



Department of
Education

Checkpoint Results Interpretation Guide

Grade 7 English Language Arts (ELA)

Tennessee Department of Education | August 2020

The Checkpoint

The Checkpoint can be used at the beginning of the school year to measure retention on **key standard-aligned skills that are most essential** for students to be able to **access, and engage in, on-grade-level content** for the current year. Because of this, the Checkpoints are smaller than a summative TCAP assessment and do not cover all the standards from the previous year. Instead, as recommended by experts¹, they focus on fewer, **prioritized vertically-aligned standards**, with the intent of providing educators more meaningful and actionable information about student needs so you can support your students' ability to access grade-level learning throughout the year.

The Grade 7 ELA Checkpoint should be given to incoming eighth grade students to help plan for students learning Grade 8 ELA content this year.

To help students in their learning and teachers with their planning, Checkpoints come with fully **annotated questions** that help to understand trends and pinpoint misconceptions that may inhibit student progress. ***Using this Checkpoint Results Interpretation Guide (the Guide) and your student results data found in the Schoolnet platform, you and your students can plan for great academic success this year.***

It is best to use these results to identify any needed pre-requisite learning and incorporate it throughout the year to ensure students can access grade-level content or can build upon their current strengths. After you administer the Checkpoint and use this Guide to better meet student needs at the beginning of the year, **continue monitoring** your students' progress on **grade-appropriate assignments** for the rest of the year to ensure that these core foundations are continually strengthened.

The Checkpoint IS:

- an investigative tool to determine student readiness for work of the current grade
- aligned to the Tennessee State Academic Standards, using TN-educator reviewed questions from previous TCAP exams
- designed to identify student misconceptions and learning needs
- providing actionable next steps for informing instructional decisions

The Checkpoint IS NOT:

- a replacement for the performance level determinations a student would have received on the TCAP assessment
- predictive of, or comparable to, summative TCAP results
- a replacement for RTI² diagnostics or universal screeners
- used to evaluate teacher, school, or district performance
- a tool to change student placement decisions (e.g. retake a course, advance to honors)

¹ https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf

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Checkpoint Design

The Checkpoint assessments were designed using **real TCAP questions** from previous summative exams. This ensured each question was aligned to Tennessee state standards and had been reviewed by **Tennessee educators**. The Checkpoint was designed to be quick to access and administer, not requiring complicated adjustments to existing school schedules; with **flexibility for online or paper administration** based on school/district need. ELA Checkpoints:

- contain two subparts (separated with section break in the assessment platform),
- have less than 30 items, and
- aligned to the Tennessee State Academic Standards as well as the instructional shifts embodied by the standards by using TN-educator reviewed questions from previous TCAP exams

Subpart 1	Subpart 2
<ul style="list-style-type: none">• 45 minutes• 2-3 passage sets	<ul style="list-style-type: none">• No time limit• Passage set with constructed response writing prompt

Interpreting and Using Results

Automatic Reporting in Schoolnet

In order to support teachers in using these assessments, students who take the assessment online in the Schoolnet platform will have their Checkpoints scored automatically. Teachers have multiple scoring options for students who take the Checkpoints on paper, and you can find how-to documents and videos at <https://tn.mypearsonsupport.com/schoolnet/>. **Checkpoint assessment scoring in Schoolnet requires all answers to be submitted by the student for results to be produced.** Since the constructed response must be handscored, it will be scored as 0 out of 0 points in the Schoolnet platform, allowing responses on the other questions to produce a score immediately. For your convenience, the appropriate TCAP Rubric to score the essay can be found in on page 55 of this guide. We recommend reviewing this rubric in advance of scoring your students’ essays, and comparing the trends in results in your student constructed responses with the automatic scores generated in the Schoolnet reporting suite to inform your instructional planning.

The following automated reports can be found in [Schoolnet](#):

- Individual student results
- Classroom level reports
- Standards analysis reports
- Item analysis
- Test comparison reports (e.g., student, class, school, district, and state)
- Shared reporting (e.g., district to school admin, school admin to educators in same content/grade-level)
- Aggregate and disaggregation of demographics

Overall Scores

The score groups on the checkpoint assessment are ***not meant to represent performance levels or the blueprints of the TCAP summative assessments*** (e.g., below, approaching, on track, and mastered). The score groups were designed to **share student preparedness for next grade level content** and provide guidance around the **level of support** students may need to access that content.

Score Group	% Correct	Results	Recommended Next Steps
Orange	0 – 50%	Likely Needs More Targeted Support	It is important to use other sources of data for deeper insight; identified misconceptions in annotations can support yearlong planning with these students so that they can access the core material for the grade.
Yellow	51 – 69%	Likely Able to Engage in Grade Level Content with Some Support	Investigate trends in student responses using the item annotations to effectively include weave needed support throughout the yearlong instructional plans, and continuously monitor student mastery.
Green	70 – 99%	Likely Ready for Grade Level Content	Move directly into grade-level content.
Blue	100%	Ready for Grade Level Content	

Overall scoring is automatically available in the Schoolnet platform. This may help with you use the results of the student and class level reports to develop an overall summary and conclusion about your students' readiness for grade-level content. In responding to the Checkpoint assessments, we recommend addressing the learning needs of students **while engaging with on grade-level content**. For more information and tools for using assessment data to drive instructional decision making, review the [Assessing Learning Toolkit](#) pages 18-21, and the [Learning Loss PLC Guide](#).

While overall scoring is provided and can be helpful in planning for group instruction, the most actionable information in these Checkpoints can be found by analyzing at the question-level results.

Assessing Writing

Because the primary purpose of the Checkpoint is to provide important feedback early in the year, the writing component will have to be evaluated locally, since submitting responses to our assessment vendor for grading would dramatically take away from the timeliness of the data. Thus, the Checkpoint reporting is not able to reliably provide scoring to assess writing or the complex ability of students demonstrating knowledge building through writing. To best measure students' writing abilities, the department recommends:

1. Utilizing all the grading resources and TCAP-calibrated [anchor papers](#) to inform scoring of writing
2. Continually finding opportunities to assess mastery of and through writing within their curricular materials

Actionable Insights: Annotated Questions and Reporting Tools

Each question and passage on the Checkpoint is fully annotated with information that describes the questions and passages as they were used on previous TCAP tests, and automated scoring tools in Schoolnet that make getting that information easier. The passage data also has two quantitative measures of text complexity (Flesch-Kincaid and Lexile) to help understand how the passage and questions interact to give a more complete picture of student needs. However, the most helpful and actionable information is in the **Item Annotations in this Guide** when combined with the **Item Analysis reports in Schoolnet**.

Answer Choice Rationales in each Item Annotation

To help teachers be more efficient in planning for the year, each answer choice is annotated with a **rationale which offers an explanation for each choice**. These annotations are not definitive: we know there may be many reasons for why students might select different answer choices. The answer choice rationales offer more common explanations to support teachers who may see trends in student responses.

ELA Guidelines: Foundational Skills and Knowledge Building

ELA multiple choice questions can offer helpful insights in working with students, but there is important context in making use of the results. The reading passage used is inextricably connected to a student's performance on a question. A student may have missed a question because they could not access the text due to gaps in **foundational skills** or because they have not yet mastered the high-level **knowledge building** competencies outlined by each standard. One multiple-choice question on its own cannot distinguish whether student errors are due to gaps in foundational skills or knowledge-building competencies found in the standards.

Before a student can begin building knowledge, they need to be able access the text, which requires the **foundations of fluency and background knowledge**. If students do not have adequate fluency or enough background knowledge and relevant vocabulary, they will struggle more to build knowledge and make meaning with a passage. **Most multiple-choice questions cannot accurately diagnose gaps in fluency and background knowledge.** In order to support teachers in interpreting student responses, the answer choice

annotations make the imperfect assumption that students can access the text and that student errors are not a result of gaps in fluency or background knowledge.

If students have the requisite **foundations**, they are able to develop various metacognitive tools as they **build knowledge** with a text. The annotations are most helpful for understanding these knowledge-building competencies and metacognitive tools outlined in the standards **that offers some insight into possible underlying concepts and metacognitive skills** for additional instructional support. Each rationale listed provides an explanation for why students may have selected a given answer choice, including what missteps may have caused them to select an incorrect answer. These rationales provide an instructional target to improve student understanding, allowing you to **follow up with targeted instruction based on the most common errors you identify** for your specific group of students.

Sample Set of Rationales

Rationales	
Correct – 1	Students needed to locate information about lob tailing in paragraph 4, which is in the "Special Behaviors" section.
Incorrect – 2	The physical activity of breathing is unrelated to the activity of lob tailing. While humpbacks assume specific postures while breathing, lob tailing is not one of those. Students may benefit from practice skimming and scanning within a text to locate specific details.
Incorrect – 3	While lob tailing includes a visible action where the tail appears above the water, the heading "Appearance" is not related to behaviors but to physical characteristics. Students may have made an incorrect inference that the way lob tailing looks to onlookers would be found in the "Appearance" section. Students may gain skills in locating specific details within text by practicing skimming and scanning text.
Incorrect – 4	Although lob tailing involves part of a humpbacks body, its tail, and flippers are also a distinct body part, the section about flippers is unrelated to the specific behavior of lob tailing. Students may have made an incorrect connection between the tails and flippers of humpbacks to conclude that information about the tail would be found in the section about flippers. Students may profit from practice with finding specific details using the skill of skimming and scanning text.

Grade 7 ELA Checkpoint Item Annotations

Subpart 1: Passage Sets with Multiple Choice Questions

Passage Information

Passage Code: TN103938 Passage Title: Excerpt from The Glory of 1889:
Grade Level: 7 Lexile Level: 1000 Flesch-Kincaid: 8.4

Read the passage and answer the questions that follow.

Excerpt from *The Glory of 1889*

by Carolyn Fay

1 One hundred years after the French Revolution, Paris hosted L’Exposition Universelle, the World’s Fair celebrating the centennial of the French Republic and France’s achievements in science, technology, and art. Millions attended. Nations from around the globe constructed elaborate pavilions to promote their cultures and industries. The city sponsored several building projects. Among them was a reconstruction of the Bastille fortress that was stormed by a group of anti-monarchists in 1789, igniting the flame that became a revolution. A specially built railroad transported visitors from one end of the fair to the other. A city within a city, the World’s Fair of 1889 transformed Paris into the world’s stage.

A STAGE BUT NO CENTERPIECE

2 Enter engineer Gustave Eiffel with a daring proposal. He would erect a 1,000-foot iron tower, with elevators that could carry visitors up to three different levels. It would be the tallest man-made structure ever built, more than twice the height of the recently constructed Washington Monument in the capital of the United States. But the plan sparked controversy. Architects and artists ridiculed what some called a “tragic street lamp.” Parisians filed lawsuits, fearing the tower would fall and crush their homes. Many believed it would be the ruin of the fair.

3 Still others believed it would be the ruin of Paris. The city had decided that Eiffel’s tower could stay up for 20 years after the fair. Three weeks into construction, a committee of artists, writers, and architects published a protest letter in the newspaper. The tower, they wrote, would dishonor centuries of Parisian history and architecture, looming over the city like a “gigantic smokestack.” Eiffel defended the project, likening the tower to the pyramids of Egypt. Just as the pyramids represented an extraordinary achievement for the ancients, the tower would be a monument to the art of modern engineering. It would be the glory of Paris.

SMOKESTACK? NOT REALLY!

- 4 For two years, Parisians watched the tower rise. At first, it did not resemble a smokestack so much as an iron beast squatting on four colossal feet. Each foot rests on a cardinal point of the compass: north, south, east, and west. The foundations are made of limestone dug in central France from the quarry¹ that provided the stone for the Arc de Triomphe. At about 200 feet, the pillars join at the first platform. Eiffel installed a cafeteria there so that workmen would not have to climb all the way down for lunch.
- 5 By July 1888, the tower was the tallest building in Paris, at more than 300 feet high. Some Parisians believed the “smokestack” was attracting thunderstorms and sweltering heat. Nevertheless, construction continued. On Bastille Day — July 14 — Eiffel set off fireworks from the newly built second platform. But, there were still hundreds of feet of iron to raise.
- 6 Workers went on strike, demanding better pay for their dangerous work. Winter brought fierce cold. Only the blazing fire that heated the iron nails helped keep the intrepid workers from freezing. By the spring of 1889, the tower was complete except for the elevators. A few days after the start of the World’s Fair, Eiffel opened his tower to the public.

AND THE PRAISE BEGINS

- 7 Everyone loved it. No more talk of smokestacks or street lamps — the finished tower was deemed elegant and powerful. Even the original protestors withdrew their complaints. Thousands visited every day, despite the fact that, at first, the only way to ascend was via a staircase in the north pillar. Later, visitors could ride a hydraulically powered elevator to the first platform. It clanked horribly, but it beat walking up 347 steps!
- 8 By mid-summer, all the elevators were operational. Visitors to the second platform could stop by the offices of *Le Figaro de la Tout*: This special daily newspaper published news about the fair and the tower, including the names of people who ascended.
- 9 Most fairgoers went no further than the second platform. A courageous few did ride an elevator to the observation deck on the third platform, approximately 900 feet above ground level. Located beyond the deck were laboratories and Eiffel’s own personal apartment. A spiral staircase led even higher to a lighthouse and a flagpole, which brought the total height of the tower to about 1,000 feet. Eiffel himself had hoisted the French flag on top of the pole.

OH! WHAT A VIEW!

¹**quarry:** a place from which stone or other materials are extracted

10 What fairgoers saw from the dizzying height of the third platform astonished them. Below lay a vast countryside and a miniature city, with people reduced to specks and the River Seine a slender blue thread. So, in these days before aviation, Eiffel's structure became the most extraordinary exhibit of the World's Fair. The true glory of 1889 was not the tower, nor was it the fairgrounds. Rather, it was the aerial view of Paris itself.

Excerpt from "The Glory of 1889" by Carolyn Fay, from *Dig Magazine*, April 2014. Copyright 2014, Cricket Media, Inc. Used by permission of the publisher via Copyright Clearance Center.

Item Information

Item Code: TN0024992 Position No: 1

Grade Level: 7

Standard Code: 7.RI.CS.4

Passage Title 1: Excerpt from The Glory of
1889

Standard Text: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

Correct Answer: D

Some opponents referred to the tower as “a gigantic smokestack” in paragraph 3. What does this phrase suggest about the tower?

- A.** that it will be a useful structure
- B.** that it will cause people to feel frustrated
- C.** that it will benefit the community
- D.** that it will be visually unpleasant

Rationales	
Incorrect – 1	The opponents of Eiffel’s idea did not praise the tower’s practicality by saying it would be a “useful structure.” They ridiculed Eiffel, calling it a “gigantic smokestack.” They were very outspoken and did not want him to build it because it “would dishonor centuries of Parisian history and architecture.” However, students most likely selected this option because the opponents eventually changed their minds after the tower was built, and how it became the main attraction at the World’s Fair, drawing in thousands of people daily. These students may need practice with close reading of the text to recognize key words and phrases that would support an idea.
Incorrect – 2	Upon hearing that the tower was being built, there were many people who protested it. In paragraph 2, the passage states, “Parisians filed lawsuits, fearing the tower would fall and crush their homes.” Others believed it would ruin Paris. People were upset that the tower was going to be built after all, but when it opened, people loved it. Paragraph 7 states “the finished tower was deemed elegant and powerful.” Although some people were upset and perhaps frustrated that the tower was being built, the label a “gigantic smokestack” does not reveal frustration; it reveals scorn for the tower’s design. Students most likely selected this option because they thought people would continue to be frustrated after the tower was complete. These students would benefit from going back to the text to find key words and phrases to support an idea.
Incorrect – 3	In the beginning of the passage, the protestors did not want Eiffel to build the tower. In fact, they called it a “gigantic smokestack” and “tragic street lamp.” Eiffel’s opponents were very critical of his plans, so they certainly did not believe that it would benefit the community. Students most likely selected this option because after the tower was built, it became an attraction that many people visited. These students would benefit by going back to the text to find evidence that supports an idea.
Correct – 4	In a letter that was published in the newspaper, opponents of Eiffel’s tower, used the phrase “gigantic smokestack” to depict the tower as an eyesore. In addition, they used the phrase “looming over the city” to depict the tower as big and threatening.

Item Information

Item Code: TN0025016 Position No: 2

Grade Level: 7

Standard Code: 7.RI.IKI.8

Passage Title 1: Excerpt from The Glory of
1889

Standard Text: Trace and evaluate the argument and specific claims in a text,
assessing whether the evidence is relevant and sufficient to support the
claims.

Correct Answer: C,E

In which **two** ways does the author support the claim in paragraph 7 that everyone loved the tower once it was built?

- A.** by expressing a sense of amazement about the tower
- B.** by providing the names of people who visited the tower
- C.** by emphasizing the number of people who visited the tower
- D.** by pointing out that the tower no longer looked like a smokestack
- E.** by noting that even protesters changed their minds about the tower

Rationales	
Incorrect – 1	While the author appears to have a positive attitude about the Eiffel Tower and its history, her tone is not one of amazement. She is not astonished nor overwhelmed by any facts about the tower or its history. In paragraph 10, the author writes, “What fairgoers saw from the dizzying height of the third platform astonished them.” However, she is not expressing her own reaction here; she is merely reporting on the reaction of others. Students most likely failed to understand that the point of view of the fairgoers is not equivalent to the author’s particular point of view. Students may benefit from practice in locating specific evidence that reveals an author’s point of view.
Incorrect – 2	Although paragraph 8 says that the local paper “published news about the fair and the tower, including the names of people who ascended,” it does not support the claim that everyone loved the tower. These two details are separate. Students most likely selected this option because they inferred that the names of people who visited support the claim that everyone loved it. Students may benefit from practice returning to a text to verify pertinent details to support a claim.
Correct – 3	People were in awe of the tower after it was built. In paragraph 7, the text states that “thousands visited every day.” The author emphasizes this number to show that the tower became a popular attraction.
Incorrect – 4	Eiffel’s opponents called the tower a smokestack when they were trying to stop him from building it. However, it does not mean that it actually resembled one. They were ridiculing his idea and called the tower a smokestack before it was even built. The popularity of the tower was due to Eiffel’s design and ingenuity. Students most likely selected this option because they misunderstood that the tower’s design did not change because some people called it a smokestack; Eiffel built the tower according to his original plan. Careful reading of the text would be helpful for students so they can make connections between ideas.
Correct – 5	Paragraph 7 begins with the statement “Everyone loved it. Even the original protestors.” They were so adamant in their opinions before the tower was built, but after they saw it finished, they changed their minds and withdrew their complaints. This shows support that everyone loved the tower.

Item Information

Item Code: TN0024990 Position No: 3

Grade Level: 7

Standard Code: 7.RI.IKI.8

Passage Title 1: Excerpt from The Glory of
1889

Standard Text: Trace and evaluate the argument and specific claims in a text,
assessing whether the evidence is relevant and sufficient to support the
claims.

Correct Answer: D

Which excerpt from the passage represents a claim made by the author?

- A.** "Millions attended. Nations from around the globe constructed elaborate pavilions to promote their cultures and industries." (paragraph 1)
- B.** "By July 1888, the tower was the tallest building in Paris, at more than 300 feet high." (paragraph 5)
- C.** "This special daily newspaper published news about the fair and the tower, including the names of people who ascended." (paragraph 8)
- D.** "The true glory of 1889 was not the tower, nor was it the fairgrounds. Rather, it was the aerial view of Paris itself." (paragraph 10)

Rationales	
Incorrect – 1	The first paragraph describes the 1889 World’s Fair and how people from all over the world attended so they could share their culture. The author is providing factual details and not making a claim. Students most likely chose this option because they may have misunderstood what a claim is. Students would benefit from guidance and practice understanding what a claim is, how authors make claims, and how to find supporting evidence.
Incorrect – 2	Paragraph 5 states that the tower was the tallest building in Paris in 1888. The author is providing factual information and not stating a claim. Students most likely chose this option because students may have misunderstood what a claim is. Students would benefit from guidance and practice understanding what a claim is, how to recognize one, and how to find supporting evidence.
Incorrect – 3	The author is providing information about how the local newspaper is reporting about the World’s Fair and the tower but is not making a claim. Students could have chosen this option because students may have misunderstood what a claim is. Students would benefit from guidance and practice understanding what a claim is, how to recognize one, and how to find supporting evidence.
Correct – 4	The author makes a claim that the “true glory of 1889 was not the tower, nor was it the fairgrounds,” but the view of Paris from the tower. People were enamored by the view of Paris from up high. This claim can be supported by text evidence found in paragraph 10: “What fairgoers saw from the dizzying height of the third platform astonished them. Below lay a vast countryside and a miniature city, with people reduced to specks and the River Seine a slender blue thread.” The author has expressed her own interpretation and stated it as a fact.

Item Information

Item Code: TN0024997 Position No: 4 Grade Level: 7
Standard Code: 7.RI.CS.5 Passage Title 1: Excerpt from
The Glory of
1889

Standard Text: 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.

Correct Answer: C

How does paragraph 4 **most** contribute to the development of ideas in the passage?

- A.** It confirms that the Parisians were unhappy with the tower.
- B.** It explains how the tower was similar to other Paris monuments.
- C.** It describes the appearance of the tower as it was being built.
- D.** It shows that Parisians were impatient to see the tower completed.

Rationales	
Incorrect – 1	Paragraph 4 describes that Parisians were watching as the tower was being constructed for two years, but it does not indicate that they were still unhappy with the tower. Paragraphs 5 through 10 describe how popular and beautiful Parisians and fairgoers believed the tower was. The author uses imagery to describe the construction as looking like “an iron beast squatting,” so students may have misunderstood the purpose of the simile and thought the protestors described it that way. Students would benefit from understanding how a piece of text interacts with the text as a whole.
Incorrect – 2	Paragraph 4 mentions that the Arc de Triomphe has a foundation made of stones from the same quarry as the tower, but this is a minor detail in the passage. The detail in paragraph 4 has no impact on the development of ideas in the rest of the passage. Paragraphs 5 through 10 are mostly about the public reaction to the tower, and it is not compared to other Paris monuments. Students most likely selected this option because they focused on small details instead of important details in a text. Students will benefit by going back to the text and looking for important details and how they may contribute to the rest of the passage.
Correct – 3	Paragraph 4 provides many details about the look of the tower as it was first being built. It was described as “an iron beast squatting.” This information is important because it contrasts with the details in the rest of the passage. People thought the completed tower was beautiful, “elegant and powerful” (paragraph 7). The author states that it “became the most extraordinary exhibit of the World’s Fair.”
Incorrect – 4	Even though the text states that Parisians waited for two years for the tower to be completed, it does not mean that they were impatient. There is no text evidence to support this idea. Students most likely selected this option because they failed to understand a piece of information. Students may benefit from practice with supporting inferences with specific pieces of information.

Item Information

Item Code: TN0024988 Position No: 5

Grade Level: 7

Standard Code: 7.RI.KID.2

Passage Title 1: Excerpt from The Glory of
1889

Standard Text: Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

Correct Answer: C,C

The following item has two parts. Answer Part A and then answer Part B.

Part A

Which sentence **best** expresses a central idea of the passage?

- A.** Eiffel researched French history for ideas on the construction of his tower.
- B.** The Eiffel Tower was the only building in the history of France to cause such controversy.
- C.** The World's Fair of 1889 was important to the history of France.
- D.** Preparing for the World's Fair of 1889 required some knowledge of French history.

Part B

How does the author develop this idea in the passage?

- A.** by describing Eiffel himself setting off fireworks
- B.** by explaining how the tower was constructed
- C.** by referencing several historical events in France
- D.** by mentioning that the tower would remain after the fair

Part A

Rationales	
Incorrect – 1	Although the tower was going to be opened at the World’s Fair in Paris, there is no text evidence to support the idea that Eiffel researched French history for inspiration in building the tower. Students most likely selected this option because the previous paragraph discusses how Paris was celebrating French achievements throughout history during the World’s Fair. These students may have inferred that Eiffel was going to contribute to the same theme. Students would benefit by going back to the text to carefully read for supporting details.
Incorrect – 2	There are many details in paragraphs 2 through 4 to show that Parisians were very upset with his idea of the tower. Paragraph 2 says that Eiffel’s “plan sparked controversy,” but it does not state that it was the only building that caused such controversy in the history of France. Students most likely selected this option because they inferred that since there was so much backlash about his plan, it was the most controversial building. Students may benefit from practice with making inferences with evidence from the passage.
Correct – 3	The World’s Fair was important to France because not only were they celebrating the centennial of the French Republic, they were able to reveal the tower and open it to the public. The city sponsored a reconstruction of the Bastille, the site of events that launched a revolution. Thousands of people visited the tower each day, and it was the most popular exhibit at the World’s Fair.
Incorrect – 4	Since France was hosting the World’s Fair, they were celebrating many French achievements in science, technology, and art. Therefore, knowledge of French history would be vital when preparing this event. However, this is not a central idea of the passage. Paragraphs 2 through 10 focus on Eiffel and the tower. Students most likely selected this option because they focused on paragraph 1 and did not broaden the idea to the entire text. Students would benefit by guidance and practice determining which ideas are pertinent to include in a central idea.

Part B

Rationales	
Incorrect – 1	Although paragraph 5 says that Eiffel set off fireworks for Bastille Day, this is a minor detail and does not support the answer to Part A. Students selected this option most likely because they associated Eiffel setting off fireworks with the celebration of France’s history during the World’s Fair. However, he set the fireworks off on Bastille Day, about an entire year before the fair. Students would most likely benefit by going back to the text and carefully reading and evaluating the details.
Incorrect – 2	Although the tower is an important part of France’s history, knowing how the tower was constructed does not support the answer to Part A. Students most likely selected this option because the text contains many pieces of information about the construction of the tower. However, these details are unrelated to the central idea identified in Part A. These students would benefit from guidance and practice determining a central idea and locating supporting evidence.
Correct – 3	The World’s Fair of 1889 was a significant event for France so they could celebrate their achievements in science, technology, and art over the last century with nations from around the world. One of the events they highlighted was a recreation of the Bastille fortress. The storming of the Bastille is a very significant event in France’s revolution against the monarchy. The construction of the tower itself was also an important historical event in French history.
Incorrect – 4	Although the tower would clearly remain in Paris, this detail does not impact the rest of the passage. The author does not develop this idea. Students most likely selected this option because they focused on a minor detail rather than one that is central to the text. These students would benefit by guidance and practice selecting details from a text that is relevant to the central idea.

Item Information

Item Code: TN0024989 Position No: 6

Grade Level: 7

Standard Code: 7.RI.KID.3

Passage Title 1: Excerpt from The Glory of
1889

Standard Text: Analyze the relationships and interactions among individuals, events,
and/or ideas in a text.

Correct Answer: D,B,D

The following item has two parts. Answer Part A and then answer Part B.

Part A

On which topic does the passage provide potentially conflicting information?

- A.** how Eiffel promoted his work
- B.** how Eiffel constructed the tower
- C.** how long it took to build the tower
- D.** how the tower workers were treated

Part B

When combined, which **two** sentences from the passage illustrate the correct response to part A?

- A.** "For two years, Parisians watched the tower rise." (paragraph 4)
- B.** "Eiffel installed a cafeteria there so that workmen would not have to climb all the way down for lunch." (paragraph 4)
- C.** "On Bastille Day — July 14 — Eiffel set off fireworks from the newly built second platform." (paragraph 5)
- D.** "Workers went on strike, demanding better pay for their dangerous work." (paragraph 6)
- E.** "By the spring of 1889, the tower was complete except for the elevators." (paragraph 6)

Part A

Rationales	
Incorrect – 1	In paragraph 8, Eiffel created an office for a daily newspaper that published information about the tower and World’s Fair. This was a convenient way to keep people updated on the tower, while at the same time promoting it. However, the passage does not provide information as to why this could have potentially conflicting information. Students most likely selected this option because they misunderstood how Eiffel promoted his work, which would impact their ability to evaluate the text for conflicting information in the passage. Students would benefit by guidance in how to analyze the text for conflicting information.
Incorrect – 2	The information regarding how Eiffel constructed the tower is based on facts, and the passage does not present this topic as one that would have conflicting information. Students most likely selected this option because they presumed that there could be another viewpoint as to how Eiffel constructed the tower. Students would benefit by guidance in how to analyze the text for conflicting information.
Incorrect – 3	The amount of time that it took to build the tower is factual, so there would not be any potentially conflicting information in the passage about this topic. Students most likely selected this option because they misread or misunderstood the text. There are no conflicting facts about the amount of time it took to construct the tower in the text. Students may have found the chronology of the tower’s construction confusing because it lasted several years. For example, the author refers to Eiffel setting off fireworks on Bastille Day, but he did this on a Bastille Day before the completion of the tower and before the World’s Fair. Students would benefit by guidance in how to analyze the text for conflicting information.
Correct – 4	The topic of how the tower workers were treated is correct because there are different viewpoints to consider, Eiffel’s and the workers. The author did not include information regarding what Eiffel thought about their complaints, but this could be a potential topic that supports different opinions.

Part B

Rationales	
Incorrect – 1	Although the Parisians were watching the tower being built, there is no indication that they had any opinion about how the workers were being treated. This option does not support the topic identified in Part A. Students most likely selected this option because they reasoned that the Parisians would notice how the workers were being treated while they watched them work. Students would benefit with practice locating textual evidence to support a claim.
Correct – 2	Eiffel built a cafeteria on the second floor for the workers so they wouldn't have to climb down every day for work. This is in contrast to how the workers felt they were being treated poorly with low pay for dangerous work. These two pieces of information demonstrates evidence of conflicting information.
Incorrect – 3	Eiffel set off fireworks for Bastille Day, which is irrelevant to how the workers felt they were treated. Students most likely selected this option because they felt it supported the topic of how Eiffel promoted his work, but that topic does not include conflicting information. Students would benefit with practice locating textual evidence to support a claim.
Correct – 4	This option is correct because paragraph 6 provides reasons that the workers were on strike. Although Eiffel appeared to be benevolent when he built a cafeteria for the workers, this conflicts with a situation of poor working conditions that would cause workers to strike.
Incorrect – 5	Although this option tells when the tower was completed, it does not reflect the workers' feelings about their treatment while building it. Students most likely selected this option because they selected the wrong answer in Part A. Students would benefit with practice locating textual evidence to support a claim.

Item Information

Item Code: TN0024998 Position No: 7 Grade Level: 7
Standard Code: 7.RI.KID.1
Passage Title 1: Excerpt from The Glory of
1889

Standard Text: Analyze what a text says explicitly and draw logical inferences; cite
several pieces of textual evidence to support conclusions.

Correct Answer: B,D

The following item has two parts. Answer Part A and then answer Part B.

Part A

What does the author believe **mainly** drew people to visit the Eiffel Tower?

- A.** the experience of riding in an elevator
- B.** the opportunity to see the city from above
- C.** the fact that they were already at the fair
- D.** to dine in the tower's cafeteria

Part B

Which detail from the passage **best** supports the correct answer to Part A?

- A.** "By mid-summer, all the elevators were operational." (paragraph 8)
- B.** "Visitors to the second platform could stop by the offices of Le Figaro de la Tout . . ." (paragraph 8)
- C.** "A courageous few did ride an elevator to the observation deck on the third platform . . ." (paragraph 9)
- D.** "Rather, it was the aerial view of Paris itself." (paragraph 10)

Part A

Rationales	
Incorrect – 1	When the tower was first opened, there were no elevators to ride. People came to see it because it was a unique structure, “elegant and powerful.” There is no text evidence to support the idea that people were drawn to the tower to ride in an elevator; when the tower first opened, only one elevator was operational and it “clanked horribly.” Paragraph 9 includes, “A courageous few did ride an elevator to the observation deck on the third platform,” showing that most visitors did not ride an elevator. Students most likely selected this option because riding in an elevator appeared to be an adventure at that time. Students may have inferred that riding in an elevator was the exciting attraction. Students will benefit by going back into the text for details that would support or not support an idea.
Correct – 2	This option is correct. In paragraph 10, the passage states that people were astonished by the view they saw from such heights: “vast countryside,” “miniature city,” “the River Seine a slender blue thread.” In addition, the paragraph says that the most “extraordinary exhibit” “was the aerial view of Paris itself.”
Incorrect – 3	Although people were in Paris for the World’s Fair, they went to the tower because it was a beautiful structure where they could see Paris from up above. They did not go to the tower simply because it was there. Students most likely selected this option because they inferred that the fairgoers visited the tower because it was just another attraction in Paris. Students will benefit by going back into the text for details that would support or not support an idea.
Incorrect – 4	There is no text evidence to support the idea that visitors were even allowed in the tower’s cafeteria, so this statement does not support the correct answer in Part A. Students most likely selected this option because they used personal experiences unrelated to the text. There is no evidence to support the idea that people even knew there was a cafeteria in the tower, but students may have selected this option because it would be a unique experience for them. Therefore, they thought it would have been a draw for the fairgoers as well. Students will benefit from instruction reinforcing the idea to use text evidence and not personal experiences for support.

Part B

Rationales	
Incorrect – 1	While having elevators to reach different platforms is very helpful, people came to see the tower, even when there were no elevators (“at first, the only way to ascend was via a staircase”). This detail does not support the idea that people wanted to see Paris from above only if there were elevators to reach the different platforms. Students most likely selected this option because they assumed based on personal experience that people would only reach the highest platform if there were an elevator. Students would benefit by returning to the text to find details that supports an idea.
Incorrect – 2	Being able to stop by a newspaper office in the tower does not support the correct answer in Part A that people wanted to see Paris from up high. The ideas are unrelated. Students most likely selected this option because they thought it would be a unique feature of the tower. Students need to return to the text to find details that supports an idea.
Incorrect – 3	While the “courageous few” who rode to the observation deck did so to see the view of Paris, this detail does not focus on the view, but rather on how people arrived at the view. This quotation does not reference the view itself, only the observation deck. Students would benefit by returning to the text to find details that supports an idea.
Correct – 4	This option is correct because it supports the idea that people came to the tower to see Paris from above. In paragraph 10, it states that the people who made it to the third platform would see an aerial view of Paris, which was “the most extraordinary exhibit of the World’s Fair.”

Passage Information

Passage Code: TN0000944 Passage Title: Excerpt from The Black Pearl
Grade Level: 7 Lexile Level: 1000 Flesch-Kincaid: 3.7

Read the passage and answer the questions that follow.

Excerpt from *The Black Pearl*

by Scott O'Dell

The narrator of The Black Pearl, Ramón, is the son of a pearl dealer. In this excerpt, Ramón has just found an enormous pearl with the help of an older pearl diver, Soto Luzon. Luzon believes that a legendary manta ray, the Manta Diablo, will want the pearl back.

- 1 When my father and I went home that evening it was like a parade. News of the monstrous pearl, found by Ramón the son of Bias Salazar, had spread through the town. It was as if the news had been written across the sky in letters of fire.
- 2 Farmers from the hills, idlers, fishermen, pearlers, merchants from their shops, women and children from everywhere . . . were in the parade that followed us along the Malecón and up the hill to the plaza. Some carried torches and all sang and shouted to celebrate the great black pearl. For the town of La Paz lives by the finding and selling of pearls and therefore everyone in the town and the country around shares somehow in the fortunes of the sea.
- 3 The crowd followed us to the gates of our house and when we went in, it milled around the plaza and grew larger as more people heard the news of the pearl. It was a bigger celebration than the town has on the Cinco de Mayo.
- 4 In our home is a small workshop where my father changes gems that are not perfect and here he took the great pearl. He closed the door . . .
- 5 First he placed the pearl on the scales and balanced the weights. "It is 62.3 in carats as you have told me," he said. "And it is exactly round. But you are wrong about its perfection." He held the pearl to the light. "Look, and you will see the smallest of flaws. It lies in the first layer or somewhere beneath, I cannot tell for certain."
- 6 I had seen the flaw already, and because I did not want to see it I had decided that it was too small to be important. "If you cut the pearl, you may find that the flaw goes deep," I said.

- 7 "If the flaw does go deep," my father said, "then it is not a great pearl. Which would you rather have, the Paragon of Pearls or just one that is good?"
- 8 "The Paragon," I said.
- 9 Still I did not wish him to cut the pearl, for I had seen many fine pearls destroyed by this cutting.
- 10 "If the flaw lies deep we have nothing," I said. "Now the flaw is small and whoever buys the pearl may never see it."
- 11 "The flaw will be seen first," my father replied, "and even though the pearl weighs more than sixty carats and is round and of rare orient¹ and color, it is only the flaw that will be talked about. So fetch another lamp and turn up the wick on this one."
- 12 I turned up the wick and lighted another lamp, as I was told to do, but I did it with my heart beating loud. From the plaza came the sound of singing and through the window I could see the flare of torches. In a moment or two, I feared, there could be nothing to celebrate, for the townspeople or for me or for anyone.
- 13 . . . I kept hearing the old man's words, "The Manta Diablo will have it someday, the Manta Diablo will have it back." I stared at the pearl and the knife lying beside it. Would Soto Luzon's words come true? Would the knife my father was about to use destroy the pearl forever?
- 14 My father picked up the small, sharp knife whose edge was slightly curved. He took the pearl firmly in one hand and breathed deeply and held his breath and laid the edge of the knife against the pearl. There was the faintest whisper as the knife nicked the surface. Then a peeling that was thinner than the thinnest paper came free and slowly, slowly grew in length and at last, after what seemed an hour, fell lightly upon the table.
- 15 Outside, the singing had grown louder, but here in the room there was not a sound, except the sound of my father breathing again. He put down the knife and held the pearl under the lamp and stared at it for a long time. I watched his face for some sign that the flaw had disappeared. His face did not change.
- 16 My throat was dry and choked with fear. "What do you see?" I tried to say.
- 17 He did not answer me for my words came out in a hoarse jumble that no one could understand. At last he shook his head and again picked up the knife. I walked to the window. I looked out at the night sky . . .
- 18 "Watch," he said. "Someday you may need to do this yourself."

¹**orient:** special glow of a pearl of the finest quality

- 19 I came back to the table and stood over him and watched, still praying for the life of the great black pearl, as the knife made its slow, endless circle. Then a curled wafer fell to the table and lay there, dull in the glow of the lamp.
- 20 My father held the pearl to the light and turned it around and around, and studied it from every angle. Suddenly he thrust the pearl high above his head, as if he wished to show it to all the world.
- 21 Then he gave the pearl to me and said, "The flaw is gone. You have in your hand the Pearl of the Universe. The Paragon of Pearls, . . ."

Excerpt from *The Black Pearl* by Scott O'Dell. Copyright © 2010, HMH Books for Young Readers. Used by permission of the publisher via Copyright Clearance Center.

Item Information

Item Code: TN0011553 Position No: 8 Grade Level: 7
Standard Code: 7.L.VAU.4a
Passage Title 1: Excerpt from The Black Pearl
Standard Text: Use context as a clue to the meaning of a word or a phrase.
Correct Answer: D,B

The following item has two parts. Answer Part A and then answer Part B.

Part A

What does the word paragon mean as it is used in paragraphs 7, 8, and 21?

- A.** clearest color
- B.** smoothest surface
- C.** wisest choice
- D.** best

Part B

Which phrase from the passage helps the reader determine the correct answer in Part A?

- A.** "Which would you rather have . . ." (paragraph 7)
- B.** ". . . or just one that is good?" (paragraph 7)
- C.** ". . . I did not wish him to cut the pearl . . ." (paragraph 9)
- D.** ". . . dull in the glow of the lamp." (paragraph 19)

Part A

Rationales	
Incorrect – 1	Color may be one element of the quality of pearls, but the text does not include details about color as it relates to quality, so “clearest color” is unsupported. Students may have connected “black” with quality because the excerpt is from <i>The Black Pearl</i> , and black is also mentioned in paragraphs 2 and 19. However, this is simply an identification of the color of the pearl, not a statement of its quality. Students may benefit from practice locating words and phrases that suggest the meaning of an unknown word.
Incorrect – 2	A smooth surface may be one element of the quality of pearls, but the text mentions surface only once, in paragraph 14. That reference does not describe the pearl’s smooth surface, but how the knife peels away a layer of the surface. Students may gain skills by practicing locating words and phrases that suggest the meaning of unknown words.
Incorrect – 3	Choice is introduced in the narrative because the narrator’s father has to choose whether to use a knife to cut the pearl to identify the depth of a flaw or to leave the pearl as it is. However, this is unrelated to how the word “paragon” is used in the text. The pearl itself is not considered to be a choice. Students may benefit from practice identifying words or phrases that can offer support for understanding the meaning of unknown words.
Correct – 4	Students understood that the father’s words when he asked about “the Paragon of Pearls” in paragraph 7 included “If the flaw does go deep . . . then it is not a great pearl,” and “just one that is good.” The father was contrasting a paragon against “not . . . great” and “just . . . good” to show that a paragon is of greater quality than good and is in fact great.

Part B

Rationales	
Incorrect – 1	Students who believe the word “paragon” is related to the choice the father made may have selected this phrase as supporting the meaning of the word, but “paragon” is a word that describes quality, not choice. Students may benefit from practice connecting unknown words with contextual words or phrases that help clarify meaning.
Correct – 2	Students understood that the father uses this phrase as a contrast to a paragon to indicate that a paragon is something much better than merely good but is the best in quality.
Incorrect – 3	Students who believe that “paragon” is related to a smooth surface might have selected this phrase to support that meaning, since cutting the pearl will affect its smooth surface. However, “paragon” is a statement of quality that is not limited to smoothness. These students may need practice returning to the text and locating where in texts authors help readers understand new words.
Incorrect – 4	If students misunderstood “paragon” to refer to clearest color, they might believe that a reference to the pearl’s glow in the lamplight might support the meaning. However, color is not the only attribute that defines quality. These students may benefit from practice returning to the text and locating words and phrases authors use to help readers understand new words.

Item Information

Item Code: TN0011816 Position No: 9

Grade Level: 7

Standard Code: 7.RL.KID.3

Passage Title 1: Excerpt from The Black Pearl

Standard Text: Analyze how specific elements of a story or drama interact with and affect each other.

Reporting Category: 1: Reading: Literature

Correct Answer: C

How is Ramón affected by what Soto Luzon says about the Manta Diablo?

- A.** Ramón feels astonished that he found a pearl belonging to Manta Diablo.
- B.** Ramón feels unconcerned about the legend of Manta Diablo.
- C.** Ramón feels anxious that he could lose the pearl to Manta Diablo.
- D.** Ramón feels proud about taking the pearl from Manta Diablo.

Rationales	
Incorrect – 1	Ramón seems to be astonished that he found such a large and potentially valuable pearl, but “astonished” does not adequately describe his reaction to Soto Luzon’s premonitory words in paragraph 13 that “the Manta Diablo will have it back.” Soto Luzon’s predictions cause Ramón to feel unsettled, not astonished. Ramón’s questions at the end of paragraph 13 reveal anxiety, not astonishment. Students may benefit from practice distinguishing details critical to understanding how an author reveals a character’s feelings from other supporting details.
Incorrect – 2	Ramón’s questions at the end of paragraph 13, along with his repeated aural memory of Soto Luzon’s words, reveal that Ramón is far from unconcerned. Throughout the whole narrative, up until the last two paragraphs, Ramón is characterized as anxious. In paragraph 12, he describes his “heart beating loud,” and states that he “feared . . . there could be nothing to celebrate.” His mood can be attributed to Soto Luzon’s prediction that Ramón will lose the pearl to the Manta Diablo. Students may benefit from practice understanding how an author reveals a character’s feelings by using specific, purposeful details.
Correct – 3	Students understood that Ramón’s memory in paragraph 13 of Soto Luzon saying, “The Manta Diablo will have it someday, the Manta Diablo will have it back” indicates his anxiety that his father’s actions may ruin the pearl and effectively return it to the Manta Diablo.
Incorrect – 4	Ramón and his father are followed home after finding the pearl by “[f]armers from the hills, idlers, fishermen, pearlers, merchants from their shops, women and children from everywhere,” some carrying torches and singing and shouting “to celebrate the great black pearl.” A student with only partial understanding of the question may have mistakenly concluded that Ramón had reason to be proud without understanding that Ramón did not take the pearl from Manta Diablo. Students may profit from practice in close reading of text to identify information to support conclusions.

Item Information

Item Code: TN0011822 Position No: 10

Grade Level: 7

Standard Code: 7.RL.CS.6

Passage Title 1: Excerpt from The Black Pearl

Standard Text: Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

Reporting Category: 1: Reading: Literature

Correct Answer: A

How is Ramón's point of view different than his father's when they are in the workshop?

- A.** Ramón is worried while his father focuses on uncovering the truth.
- B.** Ramón is impatient while his father feels hesitant about proceeding.
- C.** Ramón is critical, but his father advises him to be hopeful.
- D.** Ramón is confident, but his father has mixed feelings about what to do.

Rationales	
Correct – 1	Students understood that when Ramón's father says in paragraph 5, "you will see the smallest of flaws," this indicates that Ramón's father has noticed a flaw and wants to point out the truth to Ramón. In paragraph 6, Ramón reveals his concern when he says that he is aware of the flaw, adding in paragraph 10 that his father might ruin the pearl and wondering in paragraph 13 if his father will destroy the pearl.
Incorrect – 2	Ramón is not impatient but hesitant, stating in paragraph 9 that he "did not wish [his father] to cut the pearl," while his father is not hesitant but steadfast, pushing ahead with his plan to cut the pearl despite Ramón's hesitancy. Students who selected this option may have confused Ramón with his father, labeling Ramón's father with Ramón's attitude. These students might benefit from practice in close reading of a text to verify details before drawing conclusions about characters.
Incorrect – 3	Ramón's father expresses no hope, only realism. He argues in paragraph 7 that if there is a deep flaw and they ignore it, "then it is not a great pearl." He adds that the flaw will draw attention in paragraph 11. Ramón expresses no feelings that could be interpreted as critical. Students may have confused Ramón with his father and thought that Ramón's desire for the pearl to be flawless could be considered as hopeful. Practice in close reading of a text to verify details before drawing conclusions about characters may benefit these students.
Incorrect – 4	Ramón expresses no feelings of confidence. He is cautious, hesitant, and anxious about his father's plan for the pearl. His father's feelings are not mixed; they are clear. Ramón's father expresses confidence that cutting the pearl is the correct step. Once he sees the flaw, he asks for more light and proceeds with the process of cutting the pearl without hesitation. Students may have confused Ramón's father's feelings of confidence with Ramón's own feelings. Neither character has mixed feelings. Students may need practice in identifying how characters' words and actions reveal their points of view.

Item Information

Item Code: TN0011826 Position No: 11

Grade Level: 7

Standard Code: 7.RL.CS.5

Passage Title 1: Excerpt from

The Black Pearl

Standard Text: Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

Reporting Category: 1: Reading: Literature

Correct Answer: B

What does the structure of the dialogue between Ramón and his father suggest about them?

- A.** His father challenges Ramón in order to test his abilities.
- B.** His father guides and teaches Ramón in their craft.
- C.** His father doubts Ramón's courage to make a difficult decision.
- D.** His father admires how quickly Ramón has mastered their craft.

Rationales	
Incorrect – 1	At no time in the narrative does Ramón display his abilities. While he may have ability in finding pearls, as evidenced by his spectacular find, he was helped in this by Soto Luzon. Ramón also sees the flaw in the pearl, but his father does not challenge him about that. Ramón's father asks Ramón to watch as he cuts the flaw from the pearl but does not test his abilities. Students may need practice in close reading of a narrative to find evidence to support an inference.
Correct – 2	Students understood that while Ramón and his father did not initially agree on the best course of action to take with the pearl, Ramón's father carefully explained his reasons for cutting the pearl in paragraphs 7 and 11. In paragraph 18, he gives Ramón explicit instruction on how to cut the flaw from the pearl when he says, "Watch.Someday you may need to do this yourself."
Incorrect – 3	Ramón's father makes a difficult decision on his own, but the text does not support a conclusion that he did so due to a lack of courage on Ramón's part. Readers have no information about Ramón's age. He clearly has some experience with pearl diving, but readers do not know the depth of his experience. Therefore, it is logical that a parent would make a critical decision in the situation in the narrative. A lack of courage on Ramón's part is not a reason his father makes a difficult decision. Students may benefit from practice returning to a text to locate specific evidence to support a conclusion.
Incorrect – 4	Ramón does not appear to have "mastered their craft." In paragraph 18, Ramón's father says, "Watch.Someday you may need to do this yourself," which indicates that Ramón has no hands-on experience with cutting a flaw from a pearl. Students may have misunderstood both the plot of the narrative as well as how the author reveals each character's traits. Students may benefit from practice verifying their conclusions by finding specific evidence to support them.

Item Information

Item Code: TN0011819 Position No: 12 Grade Level: 7
Standard Code: 7.RL.KID.3 Passage Title 1: Excerpt from
The Black Pearl
Standard Text: Analyze how specific elements of a story or drama interact with and
affect each other.
Correct Answer: D

Which factor **most** strongly affects the outcome in the passage?

- A.** whether the townspeople learn the truth about the pearl
- B.** the ability of Ramón to remain patient with his father
- C.** whether Luzon was telling the truth about the pearl
- D.** the level of skill that Ramón's father possesses

Rationales	
Incorrect – 1	Although the townspeople accompany Ramón and his father home at the beginning of the narrative and stay outside singing loudly while Ramón and his father examine the pearl, they are merely part of the atmosphere. Neither Ramón nor his father mention the townspeople as they discuss what to do with the pearl. Students may have focused on the exposition at the beginning of the narrative instead of connecting significant events of the plot with the outcome of the narrative. Students may benefit from practice mapping out the significant events of a plot and making connections between these events and the outcome.
Incorrect – 2	Ramón's patience with his father is not a significant element of this narrative. At no time does Ramón express any impatience with his father's decisions or actions. Ramón expresses anxiety about losing his pearl to the Manta Diablo, but he is never impatient. Students may have drawn inaccurate conclusions about Ramón's feelings based on his thoughts and actions. Students may benefit from close reading of a narrative to understand how authors use characters' words and actions to reveal their feelings.
Incorrect – 3	Although Luzon's premonitions about the Manta Diablo taking back the pearl affect how Ramón reacts to the flaw in the pearl, this is not a major factor that affects Ramón's father's decision or actions. Luzon was referring to a legendary manta ray as noted in the introduction, so his reliability seems irrelevant. Students may have misunderstood the information in the introduction and concluded that someone would take the pearl from Ramón. These students may benefit from close reading of a narrative to verify information they use to draw conclusions.
Correct – 4	Several details contribute to the conclusion that cutting a flaw from a pearl takes a great deal of skill. In paragraph 9, Ramón states that he "had seen many fine pearls destroyed by this cutting." In paragraph 11, Ramón's father asks for more light, presumably because the operation is quite delicate. Before beginning the cutting, Ramón's father "breathed deeply and held his breath," as described in paragraph 14. The cut he makes is "thinner than the thinnest paper." All of these descriptions show that cutting the pearl is a very precise operation.

Item Information

Item Code: TN0011817 Position No: 13

Grade Level: 7

Standard Code: 7.RL.KID.2

Passage Title 1: Excerpt from The Black
Pearl

Standard Text: Determine a theme or central idea of a text and analyze its development
over the course of the text; provide an objective summary.

correct Answer: A,D

When combined, which **two** statements provide the **best** summary of the passage?

- A.** Ramón finds a huge pearl and has his father examine it.
- B.** Ramón is worried that the pearl he found will be destroyed.
- C.** The townspeople gather outside Ramón's house to celebrate the pearl.
- D.** Though the pearl had a flaw, Ramón's father is able to carefully remove it.
- E.** While Ramón's father works on the pearl, Ramón watches how to cut a pearl.

Rationales	
Correct – 1	Students understood that this initiating event is necessary to develop a complete summary of the narrative.
Incorrect – 2	Although Ramón's concern about his pearl being destroyed is an important element of the narrative, this is somewhat less important than the initiating event of finding the pearl and the resolution of the narrative, which is that Ramón's father is able to remove the flaw. Students may benefit from practice weighing the relative importance of multiple details when writing a summary.
Incorrect – 3	While this detail shows how important and rare finding a huge pearl is, it is more important to setting a mood for the narrative than for creating a summary. Students may benefit from practice weighing the relative importance of multiple details when writing a summary.
Correct – 4	Students understood that the existence of the pearl's flaw and Ramón's father's success in removing the flaw are a vital part of the narrative's plot and resolution.
Incorrect – 5	This detail is important to understand the relationship between Ramón and his father, but it is not a vital element of the narrative. Students may have understood that Ramón's father's work on the pearl is important to the passage, but the detail of Ramón watching his father work is not essential to a summary of the passage. Students may benefit from practice weighing the relative importance of multiple details when writing a summary.

Item Information

Item Code: TN0011773 Position No: 14 Grade Level: 7
Standard Code: 7.RL.CS.4 Passage Title 1: Excerpt from
The Black Pearl

Standard Text: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

Correct Answer: B

Which idea is suggested by the phrase “life of the great black pearl” in paragraph 19?

- A.** Ramón fears the pearl may bring danger and feels worried about what will happen to it.
- B.** Ramón recognizes the beauty of the pearl and does not want to see it destroyed.
- C.** Ramón is aware of where the pearl came from and suspects it may be alive.
- D.** Ramón took great risks to get the pearl and does not want to sell it.

Rationales	
Incorrect – 1	Although Ramón is worried about the future of the valuable pearl, he is not concerned that the pearl itself will bring danger. Rather, he is concerned that the pearl is in danger from the legendary Manta Diablo. Students may have confused the concept of “being in danger” with “bringing danger.” Students may benefit from close reading to find details to support inferences.
Correct – 2	Students understood that Ramón has personified the pearl so that he sees its possible destruction as equivalent to its death. His prayer for its life expresses his strong desire for the pearl to be preserved after the removal of its flaw.
Incorrect – 3	This literal interpretation of “life” is not supported by any evidence in the text. Ramón does not believe the pearl is actually alive; he uses this phrase figuratively. These students could benefit from opportunities to identify how authors use language figuratively to develop ideas.
Incorrect – 4	The text does not support a conclusion that Ramón took risks to get the pearl. He fears that the pearl itself is at risk from the legendary Manta Diablo, but his actual retrieval of the pearl is not touched upon in the text, so readers have no information about possible risks. Although he does not explicitly discuss selling the pearl, it is clear that his family earns a living through finding and selling pearls; his father is a pearl dealer. His fear of its destruction is fear of a loss of profit and value for his family, not a desire to keep it for himself. Because there is no evidence that he took risks to get the pearl and does not want to sell it, there is no support that the phrase “life of the great black pearl” is related to these misconceptions. Students may have misunderstood key events of the plot and may benefit from close reading of a text to map out how events in a plot build a narrative.

Item Information

Item Code: TN0011825 Position No: 15 Grade Level: 7
Standard Code: 7.RL.CS.6 Passage Title 1: Excerpt from The Black Pearl
Standard Text: Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
Correct Answer: D,A

The following item has two parts. Answer Part A and then answer Part B.

Part A

What does the conversation between Ramón and his father reveal about Ramón's point of view?

- A.** Ramón never respects his father.
- B.** Ramón often disagrees with his father.
- C.** Ramón is unwilling to share his victory.
- D.** Ramón does not want to accept the truth.

Part B

Which paragraph **best** supports the answer in Part A?

- A.** paragraph 6
- B.** paragraph 7
- C.** paragraph 8
- D.** paragraph 9

Part A

Rationales	
Incorrect – 1	Ramón shows no disrespect whatsoever for his father. He expresses his own thoughts and listens to his father’s responses. There is no evidence in the text to support a conclusion that Ramón is disrespectful. Students may have used personal feelings and information to project onto Ramón. Students may benefit from close reading of a narrative to understand how authors use characters’ words and actions to reveal their feelings.
Incorrect – 2	The text offers no support for a conclusion that Ramón often disagrees with his father. Students may have used personal feelings and information to project onto Ramón. Students may benefit from close reading of a narrative to understand how authors use characters’ words and actions to reveal their feelings.
Incorrect – 3	Even at the end of the excerpt when it is clear that Ramón’s father is successful, Ramón does not express any feelings of victory, nor of selfishness. There is no evidence to support this conclusion. Students may benefit from close reading of a narrative to understand how authors use characters’ words and actions to reveal their feelings.
Correct – 4	Students understood that when Ramón says in paragraph 6 that he “had seen the flaw already, and . . . did not want to see [the flaw],” he is revealing his knowledge of the truth as well as his reluctance to accept it.

Part B

Rationales	
Correct – 1	Ramón says in paragraph 6 that he “had seen the flaw already, and . . . did not want to see [the flaw],” which supports his denial of the fact that the pearl has a flaw.
Incorrect – 2	Paragraph 7 includes Ramón’s father’s explanation of why it is important to remove the flaw, but it does not support that Ramón does not want to accept the truth. Students may benefit from practice in close reading of a narrative to understand how authors use words and actions to develop a character and reveal the character’s point of view.
Incorrect – 3	Paragraph 8 is a brief statement from Ramón showing that he understands why the flaw in the pearl should be addressed. It does not support the idea that Ramón does not want to accept the truth. Students may benefit from close reading of a narrative to understand how authors use characters’ words and actions to reveal their point of view.
Incorrect – 4	Although paragraph 9 shows that Ramón does not want his father to cut the pearl, it does not support the idea that Ramón does not want to accept the truth about the need to cut the pearl. Practice in close reading of a narrative to understand how authors use characters’ words and actions to reveal their point of view may benefit these students.

Subpart 2: Passage Set with Constructed Response Essay Prompt

Passage Information

Passage Code: TN596102 Passage Title: Excerpt from Shane
Grade Level: 7 Lexile Level: 910 Flesch-Kincaid: 4.8

Read the passage and answer the questions that follow. Then write a response to the writing prompt.

Excerpt from *Shane*

by Jack Schaefer

As this excerpt from the Western novel Shane begins, the narrator has been watching a stranger on horseback approaching on the road to his family’s ranch.

- 1 The stranger took it all in, sitting there easily in the saddle. I saw his eyes slow on the flowers mother had planted by the porch steps, then come to rest on our shiny new pump and the trough beside it. They shifted back to me, and again, without knowing why, I felt that sudden chill. But his voice was gentle and he spoke like a man schooled in patience.
- 2 “I’d appreciate a chance at the pump for myself and the horse.”
- 3 I was trying to frame a reply and choking on it, when I realized that he was not speaking to me but past me. Father had come up behind me and was leaning against the gate to the corral.
- 4 “Use all the water you want, stranger.”
- 5 Father and I watched him dismount in a single flowing tilt of his body and lead the horse over to the trough. He pumped it almost full and let the horse sink its nose in the cool water before he picked up the dipper for himself.
- 6 He took off his hat and slapped the dust out of it and hung it on a corner of the trough. With his hands he brushed the dust from his clothes. With a piece of rag pulled from his saddle-roll he carefully wiped his boots. He untied the handkerchief from around his neck and rolled his sleeves and dipped his arms in the trough, rubbing thoroughly and splashing water over his face. He shook his hands dry and used the handkerchief to remove the last drops from his face. Taking a comb from his shirt pocket, he smoothed back his long dark hair. All his movements were deft and sure, and with a quick precision he flipped down his sleeves, reknotted the handkerchief, and picked up his hat.

- 7 Then, holding it in his hand, he spun about and strode directly toward the house. He bent low and snapped the stem of one of mother's petunias and tucked this into the hatband. In another moment the hat was on his head, brim swept down in swift, unconscious gesture, and he was swinging gracefully into the saddle and starting toward the road.
- 8 I was fascinated. None of the men I knew were proud like that about their appearance. In that short time the kind of magnificence I had noticed had emerged into plainer view. It was in the very air of him. Everything about him showed the effects of long use and hard use, but showed too the strength of quality and competence. There was no chill on me now. Already I was imagining myself in hat and belt and boots like those.
- 9 He stopped the horse and looked down at us. He was refreshed and I would have sworn the tiny wrinkles around his eyes were what with him would be a smile. His eyes were not restless when he looked at you like this. They were still and steady and you knew the man's whole attention was concentrated on you even in the casual glance.
- 10 "Thank you," he said in his gentle voice and was turning into the road, back to us, before father spoke in his slow, deliberate way.
- 11 "Don't be in such a hurry, stranger."
- 12 I had to hold tight to the rail or I would have fallen backwards into the corral. At the first sound of father's voice, the man and the horse, like a single being, had wheeled to face us, the man's eyes boring at father, bright and deep in the shadow of the hat's brim. I was shivering, struck through once more. Something intangible and cold and terrifying was there in the air between us.
- 13 I stared in wonder as father and the stranger looked at each other a long moment, measuring each other in an unspoken fraternity of adult knowledge beyond my reach. Then the warm sunlight was flooding over us, for father was smiling and he was speaking with the drawling emphasis that meant he had made up his mind.
- 14 "I said don't be in such a hurry, stranger. Food will be on the table soon and you can bed down here tonight."
- 15 The stranger nodded quietly as if he too had made up his mind. "That's mighty thoughtful of you," he said and swung down and came toward us, leading his horse. Father slipped into step beside him and we all headed for the barn.
- 16 "My name's Starrett," said father. "Joe Starrett. This here," waving at me, "is Robert MacPherson Starrett. Too much name for a boy. I make it Bob."
- 17 The stranger nodded again. "Call me Shane," he said. Then to me: "Bob it is. You were watching me for quite a spell coming up the road."

18 It was not a question. It was a simple statement. "Yes . . ." I stammered. "Yes.
I was."

19 "Right," he said. "I like that. A man who watches what's going on around him
will make his mark."

Excerpt from *Shane* by Jack Schaefer, 1946. Copyright © 2001, HMH Books for Young Readers.
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Item Information

Item Code: TN0004355 Position No: 16

Grade Level: 7

Standard Code: 7.RL.CS.4

Passage Title 1: Excerpt from Shane

Standard Text: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

Correct Answer: C

In paragraph 6, what do the phrases “deft and sure” and “with a quick precision” suggest about Shane?

- A.** He is independent and prefers to work alone.
- B.** He is uncomfortable and wants to leave as soon as possible.
- C.** He is purposeful and takes great care when he does things.
- D.** He is relaxed and trusting even with people he has just met.

Rationales	
Incorrect – 1	Although Shane is alone, which might imply that he is independent, this is unrelated to his demeanor as he cleans himself up at the trough. This word choice is unrelated to his being alone. Students might benefit from practice in identifying how authors use specific words to describe a character.
Incorrect – 2	Shane appears to be calm and comfortable throughout the process of his cleaning himself at the trough. He is not hurried. Though he is aloof, he is comfortable and calm. Students may benefit from practice returning to a text to find evidence for inferences.
Correct – 3	Students understood that in this context, these descriptive words mean that something is done with purpose, care, and certainty. Shane's actions are all calm and determined. His movements are also described in paragraph 6 as being done "carefully" and "thoroughly."
Incorrect – 4	While Shane seems relatively relaxed, having a calm demeanor, there is no connection between his "deft and sure" movements that he completes "with a quick precision" and having an attitude of trust. These words do not connote a trusting approach from the man. Students may benefit from practice returning to a text to find evidence for inferences.

Item Information

Item Code: TN0004361 Position No: 17

Grade Level: 7

Standard Code: 7.RL.CS.6

Passage Title 1: Excerpt from Shane

Standard Text: Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

Correct Answer: D

Which statement **best** describes how Bob's point of view influences the story?

- A.** Bob's conversation shows he is more trusting than his father.
- B.** Bob's excitement shows that they don't have many visitors.
- C.** Bob's alarm creates a sense of distrust regarding Shane.
- D.** Bob's uncertainty creates a sense of mystery about Shane.

Rationales	
Incorrect – 1	Bob has no actual conversation with Shane, so there is no opportunity to show his trust. Bob speaks only in paragraph 18, when he stammers a response to say that he was watching Shane’s approach. This brief reply does not constitute a conversation, so it does not imply any trust. Students may benefit from practice returning to a text to find specific details to support an inference about a character.
Incorrect – 2	While Bob’s excitement does seem to imply that the family has few visitors, the story focuses more on the character of Shane and Bob’s reaction to Shane than it does on Bob himself. Shane’s importance to Bob’s point of view is a major influence on the story; Bob is a lens through which we view Shane. Students may benefit from analyzing a story to understand and identify how various characters influence a narrative.
Incorrect – 3	At no point does Bob seem alarmed or distrustful of Shane. Bob seems fascinated by the stranger, but he uses no language that could be interpreted as alarmed. He expresses no concern about his father’s invitation to Shane to dine and stay with the family. Students may have projected a personal reaction to strangers onto Bob instead of using text evidence to support their interpretation of Bob’s point of view. Students might benefit from practice identifying a character’s point of view based on the character’s actions and words.
Correct – 4	Bob’s “sudden chill” in paragraph 1 along with his fascination with the stranger’s placement of a flower in his hatband in paragraph 7 show his enthrallment with Shane. His observation in paragraph 8 that the man had a sort of “magnificence” transitions into a statement that “[t]here was no chill on me now.” Shane’s quiet presence along with Bob’s fascination with him creates a sense of mystery.

Item Information

Item Code: TN0004363 Position No: 18

Grade Level: 7

Standard Code: 7.W.TTP.3

Passage Title 1: Excerpt from *Shane*

Standard Text: Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Reporting Category: 4: Written Expression

Correct Answer:

Writing Prompt

You have just read a passage from the Western novel *Shane* written from the point of view of a young boy, Bob. Write a narrative that retells the events of the story from Shane's point of view. Be sure to use what you have learned about the setting, characters, and plot of the passage.

Manage your time carefully so that you can plan your narrative and do some prewriting.

Your written response should be in the form of a multi-paragraph narrative.

TNReady Grades 6-8 Informational/Explanatory Rubric

Score	Focus& Organization	Development	Language	Conventions
4	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains an effective and relevant introduction. Utilizes effective organizational strategies to create a unified whole and to aid in comprehension. effectively clarifies relationships among ideas and concepts to create cohesion. contains an effective and relevant concluding statement or section. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to thoroughly and insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary² appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.³ may contain a few minor errors that do not interfere with meaning.
3	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains a relevant introduction. Utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic. Adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli. 	<p>The writing:</p> <ul style="list-style-type: none"> Illustrates consistent command of precise language and domain-specific vocabulary² appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.³ contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.

2	<ul style="list-style-type: none"> • In response to the task and the stimuli, the writing: • contains a limited introduction. • demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. • clarifies some relationships among ideas and concepts, but there are lapses in focus. • contains a limited concluding statement or section. 	<ul style="list-style-type: none"> • In response to the task and the stimuli, the writing: • utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence maybe inaccurate or repetitive. • explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be • some level of inaccuracy in the explanation. 	<ul style="list-style-type: none"> • The writing: • illustrates inconsistent command of precise language and domain-specific vocabulary.² • illustrates inconsistent command of syntactic variety. • utilizes basic or repetitive transitional words and phrases. • establishes but inconsistently maintains a formal style and an objective tone. 	<ul style="list-style-type: none"> • The writing: • demonstrates inconsistent command of grade-level conventions of standard written English.³ • contains frequent errors that may significantly interfere with meaning.
1	<ul style="list-style-type: none"> • In response to the task and the stimuli, the writing: • contains no or an irrelevant introduction. • demonstrates an unclear organizational structure; ideas are hard to follow most of the time. • fails to clarify relationships among ideas and concepts; concepts are unclear/or there is a lack of focus. • contains no or an irrelevant concluding statement or section. 	<ul style="list-style-type: none"> • In response to the task and the stimuli, the writing: • utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. • inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and • stimuli. 	<ul style="list-style-type: none"> • The writing: • illustrates little to no use of precise language and domain-specific vocabulary.² • illustrates little to no syntactic variety. • utilizes no or few transitional words and phrases. • does not establish or maintain a formal style and an objective tone. 	<ul style="list-style-type: none"> • The writing: • demonstrates limited command of grade-level conventions of standard written English.³ • contains numerous and repeated errors that seriously impede meaning.

¹Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

²Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

³Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

TNReady Grades 6-8 Narrative Rubric

Score	Focus& Organization	Development	Language	Conventions
4	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> effectively establishes a relevant context and point of view to engage and orient the reader and introduces a narrator and/or characters. utilizes effective organizational strategies to establish a sequence of events and/or experiences that unfold naturally and logically, creating a smooth progression. contains an effective conclusion that reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> In response to the task and the stimulus, the writing: effectively utilizes relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ to thoroughly develop experiences, events, and/or characters. effectively incorporates relevant, well-chosen details from the stimulus. effectively demonstrates a clear understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a precise picture of the experiences, events, and/or characters. 	<ul style="list-style-type: none"> The writing: illustrates consistent and sophisticated command of precise language, including sensory language, appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. 	<ul style="list-style-type: none"> The writing: demonstrates consistent and sophisticated command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.

3	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> adequately establishes a relevant context and point of view to engage and orient the reader and introduces a narrator and/or characters. utilizes adequate organizational strategies to establish a sequence of events and/or experiences that unfold naturally and logically, creating a smooth progression. contains an adequate conclusion that reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> In response to the task and the stimulus, the writing: adequately utilizes relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ in order to sufficiently develop experiences, events, and/or characters. adequately incorporates relevant details from the stimulus. adequately demonstrates an understanding of the task and stimulus by using relevant descriptive details in order to convey a precise picture of the experiences, events, and/or characters. 	<ul style="list-style-type: none"> The writing: illustrates consistent command of precise language, including sensory language, appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. 	<ul style="list-style-type: none"> The writing: demonstrates consistent command of grade-level conventions of standard written English.² contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> conveys a limited, possibly confusing context and point of view that may include a narrator and/or 	<ul style="list-style-type: none"> In response to the task and the stimulus, the writing: utilizes some relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ in order to partially develop experiences, events, and/or characters. utilizes limited, if any, relevant details from the stimulus. demonstrates some understanding of the task and stimulus by using some relevant details in order to convey a limited picture of the experiences, events, 	<ul style="list-style-type: none"> The writing: illustrates inconsistent command of precise and/or sensory language. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive 	<ul style="list-style-type: none"> The writing: demonstrates inconsistent command of grade-level conventions of standard written English.² contains frequent errors that may significantly

	<p>characters.</p> <ul style="list-style-type: none"> contains a limited sequence of events and/or experiences that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences. contains a weak conclusion that may be only loosely related to the narrated events or experiences. 	<ul style="list-style-type: none"> and/or characters. 	transitional words and phrases.	interfere with meaning.
1	<p>In response to the task and the stimulus, the writing:</p> <p>contains an unclear, irrelevant, or no context or point of view.</p> <p>contains no or an ineffective sequence of events and/or experiences that may be brief, confusing, or very hard to follow.</p> <p>contains no or an irrelevant conclusion.</p>	<p>In response to the task and the stimulus, the writing:</p> <p>contains few or no relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ in order to develop experiences, events and/or characters.</p> <p>contains no or irrelevant details from the stimulus.</p> <p>demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, and/or characters.</p>	<p>The writing:</p> <p>illustrates little to no use of precise and/or sensory language.</p> <p>illustrates little to no syntactic variety.</p> <p>utilizes no or few transitional words and phrases.</p>	<p>The writing:</p> <p>demonstrates limited command of grade-level conventions of standard written English.²</p> <p>contains numerous and repeated errors that seriously impede meaning.</p>

¹ Reflection is expected at grade 8.

² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

Additional Resources

- [Information on Tennessee's Assessment Program](#)
- [Tennessee Academic Standards for ELA](#)
- [The Standards for ELA](#)
- [Assessing Student Learning Reopening Toolkit](#)
- [Assessment Development LiveBinder Resource Site](#)
- [Best for All Central](#)

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