COMMON CORE ASSESSMENT COMPARISON FOR ELA/LITERACY

GRADE 7

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Introduction

The purpose of this document is to illustrate the differences between the Delaware Comprehensive Assessment System (DCAS) for ELA and the expectations of the next-generation ELA Common Core State Standards (CCSS) assessment. The samples provided are designed to help educators think about **content and the instructional shifts**—not to show exactly how the next-generation assessment will look.

For reading, examples of both literary and informational texts with associated items are presented. DCAS-released texts are used in multiple ways. Sometimes the text is used just as a grade-level sample for DCAS; other times, when the text meets CCSS text complexity guidelines, next-generation assessment items were written for it as well. Text complexity worksheets and rubrics are provided to illustrate how the grade-level designation for each text was determined. For more information on text complexity see Common Core State Standards Appendix A and/or [Text Complexity and the Common Core State Standards](#).

Please note that, while the text on DCAS has paragraph numbers, it does not appear that the next-generation assessment will follow the same format. For this reason, if a text was used for both DCAS and the next-generation assessment example, the text appears twice (once with paragraph numbers; once without), so that educators will have a copy-ready version to use.

The items associated with the DCAS texts that were available for use had items that were written to address the former Delaware grade-level expectations. With the adoption of the CCSS, these items were aligned to the CCSS. Since these DCAS items were not written to address the CCSS, trying to retroactively match them does not do justice to the intent of the updated standards. While the items are all text-dependent and "align to" or "reflect" the CCSS, they do not really "match" CCSS. The text pairings were not set up to compare item by item, but rather to compare the sets of items overall and highlight the differences in emphasis, depth of understanding, and critical thinking required. It is also hoped that the CCSS items will provide guidance on the essence of the standards.

While DCAS does not assess writing, listening, and research, these areas will be included in the next-generation assessment and should be an integral part of classroom instruction. Examples of assessment items in these areas are included to provide guidance for teachers in their transition to the CCSS.

How to Use Various Aspects of this Document:

Texts
- Review texts and their text-complexity worksheets to help guide text choices and ensure students are exposed to equally complex, diverse texts.

ELA Items and Tasks

- Analyze the way standards are conceptualized in each item or task.
- Identify the instructional shifts that need to occur to prepare students to address these more rigorous demands. Develop a plan to implement the necessary instructional changes.
- Notice the marshaling of evidence from single and multiple sources called for in the constructed response items and performance tasks. Begin to mirror this in the items and tasks crafted for classroom instruction.
- Increase student writing from sources across the content areas.
- Understand that the sample items and tasks do not represent a mini-version of the next-generation assessment.*

Your feedback is welcome. Please do not hesitate to contact Carolyn Lazar at carolyn.lazar@doe.k12.de.us or Denise Weiner at denise.weiner@doe.k12.de.us with suggestions, questions, and/or concerns.

*	The Smarter Balanced Assessment Consortium has an ELA practice test available online for each grade, 3 to 8 and 11. These practice tests will allow students to experience items that look and function like those being developed for the Smarter Balanced assessments. The practice tests are located at:

http://sbac.portal.airast.org/practice-test/

R EADING

Common Core State Standards for Reading

Reading Standards for Literature	
Key Ideas and Details	**7RL1** – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	7RL2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
	7RL3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Structure	**7RL4** – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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.
	7RL5 – Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
	7RL6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	**7RL7** – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
	NA
	7RL9 – 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.
Range of Reading and Level of Text Complexity	**7RL10** – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text	
Key Ideas and Details	**7RI1** – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	7RI2 – Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
	7RI3 – Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure	**7RI4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
	7RI5 – 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.
	7RI6 – 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.
Integration of Knowledge and Ideas	**7RI7** – Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
	7RI8 – 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.
	7RI9 – 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.
Range of Reading and Level of Text Complexity	**7RI10** – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	**6-8RH/SS1** – Cite specific textual evidence to support analysis of primary and secondary sources.
	6-8RH/SS2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	6-8RH/SS3 – Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure	**6-8RH/SS4** – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	6-8RH/SS5 – Describe how a text presents information (e.g., sequentially, comparatively, causally).
	6-8RH/SS6 – Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	**6-8RH/SS7** – Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	6-8RH/SS8 – Distinguish among fact, opinion, and reasoned judgment in a text.
	6-8RH/SS9 – Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity	**6-8RH/SS10** – By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and Details	**6-8RS/TS1** – Cite specific textual evidence to support analysis of science and technical texts.
	6-8RS/TS2 – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
	6-8RS/TS3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure	**6-8RS/TS4** – Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
	6-8RS/TS5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
	6-8RS/TS6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas	**6-8RS/TS7** – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
	6-8RS/TS8 – Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	6-8RS/TS9 – Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity	**6-8RS/TS10** – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

DCAS Literary Text – "A Bright Idea"

1   When I was in high school, I worked in our small, family store. We sold everything from chopsticks to soy sauce. Our customers came from all parts of the city to get the ingredients they needed for a perfect Chinese meal. On weekends I helped by cleaning the stocking shelves.

2   The only thing I didn't like about my job was having to go to the storeroom to get things. I didn't mind the work or being in the brightly-lit room full of supplies. It was the trip getting there that I didn't like. The hallway was long, narrow, and so dark that I often bumped into the green-colored walls, especially when I was carrying something big. My greatest fear, though, was running into a mouse, or spider, or some other scary creature.

3   My grandfather knew I didn't like going to the storeroom, so he often went with me. It was those times when he walked ahead of me that I learned most to respect his position as elder in our family.

4   One Saturday morning, my job was to clean the storeroom. Grandfather was busy, so I had to brave the journey alone. As I carefully felt my way down the dark passageway, I tripped and fell against the wall. As I rubbed the bruise on my arm, I wondered what I could do to remedy our hallway hazard.

5   A light on the ceiling would be the best way, but that would be expensive. A floor lamp might work, but it would certainly get in the way in the narrow hall. Suddenly, I thought of a perfect solution!

6   I looked around the storeroom and found a gallon of bright white paint and a wide brush. Instead of cleaning, I painted the green walls. The new white color made a huge difference. It was now much easier to see the way down the long corridor. I couldn't wait to surprise my family with my bright idea.

7   I showed the hallway to my grandfather first because his opinion was most important to me. However, he was not very gracious.

8   "It looks all right, but it is not very interesting," he said with playful honesty before he walked away. Grandfather was partially teasing, but he was also being honest. What can I do to make the bland white walls look better? I asked myself. What does he want? Polka dots? That's it! I thought as my imagination soared. Do I dare? The question boomed in my head. No one but the family ever sees the storeroom, I answered myself. Besides, it will please grandfather that I know something about our family's heritage, I reasoned.

9　After a few more rounds of debate, I convinced myself that it was a good idea. I found some red and yellow paint and made several large drawings on the wall. First, I painted Yin and Yang, the symbol for an ancient Chinese teaching that all things and events come from two elements, forces, or principles. Yin is negative, passive, and weak. Yang is positive, active, and strong. Around it I painted the Chinese symbols for the five elements associated with this theory: metal, wood, water, fire, and earth. After admiring my work, I walked casually down the hallway and into the store. Instead of telling grandfather what I had done, I waited for him to discover it himself.

10　The next day, when I was working in the store, grandfather called to me. "This shelf is almost empty," he said. "Will you please go back through "the universe of dynamic forces" and get a box of rice flour?"

11　He had seen my artwork! He must have liked it because he gave it a name. In fact, it was a name that stuck. I had not only made the trip back to the storeroom safer, but I had also added some character to the hallway. The entire family called the hallway the "universe" from that day forward.

DSTP-released grade 7 passage and associated items

Text Complexity: Qualitative Measures Rubric – Literary Text

Text Title_____   Text Author_____

QUALITATIVE	Very Complex ←			Slightly Complex
MEANING	○ **Meaning:** Several levels/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	○ **Meaning:** Several levels/layers of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	○ **Meaning:** More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	○ **Meaning:** One level/layer of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	○ **Narration:** Complex and/or unconventional; many shifts in point of view and/or perspective ○ **Order of Events:** Not in chronological order; heavy use of flashback ○ **Use of Graphics:** If used, minimal illustrations that support the text	○ **Narration:** Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective ○ **Order of Events:** Several major shifts in time, use of flashback ○ **Use of Graphics:** If used, a few illustrations that support the text	○ **Narration:** Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective ○ **Order of Events:** Occasional use of flashback, no major shifts in time ○ **Use of Graphics:** If used, a range of illustrations that support selected parts of the text	○ **Narration:** Simple and conventional; no shifts in point of view or perspective ○ **Order of Events:** Strictly chronological ○ **Use of Graphics:** If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	○ **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language ○ **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ **Sentence Structure:** Mainly complex sentences often containing multiple concepts	○ **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language ○ **Vocabulary:** Some use of unfamiliar, archaic, subject-specific, or overly academic language ○ **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	○ **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning ○ **Vocabulary:** Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language ○ **Sentence Structure:** Simple and compound sentences, with some more complex constructions	○ **Conventionality**: Explicit, literal, straightforward, easy to understand ○ **Vocabulary:** Contemporary, familiar, conversational language ○ **Sentence Structure:** Mainly simple sentences
KNOWLEDGE DEMANDS	○ **Life Experiences:** Explores many complex and sophisticated themes; experiences are distinctly different from the common reader ○ **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements ○ **Subject Matter Knowledge:** requires extensive, perhaps specialized prior content knowledge	○ **Life Experiences:** Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers ○ **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements ○ **Subject Matter Knowledge:** requires moderate amount of prior content knowledge	○ **Life Experiences:** Explores few themes; experiences portrayed are common to many readers ○ **Intertextuality and Cultural Knowledge:** Few references or allusions to other texts or cultural elements ○ **Subject Matter Knowledge:** requires some prior content knowledge	○ **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers ○ **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements ○ **Subject Matter Knowledge:** requires only everyday content knowledge

Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:

Meaning:

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
A Bright Idea	Commissioned	Literary text about a young girl who overcomes a problem with ingenuity.

Recommended Placement for Assessment: Grade 5

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 5.

Qualitative Measures

Meaning/Purpose:
Slightly complex: One level/layer of meaning; theme is obvious.

Text Structure:
Slightly complex: Simple and conventional; no shifts in point of view. No use of flashback.

Language Features:
Slightly complex: Explicit, straightforward, easy to understand; familiar, conversational language; simple and compound sentences.

Knowledge Demands:
Slightly complex: Explores few themes; experiences portrayed are common to many readers. References or allusions to cultural elements. Explains ideas that go beyond everyday content knowledge.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):
Grades 4-5 740L-1010L
Grades 6-8 925L-1185L

Lexile or Other Quantitative Measure of the Text:
Lexile: 760L
Word Count: 659

Considerations for Passage Selection

Passage selection should be based on the Common Core guidelines and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:
- Accessibility
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work

DCAS Literary Items – "A Bright Idea"

Standard: 7RL4

1. In paragraph 8, the word <u>bland</u> means –
   a. long
   b. dirty
   c. plain
   d. dark

   Key: c

Standard: 7RL1

2. After reading this story, readers can conclude that the –
   a. narrator wishes she could work somewhere else
   b. narrator and her family recently moved from China
   c. narrator's mother did not work in the family business
   d. narrator's grandfather was considered the head of the family

   Key: d

Standard: 7RL4

3. The narrator says she "had to brave the journey alone" to emphasize –
   a. how narrow the hallway actually is
   b. that cleaning the storeroom would be a battle
   c. how much she dreads walking through the hallway
   d. that her grandfather is tired of walking her to the storeroom

   Key: c

Standard 7RL3

4. The name the grandfather gives the hallway is –
   a. ironic
   b. dramatic
   c. sarcastic
   d. functional

   Key: a

Standard: 7RL4

5. The author's tone in this selection is mostly –
   a. cynical
   b. objective
   c. reflective
   d. humorous

   Key: c

DSTP-released grade 7 passage and associated items.

Next-Generation Literary Text – "Old Sultan"
By The Brothers Grimm

A shepherd had a faithful dog, called Sultan, who was grown very old, and had lost all his teeth. And one day when the shepherd and his wife were standing together before the house the shepherd said, 'I will shoot old Sultan tomorrow morning, for he is of no use now.' But his wife said, 'Pray let the poor faithful creature live; he has served us well a great many years, and we ought to give him a livelihood for the rest of his days.' 'But what can we do with him?' said the shepherd, 'he has not a tooth in his head, and the thieves don't care for him at all; to be sure he has served us, but then he did it to earn his livelihood; tomorrow shall be his last day, depend upon it.'

Poor Sultan, who was lying close by them, heard all that the shepherd and his wife said to one another, and was very much frightened to think tomorrow would be his last day; so in the evening he went to his good friend the wolf, who lived in the wood, and told him all his sorrows, and how his master meant to kill him in the morning. 'Make yourself easy,' said the wolf, 'I will give you some good advice. Your master, you know, goes out every morning very early with his wife into the field; and they take their little child with them, and lay it down behind the hedge in the shade while they are at work. Now do you lie down close by the child, and pretend to be watching it, and I will come out of the wood and run away with it; you must run after me as fast as you can, and I will let it drop; then you may carry it back, and they will think you have saved their child, and will be so thankful to you that they will take care of you as long as you live.' The dog liked this plan very well; and accordingly so it was managed. The wolf ran with the child a little way; the shepherd and his wife screamed out; but Sultan soon overtook him, and carried the poor little thing back to his master and mistress. Then the shepherd patted him on the head, and said, 'Old Sultan has saved our child from the wolf, and therefore he shall live and be well taken care of, and have plenty to eat. Wife, go home, and give him a good dinner, and let him have my old cushion to sleep on as long as he lives.' So from this time forward Sultan had all that he could wish for.

Soon afterwards the wolf came and wished him joy, and said, 'Now, my good fellow, you must tell no tales, but turn your head the other way when I want to taste one of the old shepherd's fine fat sheep.' 'No,' said the Sultan; 'I will be true to my master.' However, the wolf thought he was in joke, and came one night to get a dainty morsel. But Sultan had told his master what the wolf meant to do; so he laid wait for him behind the barn door, and when the wolf was busy looking out for a good fat sheep, he had a stout <u>cudgel</u> laid about his back, that combed his locks for him finely.

Then the wolf was very angry, and called Sultan '<u>an old rogue</u>,' and swore he would have his revenge. So the next morning the wolf sent the boar to challenge Sultan to come into the wood to fight the matter. Now Sultan had nobody he could ask to be his

second but the shepherd's old three-legged cat; so he took her with him, and as the poor thing limped along with some trouble, she stuck up her tail straight in the air.

The wolf and the wild boar were first on the ground; and when they espied their enemies coming, and saw the cat's long tail standing straight in the air, they thought she was carrying a sword for Sultan to fight with; and every time she limped, they thought she was picking up a stone to throw at them; so they said they should not like this way of fighting, and the boar lay down behind a bush, and the wolf jumped up into a tree. Sultan and the cat soon came up, and looked about and wondered that no one was there. The boar, however, had not quite hidden himself, for his ears stuck out of the bush; and when he shook one of them a little, the cat, seeing something move, and thinking it was a mouse, sprang upon it, and bit and scratched it, so that the boar jumped up and grunted, and ran away, roaring out, 'Look up in the tree, there sits the one who is to blame.' So they looked up, and espied the wolf sitting amongst the branches; and they called him a cowardly rascal, and would not suffer him to come down till he was heartily ashamed of himself, and had promised to be good friends again with old Sultan.

Text Complexity: Qualitative Measures Rubric – Literary Text

Text Title_____   **Text Author**_____

QUALITATIVE	Very Complex ←			— Slightly Complex
MEANING	o **Meaning:** Several levels/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	o **Meaning:** Several levels/layers of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	o **Meaning:** More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	o **Meaning:** One level/layer of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	o **Narration:** Complex and/or unconventional; many shifts in point of view and/or perspective o **Order of Events:** Not in chronological order; heavy use of flashback o **Use of Graphics:** If used, minimal illustrations that support the text	o **Narration:** Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective o **Order of Events:** Several major shifts in time, use of flashback o **Use of Graphics:** If used, a few illustrations that support the text	o **Narration:** Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective o **Order of Events:** Occasional use of flashback, no major shifts in time o **Use of Graphics:** If used, a range of illustrations that support selected parts of the text	o **Narration:** Simple and conventional; no shifts in point of view or perspective o **Order of Events:** Strictly chronological o **Use of Graphics:** If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	o **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language o **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading o **Sentence Structure:** Mainly complex sentences often containing multiple concepts	o **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language o **Vocabulary:** Some use of unfamiliar, archaic, subject-specific, or overly academic language o **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	o **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning o **Vocabulary:** Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language o **Sentence Structure:** Simple and compound sentences, with some more complex constructions	o **Conventionality**: Explicit, literal, straightforward, easy to understand o **Vocabulary:** Contemporary, familiar, conversational language o **Sentence Structure:** Mainly simple sentences
KNOWLEDGE DEMANDS	o **Life Experiences:** Explores many complex and sophisticated themes; experiences are distinctly different from the common reader o **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements o **Subject Matter Knowledge:** requires extensive, perhaps specialized prior content knowledge	o **Life Experiences:** Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers o **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements o **Subject Matter Knowledge:** requires moderate amount of prior content knowledge	o **Life Experiences:** Explores few themes; experiences portrayed are common to many readers o **Intertextuality and Cultural Knowledge:** Few references or allusions to other texts or cultural elements o **Subject Matter Knowledge:** requires some prior content knowledge	o **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers o **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements o **Subject Matter Knowledge:** requires only everyday content knowledge

Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:

Meaning:

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
Old Sultan	The Brothers Grimm	Tale of an old dog who proves his loyalty to his master.

Recommended Placement for Assessment: Grade 7

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 7.

Qualitative Measures

Meaning/Purpose:
Slightly complex: One level/layer of meaning; theme is obvious and revealed early in the text.

Text Structure:
Slightly complex:
- Narration: Simple and conventional; no shifts in point of view or perspective.
- Order of Events: Strictly chronological

Language Features: Complex
- Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning.
- Vocabulary: Some use of unfamiliar, archaic, subject-specific, or overly academic language.
- Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words

Knowledge Demands: Slightly Complex
- Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers
- Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements
- Subject Matter Knowledge: Requires only everyday content knowledge

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 1100L (Grades 6-8 925L-1185L)
Flesch-Kincaid:
Word Count: 872

Considerations for Passage Selection

Passage selection should be based on the Common Core guidelines and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:
- Accessibility
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
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- Word count

Adapted from the 2012 ELA SCASS work

Next-Generation Literary Items – "Old Sultan"

Standard 7RL4

1. Read the sentence from the text.

   But sultan had told his master what the wolf meant to do; so he laid wait for him behind the barn door, and when the wolf was busy looking out for a good fat sheep, he had a stout <u>cudgel</u> laid about his back, that combed his locks for him finely.
   What does <u>cudgel</u> **most likely** mean?
   - a. Brush
   - b. Chain
   - c. Club
   - d. Whip

   Key: c

Standard 7RL4

2. Read the sentence from the text.

   Then the wolf was very angry, and called Sultan 'an old rogue,' and swore he would have his revenge.

   What does the phrase <u>an old rogue</u> suggest about the wolf's feelings towards Sultan?
   - a. He feels tricked.
   - b. He feels attacked.
   - c. He feels betrayed.
   - d. He feels confused.

   Key: c

Next-Generation Literary Items – "Old Sultan"

Standard 7RL3

3.

Part A. Click on the statement that **best** provides an inference about plot points that is supported by the text.
   a. Honesty is the best policy.
   b. Actions speak louder than words.
   c. Things are not always what they seem.
   d. Friendship is more valuable than wealth.

Part B. Click on the sentence from the text that **best** supports your answer in Part A.
   a. Wife, go home, and give him a good dinner, and let him have my old cushion to sleep on as long as he lives.
   b. Now Sultan had nobody he could ask to be his second but the shepherd's old three-legged cat; so he took her with him, and as the poor thing limped along with some trouble, she stuck up her tail straight in the air.
   c. The wolf and the boar were first on the ground; and when they espied their enemies coming, and saw the cat's long tail standing straight in the air, they thought she was carrying a sword for Sultan to fight with; and every time she limped, they thought she was picking up a stone to throw at them; so they said they should not like this way of fighting, and the boar lay down behind the bush, and the wolf jumped up into a tree.
   d. So they looked up, and espied the wolf sitting amongst the branches; and they called him a cowardly rascal, and would not suffer him to come down till he was heartily ashamed of himself, and had promised to be good friends again with Old Sultan.

Key: Part A – c; Part B – c

Next-Generation Literary Items – "Old Sultan"

Standard 7RL3

4. What conclusion can be drawn about Sultan? Support your answer with details from the text.

Scoring Rubric

Score	
2	A response: ▪ Gives sufficient evidence of the ability to justify interpretations of information ▪ Includes specific examples that make clear reference to the text ▪ Adequately supports examples with clearly relevant information from the text
1	A response: ▪ Gives limited evidence of the ability to justify interpretations of information ▪ Includes some examples that make clear reference to the text ▪ Supports examples with limited information from the text
0	A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.
Exemplar	Sultan is loyal. When Sultan learns of his master's plan to kill him, he agrees to the wolf's plan to prove him worthy of being kept despite of his age. They plan to have the wolf take the shepherd's baby and for Sultan to save it, engendering the shepherd's gratitude and protecting Sultan's life. Despite the wolf's help in securing his safety, Sultan does not allow the wolf to steal one of his master's sheep and alerts his master to wolf's plan, thus proving his loyalty to his master. However, he is also loyal to the wolf. In the end, he forces the wolf to agree to their renewed friendship.

Standard 7RL2

5. Summarize the central idea of the text. Use key details from the text to support your summary.

Scoring Rubric

Score	
2	A response: ▪ Gives sufficient evidence of the ability to determine/summarize the central idea ▪ Includes specific examples/details that make clear reference to the text ▪ Adequately explains the central idea with clearly relevant information based on the text
1	A response: ▪ Gives limited evidence of the ability to determine/summarize the central idea ▪ Includes vague/limited examples/details that make reference to the text ▪ Explains the central idea with vague/limited information based on the text
0	A response: ▪ Gives no evidence of the ability to determine/summarize the central *OR* ▪ Gives the central idea but includes no examples or no examples/details that make reference to the text *OR* ▪ Gives the central idea but includes no explanation or relevant information from the text
Exemplar	Because Sultan had "grown very old and had lost all his teeth" the master intends to kill him. When Sultan learns of his master's plan he consults with wolf who suggests a plan to prove Sultan's worth. The plan, which succeeds involves saving the master's baby and thus secures Sultan's position for life. Soon afterwards, wolf tells Sultan of his plan to steal a sheep. Sultan alerts his master and the plot is foiled. Angry, the wolf plans revenge only to be foiled again—this time by Sultan and a three-legged cat. In the end, Sultan and the wolf's friendship is restored.

All items and rubrics based on Smarter Balanced Item Specifications for Grade 7 (2/4/14)

DCAS Informational Text –
"The Changing World of the Chameleon"

1   One of the most wondrous treats of nature is the chameleon. Chameleons are little lizards that look like tiny monsters. Chameleons are best known for their ability to change colors to suit their environment or mood. However, each type of chameleon has only a small spectrum of colors. In addition, these colors do not always perfectly match the environment. The color change in a chameleon occurs when light intensity changes, when the chameleon's mood or physical condition changes, or when the environment's humidity level changes. Chameleons' original colors are bright and pleasing to the eye. There are various species in vivid patterns of turquoise, golden yellow, and lime green.

2   Veiled chameleons are the most common type. They are the ones most often sold in pet shops and reptile shows. They are resilient and known for their capacity to survive, even in extremely hot temperatures. Veiled chameleons enjoy temperatures of 80 to 90 degrees Fahrenheit or hotter for sunbathing, or what scientists call "basking." Two-thirds of the world's chameleon species are originally from Madagascar, an island off the coast of Africa. The remaining species are from other African islands, Saudi Arabia, Yemen, southern India, and Spain. These are all regions known for their hot climates.

3   Chameleons are natural climbers that prefer to climb vertically. Their feet are V-shaped so they are well-suited for a life spent climbing trees. At first glance, it looks as if a chameleon has only a couple of toes. However, a closer inspection reveals that chameleons have five toes, just as humans do. This accounts for the chameleon's incredible balance and agility in climbing. Chameleons also have curled, monkey-like tails. The tail acts as a fifth foot to help stabilize the reptile in the trees, as well as on the ground.

4   Chameleons like to perch in the trees to eat their meals. Chameleons have long, strong tongues that shoot out to capture food. A chameleon in the wild can catch a bird or another lizard that weighs up to ten percent of the chameleon's own body weight. The glands in a chameleon's tongue act as a glue to trap and hold the hunted animal as it is pulled toward the chameleon's mouth. With this hunting mechanism in place and a pair of revolving eyes that allow the chameleon to see in two directions at once, the chameleon is a force to be reckoned with in the wild.

5   Chameleons are not interested in being social. They are not tolerant of other chameleons or of other animals in their territory. Male chameleons will fight one another if placed together in the same area. A female chameleon will not cohabitate with a male chameleon for an extended time. Chameleons prefer solitude.

6   Chameleons are also a vulnerable species due to bad trading practices. There is a movement to ban the importation and sale of chameleons because they supposedly carry parasites and diseases, an issue over which there is much controversy. Additionally, many chameleons that are exported in the pet trade do not reproduce or live long lives. For this reason, some people believe that government should not stop importation of chameleons altogether.

7   Other environmental factors endanger the lives of chameleons. Since some chameleons that live in rain forests cannot survive in any other environment, loss of habitat is a serious issue. When rain forests are destroyed, the species of chameleons that live in that area become threatened.

8   Due to these concerns, there is a movement to conserve the chameleon population. The Convention on International Trade of Endangered Species (CITES) is the primary organization striving to protect chameleon populations, and any country that has a native species of chameleon living in it must follow these guidelines. Kenya and South Africa have put laws in place that prevent trading and selling of native chameleon species.

This passage and associated items were originally presented to Delaware for the end-of-course English II exam, prior to the adoption of the Common Core State Standards.

Text Complexity: Qualitative Measures Rubric – Informational Text

Text Title_____   Text Author_____

QUALITATIVE	Very Complex ←			Slightly Complex
PURPOSE	o **Purpose:** Subtle, implied, difficult to determine; intricate, theoretical elements	o **Purpose:** Implied, but fairly easy to infer; more theoretical than concrete	o **Purpose:** Implied, but easy to identify based upon context or source	o **Purpose:** Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	o **Organization of Main Ideas:** Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline o **Text Features**: If used, are essential in understanding content o **Use of Graphics:** If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	o **Organization of Main Ideas:** Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline o **Text Features**: If used, greatly enhance the reader's understanding of content o **Use of Graphics:** If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	o **Organization of Main Ideas:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential o **Text Features**: If used, enhance the reader's understanding of content o **Use of Graphics:** If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	o **Organization of Main Ideas:** Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict o **Text Features**: If used, help the reader navigate and understand content but are not essential o **Use of Graphics:** If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	o **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language o **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading o **Sentence Structure:** Mainly complex sentences often containing multiple concepts	o **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language o **Vocabulary:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic o **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	o **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning o **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic o **Sentence Structure:** Simple and compound sentences, with some more complex constructions	o **Conventionality**: Explicit, literal, straightforward, easy to understand o **Vocabulary:** Contemporary, familiar, conversational language o **Sentence Structure:** Mainly simple sentences
KNOWLEDGE DEMANDS	o **Subject Matter Knowledge:** Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts o **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc.	o **Subject Matter Knowledge:** Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts o **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc.	o **Subject Matter Knowledge:** Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas o **Intertextuality:** A few references or allusions to other texts or outside ideas, theories, etc.	o **Subject Matter Knowledge:** Everyday, practical knowledge; simple, concrete ideas o **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc.

Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Informational Text:

Purpose:
- Would spending time helping students to establish a purpose for reading this text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text?

Text Structure:
- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial outline or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:
- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:
- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:
- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
The Changing World of Chameleons	Commissioned	Informational text about chameleons.

Recommended Placement for Assessment: Grade 7

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 7.

Qualitative Measures	Quantitative Measures
Meaning/Purpose: Slightly complex: Explicitly stated; clear, concrete with a narrow focus.	Common Core State Standards Appendix A Complexity Band Level (if applicable): Grade 6-8 925L-1185L
Text Structure: Slightly complex: Connections between some ideas are implicit or subtle (paragraph 6); organization is evident.	Lexile or Other Quantitative Measure of the Text: Lexile: 1070L Word Count: 638
	Considerations for Passage Selection
Language Features: Slightly complex: Explicit, literal, straightforward, easy to understand. Vocabulary is mostly contemporary and familiar, rarely unfamiliar or overly academic. Simple and compound sentences.	Passage selection should be based on the Common Core guidelines and the cognitive demands of the assessment tasks. Potential Challenges a Text May Pose: ▪ Accessibility ▪ Sentence and text structures ▪ Archaic language, slang, idioms, or other language challenges ▪ Background knowledge ▪ Bias and sensitivity issues ▪ Word count
Knowledge Demands: Moderately complex: Moderate levels of discipline-specific content knowledge; both simple and more abstract ideas. A few references to outside ideas.	

Adapted from the 20112 ELA SCASS work

DCAS Informational Items –
"The Changing World of the Chameleon"

Standard: 7RI4

1. What is the meaning of <u>resilient</u> in paragraph 2?
   a. Reliable
   b. Efficient
   c. Energetic
   d. Adaptable

   Key: d

Standard: 7RI4

2. ". . . the chameleon is a force to be reckoned with in the wild." Why is this phrase from paragraph 4 ironic?
   a. Chameleons like solitude.
   b. Chameleons' habitat is shrinking.
   c. Chameleons are feared by larger birds.
   d. Chameleons' hunting mechanisms are strong.

   Key: b

Standard: 7RI4

3. Look at the dictionary entry.

   vul ner a ble ('vl nr bl) adj. **1)** fragile; weak **2)** capable of being harmed or injured **3)** in a position to receive greater penalties **4)** easily affected or hurt by criticism

   Which definition is the meaning of <u>vulnerable</u> as it is used in paragraph 6?
   a. Definition 1 – fragile; weak
   b. Definition 2 – capable of being harmed or injured
   c. Definition 3 – in a position to receive greater penalties
   d. Definition 4 – easily affected or hurt by criticism

   Key: b

Standard: 7RI6

4. What is the purpose of paragraph 8?
   a. To convince the reader not to buy a chameleon
   b. To explain to the reader how to join a group to protect chameleons
   c. To describe for the reader what is being done to protect chameleons
   d. To inform the reader about the pros and cons of keeping a chameleon as a pet

   Key: c

DCAS Informational Items – "The Changing World of the Chameleon"

Standard: 7RI1

5. Which additional information would best help the reader understand the information in the passage?

    a. A diagram showing the parts of a chameleon

    b. A photograph showing various species of chameleon

    c. A list of the guidelines developed to protect chameleons

    d. A map showing the countries of origin for various chameleons

    Key: c

This passage and associated items were originally presented to Delaware for the end-of-course English II exam, prior to the adoption of the Common Core State Standards.

Next-Generation Informational Text –
"The Changing World of the Chameleon"

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Veiled chameleons are the most common type. They are the ones most often sold in pet shops and reptile shows. They are <u>resilient</u> and known for their capacity to survive, even in extremely hot temperatures. Veiled chameleons enjoy temperatures of 80 to 90 degrees Fahrenheit or hotter for sunbathing, or what scientists call "basking." Two-thirds of the world's chameleon species are originally from Madagascar, an island off the coast of Africa. The remaining species are from other African islands, Saudi Arabia, Yemen, southern India, and Spain. These are all regions known for their hot climates.

Chameleons are natural climbers that prefer to climb vertically. Their feet are V-shaped so they are well-suited for a life spent climbing trees. At first glance, it looks as if a chameleon has only a couple of toes. However, a closer inspection reveals that chameleons have five toes, just as humans do. This accounts for the chameleon's incredible balance and agility in climbing. Chameleons also have curled, monkey-like tails. The tail acts as a fifth foot to help stabilize the reptile in the trees, as well as on the ground.

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Chameleons are not interested in being social. They are not tolerant of other chameleons or of other animals in their territory. Male chameleons will fight one another if placed together in the same area. A female chameleon will not cohabitate with a male chameleon for an extended time. Chameleons prefer solitude.

Chameleons are also a <u>vulnerable</u> species due to bad trading practices. There is a movement to ban the importation and sale of chameleons because they supposedly carry parasites and diseases, an issue over which there is much controversy. Additionally, many chameleons that are exported in the pet trade do not reproduce or live long lives. For this reason, some people believe that government should not stop importation of chameleons altogether.

Other environmental factors endanger the lives of chameleons. Since some chameleons that live in rain forests cannot survive in any other environment, loss of habitat is a serious issue. When rain forests are destroyed, the species of chameleons that live in that area become threatened.

Due to these concerns, there is a movement to conserve the chameleon population. The Convention on International Trade of Endangered Species (CITES) is the primary organization striving to protect chameleon populations, and any country that has a native species of chameleon living in it must follow these guidelines. Kenya and South Africa have put laws in place that prevent trading and selling of native chameleon species.

Delaware
Department
of Education

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Worksheet: Text Complexity Analysis

Title	Author	Text Description
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Recommended Placement for Assessment: Grade 7

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 7.

Qualitative Measures	Quantitative Measures
Meaning/Purpose: Slightly complex: Explicitly stated; clear, concrete with a narrow focus. Text Structure: Slightly complex: Connections between some ideas are implicit or subtle (paragraph 6); organization is evident.	Common Core State Standards Appendix A Complexity Band Level (if applicable): Grade 6-8 925L-1185L Lexile or Other Quantitative Measure of the Text: Lexile: 1070L Word Count: 638

	Considerations for Passage Selection
Language Features: Slightly complex: Explicit, literal, straightforward, easy to understand. Vocabulary is mostly contemporary and familiar, rarely unfamiliar or overly academic. Simple and compound sentences. Knowledge Demands: Moderately complex: Moderate levels of discipline-specific content knowledge; both simple and more abstract ideas. A few references to outside ideas.	Passage selection should be based on the Common Core guidelines and the cognitive demands of the assessment tasks. Potential Challenges a Text May Pose: ▪ Accessibility ▪ Sentence and text structures ▪ Archaic language, slang, idioms, or other language challenges ▪ Background knowledge ▪ Bias and sensitivity issues ▪ Word count

Adapted from the 20112 ELA SCASS work

Next-Generation Informational Items –
"The Changing World of the Chameleon"

Standard 7RI4

1. Read the sentence from the text.

   They are <u>resilient</u> and known for their capacity to survive even in extremely hot temperatures.

   What does the word <u>resilient</u> **most likely** mean?
   - a. Efficient
   - b. Energetic
   - c. Hardy
   - d. Reliable

   Key: c

Standard 7RI4

2. Read the sentence from the text.

   Chameleons are also a <u>vulnerable</u> species due to bad trading practices.

   Which dictionary entry best defines <u>vulnerable?</u>
   - a. Fragile; weak
   - b. Capable of being harmed or injured
   - c. In a position to receive greater penalties
   - d. Easily affected or hurt by criticism

   Key: b

Standard 7RI1

3. The author suggests that chameleons are "well-suited for a life spent climbing trees". Which details from the text best support this conclusion? Select **all** that apply.
   - a. Chameleons have five toes.
   - b. Chameleons have v-shaped feet.
   - c. Chameleons have a tail that acts like a fifth foot.
   - d. Chameleons can survive in extremely hot temperatures.
   - e. Chameleons can change colors to suit their environment or mood.
   - f. Chameleons have long, strong tongues that shoot out to capture food.

   Key: a, b, c

Next-Generation Informational Items –
"The Changing World of the Chameleon"

Standard 7RI2

4. Summarize the author's message about chameleons. Give the key evidence the author provides to support his point.

Scoring Rubric

Score	
2	A response: ▪ Gives sufficient evidence of the ability to summarize the author's message ▪ Includes specific examples/details that make clear reference to the text ▪ Adequately explains the author's message with clearly relevant information based on the text
1	A response: ▪ Gives limited evidence of the ability to summarize the author's message ▪ Includes vague/limited examples/details that make reference to the text ▪ Explains the author's message with vague/limited information based on the text
0	A response: ▪ Gives no evidence of the ability to summarize author's message *OR* ▪ Gives the author's message, but includes no examples/details that make reference to the text *OR* ▪ Gives the author's message, but includes no explanation or no relevant information from the text
Exemplar	The author's message is that chameleons are in danger. Many chameleons that are exported in the pet trade do not reproduce or live long lives. Also, since some chameleons that live in the rain forest cannot survive elsewhere, loss of habitat is a serious issue. Due to these concerns, there is a movement to conserve chameleons. An organization, the Convention on International Trade of Endangered Species (CITES), is leading efforts to protect chameleon populations.

Next-Generation Informational Items –
"The Changing World of the Chameleon"

Standard 7RI6

5. What conclusion can be drawn about the author's point of view about chameleons? Support your answer with evidence from the text.

Scoring Rubric

Score	
2	A response: ▪ Gives sufficient evidence of the ability to justify interpretations of information ▪ Includes specific examples that make clear reference to the text ▪ Adequately supports examples with clearly relevant information from the text
1	A response: ▪ Gives limited evidence of the ability to justify interpretations of information ▪ Includes some examples that make clear reference to the text ▪ Supports examples with limited information from the text
0	A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.
Exemplar	The author considers chameleons "one of the most wondrous treats of nature" and as a result is concerned that the chameleon population is in danger. The author shares how the chameleon has the ability to change colors to suit their environment and mood. He expands this common knowledge with further details, "The color change in a chameleon occurs when light intensity changes, when the chameleon's mood or physical conditions changes, or when the environment's humidity level changes." He also shares that there are, "various species in vivid patterns of turquoise, golden yellow and lime green." He is also intrigued by the fact that they are "natural climbers that prefer to climb vertically" as well as the fact they have a unique tongue that shoots out to capture food. He shares how, in the wild, a chameleon can "catch a bird or another lizard that weighs up to ten percent of the chameleons own weight." As if that isn't amazing enough, he shares that a chameleon has "a pair of revolving eyes that allow the chameleon to see in two directions at once." Because of his fascination with this unique creature he is particularly concerned about its protection since the species is vulnerable. That is probably why he ends the article with information about steps being taken to protect chameleons worldwide.

All items and rubrics based on Smarter Balanced Item Specifications for Grade 7 (2/4/14)

W R I T I N G

Common Core State Standards for Writing

Writing Standards
Text Types and Purposes	**7W1** – Write arguments to support claims with clear reasons and relevant evidence. **CC**
	7W1a – Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	7W1b – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	7W1c – Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	7W1d – Establish and maintain a formal style.
	7W1e – Provide a concluding statement or section that follows from and supports the argument presented.
	7W2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
	7W2a – Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	7W2b – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	7W2c – Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	7W2d – Use precise language and domain-specific vocabulary to inform about or explain the topic.
	7W2e – Establish and maintain a formal style.
	7W2f – Provide a concluding statement or section that follows from and supports the information or explanation presented.
	7W3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	7W3a – Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	7W3b – Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	7W3c – Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	7W3d – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	7W3e – Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing Standards	
Production and Distribution of Writing	**7W4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **7W5** – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.) **7W6** – Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Research to Build and Present Knowledge	**7W7** – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **7W8** – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7W9** – Draw evidence from literary or informational texts to support analysis, reflection, and research. 　**7W9a** – Apply grade 7 Reading standards to literature (e.g., "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"). 　**7W9b** – Apply grade 7 Reading standards to literary nonfiction (e.g. "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").
Range of Writing	**7W10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core State Standards for Language

Language Standards	

Conventions of Standard English	**7L1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	    7L1a – Explain the function of phrases and clauses in general and their function in specific sentences.
	    7L1b – Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	    7L1c – Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
	7L2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    7L2a – Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt*).
	    7L2b – Spell correctly.

Knowledge of Language	**7L3** – Use knowledge of language and its conventions when writing, speaking, reading, or listening. **7L3a** – Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Language Standards	
Vocabulary Acquisition and Use	**7L4** – 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.
	7L4a – Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	7L4b – Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
	7L4c – Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	7L4d – Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	7L5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	7L5a – Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	7L5b – Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	7L5c – Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
	7L6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sample Writing Items

Standard 7W3

1. A student is writing a narrative for her teacher. Read the draft of the narrative and complete the task that follows.

   You wouldn't think making one of those distinctive burgers (the ones with the "special sauce") in the food court at the mall would be rocket science, right? Wrong! It not only compares to rocket science, it should earn workers a PhD in both physics and human behavior.

   My first customer, on my very first day at the "Chow Hound," was a well-dressed woman who stepped up to the counter, deep in the middle of an apparently very important text message.

   "Ah-hem," I tried subtly interrupting. She ignored me, jabbing her finger at the screen. Finally, she hit the send key and turned to me, almost surprised to find me staring at her. "The special burger, and make sure it is rare, with extra tomatoes, cooked onions and just a blush of the special sauce" she barked.

   I wasn't supposed to be making the fancy burgers without training; I was supposed to be "manning the fries" and ringing up the orders. But as luck would have it, Bart, the experienced worker, had called in sick and my manager was haggling with a delivery man in the back. I took a deep breath and told myself, "You've enjoyed hundreds of these burgers yourself – try to remember how they were made and go for it. How hard can it be?" I was about to find out!

   Write an ending to the narrative that follows logically from the events or experiences in the narrative.

With permission from Bonnie Albertson

Scoring Rubric

Score	
2	The response: ▪ provides an adequate ending to the narrative that provides a sense of closure ▪ provides an adequate connection that follows from the events or experiences in the narrative
1	The response: ▪ provides an awkward or partial ending to the narrative that may provide a limited sense of closure ▪ provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative
0	The response: ▪ provides an unclear or incomplete ending to the narrative that provides little or no closure ▪ provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details

Standard 7W2

2. A student is writing a report for science class about orangutans. The student wants to revise the draft to include a thesis statement. Read the draft of the report and complete the task that follows.

When they are hungry, they can use sticks to open their favorite fruit. These great apes can make at least 13 different noises to send messages to other orangutans; they can also "talk" to each other by making signs with their hands. Orangutans can easily learn to use zippers and to open latches. From watching humans, some have even learned to wash clothes and paddle canoes!

Choose the sentence that would be the **best** thesis statement.
   a. Orangutans are very intelligent animals.
   b. Orangutans like to do many interesting things.
   c. I am going to tell you about orangutans and their skills.
   d. Did you know that orangutans are the monkeys most like humans?

   Key: a

Standard 7W2

3. A student is writing a report for class about the cost saving benefits of local programs. The student wants to revise the draft to include more evidence. Read the draft of the report and complete the task that follows.

   National and state efforts to control spending have led to the development of alternative programs. Companies across the country can encourage their employees to volunteer with state highway cleanup, often referred to as "Adopt-A-Highway." Once a company is responsible for a stretch of highway, volunteers receive safety training to prevent any problems working on the open road. The cost is minimal to the company, since the state provides the necessary equipment such as safety vests, signs, and litter bags. In some states, like Connecticut, volunteers do more than pick up trash along the side of the roadway. Volunteers regularly plant shrubs and flowers along the main thruways to beautify public roads. Government programs such as this benefit the public and save precious tax dollars.

   Which of the following facts would **best** support the writer's thesis?
   a. There are almost 1 million volunteers who participate in 48 states and Puerto Rico.
   b. Missouri requires volunteers to clean up stretches of highway at least four times a year.
   c. Connecticut has been a participating member of the Adopt-A-Highway program since 1994.
   d. The Adopt-A-Highway program is an educational program designed to encourage people to stop littering.

   Key: a

Standard 7W2

4. A student is writing a report for science class about organic food. Read the draft of the report and complete the task that follows.

   There are loads of reasons to eat organic food. The term "organic" indicates that the food has been growth without pesticides or other chemicals. A consumer who chooses to eat organic food does not consume any of this bad stuff. Crops that are grown organically are nice for the land because farmers do not have to add chemicals to the soil. Growing organic food also improves the lives of farm workers because they can avoid working with poisons. In sum, everyone benefits from the farming of organic food.

   The student wants to make sure that he has used the right words to make his meaning clear. Click on **three** words that he should change to be more precise.

   Key: loads; stuff; nice

Standard 7L2

5. A student needs to edit her draft of a report for class.

   The island country of Iceland is located east of Greenland west of Norway, and just south of the Arctic Circle. Although it has the word "ice" in its name Iceland is located over a hotspot in the earth's crust. It has many, active volcanoes. One of Iceland's volcanos erupted in 2010, air travel around was affected. A 2011 volcanic event, which was even more powerful than the one the previous year, created a cloud of ash that filled the skies over most of Northern Europe.

   Click on the one sentence that is punctuated correctly.

   Key: A 2011 volcanic event, which was even more powerful than the one the previous year, created a cloud of ash that filled the skies over most of Northern Europe.

All items and rubrics based on Smarter Balanced Item Specifications for Grade 7 (2/4/14)

L ISTENING

Common Core State Standards for
Speaking and Listening

Speaking and Listening Standards	

Comprehension and Collaboration	**7SL1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
	
	    7SL1a – Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	
	    7SL1b – Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	
	    7SL1c – Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
	
	    7SL1d – Acknowledge new information expressed by others and, when warranted, modify their own views.
	
	7SL2 – Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
	
	7SL3 – Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas	**7SL4** – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**.** **7SL5** – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **7SL6** – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

Sample Listening Item

Green Cities

Listen to the presentation at the link below and then answer the following questions.

http://www.doe.k12.de.us/assessment/files/_Grade_7_Audio.wma

Standard 7SL3

1. What is the **most likely** purpose of the presentation?
   a. To explain the role of a city planner
   b. To explain the impact of a city planner
   c. To explain the challenges of a city planner
   d. To explain the importance of a city planner

   Key: d

Standard 7SL3

2. What is the central idea of the presentation?
   a. City planners design cities and must consider what is both practical and pleasing to a city's inhabitants.
   b. The planner surveys the physical site of a city and studies the people who will live and work there.
   c. Demographic, economic, and environmental research must be completed to assess the needs of the community.
   d. The planner holds community meetings to gather input from the city's inhabitants.

   Key: a

All items are based on Smarter Balanced Item Specifications for Grade 7 (2/4/14)

R ESEARCH

Sample Research Item

Standard 7W8

1. A student is writing a report for class on invasive species. The student must use sources that are credible, trustworthy, and relevant for the topic. Which of these is **most likely** a credible, or trustworthy, source that is relevant for the topic?

   a. Invasive Species: Animals. www.invasivespeciesinfo.gov/animals/
      Jul 9, 2013 This section of Invasivespeciesinfo.gov provides information and resources for invasive animal species as an educational informational tool.

   b. Invasive Species: http://en.wikipedia.org/wiki/Invasive_species
      Invasive species, also called invasive exotics or simply exotics, is a term and categorization phrase used for flora and fauna, and for specific...

   c. Invasive Species: Nature.org www.nature.org/Invasive-Species
      We Can Stop the Spread of Invasive Species, But Only With Your Support….

   d. Invasive Species Weblog: invasivespecies.blogspot.com/
      Jul 2, 2011 For invasive species news in the style of the ISW but in succinct 140-character morsels, follow the ISW on Twitter at invasive species.

   Key: a

Standard 7W1

2. A student is writing a report about young people and video games. She found possible sources for her article. Read the sources and the directions that follow.

   Source 1 – Video Games and Kids: Yes or No?

   There are positive and negative sides to children playing video games. On the positive side, the worlds on the screen can be very different from the real world. Games can spur kids to be creative and use their imagination. Moving through games also requires kids to watch the screen and use the controller at the same time. This can improve coordination between what they see and what their hands do. On the negative side, children can get too interested in playing. They sometimes do not want to do other activities. Also, children who spend too much time playing have less time for schoolwork, friend, and sports.

   Source 2 – Managing Children's Video Games

   Many experts believe that parents should be careful about how often their children play video games. Studies show that some video games seem to make players act up. This is especially true for children who play for hours at a time. These children might be more likely to lash out. Another good rule is to make sure children are playing games that are appropriate for them. Children should not play games that have too much violence. It is always a good idea for parents to talk to their children about the games they are playing.

The student wrote down some claims to use in her report. Look at the claims on the table. Decide if the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately describes each claim. There will only be one box selected for each claim.

	Source 1 Video Games and Kids: Yes or No?	Source 2 Managing Children's Video Games	Both Sources	Neither Source
Video games can help kids' development.				
Activities like sports are more valuable than video games.				
Parents should know how much time kids spend playing video games.				
Video games can have a poor effect on kids who play them.				

Key:

	Source 1 Video Games and Kids: Yes or No?	Source 2 Managing Children's Video Games	Both Sources	Neither Source
Video games can help kids' development.	x			
Activities like sports are more valuable than video games.				x
Parents should know how much time kids spend playing video games.		x		
Video games can have a poor effect on kids who play them.			x	

All items are based on Smarter Balanced Item Specifications for Grade 7 (2/4/14)

P E R F O R M A N C E   T A S K

Performance Task

Materials developed by *The Reading and Writing Project at Teachers' College of Columbia University* illustrate the type of performance tasks that students are expected to encounter with the implementation of the Common Core and the next-generation assessment. These examples are located at: http://readingandwritingproject.com/resources/assessments/performance-assessments.html.

Annotated Delaware student responses, based on the 2012-2013 fall assessment task, are available at: Student Work – Grade 7.

The Delaware grade 7 opinion text-based writing rubric was used to score the student work.

To see an example of a grade 7 Smarter Balanced Performance Task and the Smarter Balanced Writing Rubric, please visit the Smarter Balanced portal at:

http://sbac.portal.airast.org/practice-test/

Argumentation/Opinion Text-Based Writing Rubric – Grade 7

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research = 2 ×	The writing – ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources*	The writing – ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources*	The writing – ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources*	The writing – ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development = 3 ×	The writing – ▪ addresses all aspects of the writing task with a tightly focused response ▪ establishes the significance of a claim or proposal ▪ distinguishes the claim from alternate or opposing claims ▪ skillfully supports claim(s) with logical reasoning and effective and relevant evidence	The writing – ▪ addresses the writing task with a focused response ▪ establishes a plausible claim or proposal ▪ acknowledges alternate or opposing claims ▪ supports claim(s) with logical reasoning and sufficient and relevant evidence	The writing – ▪ addresses the writing task with an inconsistent focus ▪ attempts to establish a plausible claim or proposal ▪ inconsistently supports claim(s) with logical reasoning and sufficient and relevant evidence	The writing – ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using evidence that is insufficient and/or irrelevant
Organization = 2 ×	The writing – ▪ effectively introduces the claim(s) ▪ organizes the reasons and evidence logically in a manner that supports the writing task ▪ effectively uses words, phrases, and/ or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence ▪ provides an effective concluding statement or section that follows from and skillfully supports the argument presented	The writing – ▪ introduces the claim(s) ▪ organizes the reasons and evidence logically ▪ uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence ▪ provides a concluding statement or section that follows from and supports the argument presented	The writing – ▪ introduces the claim(s) ▪ organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence ▪ provides a sense of closure	The writing – ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions 1 × || = || 1	The writing – ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ follows standard format for citation with few errors*	The writing – ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ follows standard format for citation with few errors*	The writing – ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with several errors*	The writing – ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with significant errors*

* If applicable