

DRAFT

Grade 7
English Language Arts
Item Specifications



The contents of the draft Florida Standards Assessments (FSA) *Test Item Specifications (Specifications)* are based upon the Florida Standards and the Florida Course Descriptions as provided in [CPALMS](#). The *Specifications* define the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of items with the Florida Standards and provides stakeholders with information about the scope and function of the FSA.

Item Specifications Definitions

- **Also assesses** refers to the standard(s) closely related to the primary standard statement.
- **Assessment limits** define the range of content knowledge and degree of difficulty that should be assessed in the assessment items for the standard(s).
- **Sample response mechanisms** describe the characteristics of various methods for responding to test items.
- **Task demand** describes various types of items that could be written for the standard(s) assessed.
- **Text types** define the genre of texts to be used with the standard(s) assessed.

Florida Standards Assessments Technology-Enhanced Item Descriptions

The Florida Standards Assessments are composed of test items that include traditional multiple-choice items, items that require students to type or write a response, and technology-enhanced items (TEI). Technology-enhanced items are computer-delivered items that require students to interact with test content to select, construct, and/or support their answers.

Currently, there are nine types of TEIs that may appear on FSA English Language Arts assessments. For students with an IEP or 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items aligned to the same standard/reporting category that can be scanned and scored electronically.

The various TEI item types are described below, including the percentage of each computer-based test that will be composed of TEIs.

For samples of each of the item types described below, see the [FSA Practice Tests](#).

| Percent of Computer-Based Test That Is Composed of Technology-Enhanced Items | |
|--|---------|
| Grades 7–10 ELA | 25%–50% |

Technology-Enhanced Item Types for English Language Arts

- 1. Editing Task Choice** - The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.
- 2. Editing Task** - The student clicks on a highlighted word or phrase that may be incorrect, which reveals a textbox. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type will be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.
- 3. Hot Text** -
 - Selectable Hot Text** - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. These items may have one or two parts. In a two-part hot text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to use the text to support the answer in Part A.

In other cases, the two parts might function independently. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.

- b. **Drag-and-Drop Hot Text** - Certain words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag the option to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be modified or replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.
4. **Open Response** - The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For accommodated paper-based assessments, this item type may be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.
5. **Multiselect** - The student is directed to select a specific number of correct answers from among the options provided. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.
6. **Evidence-Based Selected Response (EBSR)** - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple-choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A. These items appear in the online and paper-based assessments.
7. **Graphic Response Item Display (GRID)** - The student may select words, phrases, or images and use the drag-and-drop feature to place them into a graphic organizer or other format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.
8. **Table Match** - This item type presents options in columns and rows. Options may include words, phrases, sentences, quotations, line/paragraph/passage numbers, or images. The student is directed to click a box that matches a correct option from a column with a correct option from a row. Typically, there is only one correct option per row or column, though the number of correct answers may vary. These items appear in the online and paper-based assessments. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct selection.
9. **Multimedia** - Technology-enhanced content may include multimedia elements such as audio clips, slideshows, or animations. Multimedia elements may appear within passages (stimuli) or test items. Any of the item types described above may be used to assess the multimedia content. For paper-based assessments, multimedia content may be modified or replaced by paper-based items or stimuli that assess the same reporting category.

Reading Stimuli Guidelines

Overall Description

A stimulus may consist of one or more texts. The texts may be informational or literary and may cover a wide array of topics. Multimedia elements may include audio presentations, slideshows, or graphical elements.

Stimulus Attributes

The complexity of the texts used as stimuli should be accessible for the applicable grade. Text complexity analysis incorporates a variety of factors. Quantitative measures are one element of text complexity evaluation, but they are not the sole determinant of grade-level appropriateness. Other factors, such as purpose, structure, and language complexity, are also considered. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams may be included with the stimuli. The graphics used, however, must be purposeful and should supplement the student’s understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect literary or real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. Passage development plans must take into account Florida law that requires passages to incorporate grade-level core curricula content from social studies. Therefore, in consultation with the Department, such passages must be included as a portion of each passage development cycle. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor’s legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education (FLDOE) may require at least two additional sources to verify the information in the text.

The length and complexity of texts should vary within each grade-level assessment. The table below suggests an approximate word count range for a text or text set.

| Grade | Range of Number of Words |
|-------|--------------------------|
| 3 | 100–700 |
| 4 | 100–900 |
| 5 | 200–1000 |
| 6 | 200–1100 |
| 7 | 300–1100 |
| 8 | 350–1200 |
| 9 | 350–1300 |
| 10 | 350–1350 |

English Language Arts Florida Standards Grade: K12*

Strand LAFS.K12: Reading

Cluster 1 LAFS.K12.R.1: Key Ideas and Details

LAFS.K12.R.1.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LAFS.K12.R.1.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LAFS.K12.R.1.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Cluster 2 LAFS.K12.R.2: Craft and Structure

LAFS.K12.R.2.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LAFS.K12.R.2.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LAFS.K12.R.2.6

Assess how point of view or purpose shapes the content and style of a text.

Cluster 3 LAFS.K12.R.3: Integration of Knowledge and Ideas

LAFS.K12.R.3.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Cluster 4 LAFS.K12.R.4: Range of Reading and Level of Text Complexity

LAFS.K12.R.4.10

Read and comprehend complex literary and informational texts independently and proficiently.

Strand LAFS.K12.SL: Standards for Speaking and Listening

Cluster 1 LAFS.K12.SL.1: Comprehension and Collaboration

LAFS.K12.SL.1.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LAFS.K12.SL.1.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.K12.SL.1.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Cluster 2 LAFS.K12.SL.2: Presentation of Knowledge and Ideas

LAFS.K12.SL.2.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LAFS.K12.SL.2.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LAFS.K12.SL.2.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Strand LAFS.K12.W: Writing

Cluster 1 LAFS.K12.W.1: Text Types and Purposes

LAFS.K12.W.1.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

LAFS.K12.W.1.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.K12.W.1.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Cluster 2 LAFS.K12.W.2: Production and Distribution of Writing

LAFS.K12.W.2.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.K12.W.2.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.K12.W.2.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Cluster 3 LAFS.K12.W.3: Research to Build and Present Knowledge

LAFS.K12.W.3.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Cluster 4 LAFS.K12.W.4.10: Range of Writing

LAFS.K12.W.4.10

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 tasks, purposes, and audiences.

Strand LAFS.K12.L: Language Standards

Cluster 1 LAFS.K12.L.1: Conventions of Standard English

LAFS.K12.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K12.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cluster 2 LAFS.K12.L.2: Knowledge of Language

LAFS.K12.L.2.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Cluster 3 LAFS.K12.L.3: Vocabulary Acquisition and Use

LAFS.K12.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LAFS.K12.L.3.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.K12.L.3.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

***NOTE: For specific grade-level standards assessed within the English Language Arts Florida Standards Assessments (FSA), refer to the ELA Test Design Summary and Blueprint and the *Test Item Specifications*.**

Grade 7 Reading Standards for Literature

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| Content Standard(s) Assessed | LAFS.7.RL.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Assessment Limits | Items may ask for evidence that is directly stated in the text or implied. Items may ask for specific and exact quotations or a summary/description of evidence. Items may require the student to draw inferences from the text. Items should ask for several pieces of evidence. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Select textual evidence to support explicit information or an inference drawn from the text. | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select direct quotes from the text to support explicit or implicit information. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple direct quotations to support explicit or implicit information from the text. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a correct inference and then to select textual details that support the inference. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to answer questions about explicit or implicit information in the text. Requires the student to select an inference and then to select words or phrases from the text to support the inference. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to select pieces of the text that support explicit or implicit information. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to match pieces of textual support with explicit or implicit information from the text. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by matching pieces of textual support with explicit or implicit information from the text. |

Grade 7 Reading Standards for Literature

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| Content Standards Assessed | LAFS.7.RL.1.2: 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. |
| Assessment Limits | Items may ask the student to determine a theme or central idea from a section of the passage or from the entire passage and how it is developed over the course of the text. Items may refer to themes and central ideas that are explicit or implicit in the text. Items may ask the student to summarize all or part of the text. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Determine a theme or central idea and analyze its development over the course of the text. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to determine a theme or central idea and then select how that theme or central idea was developed. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to drag words or phrases into a graphic organizer to demonstrate the development of a theme or central idea throughout a text. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select the theme or central idea and then select words or phrases from the text that contribute to its development. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to move words or phrases into a graphic organizer to show the development of a theme. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table with words or phrases that show the development of a theme or central idea throughout the text. |

Grade 7 Reading Standards for Literature

| Task Demand | Sample Response Mechanisms |
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| Provide an objective summary of the text. | <p data-bbox="682 294 873 323">Multiple Choice</p> <ul data-bbox="737 327 1398 394" style="list-style-type: none"><li data-bbox="737 327 1398 394">• Requires the student to select the best summary of the text. <p data-bbox="682 401 821 430">Multiselect</p> <ul data-bbox="737 434 1430 535" style="list-style-type: none"><li data-bbox="737 434 1430 535">• Requires the student to select multiple sentences that could be used to create an accurate summary of the text. <p data-bbox="682 541 972 571">Drag-and-Drop Hot Text</p> <ul data-bbox="737 575 1414 642" style="list-style-type: none"><li data-bbox="737 575 1414 642">• Requires the student to place pieces of a summary in the correct order. <p data-bbox="682 648 748 678">GRID</p> <ul data-bbox="737 682 1390 749" style="list-style-type: none"><li data-bbox="737 682 1390 749">• Requires the student to move pieces of a summary into a graphic organizer. <p data-bbox="682 756 834 785">Table Match</p> <ul data-bbox="737 789 1422 856" style="list-style-type: none"><li data-bbox="737 789 1422 856">• Requires the student to complete a table that reflects an accurate summary of the text. |

Grade 7 Reading Standards for Literature

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| Content Standard(s) Assessed | LAFS.7.RL.1.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| Assessment Limits | Items should not use general or overarching questions about the elements of the story. Items may focus on the interaction of two or more story/drama elements. Items may address characterization, including character traits, emotions, and motivations. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Analyze how particular elements of a story or drama interact. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select an element of the text and then to select an analysis of how it interacts with another element. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an inference about the interaction of text elements and select appropriate text support for the inference. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct analysis of how text elements interact. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain in words how text elements interact. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to match elements of a story or drama that interact with each other, then find a corresponding explanation of how the elements interact. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by matching elements of a story or drama, using relevant explanations for the interactions. |

Grade 7 Reading Standards for Literature

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| <p>Content Standard(s) Assessed</p> | <p>LAFS.7.RL.2.4: 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.</p> <p>LAFS.7.L.3.4: 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.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>LAFS.7.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> |
| <p>Assessment Limits</p> | <p>Items should focus on grade-appropriate words. Items should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the passage. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items should not focus on describing the rhymes or sounds of a verse or drama, but rather how these elements influence a certain section of the passage. Items may ask the student to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require the student to make connections between words and to delve into figurative or connotative meanings.</p> |
| <p>Text Types</p> | <p>Items assessing these standards may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p> |
| <p>Response Mechanisms</p> | <p>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</p> |

Grade 7 Reading Standards for Literature

| Task Demand | Sample Response Mechanisms |
|---|--|
| <p>Determine the meaning of words or phrases by using context clues.</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the meaning of a word or phrase from the passage. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple correct meanings of a word or phrase from the passage. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning. |
| <p>Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p> | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to analyze alliteration or other repetitions of sound in a text and then how that impacts the meaning or tone of the text. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the impact of rhymes on a certain section of the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple ways in which rhymes or other repetitions of sounds affect a certain section of the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how rhymes or other repetitions of sounds affect the text’s meaning or tone. |
| <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word. |
| <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the meaning of figurative language from the passage. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. |

Grade 7 Reading Standards for Literature

| Task Demand | Sample Response Mechanisms |
|--|---|
| | <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language. |
| <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select how a relationship between two words serves as a context clue for the meaning of one of the words. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. |
| <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation. Requires the student to select a different word or phrase that would maintain the connotation of a word or phrase in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple ways a different word choice might change the tone or meaning of the text. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to match words with similar denotations with the change in connotation each word has to the original word. |

Grade 7 Reading Standards for Literature

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| Content Standard(s) Assessed | LAFS.7.RL.2.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| Assessment Limits | Items should not simply ask the student to describe the structure of the text but should focus on the way structure influences meaning. Items may refer to the structure of an entire piece or the structure of a particular section. Items may ask about varying form or structure within a text or to determine where a shift in structure occurs. Items may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate dramas or poems. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Analyze how a drama’s or poem’s form or structure contributes to its meaning. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that exemplify an element and then to select the impact of these words or phrases on the poem’s meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select how an element of form or structure contributes meaning to the passage. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select how multiple elements of form or structure contribute meaning to the passage. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how an element of form or structure contributes meaning to the passage. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to drag descriptions, analyses, or elements of a poem’s structure into a graphic organizer. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table that analyzes how structural aspects of a drama or poem contribute to its meaning. |

Grade 7 Reading Standards for Literature

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| Content Standard(s) Assessed | LAFS.7.RL.2.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| Assessment Limits | Items should not simply ask the student to identify points of view but should focus on how the author develops and contrasts characters' perspectives or viewpoints throughout the text. Items may ask about one or more characters or narrators. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that provide explicit support for a point of view in the passage. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an analysis of a point of view and then to select words or phrases from the text to support the analysis selected. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis about how a point of view is developed or contrasted in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple explicit or implicit details from the text that support a point of view. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain in words how a point of view is developed or contrasted in the text. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to place multiple explicit or implicit details from the text that support a point of view into appropriate spaces on a diagram. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table that contrasts the points of view of different characters or narrators in a text. |

Grade 7 Reading Standards for Literature

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| Content Standard(s) Assessed | <p>LAFS.7.RL.3.7: 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).</p> <p>LAFS.7.SL.1.2: 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.</p> |
| Assessment Limits | <p>RL.3.7: Items must ask about the text version and its multimedia counterpart. Items should focus on the unique techniques of a medium. Items may focus on one or more techniques and their effects. Items may focus on the effectiveness of the adaptation. Items may ask the student to explain how the ideas in the alternative media clarify a topic or text.</p> <p>SL.1.2: Items should analyze the main ideas and supporting details in diverse media and how they clarify a topic, text, or issue.</p> <p>Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p> |
| Text Types | <p>Items assessing these standards may be used with one or more grade-appropriate literary texts and multimedia versions. Texts may vary in complexity.</p> |
| Response Mechanisms | <p>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</p> |
| Task Demand | Sample Response Mechanisms |
| <p>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.</p> | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select a comparison or analysis of the two sources and then to select the effects of the different techniques each medium used. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a comparison or analysis of the two sources and then to select evidence to support the analysis selected. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis or comparison of the sources. Requires the student to select a technique or technique’s effect in the multimedia version. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select several explicit or implicit details that support an analysis of the sources. |

Grade 7 Reading Standards for Literature

| Task Demand | Sample Response Mechanisms |
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| | <p>GRID</p> <ul style="list-style-type: none"> Requires the student to move unique traits and effects of each technique into a graphic organizer. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain the effect of a technique used by the multimedia version. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table comparing and contrasting aspects of a written story, drama, or poem to its audio, staged, or multimedia version. |
| <p>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.</p> | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the main idea and supporting details in order to show how the author clarifies a topic. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an explanation for how a source clarifies a topic. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple supporting details to show how an author clarifies a topic. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how the author clarifies a topic. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to move main ideas and supporting details into a graphic organizer to show how the author clarifies a topic. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by analyzing ideas and details presented in diverse media or formats and explaining how the ideas clarify a topic, text, or issue. |

Grade 7 Reading Standards for Literature

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| Content Standard(s) Assessed | LAFS.7.RL.3.9: 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. |
| Assessment Limits | Items should focus on the time, place, or character of both pieces rather than more general or overarching ideas. Items should focus on the similarities or differences between the two pieces. Items may ask about author’s intent with regard to the use or alteration of history. |
| Text Types | Items assessing this standard may be used with two or more grade-appropriate fictional portrayals and historical accounts of the same period. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| 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. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to support an analysis of the texts. Requires the student to select a conclusion about how the fiction text uses or alters history and then select supporting details from both texts. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an analysis and then to select words or phrases from the text to support the analysis. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis of the texts. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple explicit or implicit details that support an analysis of the texts. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how an element of the historical account impacts the piece of fiction. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table that compares and contrasts aspects of the fictional portrayal and the historical account. |

Grade 7 Reading Standards for Informational Texts

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| Content Standard(s) Assessed | LAFS.7.RI.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Assessment Limits | Items may ask for evidence that is directly stated in the text or implied. Items may ask for specific and exact quotations or a summary/description of evidence. Items may require the student to draw inferences from the text. Items should ask for several pieces of evidence. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Select textual evidence to support explicit information or an inference drawn from the text. | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select direct quotes from the text to support explicit or implicit information. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple direct quotations to support explicit or implicit information from the text. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a correct inference and then to select textual details that support the inference. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to answer questions about explicit or implicit information in the text. Requires the student to select an inference and then to select words or phrases from the text to support the inference. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to determine pieces of the text that support explicit or implicit information. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to match pieces of textual support with explicit or implicit information from the text. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by matching pieces of textual support with explicit or implicit information from a text. |

Grade 7 Reading Standards for Informational Texts

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| Content Standard(s) Assessed | LAFS.7.RI.1.2: 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. |
| Assessment Limits | Items may refer to central ideas that are explicit or implicit in the text. Items may ask the student to determine central ideas from a section of the article or from the entire article. Items may ask the student to summarize all or part of the text. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Determine two or more central ideas and analyze their development over the course of the text. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to determine multiple central ideas and then select how those central ideas are developed. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to drag words or phrases into a graphic organizer to demonstrate the development of multiple central ideas. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to move words or phrases into a graphic organizer to show the development of the central ideas. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table with words and phrases that show the development of multiple central ideas. |

Grade 7 Reading Standards for Informational Texts

| Task Demand | Sample Response Mechanisms |
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| Provide an objective summary of the text. | <p data-bbox="634 296 824 327">Multiple Choice</p> <ul data-bbox="688 331 1393 394" style="list-style-type: none"><li data-bbox="688 331 1393 394">• Requires the student to select the best summary of the text. <p data-bbox="634 401 773 432">Multiselect</p> <ul data-bbox="688 436 1414 499" style="list-style-type: none"><li data-bbox="688 436 1414 499">• Requires the student to select multiple sentences that could be used to create an accurate summary of the text. <p data-bbox="634 506 927 537">Drag-and-Drop Hot Text</p> <ul data-bbox="688 541 1414 604" style="list-style-type: none"><li data-bbox="688 541 1414 604">• Requires the student to place pieces of a summary in the correct order. <p data-bbox="634 611 699 642">GRID</p> <ul data-bbox="688 646 1414 709" style="list-style-type: none"><li data-bbox="688 646 1414 709">• Requires the student to move pieces of a summary into a graphic organizer. <p data-bbox="634 716 789 747">Table Match</p> <ul data-bbox="688 751 1414 814" style="list-style-type: none"><li data-bbox="688 751 1414 814">• Requires the student to complete a table that reflects an accurate summary of the text. |

Grade 7 Reading Standards for Informational Texts

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| Content Standard(s) Assessed | LAFS.7.RI.1.3: 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). |
| Assessment Limits | Items should not use general or overarching questions about individuals, events, or ideas in a text. Items may ask the student to analyze individuals, events, or ideas that interact and are central to the meaning of the text. Items may focus on the interaction of two or more individuals, events, or ideas in a text. Items may ask the student to use details from the text to explain how an idea influences individuals or events, or how individuals influence ideas or events. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Analyze the interactions between individuals, events, and ideas in a text. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that show how a given individual, event, or idea interacts with another individual, event, or idea. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an analysis of how individuals, events, or ideas interact in the text and then to select supporting evidence for their analysis. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an accurate analysis for an interaction between individuals, events, and ideas. Requires the student to select a detail from the text that shows how individuals, events, or ideas in the text interact. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple ways that individuals, events, or ideas in the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how two or more individuals, events, or ideas interact in the text. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to place individuals, events, and ideas in appropriate sections of a diagram. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table that analyzes interactions between ideas, events, and individuals. |

Grade 7 Reading Standards for Informational Texts

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| <p>Content Standard(s) Assessed</p> | <p>LAFS.7.RI.2.4: 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.</p> <p>LAFS.7.L.3.4: 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.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>LAFS.7.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> |
| <p>Assessment Limits</p> | <p>Items should focus on grade-appropriate words. Items should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the text. Items should focus on words and phrases that have figurative, connotative, or technical meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text. Items may ask the student to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require the student to make connections between words and to delve into figurative or connotative meanings.</p> |
| <p>Text Types</p> | <p>Items assessing these standards may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p> |
| <p>Response Mechanisms</p> | <p>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</p> |
| <p>Task Demand</p> | <p>Sample Response Mechanisms</p> |
| <p>Determine the meaning of words or phrases by using context clues.</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the meaning of a word or phrase from the passage. |

Grade 7 Reading Standards for Informational Texts

| Task Demand | Sample Response Mechanisms |
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| | <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple correct meanings of a word or phrase from the passage. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning. |
| <p>Analyze the impact of word choice on meaning and tone.</p> | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to interpret the meaning of words or phrases and then to select the impact they have on the text. Requires the student to select the tone or meaning of the text and then select words or phrases that helped create that tone or meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the impact of word choice on a certain section of the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple ways in which words or phrases affect a certain section of the text. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select the text’s meaning or tone and then to select words from the text that support that meaning or tone. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how the impact of word choice affects the text’s meaning or tone. |
| <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word. |
| <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the meaning of figurative language from the passage. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. |

Grade 7 Reading Standards for Informational Texts

| Task Demand | Sample Response Mechanisms |
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| | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language. |
| <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select how a relationship between two words serves as a context clue for the meaning of one of the words. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. |
| <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> | <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation. Requires the student to select a different word or phrase that would maintain the connotation of a word or phrase in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple ways a different word choice might change the tone or meaning of the text. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to match words with similar denotations with the change in connotation each word has to the original word. |

Grade 7 Reading Standards for Informational Texts

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| Content Standard(s) Assessed | LAFS.7.RI.2.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| Assessment Limits | Items should focus on the way that structure develops ideas or influences meaning. Items may refer to the structure of an entire piece or the structure of a particular section. Items may ask about varying form or structure within a text or may ask the student to determine where a shift in structure occurs. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that explicitly demonstrate the text’s structure. Requires the student to select an analysis about structure and then to select words or phrases from the text to support the analysis selected. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select how the text’s structure contributes to the development of ideas in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple elements or descriptions of the text’s structure. Requires the student to select multiple explanations of how the text’s structure contributes to the development of ideas in the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to describe how the text’s structure contributes to the development of an idea. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to drag descriptions, analyses, or elements of the text’s structure into a graphic organizer. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by comparing effects of structural elements upon the text as a whole. |

Grade 7 Reading Standards for Informational Texts

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| Content Standard(s) Assessed | LAFS.7.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| Assessment Limits | Items may ask about one or more viewpoints. Items may ask about how the author develops a point of view or purpose in the text. Items should not simply address ideas presented by the author if the ideas do not express a particular point of view on the topic. Items may require the student to analyze the author’s purpose in the text. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the author’s point of view or purpose and then to select how the author distinguishes his or her position from that of others. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to select the author’s point of view or purpose and place into a graphic organizer sentences, words, or phrases that demonstrate how the author distinguishes his or her position from that of others. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table that reflects the author’s point of view or purpose and demonstrates how the author distinguishes his or her position from that of others. |

Grade 7 Reading Standards for Informational Texts

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| <p>Content Standard(s) Assessed</p> | <p>LAFS.7.RI.3.7: 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).</p> <p>LAFS.7.SL.1.2: 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.</p> <p>LAFS.7.SL.1.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> |
| <p>Assessment Limits</p> | <p>RI.3.7: Items must ask about the text version and its multimedia counterpart. Items should focus on the unique techniques of each medium. The multimedia source does not have to be a “version” of the text but can simply involve similar subject matter. Items may focus on the effectiveness of the adaptation.</p> <p>SL.1.2: Items should analyze the main ideas and supporting details in diverse media and how they clarify a topic, text, or issue.</p> <p>SL.1.3: Items should delineate the claims and evaluate the reasoning and relevance of supporting evidence.</p> <p>Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p> |
| <p>Text Types</p> | <p>Items assessing these standards may be used with one or more grade-appropriate informational texts and audio or multimedia versions. Texts may vary in complexity.</p> |
| <p>Response Mechanisms</p> | <p>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</p> |
| <p>Task Demand</p> | <p>Sample Response Mechanisms</p> |
| <p>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.</p> | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide explicit support for a comparison of the two sources. • Requires the student to select a comparison of the two sources and then to select an analysis of the comparison. • Requires the student to select words or phrases from the text to support a comparison of the two sources and then to select an analysis of the comparison. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select an analysis of the main idea presented in diverse media formats and then select details to support the analysis. |

Grade 7 Reading Standards for Informational Texts

| Task Demand | Sample Response Mechanisms |
|--|--|
| | <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an analysis or comparison of the two sources. • Requires the student to select explicit or implicit details that support an analysis or comparison of the two sources. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple explicit or implicit details that support an analysis or comparison of the two sources. • Requires the student to select multiple analyses or comparisons of the two sources. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to compare or contrast the portrayal of a subject in a written text with a multimedia version. <p>GRID</p> <ul style="list-style-type: none"> • Requires the student to analyze a written text and its multimedia equivalent by dragging descriptions of each medium’s portrayal of a subject into a graphic organizer. <p>Table Match</p> <ul style="list-style-type: none"> • Requires the student to complete a table by comparing and contrasting a text and its multimedia equivalent, analyzing each medium’s portrayal of a subject. |
| <p>Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p> | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select the main idea and supporting details in order to show how the author clarifies a topic. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an explanation for how a source clarifies a topic. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple supporting details to show how an author clarifies a topic. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain how the author clarifies a topic. <p>GRID</p> <ul style="list-style-type: none"> • Requires the student to move main ideas and supporting details into a graphic organizer to show how the author clarifies a topic. <p>Table Match</p> <ul style="list-style-type: none"> • Requires the student to complete a table by analyzing ideas and details presented in diverse media or formats and explaining how the ideas clarify a topic, text, or issue. |

Grade 7 Reading Standards for Informational Texts

| Task Demand | Sample Response Mechanisms |
|---|--|
| <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to analyze a speaker’s argument and specific claims and then determine relevant or sufficient evidence to support the claim(s). <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to analyze a speaker’s argument and specific claims and then select relevant or sufficient evidence to support the claim(s). <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select several pieces of relevant evidence to support a stated or implied claim from the text. <p>Table Match</p> <ul style="list-style-type: none"> • Requires the student to complete a table by analyzing a speaker’s argument and specific claims, evaluating the extent to which the claims are supported. |

Grade 7 Reading Standards for Informational Texts

| | |
|--|--|
| Content Standard(s) Assessed | LAFS.7.RI.3.8: 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. |
| Assessment Limits | Items should not ask the student to simply identify the argument or claims in the text. Items may ask the student to trace the argument or specific claims in a section of the text or throughout the whole text. Items may focus on evaluating how effective, persuasive, or biased an argument or claim is. Items may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. Items should not focus on irrelevant or inappropriate evidence. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| 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. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to support an evaluation of an argument or claim. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an evaluation of an argument or claim in the text. Requires the student to select an analysis of an argument or claim in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple explicit or implicit details that support the evaluation of an argument or claim in the text. Requires the student to select multiple evaluations of an argument or claim in the text. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by analyzing the argument and specific claims, evaluating the extent to which the claims are supported. |

Grade 7 Reading Standards for Informational Texts

| | |
|--|--|
| Content Standard(s) Assessed | LAFS.7.RI.3.9: 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. |
| Assessment Limits | Items should ask about both texts but may focus on one more than the other. Items should focus on key information, evidence, and facts. Items should focus on the differences between the two texts rather than the similarities. |
| Text Types | Items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| 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. | <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to support an analysis of how the authors present key information, emphasize evidence, or interpret facts. Requires the student to select a comparison of the two texts and then to select how the differing presentations of information impact each text. Requires the student to select words or phrases from the text to show a difference between the two texts and then to select an analysis of the comparison. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis of how the authors present key information, emphasize evidence, or interpret facts. Requires the student to select explicit or implicit details that support an analysis of how the authors present key information, emphasize evidence, or interpret facts. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple explicit or implicit details that support an analysis of how the authors present key information, emphasize evidence, or interpret facts. Requires the student to select multiple analyses of how the authors present key information, emphasize evidence, or interpret facts. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by comparing how two or more authors present key information, emphasize evidence, or interpret facts. |

Editing Task Guidelines for Language Standards

| | |
|---|---|
| Content Standard(s) Assessed | <p>LAFS.7.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>LAFS.7.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>b. Spell correctly.</p> |
| Assessment Limits | <p>Items may ask the student to evaluate and correct errors that focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p> |
| Text Types | <p>Items assessing these standards will be used with a three- or four-paragraph text containing possible errors in capitalization, usage, grammar, spelling, and punctuation. The editing task will be similar to a student’s essay in quality and difficulty. The text should be accessible for the grade and should assess the student’s knowledge of grammar, usage, and language conventions. Texts will be between 200 and 250 words.</p> |
| Response Mechanisms | <p>These standards will be assessed using the Editing Task Choice and Editing Task Item types. Descriptions of these item types can be found in the Technology-Enhanced Item Descriptions section on pages 3 and 4.</p> |
| Task Demand | Sample Response Mechanisms |
| Apply standard English grammar and usage. | <p>Editing Task Choice</p> <ul style="list-style-type: none"> • Requires the student to select the appropriate replacement for an ungrammatical word or phrase. • Requires the student to select the correct version of a word or phrase to be used in a sentence. <p>Editing Task</p> <ul style="list-style-type: none"> • Requires the student to replace an incorrect word or phrase by typing in a corrected response. |

Editing Task Guidelines for Language Standards

| Task Demand | Sample Response Mechanisms |
|---|---|
| Apply standard English capitalization, punctuation, and spelling. | <p>Editing Task Choice</p> <ul style="list-style-type: none">• Requires the student to select the appropriate usage of grade-appropriate conventions.• Requires the student to select the correct spelling of a word. <p>Editing Task</p> <ul style="list-style-type: none">• Requires the student to replace a word or phrase with the correct spelling of the word by typing it in a text box. |

Text-Based Writing Stimulus and Prompt Guidelines

Writing Prompt Specifications

Overall Task Description

Students will read a stimulus about a single topic. A stimulus consists of several texts written on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and may cover a wide array of topics. After reading the stimulus, the students will respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

Stimulus Attributes

The complexity of the texts used as stimuli should be accessible for the applicable grade. While this is primarily a writing test, a grade-appropriate level of literacy is required. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams may be included with the stimuli. The graphics used, however, must be purposeful to the task and should supplement the student's understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

The stimuli for the **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts and ideas. Stimuli for the **opinion/argumentative** prompts should present opposing points of view. Each point of view should be equally represented so that a student may take either side of a position. Thorough and convincing support for the controlling ideas must be evident in all stimuli.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. Passage development plans must take into account Florida law that requires passages to incorporate grade-level core curricula content from social studies. Therefore, in consultation with the Department, such passages must be included as a portion of each passage development cycle. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education (FLDOE) may require at least two additional sources to verify the information in the text.

Text-Based Writing Stimulus and Prompt Guidelines

The stimulus will consist of two to four texts. The approximate combined word count of the text sets is listed in the table below.

| Grade Level | Minimum Word Count | Maximum Word Count |
|-------------|--------------------|--------------------|
| 7 | 1000 | 1700 |

The stimulus will be presented along with a writing prompt that asks students to write an essay about the topic. The students will be required to synthesize information from the text sets and must cite specific evidence from the texts to support their ideas.

For the **informative/explanatory** writing prompts, students will be required to synthesize and analyze ideas from the stimuli to develop and support a controlling idea.

For the **opinion/argumentative** writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to present and support an opinion (grades 4–5) or to argue and support a claim (grades 6–10).

Assessed Standards

The Florida Standards Writing Assessment will assess the following standards from the appropriate grades:

LAFS.W.1.1 or LAFS.W.1.2
LAFS.W.2.4
LAFS.W.2.5
LAFS.W.2.6
LAFS.W.3.8
LAFS.W.3.9

LAFS.L.1.1
LAFS.L.1.2
LAFS.L.2.3
LAFS.L.3.4
LAFS.L.3.5
LAFS.L.3.6

Text-Based Writing Stimulus and Prompt Guidelines

Directions Template

Grades 6–10

Write an explanatory essay about. . . . Your essay must be based on ideas and information that can be found in the “. . .” passage set.

Manage your time carefully so that you can

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

Be sure to

- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

-OR-

Write an argumentative essay in which you Use the information from the passages in your essay.

Manage your time carefully so that you can

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

Be sure to

- include a claim;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

**ELA Reading and Writing Stimulus Guidelines
 Acceptable Text Types**

| Informational Text | Literary Text |
|---|---|
| <p>Primary Sources/Nonfiction</p> <ul style="list-style-type: none"> • Historical documents (e.g., Bill of Rights) • Essays (e.g., informational, persuasive, analytical, historical, scientific) • Letters, journals, diaries <p>Secondary Sources/Nonfiction</p> <ul style="list-style-type: none"> • Magazine articles • Newspaper articles • Editorials • Encyclopedia articles <p>Functional Materials</p> <ul style="list-style-type: none"> • Consumer documents (e.g., warranties, manuals, contracts, applications) • Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes) • How-to articles • Brochures, fliers • Schedules • Website pages <p>Literary Nonfiction</p> <ul style="list-style-type: none"> • Biographical and autobiographical sketches • Diaries, memoirs, journals, letters • Essays (e.g., personal and classical narratives) • Critiques | <p>Literary Fiction</p> <ul style="list-style-type: none"> • Short stories • Poetry • Historical fiction • Fables • Folk tales, tall tales • Legends • Myths • Drama • Fantasy • Excerpts from longer works |

ELA Reading and Writing Stimulus Guidelines

Possible Topics

Essential Skills

- Literacy
- Communication
- Teamwork
- Leadership

Science, Technology, Engineering, and

Mathematics

- Earth/Space Science
- Life Science
- Physical Science
- Concepts of Technology
- Computer Technology
- Information Technology
- Technology Processes
- Concepts of Engineering
- Engineering Tools
- Engineering Design and Testing
- Mathematics

Health and Physical Education

- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Personal Health
- Health Care

Business Management and Administration

- Finance
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing
- Agriculture
- Hospitality Industry
- Tourism Industry

Social Studies

- American History
- World History
- Civics and Government
- Geography
- Economics
- Financial Literacy

World Languages

- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

Arts

- Dance
- Music
- Theater
- Visual Arts

Interests

- Adventure
- Animals
- Careers
- Entertainment
- Family
- Friendship
- Hobbies/Crafts
- Humor
- Mystery
- School
- Sports/Games
- Trips/Journeys

Appendix A
Grade 7
Practice Test Information

Appendix A: Practice Test Information

This appendix contains information about the standard alignment and item types for the items found in the grade 7 FSA Practice Test and Practice Test Answer Key at this URL: <http://fsassessments.org/students-and-families/practice-tests/>.

Computer-Based Practice Test

| Practice Test Item Number | Standard Alignment | Item Type |
|----------------------------------|---------------------------|---|
| 1 | LAFS.7.RL.1.1 | Multiselect |
| 2 | LAFS.7.RL.1.2 | Selectable Hot Text |
| 3 | LAFS.7.RL.1.3 | Multiple Choice |
| 4 | LAFS.7.RL.2.4 | Multiple Choice |
| 5 | LAFS.7.RL.2.6 | Evidence-Based Selected Response (EBSR) |
| 6 | LAFS.7.RL.3.7 | Multiple Choice |
| 7 | LAFS.7.RL.3.9 | Multiselect |
| 8 | LAFS.7.RI.1.1 | Multiselect |
| 9 | LAFS.7.RI.1.2 | Selectable Hot Text |
| 10 | LAFS.7.RI.1.3 | Open Response |
| 11 | LAFS.7.RI.1.3 | Graphic Response Item Display (GRID) |
| 12 | LAFS.7.RI.2.4 | Multiple Choice |
| 13 | LAFS.7.RI.2.5 | Multiple Choice |
| 14 | LAFS.7.RI.2.6 | Evidence-Based Selected Response (EBSR) |
| 15 | LAFS.7.RI.3.8 | Evidence-Based Selected Response (EBSR) |
| 16 | LAFS.7.RI.3.9 | Drag-and-Drop Hot Text |
| 17 | LAFS.7.RI.3.9 | Table Match |
| 18 | LAFS.7.L.1.1b | Editing Task |
| 19 | LAFS.7.L.1.1c | Editing Task Choice |
| 20 | LAFS.7.L.1.2a | Editing Task Choice |
| 21 | LAFS.7.L.1.1c | Editing Task Choice |

Appendix A: Practice Test Information
Paper-Based Practice Test

| Practice Test Item Number | Standard Alignment | Item Type |
|----------------------------------|---------------------------|---|
| 1 | LAFS.7.RL.1.1 | Multiselect |
| 2 | LAFS.7.RL.1.2 | Selectable Hot Text |
| 3 | LAFS.7.RL.1.3 | Multiple Choice |
| 4 | LAFS.7.RL.2.4 | Multiple Choice |
| 5 | LAFS.7.RL.2.6 | Evidence-Based Selected Response (EBSR) |
| 6 | LAFS.7.RL.3.7 | Multiple Choice |
| 7 | LAFS.7.RL.3.9 | Multiselect |
| 8 | LAFS.7.RI.1.1 | Multiselect |
| 9 | LAFS.7.RI.1.2 | Selectable Hot Text |
| 10 | LAFS.7.RI.2.4 | Multiple Choice |
| 11 | LAFS.7.RI.2.5 | Multiple Choice |
| 12 | LAFS.7.RI.2.6 | Evidence-Based Selected Response (EBSR) |
| 13 | LAFS.7.RI.3.8 | Evidence-Based Selected Response (EBSR) |
| 14 | LAFS.7.RI.3.9 | Table Match |
| 15 | LAFS.7.L.1.1c | Editing Task Choice |
| 16 | LAFS.7.L.1.2a | Editing Task Choice |
| 17 | LAFS.7.L.1.1c | Editing Task Choice |

Go on to the next page.

Appendix B
Grade 7
Change Log

Appendix B: Change Log

| Location (Page) | Change | Date |
|------------------------|---|--------------|
| 3 | TEI Descriptions updated to focus on Computer-Based Tests, Grades 7-10 | October 2018 |
| 5, 38 | Reading and Writing Stimuli guidelines updated to include Social Studies-specific information | October 2018 |
| 42 | Topics Page updated to include grade band-aligned Social Studies concepts | October 2018 |
| A-2 | Practice Test item list updated to include Table Match item | October 2018 |
| All pages | Date updated to reflect release date | October 2018 |