


Georgia
Milestones
Assessment System



Grade 7
English Language Arts and Mathematics
Item and Scoring Sampler
2015

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INTRODUCTION

The Georgia Milestones Grade 7 English Language Arts (ELA) EOG assessment and the Grade 7 Mathematics EOG assessment are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts (ELA) and mathematics. These assessments consist of a variety of item types, including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the type of constructed-response items that appear on the operational Georgia Milestones Grade 7 ELA EOG assessment and the operational Georgia Milestones Grade 7 Mathematics EOG assessment. The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in the sampler as a guide to score responses written by their own students.

ELA CONSTRUCTED-RESPONSE ITEM TYPES

The **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the ELA EOG assessment, the **extended constructed-response** item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to respond to a prompt based on a passage he or she has read; the response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

The seven-point **extended writing-response** item requires the student to write an argumentative piece or develop an informative/explanatory response. As part of the extended writing task in an actual Milestones assessment, the student must first read two passages and then respond to three selected-response items and one constructed-response item. All of these items help focus the student on the main idea(s) and key details in the passages prior to writing the extended essay. Two of the selected-response items address each of the passages separately. One selected-response item and the constructed-response item address both of the passages together. All four items contribute to the Reading and Vocabulary domain. These items are followed by the extended writing prompt, which requires the student to draw from reading experiences when writing the essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The extended writing task is worth up to seven points.

The extended writing task and the narrative constructed-response item are considered “on-demand writing in response to text.” Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and rubric. Errors are not counted unless they permeate the response and impact or interfere with overall understanding.

MATHEMATICS CONSTRUCTED-RESPONSE ITEM TYPES

A mathematics **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting from options provided. The constructed-response items on the Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

An **extended constructed-response** item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than does a two-point constructed-response item. The extended constructed-response items on the Mathematics EOG assessment are worth up to four points. Partial credit may be awarded if part of the response is correct.

ITEM ALIGNMENT

Each constructed-response item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards. The content standard for each sample item is provided in this sampler in the item information tables.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the item information tables. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.


Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

ITEM AND SCORING SAMPLER FORMAT

Sample constructed-response items are provided in this sampler, along with any related stimulus information such as a passage or graphic. Following each constructed-response item is the scoring guide for the constructed-response item. The scoring guide includes the item information table, the item-specific scoring guideline, and annotated sample student responses at each score point.

The Georgia Milestones assessments may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of students' responses in both formats. This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

Example Constructed-Response Item Information Table

Standard:	Item Depth of Knowledge:
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Grade 7

ENGLISH LANGUAGE ARTS

Sample Constructed-Response Items

PASSAGE 1

The Importance of Tribal Masks

One Example of an African Tribal Mask



Many people view African tribal masks as decorative art. Unfortunately, few people understand just how special these masks are. For African tribes, the masks serve a very important cultural purpose. They represent a large component of the beliefs of the tribe. African tribal masks should be celebrated for their cultural importance to the tribes, not just for their beauty.

The Tribal Artist

The artist is the key element in a mask's creation. African tribal artists design masks based on their personal style and their tribe's traditions. The artists are considered critical members of their communities. They are valued for their ability to express the tribe's beliefs, not just for their talent as artists. The artist's role is crucial in maintaining tribal customs.

The Wood

The masks are usually made of wood. Because trees are considered an important part of the natural world, wood makes a perfect material for these treasured items. Before a tree is cut down to create a mask, the tribe performs a ceremony asking the tree for permission to cut it down. This ceremony is one of the many tribal customs reinforced through making masks.

Adorning the Mask

The tools used to carve the mask are also special, and they are passed down from generation to generation. Using the tools of ancestors is believed to strengthen the ties to the past. Remembering ancestors is another important part of tribal culture.

Carvings on the mask represent a spirit, ancestor, or animal. Each carving symbolizes something different, but each one has a special meaning for the tribe.

The masks are decorated with dye that comes from plants, soil, and insects. Shells, teeth, feathers, and animal skin and hair are also used as decorations. The mask's decorations evoke pride in certain tribal customs and traditions.

Using the Masks

Tribe members wear masks during initiations (such as when children enter adulthood), festivals, harvest ceremonies, and other customary events. Each mask has a specific purpose and helps the tribes celebrate their culture in all its forms.

Often tribe members wear full costumes and perform elaborate dances. During these dances, the masks are believed to come to life. The person wearing the mask transforms into whatever the mask is representing, whether that's an animal or an ancestor. Younger generations learn about the history of the tribe through these dances. In turn, the younger generations learn to uphold the tribal customs.

It is important to remember that making tribal masks is a specialized process. Each mask's special meaning should never be forgotten. Though the masks are beautiful to look at, they are much more than just art. To truly appreciate tribal masks, one needs to understand their importance to the cultures and traditions of African tribes.

CONSTRUCTED-RESPONSE ITEM

ELAGSE7.RI.5



1. How does the author’s organization of the passage support the main idea?

Be sure to use details and evidence from the text to support your answer. **Type your answer in the space provided.**

Scoring Guide

#1 Item Information

<p>Standard: ELAGSE7.RI.5 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.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to identify how a main idea is supported through the organization of information • Includes specific examples/details that make clear reference to the text • Adequately explains and supports the conclusion <p>The response: <i>Identifies the main idea that African tribal masks are of cultural significance for the tribes and identifies that the passage is organized into categories. Provides an analysis on how the separate sections allow the reader to understand how specific details relate to the cultural significance of the mask.</i></p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to identify how a main idea is supported through the organization of information • Includes limited examples/details that make reference to the text
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to identify how a main idea is supported through the organization of information

STUDENT RESPONSES

ELAGSE7.RI.5

Response Score: 2 points



1. How does the author's organization of the passage support the main idea?

Be sure to use details and evidence from the text to support your answer. **Type your answer in the space provided.**

The introduction of "The Importance of Tribal Masks" introduces the idea of African tribal masks being "decorative art." The author then spends the rest of the passage carefully explaining why these masks are so much more. First the author explains that the artist is a very important person in the community. "The artist's role is crucial in maintaining tribal customs." The next sections of the article focus on the complex steps (getting the wood, carving, adorning it) involved in creating the masks. The lengthy final section reveals to the reader how the masks are used by the tribes. "Each mask has a specific purpose and helps the tribes celebrate their culture in all its forms." The masks are clearly used for much more than decoration given their role in dances and learning history. The author utilizes the organization of the passage to show all of the intricate steps needed to make and use tribal masks in order to demonstrate how important they are to the culture as much more than just art.

The student provides a thorough explanation of how the author's organization of the passage supports the main idea ("*masks are so much more*" than just "*decorative art*").

The response correctly explains that the organization is used "*to show all of the intricate steps needed to make and use tribal masks*" and ties this back to the main idea ("*in order to demonstrate how important they are to the culture as much more than just art*").

Specific details about the organization of the passage are provided and supported with passage information ("*The next sections of the article focus on the complex steps (getting the wood, carving, adorning it) involved in creating the masks*").

ELAGSE7.RI.5

Response Score: 1 point

1. How does the author's organization of the passage support the main idea?

Be sure to use details and evidence from the text to support your answer. **Write your answer on the lines on your answer document.**

The author's organization of the passage supports the main idea by showing how significant the process of actually creating the masks is to the culture. The author divides the passage into sections that show all of the different steps. The author talks about the wood and the author talks about adorning the mask and how they are using the mask. Each step is an amazing part of the journey and it all starts with a ceremony to see if the wood that becomes the mask can be chopped down.

The student provides a limited explanation of how the author's organization of the passage supports the main idea ("how significant the process of actually creating the masks is to the culture").

The student does address organization ("The author divides the passage into sections that show all of the different steps") and gives examples from the passage in an attempt to support the explanation ("talks about the wood," "author talks about adorning the mask," "it all starts with a ceremony").

However, no attempt is made to explain how organizing the passage into steps supports the idea that creating the masks is important to the culture.

ELAGSE7.RI.5

Response Score: 0 points

1. How does the author’s organization of the passage support the main idea?

Be sure to use details and evidence from the text to support your answer. **Write your answer on the lines on your answer document.**

The organization is about the artist and the wood. The people cut down trees. After the masks are made you still have to decorate them. You can decorate them in a variety of ways. Finally, masks are used during important occasions. They use the masks to teach traditions.

The response includes random details from the passage (“people cut down trees,” “have to decorate them,” “used during important occasions”) but fails to explain how they relate to the main idea (“talks about how they are used”). The only reference to organization is confusing (“The organization is about the artist and the wood”).

PASSAGE 2

Being Connected

Grandpa tells me
the telephone is a tool;
it should only be used
to make appointments
5 and share big news
or to relay emergencies.

He says
the first telephone he had
was heavy and black,
10 with a long, curly cord
and a clicking dial
that turned like a wheel.
There was even a friendly operator
who connected the wires.

15 I tell Grandpa
things have changed—
it's a cell phone world now,
lit with luminous screens
that are bright,
20 loaded with memory
not just for numbers
but for games,
cameras,
the Internet—
25 nothing is the same.

There are touch screens
instead of slowpoke dials
and tall, 24-hour towers,
instead of operators
30 who connect the wires.

Grandpa tells me
that's fine and good, but
what does that connection get you
but a constant buzzing,
35 never-ending mindless chatter
on the bus,
at the mall,
during a meal?
What about the quiet
40 when the operator goes home
and the wire is silent?
That is when folks could just sit
on a porch swing and connect
face-to-face.

CONSTRUCTED-RESPONSE ITEM

ELAGSE7.W.3



- In the poem, “Being Connected,” the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Use this information as a starting point to write an original story about the speaker and the grandpa told from the point of view of the grandpa. The story should have the same characters and the same theme as the poem.

Use details, dialogue, and description to develop the characters, setting, and plot. **Type your answer in the space provided.**

Scoring Guide

#2 Item Information

<p>Standard: ELAGSE7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task</p>
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SCORING GUIDELINE FOR NARRATIVE ITEM

Score	Description
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences and events or show the responses of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning
3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning
2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue or description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning

ENGLISH LANGUAGE ARTS

Score	Description
1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences or events • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning
0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

STUDENT RESPONSES

ELAGSE7.W.3

Response Score: 4 points



2. In the poem, “Being Connected,” the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Use this information as a starting point to write an original story about the speaker and the grandpa told from the point of view of the grandpa. The story should have the same characters and the same theme as the poem.

Use details, dialogue, and description to develop the characters, setting, and plot. **Type your answer in the space provided.**

Today’s the day I’ve been looking forward to all week. With a loud slam, I hear a car door shut. My grandson is finally here! I rush to greet him.

“Paul, how are you today? I’ve got a great day planned for us!”

But he doesn’t answer, his face glowing from the light of his new phone. “Watcha doing there Paul, playing a game?” I ask. My grandson mutters something, but I can’t understand it over the noise of the phone. “Why don’t you put that crazy thing away and come inside for some lunch. Your grandma made her famous macaroni and cheese. I’ve already snuck a few bites!”

Suddenly I hear “NNOOOOOOO!” cried from behind me. “What happened Paul, did you lose,” I ask. “No, grandpa. Even worse. The battery died. And I didn’t bring my charger.”

“Well that’s too bad,” I tell him as we sit down at the table to eat. “You know when I was your age, we didn’t have games on our telephones.”

“I sure wish I brought my charger,” he says as he glances at his dead phone. We sit silently for a while, slowly eating the pasta, and drinking the cold, sweet tea. “Why don’t you help your grandma with the dishes, then when you’re done I’ll show you a game I liked to play when I was your age.” Paul nods his head, and slowly gets up to help clean. By the time I’ve got the game set up, Paul has joined me again.

“This was my favorite game as a kid, Paul. It’s called checkers. Do you know how to play?” I ask him. “I played it on my phone a few times with a friend.” “Well this is how it’s meant to be played, outside on the porch on a warm summer day,” I say. In the end, a dead phone was the best way for us to get connected.

The student has provided a complete, detailed narrative from the grandpa's point of view.

The response effectively establishes a situation, point of view, and characters. The student develops a situation with the grandson visiting the grandpa. The grandfather's point of view is established and characters are introduced.

The response creates a smooth progression of events. The story begins with the grandson arriving, and smoothly transitions to the lunch, followed by going out to the porch.

The response effectively uses multiple narrative techniques to develop experiences and characters. The student uses dialogue and description throughout the story. The response uses precise words and phrases to convey a vivid picture of events ("his face aglow with the faint blue dim of his new phone").

The response effectively integrates ideas from the source material. The student mentions games being played on the phone, and contrasts this with the grandpa preferring games on the porch. The grandfather in the student response refers to the phone's constant buzzing.

The sentence construction and word choice is varied and appropriate, and there are no errors in language usage or conventions that interfere with the meaning.

ELAGSE7.W.3

Response Score: 3 points

2. In the poem, “Being Connected,” the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Use this information as a starting point to write an original story about the speaker and the grandpa told from the point of view of the grandpa. The story should have the same characters and the same theme as the poem.

Use details, dialogue, and description to develop the characters, setting, and plot. **Write your answer on the lines on your answer document.**

It's early Sunday morning when the grandpa picked up his grandson. They hadn't seen each other in a long time, and this fishing trip was going to be for them to reconnect. When he got to his grandson's house, the boy was already outside playing video games on his phone. The boy got into the car without saying anything. "Good morning, John" I say to him. We get there, and get into the boat I rented. When we got out to the center of the lake I say to John, "Do you know how to get the fishing pole set up." He doesn't. As I turn around to get the stuff out of the box, I hear someone talking. But it's not John. I turn around and John has his phone out. "See Grandpa, it's a Youtube video about fishing. It's showing me how to set up the pole." "Oh, I guess that's helpful." I say. So we fish for awhile. "That sure is a big fish John," I say. "I wonder what it is." And again, John pulls out his phone. "Look grandpa, here it is right here. A bluegill." He says, showing me a picture of a fish on the internet. "You're right John, that's what it is." Then he goes back to youtube to look up how to take it off a hook. He watches the video and then unhooks the fish as if he's done it before. "See grandpa, you always hated my phone. But it's very helpful. You said phones were supposed to be tools for emergencies and appointments, but it can be a tool for anything!" I hate to admit it, but today my grandson taught me something today.

The student has provided a complete narrative.

The response establishes the situation of the fishing trip and introduces the characters of the grandson and grandfather. In writing a story from a particular point of view, it would be appropriate for the story to be told using either first person or third person. In the student's response, the point of view shifts between third person and first person after the situation is established. This is somewhat disruptive to the narrative, but does not detract from the other areas that show strong elements of narrative writing.

The response organizes events in a logical manner, though many transitions between events are not smooth (such as the transition from greeting John to arriving at the lake).

The response uses narrative techniques to develop the events and characters. The student uses dialogue to show character interactions.

The response integrates some ideas from the source material, such as the grandpa's views that the phone is to be used as a tool, and the grandson using it for games and the internet.

The story includes some variety of word choice. The majority of the sentences constructed are basic, though there is some variety in sentence construction. The response has several minor errors in usage/meaning with no significant effect on meaning ("*Its*," "*hadn't*," "*awhile*").

ELAGSE7.W.3

Response Score: 2 points



2. In the poem, “Being Connected,” the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Use this information as a starting point to write an original story about the speaker and the grandpa told from the point of view of the grandpa. The story should have the same characters and the same theme as the poem.

Use details, dialogue, and description to develop the characters, setting, and plot. **Type your answer in the space provided.**

After consuming a huge turkey sandwich and fries for lunch, grandpa could hardly keep his eyes open.

“I’ll make coffee for you grandpa,” said Carla. “Take a 10 minute nap, then I’ll bring your coffee into the library so you can finish your work.” “Thanks dear, I appreciate the help.” Grandpa looked at the clock that says 1:20. He laid his head on his desk and fell asleep.

When grandpa woke up, he looked at the clock, but this time it says 5:25. “Carla, where are you? You were supposed to bring me coffee and wake me up so I could do my work.” Carla said, “Sorry grandpa, but Tanya called and I forgot about your coffee and waking you.”

“I told you, that’s all that those stupid gadgets are good for, distracting others.”

The story introduces two characters (“Grandpa” and “Carla”) and a situation (Carla is going to wake her grandpa up after a 10 minute nap).

The narrative includes an opening (Carla agrees to wake grandpa up after 10 minutes), and middle (grandpa wakes up late) and an ending (grandpa chastises Carla for getting distracted).

The story contains few details, with no explanation of why grandpa needs to wake up after 10 minutes or why he is so upset when he oversleeps. The ending is abrupt.

The student uses dialogue to advance the plot (“I’ll make coffee for you grandpa,” said Carla. “Take a 10 minute nap, then I’ll bring your coffee into the library so you can finish your work”).

There are several spelling errors (“sandwich”, “finish”, “appreciate”), but these errors do not interfere with meaning.

ELAGSE7.W.3

Response Score: 1 point



2. In the poem, “Being Connected,” the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Use this information as a starting point to write an original story about the speaker and the grandpa told from the point of view of the grandpa. The story should have the same characters and the same theme as the poem.

Use details, dialogue, and description to develop the characters, setting, and plot. **Type your answer in the space provided.**

Grandpa said, I will tell you three reasons why life was more pleasant back in the day. First off, there weren't no such thing as texting, so people visit they're naybors face to face. Also, people could hear there preacher preach cause no phones were ringing while he was talking. And, no one had no type of mobile phone that we was addicted to. These are all good reasons that life was better in old days.

The student provides some dialogue from the character of “Grandpa” which reflects the character’s views regarding cell phones, but does not place the dialogue in the context of a story. The response does not provide a situation or sequence of events.

PASSAGE 3

Accidental Genius

Inventing a new product is considered to be a true accomplishment. Without creative minds to develop newer and better products, society would have little advancement. Most things are invented with a specific purpose in mind. Someone sees a need for a new idea and then he or she works until one is perfected. Sometimes, though, famous inventions come about completely by accident.

One such invention is the common “sticky note.” Students are familiar with sticky notes—those bright squares of paper that teachers often use to write notes. Spencer Silver was trying to design a strong adhesive that could be used to build planes. However, what he ended up with was a very weak adhesive that could easily be stuck to and removed from objects without leaving any damage. He tried to convince people that the invention still had merit, but after five years, people still saw it as a failure. Then one of Silver’s co-workers used the adhesive to post small strips of paper in his choir book to mark his place. Suddenly, the “sticky note” was born.

A popular snack was also created by accident: the often irresistible potato chip. George Crum, a chef, was making a plate of fried potatoes for a customer. No matter how many times he tried, the customer kept sending the plate back, complaining that the potatoes were not thin enough or fried enough. As an act of contempt, Crum sliced the potatoes incredibly thin and fried them much longer than he should have. The customer loved them. Soon, potato chips were in demand all over the country.

It’s hard to imagine a world without microwave ovens. The convenient cookers are in essentially every kitchen at home and in restaurants. Percy Spencer was working on research to make better radar equipment for the United States during World War II. While standing near one of his radar sets, the candy bar in his pocket started to melt. Spencer wondered about the heat coming from the radar. He found that he could cook food using this new idea. He was the first person to microwave popcorn, among other treats.

For everyone who has made a mistake, these accidental inventions should be a positive example of what can come from errors. When things don’t go as planned, sometimes all it takes is a new way of looking at things.

PASSAGE 4

How Bizarre

How do you know if an invention is really good, or if it is just a little too silly to work? Judging by some of the bizarre contraptions created throughout history, that's a question that inventors are sometimes unable to answer even for themselves.

In 1929, someone thought that women might feel better about swimming if their bathing suits were made out of wood. The theory behind the idea was that wood naturally floats and would make it easier for women who were not strong swimmers. The swimsuits were made out of spruce, which is a wood that is easy to bend. Despite years of trying to get the idea to take off, the wooden bathing suit never quite made it into the mainstream.

Another incredibly strange invention was called the snowstorm mask. While little is known about its original inventor, there are photographs of it from 1939. In Montreal, Canada, a clothing store was selling large plastic cones. People attached the large cones to their heads, allowing the long plastic mask to cover their entire faces. Essentially, people looked as though they were wearing giant, clear bird beaks on their faces! The idea of protecting one's face from the cold and wet snow sounds like a reasonable idea. However, the creator of the snowstorm mask took the concept in an odd direction.

If you have ever seen a bald man, you certainly must wonder why he would need a hairbrush. In the 1950s, a man named Ted Spence designed a gadget that he called the Hairline Brush. He made sure that the brush fit around a bald man's head. The sides had bristles that could brush the man's sideburns. The top had a soft pad that would massage the man's scalp. This did not quite catch on the way that the inventor wanted.

These are strange inventions that did not become as popular as their creators had once hoped. However, the inventors followed their instincts and used their curiosity to make something new. Although unusual, these inventions are definitely a part of history.

CONSTRUCTED-RESPONSE ITEM

ELA7.RI.6



3. Based on information in both passages, how do the authors MOST LIKELY feel about the history of these unusual inventions?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Scoring Guide

#3 Item Information

<p>Standard: ELA7.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/summarize the author’s point of view about the inventions or distinguish one author’s position from the other author’s position • Includes specific examples/details that make clear reference to the passage • Adequately explains the author’s point of view and provides an explanation with clearly relevant information based on the passage <p>The response: <i>Provides a summary about what each author’s point of view is on the history of inventions (e.g., “Accidental Genius” believes that great inventions are sometimes discovered by accident and “How Bizarre” focuses on the point of view that sometimes inventions just don’t work out). The conclusion is supported through references to one or both texts (e.g., passage 1 the sticky note, the potato chip, microwave ovens and passage 2 the wooden bathing suit, snowstorm masks, Hairline Brush).</i></p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/summarize the author’s point of view about the inventions or distinguish one author’s position from the other author’s position • Includes vague/limited examples/details that make reference to the passage • Explains the author’s point of view and provides an explanation with vague information based on the passage
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the author’s point of view or to explain the support for that point of view

STUDENT RESPONSES

ELA7.RI.6

Response Score: 2 points



3. Based on information in both passages, how do the authors MOST LIKELY feel about the history of these unusual inventions?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The authors most likely feel about the history of these unusual inventions that most inventions were not planned and some did not work out. In the passage “Accidental Genius, it tells in detail how many of the famous inventions we have now came from accidents. For example how the Potato Chip was created. Also, the “How Bizarre” passage tells how many inventions did not work out. For example, the Hairline Brush was not very popular because it did not have a purpose.

The student provides sufficient evidence of the ability to determine and summarize the authors’ points of view (“most inventions were not planned,” “some did not work out”).

The response includes specific details from both passages to support that the authors’ points of view are as given (“many of the famous inventions . . . came from accidents . . . Potato Chip” and “many inventions did not work out,” “Hairline Brush was not very popular”).

ELA7.RI.6

Response Score: 1 point



3. Based on information in both passages, how do the authors MOST LIKELY feel about the history of these unusual inventions?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Based on the information from both passages i can infer that the authors feel like the inventions were unexpected and a accident. In the passage "Accidental Genius" the author talks about a few things that were created by accident for example, the sticky note, or the potato chip. In the passage "how Bizarre" it talks about how some of the inventions were silly ideas for examle, the wooden bathing suit.

The student provides limited evidence of the ability to determine and summarize the authors' points of view ("*feel like the inventions were unexpected and a accident*").

The student mentions examples from the passages without fully connecting them back to the author's point of view ("*the sticky note,*" "*the potato chip,*" "*the wooden bathing suit*").

ELA7.RI.6

Response Score: 0 points



3. Based on information in both passages, how do the authors MOST LIKELY feel about the history of these unusual inventions?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The authors most likly felt as if the invention were kina srange an cool at the same time af if some cought on and some didnt

The student does not distinguish between the two authors and provides a vague response without support.

You have read “Accidental Genius” and “How Bizarre” and have answered some questions about what you have read. Now write your informational piece on your answer document.

Writing Task

4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an informational/explanatory essay in your own words explaining why this can happen. What can an inventor do to ensure success?

Be sure to use information from BOTH passages in your informational/explanatory essay. **Write your answer on the lines on your answer document.**

Before you write, be sure to

- think about ideas, facts, definitions, details, and other information and examples you want to use;
- think about how you will introduce your topic and what the main topic will be for each paragraph;
- develop your ideas clearly and use your own words, except when quoting directly from the passages;
- identify the passages by title or number when using details or facts directly from the passages; and
- use scratch paper if needed.

Now write your informational piece on your answer document. Be sure to

- introduce the topic clearly;
- use information from the two passages so that your piece includes important details;
- develop the topic in a clear order, with facts, definitions, and details related to the topic;
- use linking words to connect ideas;
- use clear language and vocabulary;
- have a strong conclusion; and
- check your work for correct usage, grammar, spelling, capitalization, and punctuation.

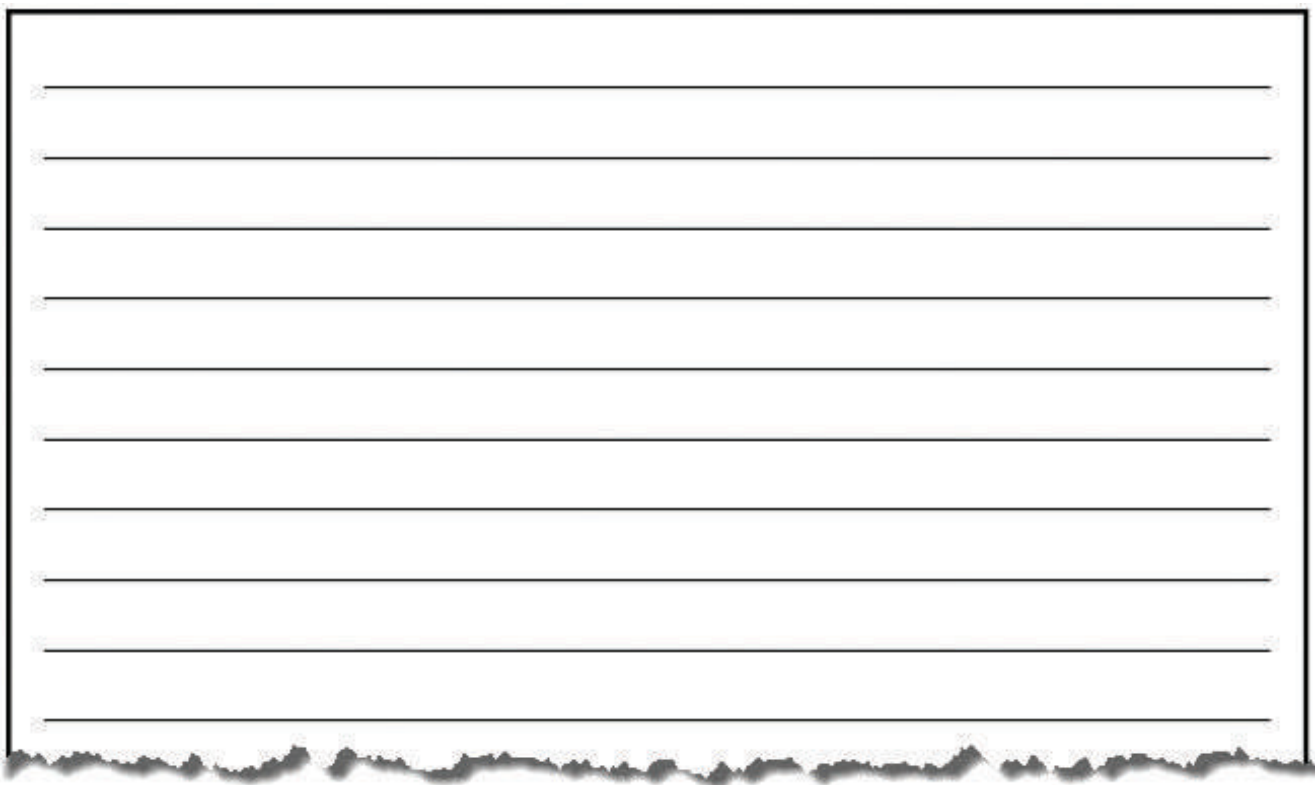
CONSTRUCTED-RESPONSE ITEM

ELA7.W.2

- 4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an informational/explanatory essay in your own words explaining why this can happen. What can an inventor do to ensure success?

Be sure to use information from BOTH passages in your informational/explanatory essay. **Write your answer on the lines on your answer document.**



Scoring Guide

#4 Item Information

<p>Standard: ELA7.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Score	Description
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic • Groups related ideas together to give some organization to the writing • Effectively develops the topic with multiple facts, definitions, and details • Effectively uses linking words and phrases to connect ideas within categories of information • Provides a strong concluding statement or section
	3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear • Provides a concluding statement or section
	2	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic • Ineffectively groups some related ideas together • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Provides a weak concluding statement or section
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Provides a minimal or no concluding statement or section
	0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Informational/Explanatory Genre

Writing Trait	Score	Description
<p>Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning
	2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning
	1	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning
	0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

STUDENT RESPONSES

ELA7.W.2



Response Scores:

Idea Development, Organization, and Coherence: 4**Language Usage and Conventions: 3**

4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an informational/explanatory essay in your own words explaining why this can happen. What can an inventor do to ensure success?

Be sure to use information from BOTH passages in your informational/explanatory essay.

Type your answer in the space provided.

If you look around your world today, you can see many inventions that have been successful, but what you dont know is that some inventions may have been crafted by mistake. In History, inventors may have been designed for failure, while other have been designed for success. I think that for some inventors that have failed, maybe it wasnt right for you to accomplish that goal. If that door closes, another door opens. But what if you still have the key to the previous door in your pocket?

As shown in the writing “How Bizarre” there have been many failed inventions. Take the wooden bathing suit for women as an example. That invention never made it to the outside use of the world. People never thought it would quite work. Other failed inventions like the brush for bald men, and one called the snow storm mask, all invented by failures. Just because they messed up once or twice, doesnt mean they would never be successful one day.

Furthermore, in the writing “Accidental Genius” the title obviously explains itself. It explains how people became geniuses on accident. One invention accidentally created that caught my attention was the potatoe chip. A chef was trying his hardest to please an unhappy customer who complained about the potatoe fries they were recieving. Finally the chef did all the things the customer wanted right except for the cooking time spand. By that story it explains to me how even if you mess up a little bit, that mess up, can be your blow up in market and business.

Out there for some failed inventors to endure your success you must work hard and work out every kink and twist. Dont give up just because something didnt go right. My mom taught me that when im knocked down, I just get up and try again. For failed inventors, dont give up after one invention fails. Try again and show people that you can achieve one day. That one day would be the day you thought you would never reach.

In a nut shell, some inventors may fail, some may excel. All inventors shouldnt give up though. If you want to be somebody, if you want to go some where, you’ve got to wake up and pay attention.

Never give up on something you love because if you choose that as your life goal, you must persue it. After all “when things dont go as planned, sometimes it take a new way of looking at things.”

The student has provided a well-developed, informative essay that fully explains why some purposefully designed inventions are failures, while other inventions become successful by accident.

The essay begins with an introduction that states the topic (*"some inventions may have been crafted by mistake"*). The next sentence serves as the theme of the student's response (*"In History, inventors may have been designed for failure, while others have been designed for success"*), although it appears that the student intended to say *"destined"* rather than *"designed."*

Each of the next two paragraphs focuses on one of the passages using specific examples. The first of these covers the passage "How Bizarre" and mentions three failed inventions (*"wooden bathing suit," "brush for bald men," "snow storm mask"*) with some elaboration on the first. The paragraph concludes with a statement that shows what the student's moral is for this essay (*"Just because they messed up once or twice, doesnt mean they would never be successful one day"*). The following paragraph highlights the example of the invention of the potato chip as told in "Accidental Genius" with sufficient elaboration.

The third body paragraph is not based directly on the passages but is an attempt to inspire would-be inventors and others who experience failure (*"Dont give up just because something didnt go right"*).

The response concludes with a call to action, once again trying to inspire (*"All inventors shouldnt give up"*).

The response demonstrates full command of language usage and conventions. Sentence structures/beginnings/lengths vary and the writer engages the reader throughout. Although some errors do exist, most notably a failure to use apostrophes in contractions, they do not interfere with meaning.

ELA7.W.2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an informational/explanatory essay in your own words explaining why this can happen. What can an inventor do to ensure success?

Be sure to use information from BOTH passages in your informational/explanatory essay.

Type your answer in the space provided.

An inventor can do many things to ensure their success. Although it may seem difficult when you first begin to think of an idea, you must think of something that could be useful to everyone. Now if you choose something that is not relevant to all or almost all people, your product will most likely fail.

In the story “Accidental Genius”, it states that “Spencer Silver was trying to design a strong adhesive that could be used to build planes. However, what he ended up with was a very weak adhesive that could easily be stuck to and removed from objects without leaving any damage.” At first everyone thought he was a failure and he tried so hard to convince everyone that his product could still be used. In the passage “Accidental Genius”, it says “Then one of Silver’s co-workers used the adhesive to post small strips of paper into his choir book to mark his place.” This shows you to never give up no matter what. Spencer Silver had to wait five years, before anyone actually thought his product was useful.

If a product seems useful to you and then once people are able to buy it, you might not sell as much as you hoped. Although the product was needed by people, the design of it may have been unconventional. In “How Bizarre”, an unknown inventor, in Montreal, Canada, tried making a snowstorm mask. You would think this was an amazing idea, especially for a consumer in Canada, but the way it was designed very strangely. In “How Bizarre”, it states that “In Montreal, Canada, a clothing store was selling large plastic cones. People attached the large cones to their head, allowing the long plastic mask to cover their entire faces. Essentially, people looked as though they were wearing giant, clear bird beaks on their faces! The idea of protecting one’s face from the cold and wet snow seems like a reasonable idea. However, the creator of the snowstorm mask took the concept in an odd direction.” Although this was an amazing idea, the way the inventor made it, would be the reason the product was not successful.

When attempting to ensure your success as an inventor, you need to make sure the product is very conventional all around. If the product is unconventional in any way, it may not be as successful as you hope. Also you need to never give up, even if it takes you a decade for your product to be useful to someone.

The student has provided an informative essay that explains why some purposefully designed inventions are failures, while other inventions become successful by accident.

The introduction provides a core idea for the response as to why some inventions fail (*"you must think of something that could be useful to everyone"*).

The two body paragraphs use information extensively from the passages, so much so that they err on the side of merely retelling or directly copying passage text. In the paragraph on "Accidental Genius," there is really only one original thought (*"This shows you to never give up no matter what"*).

The conclusion restates two predominant themes from the essay (*"If the product is unconventional in any way, it may not be as successful"; "you need to never give up"*).

The response demonstrates full command of language usage and conventions. It includes a variety of sentence structures that are purposeful. Word choice is appropriate and varied (*"relevant," "essentially," "unconventional"*). The errors present in usage and conventions (*"thatis"*) do not interfere with meaning.

ELA7.W.2

Response Scores:



Idea Development, Organization, and Coherence: 2
Language Usage and Conventions: 2

4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an informational/explanatory essay in your own words explaining why this can happen. What can an inventor do to ensure success?

Be sure to use information from BOTH passages in your informational/explanatory essay. **Type your answer in the space provided.**

Have you ever wondered why inventions that are purposefully designed are failures, and why other inventions become successful by accident?

First, inventions that are purposefully designed and turn out a fail. Such as the wooden swimming suit. Stated in paragraph 2 of, How Bizarre, this bizarre invention was made in 1929. Supposably it was made of spruce wood so it could bend well. As stated in paragraph 2 of How Bizarre “Despite the years of trying to get the idea to take off, the wooden bathing suit never quit made it into the main stream.” Another bizarre invention stated in paragraph 4 of How Bizarre, a bald mans brush! Now, this doesnt sound reasonable but it was in the 1950’s. A man named Ted Spence desinged a bald mans brush called the Hairline Brush! A few facts about the invention are it was made to fit around a mans head, it had bristles on the side that could brush the sideburns, and a soft pad on the top that could massage his head. Now that, is Bizarre!

Now, There are some inventions that are successful by accident. In the text Accidental Genius, paragraph 2, the “sticky note”. The sticky note was suppost to be a strong adhesive that could be used to build planeswhich turned out to be a weak adhesive that could stick to almost anything and come right of without any damage being done. This master peice creation was invented by a man with the name of Spencer Silver. Cowincedintally, one of his co-workers was using the adhesive to post small paper strips to a book and that is how the stick note was born. One more luckey inventor, George Crum. A chef, trying to make fried potatoes for a customor. “No matter how hard he tried the customer kepted sending the plate back.” This was because they were two thick. Crum cut them very thin and fried them so long, that the potato chip was invented.

In conclusion, inventions can be make in many different ways. They can be purposefully and a failure. Or successfully on accident.

The student has provided an oversimplified informative essay that cursorily explains why some purposefully designed inventions are failures, while other inventions become successful by accident.

The single-sentence introduction merely restates the prompt as a rhetorical question.

The first body paragraph contains a lot of specific details from "How Bizarre" (*"the wooden swimming suit . . . made of spruce wood," "in the 1950's. A man named Ted Spence desinged a bald mans brush called the Hairline Brush"*). However, beyond a few comments interjected (*"Now that, is Bizarre"*), the student merely summarizes the passage and fails to synthesize the information with his/her own writing. The other passage, "Accidental Genius," is summarized in a similar manner, as the stories of the invention of the sticky note and potato chip are retold with a high reliance on copied text with slight paraphrasing.

The conclusion is just the prompt restated a different way (*"They can be purposefully and a failure. Or successfully on accident"*).

Overall, little of the writing is actually the student's own words, so it is difficult to conclude much regarding sentence variety and word choice.

The response demonstrates partial command of language usage and conventions. The sections that are original writing exhibit some issues with fragments and awkward sentences. A variety of errors occur in usage and conventions, with spelling being the biggest issue (*"desinged," "Supposably," "suppost," "peice," "Cowincedintally," "luckey," "customor," "keeped"*). The errors do not have a significant impact on meaning.

ELAGSE7.W.2

Response Scores:

Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an informational/explanatory essay in your own words explaining why this can happen. What can an inventor do to ensure success?

Be sure to use information from BOTH passages in your informational/explanatory essay.

Write your answer on the lines on your answer document.

The reason why people who do things on purpose and fail is that they are trying too hard to make something happen. All you need to do is go with what ever you stated and dont give up when you think you have it.

When people do things that is not on purpose then they have more success because they are not trying so hard to get this one thing. They are doing random things and going with the flow.

The thing is that they all are man made and we should be thank full. See I'll even tell you there names "George Crum, a chef, was making a plate of fried potatoes" and made potato chips

That is the difference in the purpose and not purpose. Now say thanks for all the stuff and have a good day.

The student has provided a brief response that references the prompt, but the ideas are vague and minimally developed.

The first half of the response is not based on the passages and is merely the student's opinions on why some people fail (*"they are trying to hard to make something happen"*). The first two paragraphs of the response are very general, and it is confusing as to whether the student is referring to inventors or people in general (*"They are doing random things and going with the flow"*).

In the third paragraph, the student makes a brief attempt to reference one of the passages (*"See I'll even tell you there names 'George Crum, a chef, was making a plate of fried potatoes' and made potato chips"*), but the focus on the inventors is not maintained, nor is it well-integrated with the rest of the writing.

The short conclusion does little to clear up any confusion (*"That is the differents in the purpose and not purpose"*) but does end with an attempt to engage the reader (*"say thanks for all the stuff and have a good day"*).

The response demonstrates little command of language usage and conventions. Sentence construction is compromised by the student not using any commas, except for the portion copied directly from the passage. Errors in grammar and spelling of basic words (*"reson," "onpurpose," "thay," "somthing," "waht," "thins," "susses," "tring," "fllow," "shold," "tou"*) are frequent and interfere with meaning.

Grade 7
MATHEMATICS
Sample Constructed-Response Items

CONSTRUCTED-RESPONSE ITEM

MGSE7.EE.2

5. The expression $14,000 - 700x$ represents the number of gallons in a swimming pool x hours after draining of the pool began. When the expression is equal to 0, the pool is empty.

The expression can also be written as $700(20 - x)$. Explain what the two terms, 700 and $(20 - x)$, mean in the context of the volume of water in the pool. **Write your answer in the space provided on your answer document.**

Scoring Guide

#5 Item Information

<p>Standard: MGSE7.EE.2 Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related. For example $a + 0.05a = 1.05a$ means that adding a 5% tax to a total is the same as multiplying the total by 1.05.</p>	<p>Item Depth of Knowledge: 2 Basic Application of Skill/Concept Student uses information, conceptual knowledge, and procedures.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score Point	Description
2	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student identifying that “700” represents the rate at which the pool is being drained in gallons per hour and that “$20 - x$” represents the number of hours remaining until the pool is completely drained.</p> <p>Exemplar Response: 700 represents the number of gallons drained from the pool each hour. (1 point) <u>AND</u> $20 - x$ represents the number of hours remaining until the pool is empty (1 point) <u>OR</u> Other valid response</p>
1	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.</p>
0	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of rewriting an expression in different forms in a problem context to clarify the problem and how the quantities in it are related.</p>

STUDENT RESPONSES

MGSE7.EE.2

Response Score: 2

5. The expression $14,000 - 700x$ represents the number of gallons in a swimming pool x hours after draining of the pool began. When the expression is equal to 0, the pool is empty.

The expression can also be written as $700(20 - x)$. Explain what the two terms, 700 and $(20 - x)$, mean in the context of the volume of water in the pool. **Write your answer in the space provided on your answer document.**

700 is the gallons drained each hour
20 - x is the number of hours until the pool is drained

The response demonstrates a complete understanding by providing a correct explanation of both terms of the expression $700(20 - x)$. The student shows that “700” is the number of gallons drained each hour, and that “ $20 - x$ ” is the number of hours until the pool has been completely drained.

MGSE7.EE.2

Response Score: 1



5. The expression $14,000 - 700x$ represents the number of gallons in a swimming pool x hours after draining of the pool began. When the expression is equal to 0, the pool is empty.

The expression can also be written as $700(20 - x)$. Explain what the two terms, 700 and $(20 - x)$, mean in the context of the volume of water in the pool. **Type your answer in the space provided.**

20-x shows the number of hours left before the pool is empty

The response demonstrates a partial understanding by providing a correct explanation of one of the terms of the expression $700(20 - x)$. The student understands that “ $20 - x$ ” is the number of hours until the pool is emptied but does not provide a response for what “700” represents.

MGSE7.EE.2

Response Score: 0



5. The expression $14,000 - 700x$ represents the number of gallons in a swimming pool x hours after draining of the pool began. When the expression is equal to 0, the pool is empty.

The expression can also be written as $700(20 - x)$. Explain what the two terms, 700 and $(20 - x)$, mean in the context of the volume of water in the pool. **Type your answer in the space provided.**

700 is how much is in the pool to start with

20-x is the amount it has now

The response demonstrates inadequate understanding of the concepts being measured. The student does not correctly identify what either term represents (that "700" is the volume of water drained each hour and "20 - x" is the number of hours until the pool is emptied completely).

CONSTRUCTED-RESPONSE ITEM

MCC7.EE.3



6. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A: How much money will be in Kara’s account after 6 months? Show work or explain how you found your answer. **Type your answer in the space provided.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B: Write an equation to represent the amount of money, y , in Paula’s savings account after x months. **Type your answer in the space provided.**

Part C: Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

Scoring Guide

#6 Item Information

<p>Standard: MCC7.EE.3</p> <p>Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies. For example:</p> <ul style="list-style-type: none"> • If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. • If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. 	<p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score Point	Description
4	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 4 points for correctly identifying that Kara will have \$950 in her account after 6 months and explaining how that value was determined, providing a correct equation that represents the amount of money in Paula’s account, and correctly explaining why Kara will have more money in her account after 6 months.</p> <p>Exemplar Response: Part A: \$950 (1 point) <u>AND</u> I multiplied \$75 times 6 and then added \$500. (1 point) Part B: $y = 150x$ (1 point) Part C: Kara, because Paula saves more each month but she starts with nothing. At the end of 6 months, Paula only has \$900. (1 point) <u>OR</u> Other valid response</p>
3	<p>Response demonstrates nearly complete understanding of the standard.</p> <p>Student earns 3 points for answering 3 key elements.*</p>
2	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 2 points for answering 2 key elements.*</p>
1	<p>Response demonstrates minimal understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.*</p>
0	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of solving real-world problems in the form $px + q = r$ and $px = q$.</p>

**If a student makes an error in Part A that is carried through to Part B (or subsequent parts), then the student is not penalized again for the same error.*

STUDENT RESPONSES

MCC7.EE.3

Response Score: 4



6. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A: How much money will be in Kara’s account after 6 months? Show work or explain how you found your answer. **Type your answer in the space provided.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B: Write an equation to represent the amount of money, y , in Paula’s savings account after x months. **Type your answer in the space provided.**

Part C: Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

part a she will have \$950 $75 \times 6 = 450$ $450 + 500 = 950$
 part b $y = 150x$
 part c kara because paula will only have \$900 $150 \times 6 = 900$

The response demonstrates a complete understanding by providing a correct answer in Part A (\$950) and Part B ($y = 150x$) and by providing a correct explanation for the amount in the account after 6 months in Part A. It also provides a correct explanation of why Kara will have more money in her account after 6 months in Part C. The student shows that Kara’s account starts with a fixed amount and has a fixed amount added each month. The student shows that because Paula’s account balance starts at zero, her balance is the amount of money added monthly (\$150) multiplied by the number of months (x). The student uses this relationship to correctly compare the balances in the two accounts after 6 months.

MCC7.EE.3

Response Score: 3



6. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A: How much money will be in Kara’s account after 6 months? Show work or explain how you found your answer. **Type your answer in the space provided.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B: Write an equation to represent the amount of money, y , in Paula’s savings account after x months. **Type your answer in the space provided.**

Part C: Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

Kara has 950 $500+75(6)=950$

$Y=150x$

Kara will have more money than Paula

The response demonstrates a partial understanding by providing a correct answer in Part A (\$950) and Part B ($y = 150x$) and by providing a correct explanation for the amount in the account after 6 months in Part A. The student shows that Kara’s account starts with a fixed amount and has a fixed amount added each month. The student shows that because Paula’s account balance starts at zero, her balance is the amount of money added monthly (\$150) multiplied by the number of months (x). The student correctly shows that Kara will have more money in her account after 6 months but does not provide an explanation. Though the equation the student provides in Part B can be used to provide this explanation, the student did not choose to use the equation, so the response is not complete.

MCC7.EE.3

Response Score: 2



6. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A: How much money will be in Kara’s account after 6 months? Show work or explain how you found your answer. **Type your answer in the space provided.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B: Write an equation to represent the amount of money, y , in Paula’s savings account after x months. **Type your answer in the space provided.**

Part C: Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

<p>\$950</p> <p>$Y = 150 + 150/x$</p> <p>Kara because she has more (Paula $150 + 150/6 = 175$)</p>	
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The response demonstrates a partial understanding by providing a correct answer in Part A (\$950) and by showing an appropriate comparison of the two accounts after 6 months in Part C based on an incorrect equation given in Part B. Though the equation is not correct, the student uses it to calculate the amount in Paula’s account by substituting “6” for the variable “x.” This gives \$175 for Paula’s account, which is less than the correct amount given in Part A for Paula’s account. Because the equation is incorrect in Part C and no explanation is provided in Part A, the response demonstrates an incomplete understanding of the concepts being tested.

MCC7.EE.3

Response Score: 1



6. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A: How much money will be in Kara’s account after 6 months? Show work or explain how you found your answer. **Type your answer in the space provided.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B: Write an equation to represent the amount of money, y , in Paula’s savings account after x months. **Type your answer in the space provided.**

Part C: Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

\$1050	▼
$y/150=x$	
Paula	▲

The response demonstrates a minimal understanding by providing a correct equation, $y/150 = x$ in Part B. The answers provided for Part A and for Part C are incorrect, and neither part has an explanation.

MCC7.EE.3

Response Score: 0



6. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A: How much money will be in Kara’s account after 6 months? Show work or explain how you found your answer. **Type your answer in the space provided.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B: Write an equation to represent the amount of money, y , in Paula’s savings account after x months. **Type your answer in the space provided.**

Part C: Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

\$450	$75 \cdot 6 = 450$	▼ ▲
150		
Paula		

The response demonstrates inadequate understanding of the concepts being measured. Though the student calculates the amount added during the first 6 months for Kara’s account, the student does not account for the starting balance in the explanation for Part A. The response in Part B is a restatement of the amount added each month in Paula’s account. No explanation is given for the selection of “Paula” as having the higher account balance.

END OF SAMPLER
QUESTIONS

END OF SAMPLER
QUESTIONS

