fragile, or combination hair (hair that's oily at the crown but dry on the ends)—shampoos for oily hair can be too harsh. If you have oily hair and want to use a conditioner, choose one that's made for oily hair.
- 8 If your hair is dry, it's a good idea to wash it less frequently. Some people only need to wash their hair once a week—and that's fine. Many people who have curly hair also have dry hair. Curly and dry hair types are usually more fragile than straight hair, so you'll need to be especially careful about using heat styling products. Shampoos made for dry hair and hair conditioners can help.
- 9 **Your activity level and interests.** Do you play sports or spend a lot of time at the beach? These kinds of things can affect your hair. For example, if you're an athlete with oily hair, you may want to wash your hair after working up a sweat during practice and games. But if you're a lifeguard or a swimmer, sun and saltwater (or the chlorine in pool water) can dry your hair out, no matter what your hair type. If you're exposed to sun, wind, or other elements, you may want to use a shampoo designed for dry hair or use a conditioner. It's also a good idea to wear a hat to protect your hair when you're outdoors.
- 10 **Your hairstyle.** Heat styling products, like curling and straightening irons, can dry out even oily hair if they're used too much. Follow the instructions carefully, and don't use them on wet hair or high settings, and give your hair a vacation from styling once in a while.
- 11 Regular haircuts are one of the best ways to help keep hair healthy. A haircut can help protect the ends of your hair from splitting and damage. In fact, cutting may actually help your hair grow better because it's healthy and not breaking off. As with the rest of our bodies, hair is healthiest when we eat right, exercise, and protect it from too much sun.

**5**

Wet hair can stretch, making it more vulnerable to breakage or cuticle damage.

**What does the word vulnerable mean in this sentence?**

- A** soft; flexible
- B** at risk; weak
- C** honest; truthful
- D** needed; of importance

**6** **Which sentence is the best summary of the passage?**

- F** Regular haircuts promote healthy hair by protecting it from split ends and damage.
- G** Heat drying or styling products should be used cautiously because they can damage hair.
- H** Playing sports or spending time out in the sun on a regular basis can affect the health of a person's hair.
- J** An individual's hair type and how that hair type is cared for can determine if a person will have healthy hair.

**7 Which sentence from the passage is an opinion?**

- A** "Each hair shaft has three layers, with the cuticle, or outside layer, protecting the two inner layers."
- B** "When hair is damaged, though, the scales may separate and hair can become dry."
- C** "Depending how long a person's hair is or how fast it grows, the end of each hair shaft can be a couple of years old."
- D** "For example, if you're an athlete with oily hair, you may want to wash your hair after working up a sweat during practice and games."

**8 Which source would be best for learning more about what makes hair grow?**

- F** a brochure about a hair salon
- G** a book with pictures of long hairstyles
- H** a magazine article about different hairstyles
- J** a scientific journal entry written by a hair expert





**A student wrote a report on how people have made candles throughout history. Read the first part of the report, think about what suggestions you would make, and then answer the question.**

### **Making Candles—Part 1**

1 Did you ever wonder who developed the first candles? Well, surprisingly, there is  
2 no one clear answer, but it is known that candles have been around.  
3 Early Egyptians were the first to use wickless candles where cloth was  
4 soaked in an oily substance. Ancient Romans created candles with wicks by  
5 dipping papyrus a tall marsh plant in beeswax over and over again. Historians  
6 are certain that candles have been burning around the world for a very long time.  
7 All candles are made from some type of fat, oil, or waxy substance that came  
8 from either a plant, insect, or animal—and sometimes even from a rock. Colonial  
9 women are known to have produced the first candles in the United States by  
10 boiling berries from the bayberry bush. When burned, these berries have a sweet  
11 smell which creates a clean, pleasant aroma in the room.



**9** What change, if any, should be made to a tall marsh plant in line 5?

- A** papyrus a tall marsh plant,
- B** papyrus, a tall marsh plant
- C** papyrus, a tall marsh plant,
- D** no change



Read the next part of the report, think about what suggestions you would make, and then answer the question.

## Making Candles—Part 2

12 This process proved to be too time-consuming, however, so other options were  
13 developed to be more efficient. Beeswax became the most popular substance to  
14 use in candle making. Paraffin wax is currently the most-used product in creating  
15 candles. Beeswax is still used today.

16 Although there are several ways to make candles by using molds, most traditional  
17 candles are made by one of two other methods. One method is to dip a wick  
18 over and over in melted wax repeatedly until the desired thickness is achieved. The other  
19 method is to use a sheet of softened wax and roll it tightly around a wick.

**10** What change should be made to lines 14 and 15 to best combine these sentences into a compound sentence?

- F** Paraffin wax is currently the most-used product in creating candles since beeswax is still used today.
- G** Even though paraffin wax is currently the most-used product in creating candles, beeswax is still used today.
- H** Paraffin wax is currently the most-used product in creating candles while beeswax is still used today.
- J** Paraffin wax is currently the most-used product in creating candles, but beeswax is still used today.



## What is my student learning?

Students in grade 7 are extending their understanding of integers. They are using this understanding to solve real-world and mathematical problems involving addition, subtraction, multiplication, division and exponents. Students are developing an understanding of proportional relationships, representing these relationships in a variety of ways, and using these relationships to solve real-world and mathematical problems. Students are extending their understanding of two- and three-dimensional figures to find area, volume, surface area, and perimeter/circumference. Students are collecting, displaying, and analyzing data and extending their understanding of probability.

## How can I help my student at home?

- Stay positive about math! When you stay positive, your student is more likely to have a positive mindset.
- Every day, ask your student to summarize his or her math class and teach you the concept he or she learned that day.
- Ask your student real-world math questions.
- Have your student explain how they know their answers are correct.
- Research the math involved in different career-paths.
- Sample Questions to ask your Seventh Grade Math Student:
  - *At the grocery store:* What is the unit rate for this package of items? How much would it cost for five of these items?
  - *At the store:* What is the median cost of these four items?
  - *On the drive home:* I travel 50 mph for 12 minutes, then get stuck in traffic and travel 15 mph for 20 minutes. How far have I traveled?
  - *Looking at the map:* If one inch represents 50 miles in real distance, how far is it to Oklahoma City from our home?
  - *At the fair:* It costs \$5 to get into the fair and \$1.50 per ride. How many rides can I go on if I have \$20?

## Mathematics Practice Questions

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The OSTP Grade 7 Mathematics test is designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21<sup>st</sup> century teaching and learning practices. The platform can be accessed using the information shown below:

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Student performance on the sample items provided on the platform and in this guide does not indicate student's overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

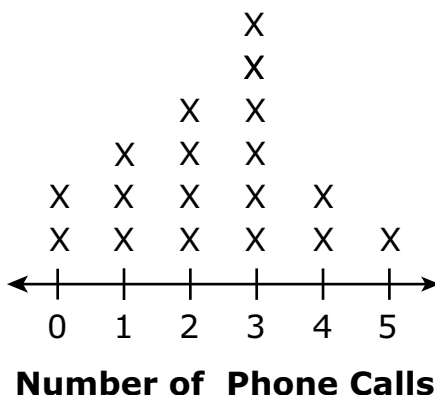
For more information about the Grade 7 Math Standards and/or Assessment, visit the Test and Item Specs at [https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OSTP\\_2018-19\\_ItemSpecs\\_Math\\_G7\\_web.pdf](https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OSTP_2018-19_ItemSpecs_Math_G7_web.pdf).



# Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.

- 1** The line plot shows the number of phone calls made in one day by students in Dorothy's class.

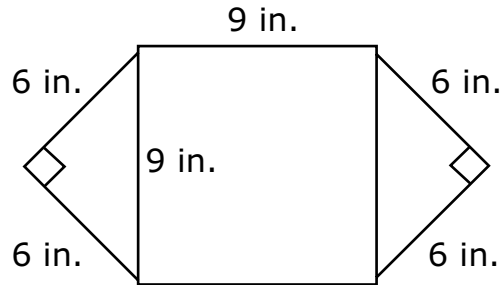


Based on the information in the line plot, what is the probability a student chosen at random made 2 or 3 phone calls that day?

- A  $\frac{1}{3}$
- B  $\frac{1}{10}$
- C  $\frac{2}{9}$
- D  $\frac{5}{9}$



- 2** This figure shows the placemat Kenneth made using two square pieces of paper measured in inches (in.). He cut one piece in half.

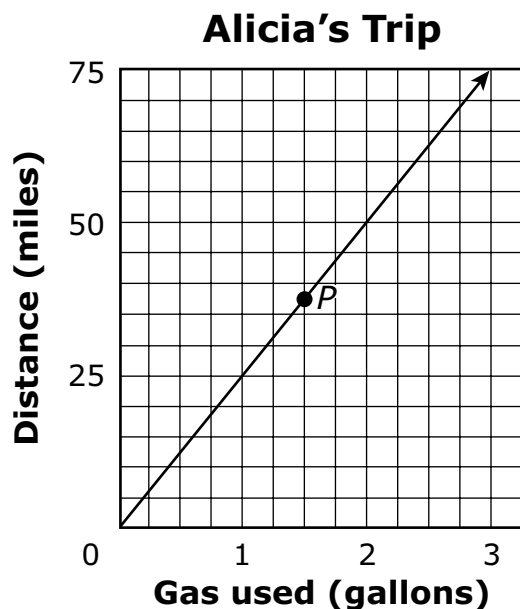


**What is the area, in square inches, of Kenneth's placemat?**

- F** 42 square inches
- G** 54 square inches
- H** 99 square inches
- J** 117 square inches



- 3** Alicia drove to her grandparent’s house. The graph below shows the number of gallons of gas used and the distance traveled during the trip.



According to the graph, which statement best describes point *P*?

- A** Alicia used 1.5 gallons to travel a distance of 37.5 miles.
- B** Alicia used 37.5 gallons to travel a distance of 1.5 miles.
- C** Alicia traveled at a rate of 37.5 miles per hour.
- D** Alicia traveled at a rate of 1.5 miles per hour.





**4** Gabrielle had \$300 in her checking account and \$125 in her savings account. If Gabrielle transferred enough money from her checking account to her savings account to double the savings account balance, what is her new checking account balance?

- F** \$350
- G** \$250
- H** \$175
- J** \$125



Use this information to answer the following two questions.

Three expressions are shown.

<b>Expression 1</b>	$\frac{36}{20}$
<b>Expression 2</b>	$5(3x - 1)$
<b>Expression 3</b>	$-\frac{1}{2}(4x - 2)$

**5** Which number is equivalent to Expression 1?

**A**  $\frac{5}{9}$

**B**  $\frac{9}{5}$

**C**  $\frac{9}{4}$

**D**  $\frac{21}{5}$



**6** Which expression is equivalent to the sum of Expression 2 and Expression 3?

**F**  $7x - 6$

**G**  $7x - 4$

**H**  $13x - 4$

**J**  $13x - 6$



7

**Match each number in the left column with the equivalent number in the right column.**

To connect numbers, click a number in the left column and then a number in the right column, and a line will automatically be drawn between them. To remove a connection, hold the pointer over the line until it turns red, and then click it. Each number in the left column matches to only one number in the right column.

$$\frac{3}{4}$$

$$3.\overline{33}$$

$$0.25$$

$$\frac{2}{10}$$

$$0.375$$

$$\frac{1}{4}$$

$$\frac{3}{8}$$

$$\frac{1}{5}$$

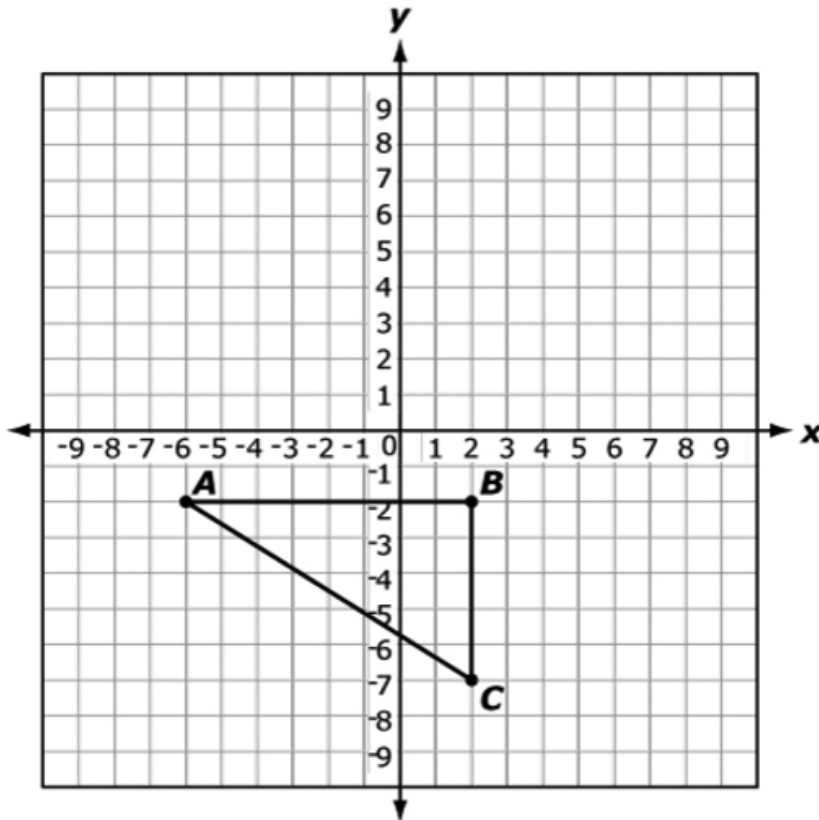
$$\frac{9}{12}$$

$$\frac{10}{3}$$



8

Triangle  $ABC$  is translated 8 units up to create new triangle  $A'B'C'$ .



Select the ordered pairs that show the coordinates of the vertices of triangle  $A'B'C'$ .

To select the coordinates for a vertex, click the ordered pair. To deselect the coordinates, click on the ordered pair again.

- |                                   |                                   |                                    |                                   |
|-----------------------------------|-----------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> (2, -2)  | <input type="checkbox"/> (-6, 6)  | <input type="checkbox"/> (-6, -10) | <input type="checkbox"/> (2, 6)   |
| <input type="checkbox"/> (2, -10) | <input type="checkbox"/> (10, -7) | <input type="checkbox"/> (2, 1)    | <input type="checkbox"/> (10, -2) |



9

At a school carnival game, players toss beanbags onto a table with equal-sized squares of different colors. On the table, there are

- 7 green squares,
- 5 orange squares, and
- 8 blue squares.

These statements describe the probabilities for different outcomes of a single beanbag toss that lands at a random location on the table. **Select the number that best completes each statement.** To select a number, click the menu and then click the desired number. To choose a different number, click the menu and click the new number.

The probability that the outcome is green is  .

The probability that the outcome is orange or green is  .

The probability that the outcome is not orange is  .



10

Simone ordered packets of seeds from a store. The packets cost \$2.50 each plus a shipping fee of \$4.00 for the entire order.

Drag the numbers into the table to show how many seed packets Simone can order for each amount in the "Total Cost" column. To place a number in the table, click and hold the number and then drag it to the desired space. To change a number, click and hold it, and then drag it back to the desired space.

Number of Seed Packets Ordered	Total Cost, Including Shipping (\$)
	9.00
	16.50
	21.50
	29.00

1 2 3 4 5  
6 7 8 9 10



# ANSWER KEYS

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
1	Critical Reading/Writing	<p>A. The reference to Charlie being surrounded by “a zillion boxes of books” does not describe where Charlie has to go.</p> <p><b>B. Correct. The reference to Charlie being surrounded by “a zillion boxes of books” describes how overwhelmed Charlie appears in getting his part of the project finished.</b></p> <p>C. The reference to Charlie being surrounded by “a zillion boxes of books” does not describe how the narrator is feeling.</p> <p>D. The reference to Charlie being surrounded by “a zillion boxes of books” does not describe the satisfaction that Charlie is feeling.</p>
2	Critical Reading/Writing	<p><b>F. Correct. At the end of the passage when the narrator questions Mr. Egan about his rationale for teaming the narrator and Charlie together, Mr. Egan replies that his intent was for the boys to see the importance of communication and working together.</b></p> <p>G. Though Mr. Egan meets with Charlie and the narrator periodically about how their preparations are going, based on the passage he did not provide any strategies for their work. He left it all up to them.</p> <p>H. Though Mr. Egan is the school sponsor of the book fair, there is no indication in the passage that he intervened when Charlie was unable to get his part of the project completed.</p> <p>J. Though Mr. Egan paired the narrator and Charlie together, there is no indication in the passage that his motivation was to strengthen a friendship.</p>
3	Critical Reading/Writing	<p>A. While the narrator was frustrated with Charlie’s lack of getting the job done, being patient was not a concept the narrator learned in this passage.</p> <p>B. The narrator was a hard worker and a planner in the passage, so the narrator did not have to learn the value of working hard.</p> <p>C. Neither Charlie nor the narrator needed to learn about paying attention in this passage.</p> <p><b>D. Correct. What the narrator learned in this passage is the importance of working together and supporting each other.</b></p>



**English Language Arts**

Number	Reporting Category	Item Distractor Rationales										
4	Critical Reading/Writing	<b>Correct Response</b>										
		<table border="1"> <thead> <tr> <th data-bbox="564 245 651 294">Score</th> <th data-bbox="651 245 1493 294">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="564 294 651 365">2</td> <td data-bbox="651 294 1493 365">The response provides a relevant explanation of why the author uses first-person point of view. Evidence is provided to support the response.</td> </tr> <tr> <td data-bbox="564 365 651 436">1</td> <td data-bbox="651 365 1493 436">The response provides a somewhat relevant explanation of why the author uses this point of view or does not provide evidence to support the response.</td> </tr> <tr> <td data-bbox="564 436 651 508">0</td> <td data-bbox="651 436 1493 508">The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.</td> </tr> <tr> <td data-bbox="564 508 651 556"><b>Blank</b></td> <td data-bbox="651 508 1493 556"></td> </tr> </tbody> </table>	Score	Description	2	The response provides a relevant explanation of why the author uses first-person point of view. Evidence is provided to support the response.	1	The response provides a somewhat relevant explanation of why the author uses this point of view or does not provide evidence to support the response.	0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.	<b>Blank</b>	
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		2	The response provides a relevant explanation of why the author uses first-person point of view. Evidence is provided to support the response.									
		1	The response provides a somewhat relevant explanation of why the author uses this point of view or does not provide evidence to support the response.									
		0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.									
<b>Blank</b>												
<p><b>Possible Correct Answers:</b></p> <ul style="list-style-type: none"> <li>· The passage is written in the first-person point of view so that the reader can experience the events through the narrator’s eyes.</li> <li>· The passage is written in the first-person point of view because the author uses this point of view to reveal the thoughts and actions of the narrator as the story unfolds.</li> </ul> <p><b>Possible Support from Passage:</b></p> <ul style="list-style-type: none"> <li>· “I was even more surprised when he told me that the student I would be working with was Charlie Lyons.” (paragraph 1)</li> <li>· “In light of that event, I was dumbfounded that Mr. Egan and Ms. Cates found us a suitable match.” (paragraph 2)</li> <li>· “With only two weeks to plan, I knew I could not procrastinate.” (paragraph 4)</li> <li>· “He asked about how my preparations were going, and I provided him with a detailed report. He seemed satisfied and said he would see me at the set-up.” (paragraph 5)</li> <li>· “My initial impulse was to say, ‘No, this is your mess. Figure it out.’ But instead I responded, ‘Sure, Charlie. Let me see if I can get some people to lend us a hand.’” (paragraph 9)</li> <li>· “After the book fair was over, I could not stop wondering what Mr. Egan was thinking when he put us together, so I asked him.” (paragraph 11)</li> </ul> <p>Other responses are acceptable if supported by relevant details from the text.</p>												
5	Vocabulary	<p>A. “Vulnerable” means at risk or weak, not soft or flexible.</p> <p><b>B. Correct. In the passage, it indicates that wet hair should be especially treated gently because it is more prone to damage.</b></p> <p>C. “Vulnerable” means at risk or weak, not honest or truthful.</p> <p>D. “Vulnerable” means at risk or weak, not needed or important.</p>										
6	Reading/Writing Process	<p>F. This is a detail presented in the passage about how to promote healthy hair, not a summary of the passage.</p> <p>G. This is a detail presented in the passage about how to promote healthy hair, not a summary of the passage.</p> <p>H. This is a detail presented in the passage about how to promote healthy hair, not a summary of the passage.</p> <p><b>J. Correct. The passage is about how to care for different types of hair and the elements that can help determine whether an individual has healthy hair.</b></p>										

**English Language Arts**

Number	Reporting Category	Item Distractor Rationales
7	Critical Reading/Writing	<p>A. This is a fact presented in the passage.</p> <p>B. This is a fact presented in the passage.</p> <p>C. This is a fact presented in the passage.</p> <p><b>D. Correct. The use of the words “you may want to” helps the reader to infer that this is a suggestion, not a fact.</b></p>
8	Research	<p>F. A secondary source such as a brochure would most likely be advertising services the hair salon provides, not what makes hair grow.</p> <p>G. A secondary source such as a book of hairstyles would not provide information on what makes hair grow.</p> <p>H. A secondary source such as an article about hairstyles would not provide information about what makes hair grow.</p> <p><b>J. Correct. A primary source such as a scientific journal entry written by a hair expert would be the best source for information about what makes hair grow.</b></p>
9	Language	<p>A. This appositive needs a comma before and after the phrase.</p> <p>B. This appositive needs a comma before and after the phrase.</p> <p><b>C. Correct. The appositive “a tall marsh plant” needs a comma before and after the phrase.</b></p> <p>D. This appositive needs a comma before and after the phrase.</p>
10	Language	<p>F. This is a complex sentence with the wrong conjunction used in regards to the relationship of ideas being combined.</p> <p>G. This is a complex sentence.</p> <p>H. This is a complex sentence.</p> <p><b>J. Correct. The use of the conjunction “but” preceded by a comma combines these two sentences into a compound sentence.</b></p>

**Blank**

## Mathematics

Number	Reporting Category	Item Distractor Rationales
1	Data & Probability	<p>A. The student compared the number of phone calls asked about, 2, to the total number of phone calls shown, 6.</p> <p>B. Balance distractor</p> <p>C. Balance distractor</p> <p><b>D. Correct. The student demonstrated an ability to express probability as a fraction.</b></p>
2	Geometry & Measurement	<p>F. The student added all numbers shown on the figure.</p> <p>G. The student computed <math>9 \times 6</math>.</p> <p>H. The student focused on the middle square and saw the two 9s.</p> <p><b>J. Correct. The student demonstrated an ability to find the area of a composite figure to solve a real-world problem.</b></p>
3	Algebraic Reasoning	<p><b>A. Correct. The student demonstrated an ability to represent a proportional relationship with a verbal description.</b></p> <p>B. The student confused the x and y axes.</p> <p>C. The student focused on the y-value and chose a common relationship.</p> <p>D. The student focused on the x-value and chose a common relationship.</p>
4	Number & Operations	<p>F. The student found the amount that needed to be transferred, \$125, then doubled it to get \$250, and then added that to the existing \$125.</p> <p>G. The student doubled the savings account balance.</p> <p><b>H. Correct. The student demonstrated an ability to solve a real-world problem involving addition, subtraction, and multiplication.</b></p> <p>J. The student found the amount that needed to be transferred.</p>
5	Number & Operations	<p>A. The student confused the numerator and denominator.</p> <p><b>B. Correct. The student demonstrated an ability to recognize equivalent representations of rational numbers.</b></p> <p>C. The student made a multiplication error in the denominator.</p> <p>D. The student subtracted 15 from both the numerator and denominator.</p>
6	Algebraic Reasoning	<p>F. The student computed <math>-\frac{1}{2} \cdot 4x</math> as <math>8x</math> instead of <math>-2x</math> and <math>-\frac{1}{2}x \cdot -2</math> as <math>-1x</math> instead of <math>1x</math>.</p> <p>G. The student computed <math>-\frac{1}{2} \cdot 4x</math> as <math>8x</math> instead of <math>-2x</math>.</p> <p><b>H. Correct. The student demonstrated an ability to use the properties of operations to generate equivalent algebraic expressions.</b></p> <p>J. The student computed <math>-\frac{1}{2} \times -2</math> as <math>-1</math> instead of <math>1</math>.</p>

**Mathematics**

Number	Reporting Category	Item Distractor Rationales
7	Number & Operations	<p><b>Sample Distractor Rationales:</b> Correct</p> <p style="text-align: center;"><b>Incorrect</b></p> <p>The student thought fractions with the same numerator are equivalent.</p>
8	Geometry & Measurement	<p><b>Sample Distractor Rationales:</b> Correct (-6, 6) (2, 6) (2, 1) Incorrect (2, -2) (10, -2) (10, -7) The student thought ABC and A'B'C' were the same triangle. (-6, -10) (2, -10) (-6, 6) The student confused 8 units up and 8 units down.</p>

Mathematics		
Number	Reporting Category	Item Distractor Rationales
9		<p><b>Sample Distractor Rationales:</b></p> <p><b>Correct</b>  The probability that the outcome is green is .35  The probability that the outcome is orange or green is 35  The probability that the outcome is not orange is 75%</p> <p><b>Incorrect</b>  The probability that the outcome is green is 0.7  The probability that the outcome is orange or green is 1.12  The probability that the outcome is not orange is 75%  The student chose 0.7 for green because there were 7 outcomes for green. The student chose 1/12 for orange or green because there were 12 outcomes for orange or green. The student chose 15% for not orange because there were 15 outcomes for not orange.  The probability that the outcome is green is 35  The probability that the outcome is orange or green is 35  The probability that the outcome is not orange is 25%  The student gave the probability of orange instead of not orange for the last blank.</p>

**Mathematics**

**Number**

**Reporting Category**

**Item Distractor Rationales**

10

**Correct**

Number of Seed Packets Ordered	Total Cost, Including Shipping (\$)
2	9.00
5	16.50
7	21.50
10	29.00

**Incorrect**

Number of Seed Packets Ordered	Total Cost, Including Shipping (\$)
2	9.00
4	16.50
5	21.50
7	29.00

The student confused the \$2.50 and the \$4.00 and used the equation  $y = 4x + 2.50$ .

Number of Seed Packets Ordered	Total Cost, Including Shipping (\$)
2	9.00
4	16.50
6	21.50
8	29.00

The student found the correct number of seed packets for \$9.00 and then assumed that the number of seed packets would increase by 2 for each row.

**Blank**





# ANSWER SHEET

USE NO.2 PENCIL ONLY

## ENGLISH LANGUAGE ARTS

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 CR
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)



## MATHEMATICS

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 TEI
- 8 TEI
- 9 TEI
- 10 TEI







