

Item	Answer	DOK	Learning Objective	CCSS	Location
1	B	2	Analyze Setting and Characters	RL.7.3	Unit 3, p. 111
2	D	2	Analyze Character and Plot	RL.7.3	Unit 7, p. 345
3	C	2	Analyze Text Structure of a Drama	RL.7.5	Unit 5, p. 241
4	D	2	Analyze Text Structure of a Drama	RL.7.5	Unit 5, p. 241
5	C	2	Compare Viewpoints	RL.7.6	Unit 2, p. 87
6	See sample answer and Short Answer Rubric below.	3	Determine Theme	RL.7.2	Unit 1, p. 7
7	A	2	Determine Theme	RL.7.2	Unit 1, p. 7
8	B	2	Analyze Setting and Characters	RL.7.3	Unit 3, p. 111
9	D	2	Analyze Character and Plot	RL.7.3	Unit 7, p. 345
10	See sample answer and Short Answer Rubric below.	3	Compare Viewpoints	RL.7.6	Unit 2, p. 87
11	A	2	Make Inferences	RI.7.1	Unit 3, p. 143
12	B	2	Identify Central Ideas and Details	RI.7.2	Unit 4, p. 191
13	B	2	Analyze an Argument	RI.7.8	Unit 5, p. 227
14	C	2	Identify the Writer's Purpose	RI.7.6	Unit 8, p. 381
15	See sample answer and Short Answer Rubric below.	3	Analyze an Argument	RI.7.8	Unit 5, p. 227
16	C	2	Make Inferences	RI.7.1	Unit 3, p. 143
17	D	2	Identify Central Ideas and Details	RI.7.2	Unit 4, p. 191
18	C	2	Analyze Text Structure: Sequence	RI.7.5	Unit 7, p. 317
19	D	2	Identify the Writer's Purpose	RI.7.6	Unit 8, p. 381
20	See sample answer and Short Answer Rubric below.	3	Analyze Text Structure: Sequence	RI.7.5	Unit 7, p. 317
21	C, E	2	Identify Prepositional Phrases	L.7.1.A	Unit 1, p. 29

Item	Answer	DOK	Learning Objective	CCSS	Location
22	D	2	Identify Prepositional Phrases	L.7.1.A	Unit 1, p. 29
23	A, D	2	Independent and Dependent Clauses	L.7.1.A	Unit 4, p. 197
24	C	2	Understand Compound Sentences	L.7.1.B	Unit 5, p. 221
25	B, D	2	Independent and Dependent Clauses	L.7.1.A	Unit 4, p. 197
26	A	2	Understand Compound Sentences	L.7.1.B	Unit 5, p. 221
27	D	2	Use Modifiers Correctly	L.7.1.C	Unit 3, p. 137
28	A	2	Use Modifiers Correctly	L.7.1.C	Unit 3, p. 137
29	B	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	Unit 7, p. 353
30	C	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	Unit 7, p. 353
31	C	2	Use Context Clues to Infer Meaning	L.7.4.A	Unit 1, p. 15
32	C	2	Use Context Clues to Infer Meaning	L.7.4.A	Unit 1, p. 15
33	A	2	Greek and Latin Roots	L.7.4.B	Unit 3, p. 151
34	D	2	Greek and Latin Roots	L.7.4.B	Unit 3, p. 151
35	C	2	Use a Dictionary and Thesaurus	L.7.4.C	Unit 2, p. 95
36	D	2	Use a Dictionary and Thesaurus	L.7.4.C	Unit 2, p. 95
37	A	2	Figurative Language—Idioms	L.7.5.A	Unit 2, p. 81
38	C	2	Figurative Language—Idioms	L.7.5.A	Unit 2, p. 81
39	B	2	Synonyms and Antonyms	L.7.5.B	Unit 8, p. 403
40	A	2	Synonyms and Antonyms	L.7.5.B	Unit 8, p. 403
41	Manually graded; see Informative Essay Rubric below.	4	Write an Informative Essay	W.7.2	Unit 6, p. 304

- 6 Sample answer:** A theme or message of the play “Where’s Sheikha?” is that it is important to learn from your mistakes. Rashid made a mistake by leaving the door open, allowing Sheikha to get out of the house. Rashid felt bad for his actions because Sheikha is too little to be outside alone. In the end, Rashid realized that it is important to keep Sheikha safe, and he won’t make the same mistake again.
- 10 Sample answer:** Annah and the river both view the river as necessary for supporting the lives of the people who live near it. However, Annah sees the river as a calm, peaceful place. In contrast, the river describes itself as strong and forceful, noting that even its calm surface downstream hides its power.
- 15 Sample answer:** The author makes the claim that plants have a variety of health benefits. The author uses strong, specific examples of ways that ginkgo is used to treat health problems, including skin infections, coughs, and memory problems. However, the author could have made the argument stronger by citing research.
- 20 Sample answer:** In 2020, the giraffes were forced to leave the island due to the flooding; two giraffes were tranquilized and moved out on a raft. After being put on hold due to the birth of a baby giraffe in December 2020, the rescue was completed by April of 2021. In the end, all of the giraffes had been moved to their new home.

Short Answer Rubric for Items 6, 10, 15, and 20			
Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Question is answered using text support and proper mechanics.	<ul style="list-style-type: none"> Doesn’t answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Informative Essay Rubric for Item 41			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The essay has an effective introduction that describes the vacation and introduces why this location was chosen.	The introduction is missing or states the vacation location with little description.	The introduction describes the vacation and one reason the student chose that location.	The introduction describes the vacation and introduces three reasons the student chose that location.
The essay has three body paragraphs that describe what makes this the ideal vacation spot.	The essay has one paragraph explaining reasons why this is the ideal vacation spot with few details.	The essay has two paragraphs explaining reasons why this is the ideal vacation spot with some details.	The essay has three paragraphs explaining reasons why this is the ideal vacation spot with details and examples.
The essay has an effective concluding paragraph that restates key ideas in the essay.	The concluding paragraph is missing or does not restate the key ideas in the essay.	The essay has a concluding paragraph that restates some key ideas in the essay.	The essay has a concluding paragraph that restates the key ideas in the essay.
The essay uses a variety of sentence types and varied sentence beginnings.	Few sentence types and sentence beginnings are used.	Some sentence types and sentence beginnings are used.	Many sentence types and sentence beginnings are used.
The essay uses correct grammar and mechanics.	Ideas are communicated with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors.

Item	Answer	DOK	Learning Objective	CCSS	Location
1	C	2	Determine Theme	RL.7.2	Unit 1, p. 7
2	B	2	Analyze Setting and Characters	RL.7.3	Unit 3, p. 111
3	D	2	Analyze Character and Plot	RL.7.3	Unit 7, p. 345
4	C	2	Analyze Text Structure of a Drama	RL.7.5	Unit 5, p. 241
5	A	2	Analyze Text Structure of a Drama	RL.7.5	Unit 5, p. 241
6	See sample answer and Short Answer Rubric below.	3	Compare Viewpoints	RL.7.6	Unit 2, p. 87
7	A	2	Analyze Setting and Characters	RL.7.3	Unit 3, p. 111
8	D	2	Analyze Character and Plot	RL.7.3	Unit 7, p. 345
9	B	2	Compare Viewpoints	RL.7.6	Unit 2, p. 87
10	See sample answer and Short Answer Rubric below.	3	Determine Theme	RL.7.2	Unit 1, p. 7
11	C	2	Make Inferences	RI.7.1	Unit 3, p. 143
12	B	2	Identify Central Ideas and Details	RI.7.2	Unit 4, p. 191
13	A	2	Analyze an Argument	RI.7.8	Unit 5, p. 227
14	A	2	Identify the Writer's Purpose	RI.7.6	Unit 8, p. 381
15	See sample answer and Short Answer Rubric below.	3	Analyze an Argument	RI.7.8	Unit 5, p. 227
16	C	2	Make Inferences	RI.7.1	Unit 3, p. 143
17	A	2	Identify Central Ideas and Details	RI.7.2	Unit 4, p. 191
18	A, C	2	Analyze Text Structure: Sequence	RI.7.5	Unit 7, p. 317
19	B	2	Identify the Writer's Purpose	RI.7.6	Unit 8, p. 381
20	See sample answer and Short Answer Rubric below.	3	Analyze Text Structure: Sequence	RI.7.5	Unit 7, p. 317
21	B	2	Identify Prepositional Phrases	L.7.1.A	Unit 1, p. 29
22	C	2	Identify Prepositional Phrases	L.7.1.A	Unit 1, p. 29

Item	Answer	DOK	Learning Objective	CCSS	Location
23	A	2	Independent and Dependent Clauses	L.7.1.A	Unit 4, p. 197
24	C	2	Independent and Dependent Clauses	L.7.1.A	Unit 4, p. 197
25	B	2	Understand Compound Sentences	L.7.1.B	Unit 5, p. 221
26	C	2	Understand Compound Sentences	L.7.1.B	Unit 5, p. 221
27	D	2	Use Modifiers Correctly	L.7.1.C	Unit 3, p. 137
28	D	2	Use Modifiers Correctly	L.7.1.C	Unit 3, p. 137
29	meaningful	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	Unit 7, p. 353
30	strong	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	Unit 7, p. 353
31	C, D	2	Use Context Clues to Infer Meaning	L.7.4.A	Unit 1, p. 15
32	A	2	Use Context Clues to Infer Meaning	L.7.4.A	Unit 1, p. 15
33	C	2	Greek and Latin Roots	L.7.4.B	Unit 3, p. 151
34	D	2	Greek and Latin Roots	L.7.4.B	Unit 3, p. 151
35	A	2	Use a Dictionary and Thesaurus	L.7.4.C	Unit 2, p. 95
36	D	2	Use a Dictionary and Thesaurus	L.7.4.C	Unit 2, p. 95
37	C	2	Figurative Language—Idioms	L.7.5.A	Unit 2, p. 81
38	C	2	Figurative Language—Idioms	L.7.5.A	Unit 2, p. 81
39	D	2	Synonyms and Antonyms	L.7.5.B	Unit 8, p. 403
40	A	2	Synonyms and Antonyms	L.7.5.B	Unit 8, p. 403
41	Manually graded; see Informative Essay Rubric below.	4	Write an Informative Essay	W.7.2	Unit 6, p. 304

- 6 Sample answer:** Charlotte is very irritated by having to wait. She thinks it's ridiculous that it is taking so long to get a table and then to get their drinks. In contrast, Malika understands that they have to wait because the restaurant is so busy. She tries to get Charlotte to understand the situation by comparing it to their experience with the yearbook. Malika thinks Charlotte is overreacting because she tells her to calm down.
- 10 Sample answer:** A theme or message of the passage "Future Golf Pro" is that it is important to believe in yourself. At the beginning of the story, Emily doubts her friend's ability to become a professional golfer. Instead of giving in to Emily's negativity, the narrator reflects on how much time and effort she had already put into golfing. At the end of the story, when Emily apologizes to her friend for not believing in her, the narrator states that she knows it is more important for her to believe in herself. She knows that if she wants her dream of becoming a professional golfer to come true, she has to believe she can do it.
- 15 Sample answer:** The author argues the destruction of coral reefs must be stopped because many people depend on coral reef ecosystems for survival. The author appropriately supported that thesis by giving examples of how people depend on coral reefs for money through the tourism industry, as a source of food, and as protection for coastlines. The author also shared information about how human behavior on land, such as deforestation and the burning of fossil fuels, affects coral reefs and noted that people need to stop the destruction of the coral reefs before it has an irreversible negative impact on them. The author could have made the argument stronger by citing specific research.
- 20 Sample answer:** Scientists began finding and studying dinosaur fossils in the 1800s using simple tools, such as picks, shovels, and brushes. In the 1950s, their studies became more advanced when they were able to tell how old dinosaur fossils were by using carbon-dating methods. Today, modern scientists can use CT scanners to understand more about how dinosaurs looked and changed over the years.

Short Answer Rubric for Items 6, 10, 15, and 20			
Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Question is answered using text support and proper mechanics.	<ul style="list-style-type: none"> Doesn't answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Informative Essay Rubric for Item 41			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The essay has an effective introduction that describes the topic and introduces the advantages of knowing how to read.	The introduction is missing or states the topic with little description.	The introduction describes the topic and introduces one advantage.	The introduction describes the topic and introduces three advantages.
The essay has three body paragraphs that describe the advantages of knowing how to read.	The essay has one paragraph describing an advantage of knowing how to read with few details.	The essay has two paragraphs describing advantages of knowing how to read with some details.	The essay has three paragraphs describing advantages of knowing how to read with details and examples.
The essay has an effective concluding paragraph that restates key ideas in the essay.	The concluding paragraph is missing or does not restate the key ideas in the essay.	The essay has a concluding paragraph that restates some key ideas in the essay.	The essay has a concluding paragraph that restates the key ideas in the essay.
The essay uses a variety of sentence types and varied sentence beginnings.	Few sentence types and sentence beginnings are used.	Some sentence types and sentence beginnings are used.	Many sentence types and sentence beginnings are used.
The essay uses correct grammar and mechanics.	Ideas are communicated with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors.

Item	Answer	DOK	Learning Objective	CCSS	Location
1	B	2	Analyze Setting and Characters	RL.7.3	Unit 3, p. 111
2	D	2	Analyze Character and Plot	RL.7.3	Unit 7, p. 345
3	A	2	Analyze Text Structure of a Drama	RL.7.5	Unit 5, p. 241
4	D	2	Analyze Text Structure of a Drama	RL.7.5	Unit 5, p. 241
5	B	2	Compare Viewpoints	RL.7.6	Unit 2, p. 87
6	See sample answer and Short Answer Rubric below.	3	Determine Theme	RL.7.2	Unit 1, p. 7
7	C	2	Determine Theme	RL.7.2	Unit 1, p. 7
8	A	2	Analyze Setting and Characters	RL.7.3	Unit 3, p. 111
9	B	2	Analyze Character and Plot	RL.7.3	Unit 7, p. 345
10	See sample answer and Short Answer Rubric below.	3	Compare Viewpoints	RL.7.6	Unit 2, p. 87
11	C	3	Make Inferences	RI.7.1	Unit 3, p. 143
12	D	2	Identify Central Ideas and Details	RI.7.2	Unit 4, p. 191
13	A, D	2	Analyze Text Structure: Sequence	RI.7.5	Unit 7, p. 317
14	C	2	Identify the Writer's Purpose	RI.7.6	Unit 8, p. 381
15	See sample answer and Short Answer Rubric below.	3	Analyze Text Structure: Sequence	RI.7.5	Unit 7, p. 317
16	B	3	Make Inferences	RI.7.1	Unit 3, p. 143
17	C	2	Identify Central Ideas and Details	RI.7.2	Unit 4, p. 191
18	A	2	Analyze an Argument	RI.7.8	Unit 5, p. 227
19	C	2	Identify the Writer's Purpose	RI.7.6	Unit 8, p. 381
20	See sample answer and Short Answer Rubric below.	4	Analyze an Argument	RI.7.8	Unit 5, p. 227
21	B	2	Identify Prepositional Phrases	L.7.1.A	Unit 1, p. 29

Item	Answer	DOK	Learning Objective	CCSS	Location
22	C	2	Identify Prepositional Phrases	L.7.1.A	Unit 1, p. 29
23	B	2	Independent and Dependent Clauses	L.7.1.A	Unit 4, p. 197
24	D	2	Independent and Dependent Clauses	L.7.1.A	Unit 4, p. 197
25	D	2	Understand Compound Sentences	L.7.1.B	Unit 5, p. 221
26	C	2	Understand Compound Sentences	L.7.1.B	Unit 5, p. 221
27	D	2	Use Modifiers Correctly	L.7.1.C	Unit 3, p. 137
28	A	2	Use Modifiers Correctly	L.7.1.C	Unit 3, p. 137
29	C	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	Unit 7, p. 353
30	C, D	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	Unit 7, p. 353
31	A	2	Use Context Clues to Infer Meaning	L.7.4.A	Unit 1, p. 15
32	B	2	Use Context Clues to Infer Meaning	L.7.4.A	Unit 1, p. 15
33	D	2	Greek and Latin Roots	L.7.4.B	Unit 3, p. 151
34	C	2	Greek and Latin Roots	L.7.4.B	Unit 3, p. 151
35	C	3	Use a Dictionary and Thesaurus	L.7.4.C	Unit 2, p. 95
36	D	2	Use a Dictionary and Thesaurus	L.7.4.C	Unit 2, p. 95
37	B	2	Figurative Language—Idioms	L.7.5.A	Unit 2, p. 81
38	A	2	Figurative Language—Idioms	L.7.5.A	Unit 2, p. 81
39	D	2	Synonyms and Antonyms	L.7.5.B	Unit 8, p. 403
40	C	2	Synonyms and Antonyms	L.7.5.B	Unit 8, p. 403
41	Manually graded; see Informative Essay Rubric below.	4	Write an Informative Essay	W.7.2	Unit 6, p. 304

- 6 Sample answer:** A theme, or message, of the play “The Big Ride” is that it is important to be honest. Diego is nervous about riding The Star-Smasher, but he is worried to tell Ahmad because he doesn’t know what his friend will think. Rather than do something he doesn’t want to do, Diego decides it is more important to be honest and tell his friend what he is feeling. Ahmad is understanding and doesn’t want Diego to be uncomfortable, so they do other things until Diego decides he is ready to go on the ride. Because Diego is honest, both boys have a great time and Diego’s confidence builds, showing that it’s important to be honest even when you’re worried.
- 10 Sample answer:** Camila and Anabel have contrasting viewpoints at the beginning of the passage. Camila finds camping boring and is more focused on her cell phone. In fact, she is so focused on her phone that she trips and falls while trying to find a signal. In contrast, Anabel enjoys being outdoors and wants to seek out adventure. She notices a hidden path and wants to explore, unlike Camila, who would rather keep complaining about being bored.
- 15 Sample answer:** First, flower petals and water are boiled in a covered copper tub. Then the scented steam produced from the boiling petals is mixed with sandalwood oil. More petals are used, and these steps are repeated, making the attar scent stronger. After sitting for several months to allow the scent to become even stronger, the attar is finally ready to sell.
- 20 Sample answer:** The author argues that secondary schools should start later in the morning and supports that argument well by giving reasons why doing so would be beneficial for students. The author provides evidence in the form of expert testimony from the American Academy of Pediatrics and the American Academy of Sleep Medicine in order to support the argument. Another strength was that the author provided challenges to starting school at a later time, and then argued against that counterargument by providing a solution for those challenges. However, the author could have made the argument stronger by citing research to support all of the claims made, such as the claim referring to sports injuries and behavior issues.

Short Answer Rubric for Items 6, 10, 15, and 20

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Question is answered using text support and proper mechanics.	<ul style="list-style-type: none"> Doesn't answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Informative Essay Rubric for Item 41

Criteria	1	2	3
	Beginning	Intermediate	Advanced
The essay has an effective introduction that describes the topic and introduces the kinds of tasks the job involves.	The introduction is missing or states the topic with little description.	The introduction describes the topic and introduces one task the job involves.	The introduction describes the topic and introduces three tasks the job involves.
The essay has three body paragraphs that describe what tasks the job requires and what makes the job ideal, with details and examples.	The essay has one paragraph describing what makes this job ideal with few details.	The essay has two paragraphs describing what is required in the job with some details.	The essay has three paragraphs describing what tasks the job requires and what makes this job ideal, with details and examples.
The essay has an effective concluding paragraph that restates key ideas in the essay.	The concluding paragraph is missing or does not restate the key ideas in the essay.	The essay has a concluding paragraph that restates some key ideas in the essay.	The essay has a concluding paragraph that restates the key ideas in the essay.
The essay uses a variety of sentence types and varied sentence beginnings.	Few sentence types and sentence beginnings are used.	Some sentence types and sentence beginnings are used.	Many sentence types and sentence beginnings are used.
The essay uses correct grammar and mechanics.	Ideas are communicated with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors.