

Ohio's State Tests

**PRACTICE TEST ANSWER KEY &
SCORING GUIDELINES**

**GRADE 7
ENGLISH LANGUAGE ARTS**

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**Grade 7 ELA
Practice Test
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
1	Multiple Choice	Literary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	A	1 point
2	Multiple Choice	Literary	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.	D	1 point
3	Multiple Choice	Literary	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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	1 point
4	Multiple Choice	Literary	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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.	A	1 point
5	Multi-Select Item	Literary	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	B, E	1 point

**Grade 7 ELA
Practice Test
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
6	Multiple Choice	Literary	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	C	1 point
7	Multi-Select Item	Literary	Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.	B, C, F	1 point
8	Multiple Choice	Literary	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	1 point
9	Matching Item	Literary	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.	---	1 point
10	Evidence-Based Selected Response	Informational	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.	C; B	2 points
11	Hot Text Item	Informational	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.	---	2 points

**Grade 7 ELA
Practice Test
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
12	Multiple Choice	Informational	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.	D	1 point
13	Evidence-Based Selected Response	Informational	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	C; A, B	2 points
14	Multiple Choice	Informational	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	A	1 point
15	Hot Text Item	Informational	Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.	B, E; C	2 points
16	Matching Item	Informational	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.	---	1 point
17	Extended Response	Writing	Write arguments to support claims with clear reasons and relevant evidence.	---	10 points

Grade 7
English Language Arts
Practice Test

Stimulus for Questions 1 – 9

Stimulus for Questions 1 – 9

Passage 1: A Pilgrim on the Silk Road

by Sally Wriggins

- 1 The Silk Road is 5,000 miles long, about twice the width of the United States. It is called the Silk Road because traders used this route for centuries to carry silk from China to Europe. China knew—and guarded—the secret of making thread from the cocoon of the silkworm, and the Chinese exported silk fabrics to Rome as long ago as the first century B.C.
- 2 Icy mountains and scorching deserts, thirst and hunger made the Silk Road a dangerous route for travelers. So did the robbers who were ready to swoop down on unsuspecting traders. Travelers of all kinds had good reasons to band together in a caravan.
- 3 Some travelers were merchants with heavy loads of silk, fur, iron, and rhubarb from China to sell elsewhere. Some were European traders who had loads of gold and glass to sell to China. Precious trade items changed hands many times along the way, so Chinese merchants never saw Rome, nor did any Roman traders make it to China.
- 4 . . . One of the Silk Road’s heroes is the seventh-century Buddhist monk Xuanzang. (His name sounds like “swan song.”) Xuanzang endured the dangers of the Silk Road to reach India, where he expected to find out more about the Buddhist religion and bring back to China copies of the sacred Buddhist scriptures. Because he kept a diary of his journey, we can follow his travels.
- 5 On his 16-year journey from China to India and back, Xuanzang followed both the northern and southern routes through the regions that are now Afghanistan, Pakistan, Kyrgyzstan, and Uzbekistan. All told, he traveled an astonishing 10,000 miles.

. . .
- 6 Traveling homeward, with the precious Buddhist manuscripts he had sought, Xuanzang and his caravan had to make their way again through treacherous mountains and deserts. This time he also crossed the Pamir range, known as “the roof of the world,” which has many mountain peaks over 20,000 feet.
- 7 Arriving back in Chang’an, he was hailed as a hero of his country.

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**Passage 2: from *Chengli
and the Silk Road Caravan***
by Hildi Kang

8 Morning came, and with it their lives took on the predictable rhythm. The caravan moved northward with the slow speed of heavily laden camels. Day after day they trudged along between the mountains on the left and the gray, gravelly desert on the right. Herds of wild camels peppered the horizon. Mounds of sand lay trapped, tight against tufts of brown desert scrub bushes, dried out and prickly.

9 Chengli had stared in amazement the day they passed the end of the Great Wall. Somehow, he'd thought the wall just kept going. And there it was . . . the end. It made him a little uneasy to realize he was actually leaving the Middle Kingdom, the China he had always known. Now China was behind him, and ahead were the deserts he'd heard of only in stories. To his right, as far as he could see, stretched the gray stones of the Gobi. To his left, just coming into view, lay the boundless sweep of the Taklamakan sand, drier, and hotter, he'd been told, than any place known to man.

10 Chengli used to brag . . . that he knew all about caravans, but bit by bit now he realized he hardly knew anything at all. He hadn't known where China ended. He didn't know about the cities outside of China along the edge of the desert. Oasis cities, Bori called them, because each one could only exist right at the base of a mountain where a river came down from the melting snow. When the river disappeared under the sand of the desert, the city and the farms around it just stopped. Nothing would live without that water.

11 And kings! Oh, the kings that Bori talked about. Each one of those desert cities had its own ruler. Imagine! A different king each time the caravan stopped. Chengli got confused just thinking about it. Abdul said the kings were like little emperors, each one ruling his own city. It had to be that way, he thought, because each city stood alone, with hundreds and hundreds of miles of desert between it and the next oasis. So, for something to do during the boredom of walking, Chengli memorized the names of each city—Dunhuang, Hami, Turpan, Kucha, and finally, Kashgar—and wondered what he'd find in each of them. . . .

. . .

12 Trudging northward, the caravan left the protection of the mountains and started around the edge of the great sand desert. Chengli thought about the city of Dunhuang and wondered what they would trade there. He knew that ninety of master's camels were loaded with treasures to be sold at the far end of their route, but the last ten camels—his camels—had items they could trade at the oasis towns along the way, giving them fresh food and more water for their journey.

13 Thus every day his curiosity grew, until Dunhuang seemed a magical place. . . . Finally the cry echoed along the line, "Oasis! Dunhuang!"

14 And sure enough, far off in the distance, about the green of the oasis, Chengli could just make out the massive, red-brick tower with its two arching roofs that signaled the gate to the city. As they moved nearer, they came to the farmers' huts, lush orchards, and colorful gardens, all watered by channels of water brought from the river—a real river! The road followed the canal, and Chengli grinned from ear to ear as he walked past travelers resting along the water's edge

- 15 This city of Dunhuang ranked as an official checkpoint for people entering or leaving China. Inspectors gave the stamp of approval to legal traders and checked for smugglers who tried to get illegal items in or out of China. As such, it bustled with activity. Noise and confusion bubbled in all directions. Caravans reported their wares with all the details of where it came from, where it was going, plus the size and weight of each camel's load. Soldiers patrolled. Inspectors inspected. Tax collectors collected import and export taxes. Caravans moved through passport and animal control as they entered and left the safety of the Middle Kingdom.
- 16 Chengli knew they would take one of his camels and empty its load at the market, selling iron tools to the men and bronze mirrors and colorful pottery to the women, along with bricks of hard, packed tea and bags of rice. This city had nearly as many people as Chang'an, and they all wanted the same luxuries as people farther south and were willing to pay for them. In exchange, the caravan could get the dried food it needed: noodles, fish, figs, persimmons, and vegetables to keep the group going to the next town.

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**Grade 7
English Language Arts
Practice Test**

Question 1

Question and Scoring Guidelines

Question 1

Read the paragraph from Passage 1.

- 6 Traveling homeward, with the precious Buddhist manuscripts he had sought, Xuanzang and his caravan had to make their way again through treacherous mountains and deserts. This time he also crossed the Pamir range, known as “the roof of the world,” which has many mountain peaks over 20,000 feet.

What does the phrase “the roof of the world” suggest about the Pamir mountain range?

- Ⓐ It contains peaks that are among the highest on Earth.
- Ⓑ It helps protect surrounding villages from bad weather.
- Ⓒ It provides the best views of the surrounding trade routes.
- Ⓓ It is a common gathering place for traders traveling the route.

Points Possible: 1

Topic: Literary

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Scoring Guidelines

Rationale for Option A: Key – The phrase is a reference to the height of the mountains; they are among some of the highest peaks on Earth.

Rationale for Option B: This is incorrect. While it may seem logical that a roof would protect surrounding areas from inclement weather, this is not the meaning of this phrase.

Rationale for Option C: This is incorrect. While it may seem logical that the view is wonderful from this vantage point, this is not the true meaning of the phrase.

Rationale for Option D: This is incorrect. While mention of the “roof” may imply a gathering, this is not the meaning of the phrase.

Sample Response: 1 point

Read the paragraph from Passage 1.

6 Traveling homeward, with the precious Buddhist manuscripts he had sought, Xuanzang and his caravan had to make their way again through treacherous mountains and deserts. This time he also crossed the Pamir range, known as “the roof of the world,” which has many mountain peaks over 20,000 feet.

What does the phrase “the roof of the world” suggest about the Pamir mountain range?

- A It contains peaks that are among the highest on Earth.
- B It helps protect surrounding villages from bad weather.
- C It provides the best views of the surrounding trade routes.
- D It is a common gathering place for traders traveling the route.

**Grade 7
English Language Arts
Practice Test**

Question 2

Question and Scoring Guidelines

Question 2

In paragraphs 10 and 11, how does the author contrast the perspective of Chengli with the perspective of Bori and Abdul?

- Ⓐ by hinting that Bori and Abdul are more impatient travelers than Chengli
- Ⓑ by suggesting that Bori and Abdul are more motivated to trade than Chengli
- Ⓒ by indicating that Bori and Abdul are more interested in the landscape than Chengli
- Ⓓ by implying that Bori and Abdul are more knowledgeable about the world than Chengli

Points Possible: 1

Topic: Literary

Content Standard: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the passage indicates that Bori and Abdul are more experienced than Chengli, there is no suggestion that they are more impatient while traveling than Chengli. Chengli is the one shown as excited to reach the oasis cities.

Rationale for Option B: This is incorrect. Although the passage indicates that Bori and Abdul are more experienced than Chengli, there is no suggestion that they are more motivated to trade than Chengli.

Rationale for Option C: This is incorrect. Although the passage indicates that Bori and Abdul are more experienced than Chengli, there is no suggestion that they are more interested in the landscape than Chengli.

Rationale for Option D: **Key** – Bori’s and Abdul’s knowledge of how the cities are ruled reveals that they are more experienced than Chengli.

Sample Response: 1 point

In paragraphs 10 and 11, how does the author contrast the perspective of Chengli with the perspective of Bori and Abdul?

- (A) by hinting that Bori and Abdul are more impatient travelers than Chengli
- (B) by suggesting that Bori and Abdul are more motivated to trade than Chengli
- (C) by indicating that Bori and Abdul are more interested in the landscape than Chengli
- (D) by implying that Bori and Abdul are more knowledgeable about the world than Chengli

**Grade 7
English Language Arts
Practice Test**

Question 3

Question and Scoring Guidelines

Question 3

Read the sentences from Passage 2.

"Soldiers patrolled. Inspectors inspected. Tax collectors collected import and export taxes." (paragraph 15)

What effect is produced by the repetition of words and sounds in these sentences?

- Ⓐ It emphasizes the importance of the city.
- Ⓑ It highlights the bustling activity in the city.
- Ⓒ It illustrates the large population in the city.
- Ⓓ It demonstrates the organized layout of the city.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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.

Scoring Guidelines

Rationale for Option A: This is incorrect. While context in the passage suggests that the city is important, the repetition is used to emphasize the bustle of the city.

Rationale for Option B: Key – The short sentences and repetition of tasks throughout the nouns and verbs emphasize the hustle and bustle of people in the city.

Rationale for Option C: This is incorrect. While different occupations are described to reflect a multitude of people, the repetition produces an effect to mirror the activity of the people rather than to illustrate the population’s size.

Rationale for Option D: This is incorrect. While the sentences are short and structured to convey observational meanings, the repetition produces an effect to mirror the activity of the people rather than to reflect the city’s layout.

Sample Response: 1 point

Read the sentences from Passage 2.

“Soldiers patrolled. Inspectors inspected. Tax collectors collected import and export taxes.” (paragraph 15)

What effect is produced by the repetition of words and sounds in these sentences?

- Ⓐ It emphasizes the importance of the city.
- Ⓑ It highlights the bustling activity in the city.
- Ⓒ It illustrates the large population in the city.
- Ⓓ It demonstrates the organized layout of the city.

**Grade 7
English Language Arts
Practice Test**

Question 4

Question and Scoring Guidelines

Question 4

Read the sentence from Passage 2.

"The caravan moved northward with the slow speed of heavily laden camels." (paragraph 8)

What is the meaning of the word laden as it is used in this sentence?

- Ⓐ burdened
- Ⓑ distracted
- Ⓒ guarded
- Ⓓ valued

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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.

Scoring Guidelines

Rationale for Option A: Key – The context indicates that “laden” means “burdened” by the weight of the load.

Rationale for Option B: This is incorrect. Although the travelers may be distracted by the sights on the journey, this is not necessarily descriptive of the camels and is not what is meant by “laden”.

Rationale for Option C: This is incorrect. Although the camels carried valuables, the context does not indicate that “laden” means “guarded”.

Rationale for Option D: This is incorrect. Although the camels may be valued for their ability to carry items, this is not what is meant by “laden”.

Sample Response: 1 point

Read the sentence from Passage 2.

“The caravan moved northward with the slow speed of heavily laden camels.” (paragraph 8)

What is the meaning of the word laden as it is used in this sentence?

- A. burdened
- B. distracted
- C. guarded
- D. valued

**Grade 7
English Language Arts
Practice Test**

Question 5

Question and Scoring Guidelines

Question 5

Which **two** details from Passage 2 support the conclusion that Chengli has an important role in the caravan?

- “. . . he knew all about caravans, but bit by bit now he realized he hardly knew anything at all.” (paragraph 10)
- “. . . but the last ten camels—his camels—had items they could trade at the oasis towns along the way, giving them fresh food and more water for their journey.” (paragraph 12)
- “. . . far off in the distance, about the green of the oasis, Chengli could just make out the massive, red-brick tower with its two arching roofs that signaled the gate to the city.” (paragraph 14)
- “The road followed the canal, and Chengli grinned from ear to ear as he walked past travelers resting along the water’s edge . . .” (paragraph 14)
- “Chengli knew they would take one of his camels and empty its load at the market, selling iron tools to the men and bronze mirrors and colorful pottery to the women . . .” (paragraph 16)

Points Possible: 1

Topic: Literary

Content Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Scoring Guidelines

Rationale for First Option: This is incorrect. This refers to Chengli's view of himself, not his importance to the caravan.

Rationale for Second Option: **Key** – Chengli's camels are bringing in necessary items for the caravan.

Rationale for Third Option: This is incorrect. This refers to an observation Chengli makes, not his importance to the caravan.

Rationale for Fourth Option: This is incorrect. This refers to Chengli's feelings and actions, not his importance to the caravan.

Rationale for Fifth Option: **Key** – This refers to Chengli's bringing important goods to the men and women at the market.

**Grade 7
English Language Arts
Practice Test**

Question 5

Sample Responses

Sample Response: 1 point

Which **two** details from Passage 2 support the conclusion that Chengli has an important role in the caravan?

- “. . . he knew all about caravans, but bit by bit now he realized he hardly knew anything at all.” (paragraph 10)
- “. . . but the last ten camels—his camels—had items they could trade at the oasis towns along the way, giving them fresh food and more water for their journey.” (paragraph 12)
- “. . . far off in the distance, about the green of the oasis, Chengli could just make out the massive, red-brick tower with its two arching roofs that signaled the gate to the city.” (paragraph 14)
- “The road followed the canal, and Chengli grinned from ear to ear as he walked past travelers resting along the water’s edge . . .” (paragraph 14)
- “Chengli knew they would take one of his camels and empty its load at the market, selling iron tools to the men and bronze mirrors and colorful pottery to the women . . .” (paragraph 16)

Notes on Scoring

This response receives full credit (1 point) because both of the correct answers are selected. For this item, a full-credit (1 point) response includes:

- “. . .but the last ten camels—his camels—had items they could trade at the oasis towns along the way, giving them fresh food and more water for their journey.” (paragraph 12) selected;
- AND
- “Chengli knew they would take one of his camels and empty its load at the market, selling iron tools to the men and bronze mirrors and colorful pottery to the women...” (paragraph 16) selected.

Sample Response: 0 points

Which **two** details from Passage 2 support the conclusion that Chengli has an important role in the caravan?

- “. . . he knew all about caravans, but bit by bit now he realized he hardly knew anything at all.” (paragraph 10)
- “. . . but the last ten camels—his camels—had items they could trade at the oasis towns along the way, giving them fresh food and more water for their journey.” (paragraph 12)
- “. . . far off in the distance, about the green of the oasis, Chengli could just make out the massive, red-brick tower with its two arching roofs that signaled the gate to the city.” (paragraph 14)
- “The road followed the canal, and Chengli grinned from ear to ear as he walked past travelers resting along the water’s edge . . .” (paragraph 14)
- “Chengli knew they would take one of his camels and empty its load at the market, selling iron tools to the men and bronze mirrors and colorful pottery to the women . . .” (paragraph 16)

Notes on Scoring

This response receives no credit (0 points) because the first answer selected is incorrect. Although the second answer selected is correct, in order to receive credit for this item, students must select both correct answer options. No partial credit is awarded for this item type.

Sample Response: 0 points

Which **two** details from Passage 2 support the conclusion that Chengli has an important role in the caravan?

- “. . . he knew all about caravans, but bit by bit now he realized he hardly knew anything at all.” (paragraph 10)
- “. . . but the last ten camels—his camels—had items they could trade at the oasis towns along the way, giving them fresh food and more water for their journey.” (paragraph 12)
- “. . . far off in the distance, about the green of the oasis, Chengli could just make out the massive, red-brick tower with its two arching roofs that signaled the gate to the city.” (paragraph 14)
- “The road followed the canal, and Chengli grinned from ear to ear as he walked past travelers resting along the water’s edge . . .” (paragraph 14)
- “Chengli knew they would take one of his camels and empty its load at the market, selling iron tools to the men and bronze mirrors and colorful pottery to the women . . .” (paragraph 16)

Notes on Scoring

This response receives no credit (0 points) because both of the answers selected are incorrect. In order to receive credit for this item, students must select both correct answer options.

**Grade 7
English Language Arts
Practice Test**

Question 6

Question and Scoring Guidelines

Question 6

In Passage 2, how do the sights and sounds of the Silk Road affect Chengli?

- Ⓐ The excitement of the city causes Chengli to feel inspired.
- Ⓑ The challenges of the desert cause Chengli to feel discouraged.
- Ⓒ The variety of the landscape develops Chengli's sense of wonder.
- Ⓓ The dangers of the mountains develop Chengli's sense of nervousness.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Scoring Guidelines

Rationale for Option A: This is incorrect. Although paragraph 15 describes a bustling city that might be considered an exciting experience, Chengli is not being inspired by the noise and confusion.

Rationale for Option B: This is incorrect. Although the passage suggests that the desert creates challenges, there is no evidence that Chengli becomes discouraged.

Rationale for Option C: **Key** – The variety in the setting—barren, rocky terrain and lush oases, empty desert and bustling cities—increases Chengli’s sense of wonder.

Rationale for Option D: This is incorrect. Although paragraph 9 states that Chengli felt “a little uneasy to realize he was actually leaving the Middle Kingdom”, this is not due to the dangers of the mountains.

Sample Response: 1 point

In Passage 2, how do the sights and sounds of the Silk Road affect Chengli?

- Ⓐ The excitement of the city causes Chengli to feel inspired.
- Ⓑ The challenges of the desert cause Chengli to feel discouraged.
- Ⓒ The variety of the landscape develops Chengli’s sense of wonder.
- Ⓓ The dangers of the mountains develop Chengli’s sense of nervousness.

**Grade 7
English Language Arts
Practice Test**

Question 7

Question and Scoring Guidelines

Question 7

Select **three** details from Passage 2 that would be important to include in a summary.

- Chengli knows about the Silk Road from hearing stories.
- Chengli makes his first journey on the Silk Road by caravan.
- Oasis cities function as lively trading centers along the Silk Road.
- Chengli feels proud that he improves his understanding of caravans.
- People entering and leaving China are required to pass through Dunhuang.
- The caravan needs to sell treasures to support its journey along the Silk Road.

Points Possible: 1

Topic: Literary

Content Standard: Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.

Scoring Guidelines

Rationale for First Option: This is incorrect. Chengli's knowledge of the Silk Road is not a significant detail in the story.

Rationale for Second Option: **Key** – This statement expresses a main idea in the story and should be included in a summary of the passage.

Rationale for Third Option: **Key** – The story emphasizes the important role of the bustling oasis cities.

Rationale for Fourth Option: This is incorrect. Chengli does improve his knowledge of caravans, but this is a minor detail.

Rationale for Fifth Option: This is incorrect. Dunhuang is a checkpoint along China's border, but this detail is not significant enough to include in a summary.

Rationale for Sixth Option: **Key** – The importance of trade to the caravans is emphasized in the story.

**Grade 7
English Language Arts
Practice Test**

Question 7

Sample Responses

Sample Response: 1 point

Select **three** details from Passage 2 that would be important to include in a summary.

- Chengli knows about the Silk Road from hearing stories.
- Chengli makes his first journey on the Silk Road by caravan.
- Oasis cities function as lively trading centers along the Silk Road.
- Chengli feels proud that he improves his understanding of caravans.
- People entering and leaving China are required to pass through Dunhuang.
- The caravan needs to sell treasures to support its journey along the Silk Road.

Notes on Scoring

This response receives full credit (1 point) because all of the correct answers are selected. For this item, a full-credit (1 point) response includes:

- “Chengli makes his first journey on the Silk Road by caravan.” selected;
AND
- “Oasis cities function as lively trading centers along the Silk Road.” selected;
AND
- “The caravan needs to sell treasures to support its journey along the Silk Road.” selected.

Sample Response: 0 points

Select **three** details from Passage 2 that would be important to include in a summary.

- Chengli knows about the Silk Road from hearing stories.
- Chengli makes his first journey on the Silk Road by caravan.
- Oasis cities function as lively trading centers along the Silk Road.
- Chengli feels proud that he improves his understanding of caravans.
- People entering and leaving China are required to pass through Dunhuang.
- The caravan needs to sell treasures to support its journey along the Silk Road.

Notes on Scoring

This response receives no credit (0 points). Although the first two answers selected are correct, the third answer selected is incorrect. In order to receive credit for this item, students must select all three correct answer options. No partial credit is awarded for this item type.

Sample Response: 0 points

Select **three** details from Passage 2 that would be important to include in a summary.

- Chengli knows about the Silk Road from hearing stories.
- Chengli makes his first journey on the Silk Road by caravan.
- Oasis cities function as lively trading centers along the Silk Road.
- Chengli feels proud that he improves his understanding of caravans.
- People entering and leaving China are required to pass through Dunhuang.
- The caravan needs to sell treasures to support its journey along the Silk Road.

Notes on Scoring

This response receives no credit (0 points). Although the two answers selected are correct, the student did not select the third correct answer. In order to receive credit for this item, students must select all three correct answer options. No partial credit is awarded for this item type.

**Grade 7
English Language Arts
Practice Test**

Question 8

Question and Scoring Guidelines

Question 8

How does the fictionalized account of the Silk Road in Passage 2 further develop the historical account in Passage 1?

- Ⓐ It explains the impact of the Silk Road by showing how trading changed the cultures of cities over time.
- Ⓑ It makes the experience of the Silk Road more personal by focusing on the perspective of one character.
- Ⓒ It reveals why silk was so important along the Silk Road by describing what traders would receive in return.
- Ⓓ It emphasizes the dangers of traveling along the Silk Road by highlighting the illegal activity that took place.

Points Possible: 1

Topic: Literary

Content Standard: 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.

Scoring Guidelines

Rationale for Option A: This is incorrect. While Passage 2 does describe the conditions and activities centered around trade that took place in cities, it does not contrast this with how cities used to be before the Silk Road, and it does not show how they changed as a result of trade.

Rationale for Option B: Key – By setting the fictional account from the perspective of a single individual, Chengli, and allowing the reader insight into his thoughts and feelings as he travels, Passage 2 makes the experience of the Silk Road described in Passage 1 more relatable.

Rationale for Option C: This is incorrect. While Passage 1 does emphasize the importance of silk and the origin of the naming of the Silk Road, this isn't an aspect expanded upon in Passage 2. In Passage 2, Chengli is trading various goods, not silk, in order to get food to continue on the journey.

Rationale for Option D: This is incorrect. While Passage 2 mentions inspectors checking for smugglers and illegal items, this is not a focus of Passage 2.

Sample Response: 1 point

How does the fictionalized account of the Silk Road in Passage 2 further develop the historical account in Passage 1?

- Ⓐ It explains the impact of the Silk Road by showing how trading changed the cultures of cities over time.
- Ⓑ It makes the experience of the Silk Road more personal by focusing on the perspective of one character.
- Ⓒ It reveals why silk was so important along the Silk Road by describing what traders would receive in return.
- Ⓓ It emphasizes the dangers of traveling along the Silk Road by highlighting the illegal activity that took place.

**Grade 7
English Language Arts
Practice Test**

Question 9

Question and Scoring Guidelines

Question 9

Passage 2 draws on some of the historical facts presented in Passage 1.

Select the boxes to indicate whether the elements are included in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both
a description of the origins of the Silk Road	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accounts of the desert cities developing along the Silk Road	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an explanation for why goods were exchanged along the Silk Road	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 1

Topic: Literary

Content Standard: 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.

Scoring Guidelines

For this item, a full-credit (1 point) response includes:

- "Passage 1" selected for "a description of the origins of the Silk Road";
AND
- "Passage 2" selected for "accounts of the desert cities developing along the Silk Road";
AND
- "Both" selected for "an explanation for why goods were exchanged along the Silk Road" (1 point).

**Grade 7
English Language Arts
Practice Test**

Question 9

Sample Responses

Sample Response: 1 point

Passage 2 draws on some of the historical facts presented in Passage 1.

Select the boxes to indicate whether the elements are included in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both
a description of the origins of the Silk Road	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accounts of the desert cities developing along the Silk Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
an explanation for why goods were exchanged along the Silk Road	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response receives full credit (1 point) because the correct answer box was selected for each row in the table.

Sample Response: 0 points

Passage 2 draws on some of the historical facts presented in Passage 1.

Select the boxes to indicate whether the elements are included in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both
a description of the origins of the Silk Road	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accounts of the desert cities developing along the Silk Road	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
an explanation for why goods were exchanged along the Silk Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response receives no credit (0 points). While the correct answer box was selected for the first row in the table, the answer boxes selected for the second and third rows are incorrect. In order to receive credit for this item type, students must select the correct answer box for each row in the table. No partial credit is awarded for this item type.

Sample Response: 0 points

Passage 2 draws on some of the historical facts presented in Passage 1.

Select the boxes to indicate whether the elements are included in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both
a description of the origins of the Silk Road	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accounts of the desert cities developing along the Silk Road	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an explanation for why goods were exchanged along the Silk Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response receives no credit (0 points). While the correct answer box was selected for the first row in the table, no answer box was selected for the second row, and an incorrect answer was selected for the third row. In order to receive credit for this item type, students must select the correct answer box for each row in the table. No partial credit is awarded for this item type.

Grade 7
English Language Arts
Practice Test

Stimulus for Questions 10 – 17

Stimulus for Questions 10 – 17

Passage 1: Video Games and Physical Health

by Joseph Green

- 1 There's no doubt about it: young people love video games. A 2008 Pew Internet & American Life study reported that 97% of Americans ages 12 to 17 play video games. That's a lot of people! But how might this gaming affect their physical health?
- 2 Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension¹ and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.
- 3 Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can be avoided by making time for physical activity. Also, some video games can actually help people be more physically active. These games allow players to move their bodies to control the game. Some people say these games don't have the same benefits as "real" physical activity. Others see them as a good way to encourage people to move more.
- 4 Playing video games may lead to some health problems. But many of these problems occur when the games are played excessively. Moderate game playing doesn't usually harm people's physical health over the long term.

¹tension: the condition of being stretched tight

"Video Games and Physical Health" by Joseph Green. Written for educational purposes.

Passage 2: Teens' sleep cut short by high-tech toys

by Vikki Ortiz Healy

- 5 A relaxing summer evening for 18-year-old Ross Nikides last week went like this:
- 6 He and five friends brought laptops to another friend's house to play "World of War Craft" and other Internet games against each other.
- 7 Around 4:15 a.m., one of the guys craved a milkshake, so they piled into two cars and drove around Carol Stream, Ill., in search of an ice cream shop still open.
- 8 An hour later, they were back at the friend's house, slurping down their drinks while checking Facebook and playing X-Box until they finally fell asleep—cellphones by their sides—around 6:15 a.m.
- 9 "It was a good bonding experience with friends," said Nikides, who woke up 7 hours later and had enough energy to go for a run.
- 10 Nikides and other teens are averaging 6.5 to 7.5 hours of sleep a night, well below the 9 hours recommended in a newsletter . . . by the Archives of Pediatrics & Adolescent Medicine.
- 11 Hanging out with friends and staying up late may not be different from what some teens did 30 years ago, but new research suggests technological distractions that teens have access to today cut into the quality of their much-needed rest. . . .

- 12 Yet despite years of warnings about the risks of insufficient sleep—including poor school performance, obesity and, as presented in June at an annual meeting of sleep researchers, links to depression—teens and their parents say adolescent exhaustion remains a fact of life.
- 13 And the best they can do is to balance their teens' need for sleep with their need to keep up with today's technology.
- 14 "Teens don't value sleep because there's too many things going on to distract them," Nikides said. . . .
- 15 One night last week, Ryan Cassidy, an 18-year-old recent high school graduate, began playing Xbox at 10:30 p.m., using two-minute breaks within the game to play another game on his cellphone. After two hours, he moved on to his laptop, on which he watched a TV program and checked his Facebook page during commercials.
- 16 Cassidy eventually decided to go to sleep at 2 a.m.
- 17 "I'll wake up a little tired, and I know it's because I stayed up late playing games or something, but to me, it's almost worth it," the Geneva, Ill., teen said. . . .
- 18 Teens need adequate deep and REM sleep to rebuild long-term memory for learning, focus attention for driving and maintain health and fight obesity, said Dr. Matthew Edlund, director of the Center for Circadian Medicine and author of "The Power of Rest."
- 19 "From a public health standpoint, I look at this and I am scared stiff," Edlund said. "They're so connected to their machines that they're treating themselves as though they don't need any rest."
- 20 The shift has left parents struggling to set rules that will keep their teens rested in today's age.
- 21 Stephanie Cassidy, Ryan's 48-year-old mom, said summer rules are more lax, but over the school year she and her husband banned computer use—except for homework—on week nights. They also enforced a 10 p.m. bed time and put limits on Xbox and other game use at night.
- 22 "Sometimes I'd like to take all the electronics and throw it out the window," Cassidy said. "They need their sleep . . . and until they learn and see the reality of it for themselves, they might not know how to do that."

Excerpt from "Teens' sleep cut short by high-tech toys" by Vikki Ortiz Healy, from the *Seattle Times*. Copyright © 2010 by the Seattle Times Company. Reprinted by permission of the Seattle Times Company via Copyright Clearance Center.

**Passage 3: Heart group
backs video games in
obesity campaign**
by Joel Schectman

- 23 The American Heart Association and Nintendo Co. are teaming up to promote the popular Wii video game console, as the health advocacy group concedes¹ that its campaign for traditional exercise isn't working.
- 24 The surprising partnership, announced Monday, comes amid growing concern about obesity among kids who spend much of their time watching television and playing video games. . . .

- 25 "We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative² and new," Clyde Yancy, the AHA's president, said in an interview.
- 26 Numerous studies show a correlation³ between obesity and the amount of time children spend with television and video games. Jeffrey Levi, executive director of Trust for America's Health, said the best solution is simply to cut the cord and encourage youths to spend less time in front of screens.
- 27 But the AHA said it is endorsing the Wii because it will encourage sedentary⁴ Americans to take the first step toward fitness. With 70 percent of Americans doing no regular physical activity at all, the AHA wants to find a way to reach out to people turned off by gyms and traditional sports.
- 28 The organization said its studies show that 40 percent of those who don't exercise say that it's not entertaining enough. The AHA says the Wii addresses the fun factor.
- 29 The Wii, which has sold more than 30 million consoles across the Americas, comes with a controller that encourages people to physically move as they play. Sports-style games such as baseball and boxing let players move their arms Nintendo also makes a foot pad accessory, the Wii Fit, that allows players to try dance steps or yoga.
- 30 The heart icon⁵ covers the Wii console itself along with two of its more active games, Wii Fit Plus and Wii Sports Resort. . . .
- 31 Wii players say that the level of physical exertion⁶ varies greatly by player.
- 32 Maria Lambiris, an 18-year-old illustrations student at the Fashion Institute of Technology in New York, said the game system recently helped her lose five pounds.
- 33 "You really get into it sometimes and you can use your whole body," Lambiris said. . . .
- 34 But while many of the games may not offer the same level of physical activity as traditional sports, they may help get some people started on a healthier lifestyle.
- 35 "It is a first step for someone who is entirely sedentary," Yancy said.
- 36 Yancy said that once that person becomes motivated, he or she can access a website Nintendo and the AHA are developing to help monitor exercise and diet plans.

¹concedes: admits
²provocative: causing a strong reaction
³correlation: possible connection
⁴sedentary: inactive
⁵heart icon: symbol of the AHA endorsement
⁶exertion: effort

Excerpt from "Heart group backs video games in obesity campaign" by Joel Schectman, from the *Seattle Times*. Copyright © 2010 by the Associated Press. Reprinted by permission of the Associated Press via Copyright Clearance Center.

**Grade 7
English Language Arts
Practice Test**

Question 10

Question and Scoring Guidelines

Question 10

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

Part A

How does Passage 1 present ideas about video games in paragraphs 2–3?

- Ⓐ order of events
- Ⓑ order of importance
- Ⓒ problem and solution
- Ⓓ compare and contrast

Part B

How does this structure relate to the overall message of Passage 1?

- Ⓐ It raises questions about how video games impact the brain.
- Ⓑ It shows that people can play video games without damaging their health.
- Ⓒ It proves that video game technology has changed significantly over time.
- Ⓓ It shows that people are continuing to gain more knowledge about the effects of video games.

Points Possible: 2

Topic: Informational

Content Standard: 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.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Though paragraph 2 could be seen as a sequence of events, paragraph 3 is not structured this way.

Rationale for Option B: This is incorrect. Though the paragraphs reference the negative impacts playing video games can have on health, they are not organized according to order of importance in these paragraphs.

Rationale for Option C: **Key** – Paragraph 2 describes a problem (tension caused by game playing) and then directly offers a solution (not playing the game as much). Similarly, in paragraph 3, the problem of obesity is mentioned, but a solution—playing physically active video games—is also offered.

Rationale for Option D: This is incorrect. Though the last sentences in paragraph 3 contrast two opinions, the paragraphs overall are not structured as comparison.

Part B

Rationale for Option A: This is incorrect. Although Passage 1, and paragraphs 2 – 4 in particular, may raise certain questions about the effects of video games, this passage does not specifically address their impact on the brain.

Rationale for Option B: **Key** – The solutions in both paragraphs support the final statement in the passage, which conveys the overall message that some ways of playing video games, such as using them in moderation, will not have a negative impact on one’s health.

Rationale for Option C: This is incorrect. Passage 1 does not focus on how video game technology has changed significantly over time.

Rationale for Option D: This is incorrect. These paragraphs do not focus on the idea that people are continuing to gain more knowledge about the effects of video games; instead, they suggest that people’s understanding of video games has been incorrect in the past.

**Grade 7
English Language Arts
Practice Test**

Question 10

Sample Responses

Sample Response: 2 points

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

Part A

How does Passage 1 present ideas about video games in paragraphs 2–3?

- Ⓐ order of events
- Ⓑ order of importance
- Ⓒ problem and solution
- Ⓓ compare and contrast

Part B

How does this structure relate to the overall message of Passage 1?

- Ⓐ It raises questions about how video games impact the brain.
- Ⓑ It shows that people can play video games without damaging their health.
- Ⓒ It proves that video game technology has changed significantly over time.
- Ⓓ It shows that people are continuing to gain more knowledge about the effects of video games.

Notes on Scoring

This response receives full credit (2 points) because the correct answer was selected in Part A and Part B.

Sample Response: 1 point

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

Part A

How does Passage 1 present ideas about video games in paragraphs 2–3?

- Ⓐ order of events
- Ⓑ order of importance
- Ⓒ problem and solution
- Ⓓ compare and contrast

Part B

How does this structure relate to the overall message of Passage 1?

- Ⓐ It raises questions about how video games impact the brain.
- Ⓑ It shows that people can play video games without damaging their health.
- Ⓒ It proves that video game technology has changed significantly over time.
- Ⓓ It shows that people are continuing to gain more knowledge about the effects of video games.

Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

Sample Response: 1 point

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

Part A

How does Passage 1 present ideas about video games in paragraphs 2–3?

- Ⓐ order of events
- Ⓑ order of importance
- Ⓒ problem and solution
- Ⓓ compare and contrast

Part B

How does this structure relate to the overall message of Passage 1?

- Ⓐ It raises questions about how video games impact the brain.
- Ⓑ It shows that people can play video games without damaging their health.
- Ⓒ It proves that video game technology has changed significantly over time.
- Ⓓ It shows that people are continuing to gain more knowledge about the effects of video games.

Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

Sample Response: 1 point

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

Part A

How does Passage 1 present ideas about video games in paragraphs 2–3?

- Ⓐ order of events
- Ⓑ order of importance
- Ⓒ problem and solution
- Ⓓ compare and contrast

Part B

How does this structure relate to the overall message of Passage 1?

- Ⓐ It raises questions about how video games impact the brain.
- Ⓑ It shows that people can play video games without damaging their health.
- Ⓒ It proves that video game technology has changed significantly over time.
- Ⓓ It shows that people are continuing to gain more knowledge about the effects of video games.

Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

Sample Response: 0 points

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

Part A

How does Passage 1 present ideas about video games in paragraphs 2–3?

- Ⓐ order of events
- Ⓑ order of importance
- Ⓒ problem and solution
- Ⓓ compare and contrast

Part B

How does this structure relate to the overall message of Passage 1?

- Ⓐ It raises questions about how video games impact the brain.
- Ⓑ It shows that people can play video games without damaging their health.
- Ⓒ It proves that video game technology has changed significantly over time.
- Ⓓ It shows that people are continuing to gain more knowledge about the effects of video games.

Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B is correct. Students do not receive partial credit on this item type when Part A is incorrect and Part B is correct. Students are required to select the correct answer in Part A in order to receive credit for this item.

Sample Response: 0 points

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

Part A

How does Passage 1 present ideas about video games in paragraphs 2–3?

- order of events
- order of importance
- problem and solution
- compare and contrast

Part B

How does this structure relate to the overall message of Passage 1?

- It raises questions about how video games impact the brain.
- It shows that people can play video games without damaging their health.
- It proves that video game technology has changed significantly over time.
- It shows that people are continuing to gain more knowledge about the effects of video games.

Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B is incorrect.

**Grade 7
English Language Arts
Practice Test**

Question 11

Question and Scoring Guidelines

Question 11

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

Part A

What is the main claim in Passage 1?

- A) Playing video games is not likely to cause health problems in younger players.
- B) Playing video games increases exhaustion and can cause sore muscles.
- C) Playing video games on a limited basis is not a long-term health risk.
- D) Playing video games leads to obesity and should be avoided.

Part B

Select **two** details from paragraphs 2 and 3 that support the claim in Part A.

"Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.

Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can be avoided by making time for physical activity. Also, some video games can actually help people be more physically active. These games allow players to move their bodies to control the game." (paragraphs 2–3)

Points Possible: 2

Topic: Informational

Content Standard: 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.

Scoring Guidelines

For this item, a full-credit (2-point) response includes:

- “C) Playing video games on a limited basis is not a long-term health risk.” selected in Part A (1 point);
AND
- “However, in many cases the pain doesn’t last. It goes away if people stop playing the games so much.” selected in Part B;
AND
- “This problem can be avoided by making time for physical activity.” selected in Part B (1 point).

Note: No credit will be given for a correct answer in Part B without a correct answer in Part A.

Grade 7
English Language Arts
Practice Test

Question 11

Sample Responses

Sample Response: 2 points

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

Part A

What is the main claim in Passage 1?

- A) Playing video games is not likely to cause health problems in younger players.
- B) Playing video games increases exhaustion and can cause sore muscles.
- C) Playing video games on a limited basis is not a long-term health risk.
- D) Playing video games leads to obesity and should be avoided.

Part B

Select **two** details from paragraphs 2 and 3 that support the claim in Part A.

"Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.

Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can be avoided by making time for physical activity. Also, some video games can actually help people be more physically active. These games allow players to move their bodies to control the game." (paragraphs 2–3)

Notes on Scoring

This response receives full credit (2 points) because the correct answer was selected in Part A, and both of the correct answers were selected in Part B.

Sample Response: 1 point

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

Part A

What is the main claim in Passage 1?

- A) Playing video games is not likely to cause health problems in younger players.
- B) Playing video games increases exhaustion and can cause sore muscles.
- C) Playing video games on a limited basis is not a long-term health risk.
- D) Playing video games leads to obesity and should be avoided.

Part B

Select **two** details from paragraphs 2 and 3 that support the claim in Part A.

"Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.

Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can be avoided by making time for physical activity. Also, some video games can actually help people be more physically active. These games allow players to move their bodies to control the game." (paragraphs 2–3)

Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but both of the answers selected in Part B are incorrect.

Sample Response: 1 point

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

Part A

What is the main claim in Passage 1?

- A) Playing video games is not likely to cause health problems in younger players.
- B) Playing video games increases exhaustion and can cause sore muscles.
- C) Playing video games on a limited basis is not a long-term health risk.
- D) Playing video games leads to obesity and should be avoided.

Part B

Select **two** details from paragraphs 2 and 3 that support the claim in Part A.

"Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.

Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can be avoided by making time for physical activity. Also, some video games can actually help people be more physically active. These games allow players to move their bodies to control the game." (paragraphs 2–3)

Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but both of the answers selected in Part B are incorrect.

Sample Response: 1 point

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

Part A

What is the main claim in Passage 1?

- A) Playing video games is not likely to cause health problems in younger players.
- B) Playing video games increases exhaustion and can cause sore muscles.
- C) Playing video games on a limited basis is not a long-term health risk.
- D) Playing video games leads to obesity and should be avoided.

Part B

Select **two** details from paragraphs 2 and 3 that support the claim in Part A.

"Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.

Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can be avoided by making time for physical activity. Also, some video games can actually help people be more physically active. These games allow players to move their bodies to control the game." (paragraphs 2–3)

Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but one of the answers selected in Part B ("This tension and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain.") is incorrect. Although one of the correct answers for Part B was selected, in order to receive credit (1 point) for Part B, both answers selected must be correct.

Sample Response: 0 points

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

Part A

What is the main claim in Passage 1?

- A) Playing video games is not likely to cause health problems in younger players.
- B) Playing video games increases exhaustion and can cause sore muscles.
- C) Playing video games on a limited basis is not a long-term health risk.
- D) Playing video games leads to obesity and should be avoided.

Part B

Select **two** details from paragraphs 2 and 3 that support the claim in Part A.

"Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.

Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can be avoided by making time for physical activity. Also, some video games can actually help people be more physically active. These games allow players to move their bodies to control the game." (paragraphs 2–3)

Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answers selected in Part B are correct. Although both correct answers were selected in Part B, students do not receive partial credit on this item type when Part A is incorrect and Part B is correct. Students are required to select the correct answer in Part A in order to receive credit for this item.

Sample Response: 0 points

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

Part A

What is the main claim in Passage 1?

- A) Playing video games is not likely to cause health problems in younger players.
- B) Playing video games increases exhaustion and can cause sore muscles.
- C) Playing video games on a limited basis is not a long-term health risk.
- D) Playing video games leads to obesity and should be avoided.

Part B

Select **two** details from paragraphs 2 and 3 that support the claim in Part A.

"Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.

Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can be avoided by making time for physical activity. Also, some video games can actually help people be more physically active. These games allow players to move their bodies to control the game." (paragraphs 2–3)

Notes on Scoring

This response receives no credit (0 points) because an incorrect answer was selected in Part A, and both of the answers selected in Part B are incorrect.

**Grade 7
English Language Arts
Practice Test**

Question 12

Question and Scoring Guidelines

Question 12

How do paragraphs 5–9 develop the ideas in Passage 2?

- Ⓐ They give opinions about healthy behaviors.
- Ⓑ They describe the result of current sleep research.
- Ⓒ They state a claim about the effect of lack of sleep.
- Ⓓ They introduce a health concern using a specific example.

Points Possible: 1

Topic: Informational

Content Standard: 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.

Scoring Guidelines

Rationale for Option A: This is incorrect. Nikides states that the evening was a “good bonding experience”, but his opinion of the evening is not related to the relative health of his behaviors that night.

Rationale for Option B: This is incorrect. Passage 2 references sleep research in order to point out the correlation between sleep and general health, but paragraphs 5 – 9 do not show the result of that research.

Rationale for Option C: This is incorrect. Passage 2 does give claims about the effects of lack of sleep, but paragraphs 5 – 9 only give an example of the kinds of behaviors that lead to lack of sleep.

Rationale for Option D: **Key** – Paragraphs 5 – 9 give an example of a group of boys in order to introduce the idea that lack of sleep can cause health problems.

Sample Response: 1 point

How do paragraphs 5–9 develop the ideas in Passage 2?

- Ⓐ They give opinions about healthy behaviors.
- Ⓑ They describe the result of current sleep research.
- Ⓒ They state a claim about the effect of lack of sleep.
- Ⓓ They introduce a health concern using a specific example.

**Grade 7
English Language Arts
Practice Test**

Question 13

Question and Scoring Guidelines

Question 13

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

Part A

What can readers infer about the American Heart Association (AHA) based on Passage 3?

- Ⓐ As new challenges emerge, the AHA has ceased its efforts to promote exercise among youth.
- Ⓑ The AHA believes that public interest in sports would increase if sports were more interesting.
- Ⓒ The AHA is willing to try unexpected methods in order to encourage people to become more active.
- Ⓓ Although excessive screen time can lead to health problems, the AHA fails to acknowledge this possibility.

Part B

Select **two** details from Passage 3 that support the answer in Part A.

- "The surprising partnership, announced Monday, comes amid growing concern about obesity among kids . . ." (paragraph 24)
- "We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative and new, . . ." (paragraph 25)
- ". . . studies show a correlation between obesity and the amount of time children spend with television . . ." (paragraph 26)
- ". . . the AHA wants to find a way to reach out to people turned off by gyms and traditional sports." (paragraph 27)
- ". . . its studies show that 40 percent of those who don't exercise say that it's not entertaining enough." (paragraph 28)

Points Possible: 2

Topic: Informational

Content Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Though the passage mentions that the AHA “concedes that its campaign for traditional exercise isn’t working”, the passage does not suggest it has given up on finding ways to get kids to be more active.

Rationale for Option B: This is incorrect. Though the passage states that a study indicates that many people want exercise to be more entertaining, the AHA does not specifically claim that sports in general should be more entertaining in this passage.

Rationale for Option C: **Key** – Phrases like “surprising partnership” and “really provocative and new” show that the AHA is trying new and unexpected methods to get people interested in exercise.

Rationale for Option D: This is incorrect. Though the AHA is teaming with Nintendo to revolutionize exercise with technology, the passage acknowledges the fact that while playing certain games in moderation may have health benefits, excessive screen time can have a negative impact on one’s health. The passage does not indicate that the AHA fails to acknowledge such consequences.

Part B

Rationale for First Option: **Key** – The phrase “surprising partnership” implies that these organizations have not traditionally worked together.

Rationale for Second Option: **Key** – The phrase “really provocative and new” indicates that the AHA is turning to unconventional methods in order to exact change in people’s lives.

Rationale for Third Option: This is incorrect. This statement supports the idea that children are more susceptible to health problems if they watch too much television, but it does not support the correct inference in Part A.

Rationale for Fourth Option: This is incorrect. This option supports the incorrect option in Part A that the AHA feels that sports are not entertaining.

Rationale for Fifth Option: This is incorrect. This statement supports the idea that people want exercise to be more entertaining, but it does not support the correct inference in Part A.

**Grade 7
English Language Arts
Practice Test**

Question 13

Sample Responses

Sample Response: 2 points

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

Part A

What can readers infer about the American Heart Association (AHA) based on Passage 3?

- Ⓐ As new challenges emerge, the AHA has ceased its efforts to promote exercise among youth.
- Ⓑ The AHA believes that public interest in sports would increase if sports were more interesting.
- Ⓒ The AHA is willing to try unexpected methods in order to encourage people to become more active.
- Ⓓ Although excessive screen time can lead to health problems, the AHA fails to acknowledge this possibility.

Part B

Select **two** details from Passage 3 that support the answer in Part A.

- "The surprising partnership, announced Monday, comes amid growing concern about obesity among kids . . ." (paragraph 24)
- "'We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative and new,' . . ." (paragraph 25)
- ". . . studies show a correlation between obesity and the amount of time children spend with television . . ." (paragraph 26)
- ". . . the AHA wants to find a way to reach out to people turned off by gyms and traditional sports." (paragraph 27)
- ". . . its studies show that 40 percent of those who don't exercise say that it's not entertaining enough." (paragraph 28)

Notes on Scoring

This response receives full credit (2 points) because the correct answer is selected in Part A, and both correct answers are selected in Part B. For this item, a full-credit (2 points) response includes a correct answer in Part A, and the following two correct answers for Part B:

- "The surprising partnership, announced Monday, comes amid growing concern about obesity among kids..." (paragraph 24)
AND
- "'We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative and new,' ..." (paragraph 25)

Sample Response: 1 point

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

Part A

What can readers infer about the American Heart Association (AHA) based on Passage 3?

- Ⓐ As new challenges emerge, the AHA has ceased its efforts to promote exercise among youth.
- Ⓑ The AHA believes that public interest in sports would increase if sports were more interesting.
- Ⓒ The AHA is willing to try unexpected methods in order to encourage people to become more active.
- Ⓓ Although excessive screen time can lead to health problems, the AHA fails to acknowledge this possibility.

Part B

Select **two** details from Passage 3 that support the answer in Part A.

- "The surprising partnership, announced Monday, comes amid growing concern about obesity among kids . . ." (paragraph 24)
- "We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative and new, . . ." (paragraph 25)
- ". . . studies show a correlation between obesity and the amount of time children spend with television . . ." (paragraph 26)
- ". . . the AHA wants to find a way to reach out to people turned off by gyms and traditional sports." (paragraph 27)
- ". . . its studies show that 40 percent of those who don't exercise say that it's not entertaining enough." (paragraph 28)

Notes on Scoring

This response receives partial credit (1 point) because the correct answer is selected in Part A, but both correct answers are not selected in Part B. No points are awarded for Part B of this response because even though the first answer selected is correct, the second answer selected is incorrect.

Sample Response: 1 point

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

Part A

What can readers infer about the American Heart Association (AHA) based on Passage 3?

- Ⓐ As new challenges emerge, the AHA has ceased its efforts to promote exercise among youth.
- Ⓑ The AHA believes that public interest in sports would increase if sports were more interesting.
- Ⓒ The AHA is willing to try unexpected methods in order to encourage people to become more active.
- Ⓓ Although excessive screen time can lead to health problems, the AHA fails to acknowledge this possibility.

Part B

Select **two** details from Passage 3 that support the answer in Part A.

- "The surprising partnership, announced Monday, comes amid growing concern about obesity among kids . . ." (paragraph 24)
- "We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative and new, . . ." (paragraph 25)
- ". . . studies show a correlation between obesity and the amount of time children spend with television . . ." (paragraph 26)
- ". . . the AHA wants to find a way to reach out to people turned off by gyms and traditional sports." (paragraph 27)
- ". . . its studies show that 40 percent of those who don't exercise say that it's not entertaining enough." (paragraph 28)

Notes on Scoring

This response receives partial credit (1 point) because the correct answer is selected in Part A, but both correct answers are not selected in Part B. No points are awarded for Part B of this response because even though the first answer selected is correct, the second answer selected is incorrect.

Sample Response: 1 point

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

Part A

What can readers infer about the American Heart Association (AHA) based on Passage 3?

- Ⓐ As new challenges emerge, the AHA has ceased its efforts to promote exercise among youth.
- Ⓑ The AHA believes that public interest in sports would increase if sports were more interesting.
- Ⓒ The AHA is willing to try unexpected methods in order to encourage people to become more active.
- Ⓓ Although excessive screen time can lead to health problems, the AHA fails to acknowledge this possibility.

Part B

Select **two** details from Passage 3 that support the answer in Part A.

- "The surprising partnership, announced Monday, comes amid growing concern about obesity among kids . . ." (paragraph 24)
- "We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative and new, . . ." (paragraph 25)
- ". . . studies show a correlation between obesity and the amount of time children spend with television . . ." (paragraph 26)
- ". . . the AHA wants to find a way to reach out to people turned off by gyms and traditional sports." (paragraph 27)
- ". . . its studies show that 40 percent of those who don't exercise say that it's not entertaining enough." (paragraph 28)

Notes on Scoring

This response receives partial credit (1 point) because the correct answer is selected in Part A, but both correct answers are not selected in Part B. No points are awarded for Part B of this response because both answers selected are incorrect.

Sample Response: 0 points

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

Part A

What can readers infer about the American Heart Association (AHA) based on Passage 3?

- A As new challenges emerge, the AHA has ceased its efforts to promote exercise among youth.
- B The AHA believes that public interest in sports would increase if sports were more interesting.
- C The AHA is willing to try unexpected methods in order to encourage people to become more active.
- D Although excessive screen time can lead to health problems, the AHA fails to acknowledge this possibility.

Part B

Select **two** details from Passage 3 that support the answer in Part A.

- "The surprising partnership, announced Monday, comes amid growing concern about obesity among kids . . ." (paragraph 24)
- "We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative and new, . . ." (paragraph 25)
- ". . . studies show a correlation between obesity and the amount of time children spend with television . . ." (paragraph 26)
- ". . . the AHA wants to find a way to reach out to people turned off by gyms and traditional sports." (paragraph 27)
- ". . . its studies show that 40 percent of those who don't exercise say that it's not entertaining enough." (paragraph 28)

Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answers selected in Part B are correct. Although both correct answers are selected in Part B, students do not receive partial credit on this item type when Part A is incorrect and Part B is correct. Students are required to select the correct answer in Part A in order to receive credit for this item.

Sample Response: 0 points

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

Part A

What can readers infer about the American Heart Association (AHA) based on Passage 3?

- Ⓐ As new challenges emerge, the AHA has ceased its efforts to promote exercise among youth.
- Ⓑ The AHA believes that public interest in sports would increase if sports were more interesting.
- Ⓒ The AHA is willing to try unexpected methods in order to encourage people to become more active.
- Ⓓ Although excessive screen time can lead to health problems, the AHA fails to acknowledge this possibility.

Part B

Select **two** details from Passage 3 that support the answer in Part A.

- "The surprising partnership, announced Monday, comes amid growing concern about obesity among kids . . ." (paragraph 24)
- "We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative and new, . . ." (paragraph 25)
- ". . . studies show a correlation between obesity and the amount of time children spend with television . . ." (paragraph 26)
- ". . . the AHA wants to find a way to reach out to people turned off by gyms and traditional sports." (paragraph 27)
- ". . . its studies show that 40 percent of those who don't exercise say that it's not entertaining enough." (paragraph 28)

Notes on Scoring

This response receives no credit (0 points) because an incorrect answer was selected in Part A, and both of the answers selected in Part B are incorrect.

**Grade 7
English Language Arts
Practice Test**

Question 14

Question and Scoring Guidelines

Question 14

Read this paragraph from Passage 3.

27 But the AHA said it is endorsing the Wii because it will encourage sedentary Americans to take the first step toward fitness. With 70 percent of Americans doing no regular physical activity at all, the AHA wants to find a way to reach out to people turned off by gyms and traditional sports.

What is the meaning of the word endorsing as it is used in this paragraph?

- Ⓐ publicly approving
- Ⓑ carefully considering
- Ⓒ supporting changes to
- Ⓓ managing the effects of

Points Possible: 1

Topic: Informational

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Scoring Guidelines

Rationale for Option A: Key – The AHA is publicly approving the Wii because it gets sedentary people up and moving.

Rationale for Option B: This is incorrect. The AHA has already partnered with Nintendo (the company that makes the Wii); therefore, they are no longer considering the product.

Rationale for Option C: This is incorrect. The paragraph does not suggest that any changes are being made to the Wii.

Rationale for Option D: This is incorrect. While this paragraph does refer to the effects the Wii is having on sedentary Americans, the AHA is not managing those effects, but publicly approving them.

Sample Response: 1 point

Read this paragraph from Passage 3.

27 But the AHA said it is endorsing the Wii because it will encourage sedentary Americans to take the first step toward fitness. With 70 percent of Americans doing no regular physical activity at all, the AHA wants to find a way to reach out to people turned off by gyms and traditional sports.

What is the meaning of the word endorsing as it is used in this paragraph?

- publicly approving
- carefully considering
- supporting changes to
- managing the effects of

**Grade 7
English Language Arts
Practice Test**

Question 15

Question and Scoring Guidelines

Question 15

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

Part A

Select **two** central ideas in Passage 3.

- A) New technology offers more health benefits than old technology.
- B) Traditional methods of promoting exercise have become less effective.
- C) The video gaming industry is profiting from the public's interest in exercise.
- D) Virtual sports are becoming more popular as fewer people enroll in conventional sports.
- E) Introducing a new and exciting form of exercise may encourage people to become healthier.

Part B

How does Passage 3 develop the central ideas in Part A?

- A) by comparing the number of people who exercise to the number who play video games
- B) by describing the popularity of new video gaming consoles among younger populations
- C) by describing a new team effort between a health organization and a video game company
- D) by comparing the functions of current game consoles with those that were available in the past

Points Possible: 2

Topic: Informational

Content Standard: Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The passage does not focus on comparing old technology to new technology.

Rationale for Option B: **Key** – Several paragraphs focus on why traditional methods of getting people to exercise are not working.

Rationale for Option C: This is incorrect. Though the passage mentions how many of the new active video gaming consoles have sold, this is not a central idea of the passage.

Rationale for Option D: This is incorrect. Though the passage mentions that sports games are available on the new video game consoles, this is not a central idea of the passage.

Rationale for Option E: **Key** – Several paragraphs focus on how Nintendo has made exercise fun by introducing a new and exciting way to exercise; the text indicates that this form is particularly appealing, and many people have become less sedentary as a result.

Part B

Rationale for Option A: This is incorrect. The passage mentions the number of people who do not engage in physical activity at all, not the number of those who exercise, so this comparison is not made.

Rationale for Option B: This is incorrect. While the number of Wii consoles sold is mentioned, this is not how the author develops the central ideas in Part A.

Rationale for Option C: **Key** – The passage develops the central ideas by describing how the AHA and Nintendo have teamed up to encourage physical activity.

Rationale for Option D: This is incorrect. While the passage mentions the Wii video game system, it does not draw comparisons with systems or consoles that were available in the past.

**Grade 7
English Language Arts
Practice Test**

Question 15

Sample Responses

Sample Response: 2 points

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

Part A

Select **two** central ideas in Passage 3.

- A) New technology offers more health benefits than old technology.
- B) Traditional methods of promoting exercise have become less effective.
- C) The video gaming industry is profiting from the public's interest in exercise.
- D) Virtual sports are becoming more popular as fewer people enroll in conventional sports.
- E) Introducing a new and exciting form of exercise may encourage people to become healthier.

Part B

How does Passage 3 develop the central ideas in Part A?

- A) by comparing the number of people who exercise to the number who play video games
- B) by describing the popularity of new video gaming consoles among younger populations
- C) by describing a new team effort between a health organization and a video game company
- D) by comparing the functions of current game consoles with those that were available in the past

Notes on Scoring

This response receives full credit (2 points) because the correct answers are selected in Part A, and the correct answer is selected in Part B.

Sample Response: 1 point

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

Part A

Select **two** central ideas in Passage 3.

- A) New technology offers more health benefits than old technology.
- B) Traditional methods of promoting exercise have become less effective.**
- C) The video gaming industry is profiting from the public's interest in exercise.
- D) Virtual sports are becoming more popular as fewer people enroll in conventional sports.
- E) Introducing a new and exciting form of exercise may encourage people to become healthier.**

Part B

How does Passage 3 develop the central ideas in Part A?

- A) by comparing the number of people who exercise to the number who play video games**
- B) by describing the popularity of new video gaming consoles among younger populations
- C) by describing a new team effort between a health organization and a video game company
- D) by comparing the functions of current game consoles with those that were available in the past

Notes on Scoring

This response receives partial credit (1 point) because the correct answers are selected in Part A, but an incorrect answer is selected in Part B.

Sample Response: 1 point

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

Part A

Select **two** central ideas in Passage 3.

- A) New technology offers more health benefits than old technology.
- B) Traditional methods of promoting exercise have become less effective.**
- C) The video gaming industry is profiting from the public's interest in exercise.
- D) Virtual sports are becoming more popular as fewer people enroll in conventional sports.
- E) Introducing a new and exciting form of exercise may encourage people to become healthier.**

Part B

How does Passage 3 develop the central ideas in Part A?

- A) by comparing the number of people who exercise to the number who play video games
- B) by describing the popularity of new video gaming consoles among younger populations**
- C) by describing a new team effort between a health organization and a video game company
- D) by comparing the functions of current game consoles with those that were available in the past

Notes on Scoring

This response receives partial credit (1 point) because the correct answers are selected in Part A, but an incorrect answer is selected in Part B.

Sample Response: 1 point

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

Part A

Select **two** central ideas in Passage 3.

- A) New technology offers more health benefits than old technology.
- B) Traditional methods of promoting exercise have become less effective.**
- C) The video gaming industry is profiting from the public's interest in exercise.
- D) Virtual sports are becoming more popular as fewer people enroll in conventional sports.
- E) Introducing a new and exciting form of exercise may encourage people to become healthier.**

Part B

How does Passage 3 develop the central ideas in Part A?

- A) by comparing the number of people who exercise to the number who play video games
- B) by describing the popularity of new video gaming consoles among younger populations
- C) by describing a new team effort between a health organization and a video game company
- D) by comparing the functions of current game consoles with those that were available in the past**

Notes on Scoring

This response receives partial credit (1 point) because the correct answers are selected in Part A, but an incorrect answer is selected in Part B.

Sample Response: 0 points

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

Part A

Select **two** central ideas in Passage 3.

- A) New technology offers more health benefits than old technology.
- B) Traditional methods of promoting exercise have become less effective.**
- C) The video gaming industry is profiting from the public's interest in exercise.
- D) Virtual sports are becoming more popular as fewer people enroll in conventional sports.**
- E) Introducing a new and exciting form of exercise may encourage people to become healthier.

Part B

How does Passage 3 develop the central ideas in Part A?

- A) by comparing the number of people who exercise to the number who play video games
- B) by describing the popularity of new video gaming consoles among younger populations
- C) by describing a new team effort between a health organization and a video game company**
- D) by comparing the functions of current game consoles with those that were available in the past

Notes on Scoring

This response receives no credit (0 points). In order to receive credit for Part A, students must select both correct answers. Although one correct answer is selected in Part A in this sample response, the other answer selected is incorrect. In order to receive credit for Part B, students must have selected the correct answers in Part A. Although the correct answer was selected in Part B in this sample response, no credit is awarded because students are required to select the correct answers in Part A in order to receive credit for this item.

Sample Response: 0 points

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

Part A

Select **two** central ideas in Passage 3.

- A) New technology offers more health benefits than old technology.
- B) Traditional methods of promoting exercise have become less effective.
- C) The video gaming industry is profiting from the public's interest in exercise.
- D) Virtual sports are becoming more popular as fewer people enroll in conventional sports.
- E) Introducing a new and exciting form of exercise may encourage people to become healthier.

Part B

How does Passage 3 develop the central ideas in Part A?

- A) by comparing the number of people who exercise to the number who play video games
- B) by describing the popularity of new video gaming consoles among younger populations
- C) by describing a new team effort between a health organization and a video game company
- D) by comparing the functions of current game consoles with those that were available in the past

Notes on Scoring

This response receives no credit (0 points) because both answers selected in Part A are incorrect, and the answer selected in Part B is incorrect.

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English Language Arts
Practice Test**

Question 16

Question and Scoring Guidelines

Question 16

Select the boxes to show whether each idea about video games is emphasized in Passage 1, Passage 3, or both passages.

	Passage 1	Passage 3	Both
Video games can help encourage people to exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing video games can be acceptable in reasonable amounts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some video games provide a creative solution to public health problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 1

Topic: Informational

Content Standard: 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.

Scoring Guidelines

For this item, a full-credit (1 point) response includes:

- “Both” selected for “Video games can help encourage people to exercise.”;
AND
- “Passage 1” selected for “Playing video games can be acceptable in reasonable amounts.”;
AND
- “Passage 3” selected for “Some video games provide a creative solution to public health problems.” (1 point).

**Grade 7
English Language Arts
Practice Test**

Question 16

Sample Responses

Sample Response: 1 point

Select the boxes to show whether each idea about video games is emphasized in Passage 1, Passage 3, or both passages.

	Passage 1	Passage 3	Both
Video games can help encourage people to exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Playing video games can be acceptable in reasonable amounts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some video games provide a creative solution to public health problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response receives full credit (1 point) because the correct answer box is selected for each row in the table.

Sample Response: 0 points

Select the boxes to show whether each idea about video games is emphasized in Passage 1, Passage 3, or both passages.

	Passage 1	Passage 3	Both
Video games can help encourage people to exercise.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing video games can be acceptable in reasonable amounts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Some video games provide a creative solution to public health problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response receives no credit (0 points) because the answer boxes selected for each row in the table are incorrect.

Sample Response: 0 points

Select the boxes to show whether each idea about video games is emphasized in Passage 1, Passage 3, or both passages.

	Passage 1	Passage 3	Both
Video games can help encourage people to exercise.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Playing video games can be acceptable in reasonable amounts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Some video games provide a creative solution to public health problems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response receives no credit (0 points) because the answer boxes selected for each row in the table are incorrect.

**Grade 7
English Language Arts
Practice Test**

Question 17

Question and Scoring Guidelines

Question 17

Does playing video games significantly affect physical health?

Write a multi-paragraph response in which you make and support a claim about whether or not playing video games significantly affects physical health. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:

- include a claim/thesis statement;
- address counterclaims;
- use evidence from multiple passages; and
- avoid overly relying on one passage.

Write your multi-paragraph response in the space provided.

Points Possible: 10

Topic: Writing

Content Standard: Write arguments to support claims with clear reasons and relevant evidence.

Scoring Guidelines

Ohio's State Test Argumentation Writing Rubric, Grades 6–12 (Score points within each domain include most of the characteristics below.)		Ohio's State Test Argumentation Writing Rubric, Grades 6–12	Conventions of Standard English (Begins at score point 2)
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A strongly maintained claim/thesis statement with little or no loosely related material • Clearly addressed alternate or opposing claims* • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and tone established and maintained 	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer's claim/thesis statement that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim/thesis statement, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim/thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A maintained claim/thesis statement, though some loosely related material may be present • Alternate or opposing claims included but may not be completely addressed* • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and tone established 	<p>The response provides adequate support, citing evidence for the writer's claim/thesis statement that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim/thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • A focused claim/thesis statement but insufficiently sustained or unclear • Insufficiently addressed alternate or opposing claims* • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the writer's claim/thesis statement that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; may have an unclear claim/thesis statement and a limited organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • A confusing, or ambiguous claim/thesis statement • Confusing alternate or opposing claims* • Few transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the writer's claim/thesis statement, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>This response is minimally related to the topic and demonstrates no awareness of the purpose, audience and task; and has no focus or organizational structure. The response may:</p> <ul style="list-style-type: none"> • Be blank or show a written refusal to answer • Be presented in a language other than English • Include only a restatement of the stem • Consist of random keystroke characters • Include only bulleted points • Include no transitional strategies • Have no evidence of a claim/counterclaim 	<p>The response provides no evidence related to the argument, claim/thesis statement or the passages. It may include:</p> <ul style="list-style-type: none"> • Only direct copy of part of the reading selection • No relevant domain-specific vocabulary • No evidence or citations from the source material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

* Not applicable at grade 6

Grade 7
English Language Arts
Practice Test

Question 17

Sample Responses

Sample Response: 10 points

Do you like to play video games? If so, you're like a large portion of American teenagers who also play. However, do you ever wonder if playing video games is negatively affecting your health? Well, sorry to say, but it does. Players' have experienced inadequate sleep, pain in their wrist or neck, and obesity. Rest assured, if you don't play excessively, you should not get these effects. Unfortunately, the hard-core gamers out there are in for another story.

According to research, players' have experienced pain in their wrists, neck, or elbow. Most of these pains are caused by sitting in one position for multiple hours and by repeating the same movements (source 1). Gamers who take long breaks and engage in other activities are less likely to experience pain. Sometimes this pain doesn't affect those gamers after they stop playing. Ways to prevent this from even happening is to portion-size the amount of time that you play your video games. Not enough players' actually get any physical exercise besides tapping a controller or clicking a mouse. If you add physical exercise along with gaming, there will be less tension on your joints.

Secondly, some players do not get enough sleep. Some players who do not have bedtimes (or don't follow them) tend to go to sleep after midnight. At first, this is all fun and games until you start feeling the side effects. Exhaustion, depression, obesity, and poor school performance are risks from inefficient sleep (source 2). Playing games until 1 a.m without moving or stopping will change your body in the long term. Ways to prevent this is to set a bed-time and follow it. Putting a limit on video games is the first step to a healthier lifestyle.

Finally, we come to the last major effect on our bodies. I'm sure most of us have heard of it...obesity. Obesity is in corelation with excessive gaming. "People may choose video games over physical activity" (source 1). Like I wrote above, gamers who don't move for hours on end are not getting any exercise. While some argue that video games help give some people a way to be physically active (source 3), I don't think they should be used as a substitute for traditional physical activity. Obesity from video gaming can be prevented by adding some physical exercise, along with your gaming. Take a walk, clean the house, or play with your pets or siblings or friends. Of course obesity is not only caused by excessive gaming, but playing games is one factor. For those of you who aren't physically active, I suggest adding exercising into your daily routine (and less gaming).

Overall, I think it's clear that video games have a significant effect on physical health. Excessive gaming can cause pain, lack of sleep, and obesity which can lead to more health problems. As for physical exercise, some games like Wii fit plus or Wii fit resort turns physical activity into games like yoga. Although video games CAN have a positive effect on us, it will not necessarily work for everyone. So, to wrap it all up, limiting the time that you play video games will benefit your health in more ways than one.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	4	2

Notes on Scoring

This response receives full credit (10 points).

Purpose, Focus, and Organization – The response is fully sustained and consistently focused within the purpose, audience, and task (the position is clearly established in the introduction and individual points are supported throughout response). An effective organizational structure is provided using an introduction (writer uses a question as a hook—*Do you like to play video games?*—and frames argument), conclusion (*overall; to wrap it up*), transitions (e.g., *secondly and finally*), and logically grouped ideas to demonstrate clarity and cohesion, making it easy to follow the writer’s progression of ideas (topic sentences are followed by evidence and inferences from the text).

Evidence and Elaboration – Thorough, relevant, and convincing evidence and elaboration are provided to support the response (writer cites research and details from the passage: *According to research, players’ have experienced pain in their wrists, neck, or elbow.*).

Conventions – The response demonstrates adequate command of basic conventions (no blatant errors or patterns of errors, and adequate use of punctuation, capitalization, sentence formation, and spelling).

Sample Response: 8 points

Boom! Pow! Your X-box is roaring. Then mom walks in and turns it off. Does it really need to be off? Studies show that the negative health effects of playing video games is often only temporary if you are not playing them excessively. Some can actually get you physically active and are a good way to bond with friends. Video games are not really that bad.

There is a video game council that gets you physically active. It is called the Wii. Nintendo invented a council that allows you to do physical activities while playing. There are games such as boxing that causes you to move your arms (Heart Group backs video games in obesity campaign). The Wii also can come with a foot pad that you can use to jog on, and jump on (Source 3). This game is called Wii Fit. It can help people who are not normally physically active to become motivated to be more active and track their exercise and diet. Video games can also be fun to play with your friends and can be a bonding experience (source 2).

Video games are healthy but critics are correct in that they can also be very unhealthy. If you stay in the same position for a long time you can become obese, and you can get pain in your body. Some people experience pain in their neck, wrist or elbow (source 1). Also games can lower your amount of sleep. (Teens Sleep cut short by high tech toys). As long as you are moving and working while playing, you will become best friends with your game.

Video games can be a healthy thing if you use them right. They can help you become more physically active in a way that is entertaining and can be enjoyed with friends. Video games are fun and healthy if they are used responsibly.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	3	2

Notes on Scoring

This response receives partial credit (8 points).

Purpose, Focus, and Organization – The response is adequately sustained and generally focused within the purpose, audience, and task (*Video games are not really that bad; Video games can be a healthy thing if you use them right*). An adequate organizational structure is provided using an introduction, conclusion, transitions, and logically grouped ideas to demonstrate general clarity and cohesion, making it easy to follow the writer’s progression of ideas (topic sentences were followed by evidence and inferences from the text).

Evidence and Elaboration – Adequate evidence and elaboration are provided to support the response (writer cites some research and details from the passage and demonstrates a general understanding of the topic and text).

Conventions – The response demonstrates adequate command of basic conventions (only minor errors and adequate use of punctuation, capitalization, sentence formation, and spelling).

Sample Response: 5 points

97% of american teenagers play video games acording to a 2008 study. That's a lot of people playing video games instead of being physically active. Playing too many video games can be bad for your health.

When you play video games, you usualy are sitting in one spot staring at a screen for hours at a time. This can lead to pain and tension in your body such as you're neck, wrist or elbow. (source 1). Teenagers can also lose out on sleep. They are too busy playing video games with their friends. Who wants to go to bed early when you can play video games insteded.

Some people like the AHA say that video games can be a positive thing for health. I think they are wrong. Most will just use video games to have fun and not to be active.

Overall video games are fun but they can be bad for your health. People should play them less, but most probably arent aware of the problems playing them can cause.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	2	1

Notes on Scoring

This response receives partial credit (5 points).

Purpose, Focus, and Organization – The response is somewhat sustained within the purpose, audience, and task (*Playing too many video games can be bad for your health*). A very basic organizational structure is provided using a simplistic introduction, conclusion, transitions, and grouped ideas.

Evidence and Elaboration – Basic evidence and elaboration are provided to support the response (*Some people like the AHA say that video games can be a positive thing for health. I think they are wrong. Most will just use video games to have fun and not to be active*).

Conventions – The response demonstrates partial command of basic conventions (various errors in usage are present but do not obscure meaning).

Sample Response: 3 points

I think video games affect physical health when you play all day and your body stays in the same place for hours. Your body receives damage to its physical health. Another thing that affects physical health is when the only thing you do is play video games and at the same time you are eating food.

Another thing that affects physical health is when you play all night and you only sleep 6 hours, well below the 9 hours recommended by the newsletter. Video games can help make you more active though. 97% of people in the United States at the age of 12-17 play video games.

I think video games are fun but you need to use the video games two hours per day and with precaution. If you do sports you can play more video games because when you play sports you do exercises and your body is in form.

Finally I think video games can either help you or hurt you.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	1	1

Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit (3 points). The response is related to the topic but demonstrates limited awareness of the purpose, audience, and task (writer indicates that video games can either help you or hurt you but only appears to address the negative impacts). The introduction, conclusion, and transitions provide a limited discernable organizational structure.

Evidence and Elaboration – Minimal and weak evidence and elaboration are provided to support the response (*I think video games affect physical health when you play all day and your body stays in the same position. Your body receives damage to its physical health*).

Conventions – The response demonstrates partial command of basic conventions (some errors in usage and inconsistent use of correct punctuation and sentence formation).

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