Grade 7

ELA

Item Specifications

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION.

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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 7 English Language Arts

Reading Literary Text		7.RL.1.A
1 **A** **MLS**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Evidence/Inference** Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

Expectation Unwrapped	**DOK Ceiling** 3
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly. The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text.	**Item Format** Selected Response Technology Enhanced Constructed Response
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction,scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries Inferences must be based on text and not require prior knowledge of content.	**Sample Stems** Choose the best explanation for why _____. Which text evidence supports the answer?

Grade 7 English Language Arts

Reading Literary Text	7.RL.1.B

1 **B** **MLS**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Word Meanings** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Expectation Unwrapped	**DOK Ceiling** 2
The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the connotative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.	**Item Format** Selected Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries When assessing figurative meaning, items need to provide enough context so students can comprehend the meaning of the words and phrases that comprise the figurative language techniques and the impact they have on the understanding of the text.	**Sample Stems** To keep the same connotation, one might change the word _____ to . . . (Answer choices) In [paragraph, line], what does the phrase _____ mean? Highlight the text in the passage that helped determine the meaning.

Grade 7 English Language Arts

Reading Literary Text		7.RL.1.C
1 **C** **MLS**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Text Features** Interpret visual elements of a text and draw conclusions from them (when applicable).	

Expectation Unwrapped	DOK Ceiling
The student will interpret visual elements of a text. The student will draw conclusions from the visual elements of a text.	**DOK Ceiling** 3
	Item Format Selected Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
Visual elements in literary text include illustrations and animations.	Based on [INSERT VISUAL ELEMENT], select the conclusion the reader draws about . . .

Grade 7 English Language Arts

Reading Literary Text	7.RL.1.D
1 D MLS	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Summarize/Theme** Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

Expectation Unwrapped	**DOK Ceiling** 3
The student will determine the theme(s) of a text. The student will explain the relationship between the themes and the supporting evidence of a text. The student will summarize a text distinct from personal opinions.	**Item Format** Selected Response Technology Enhanced Constructed Response
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics, visual arts Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** Read the summary of the text. One key event/idea is missing. Which key event/idea is missing? Select the sentence(s) from the text that best summarize the theme of the text.

Grade 7 English Language Arts

Reading Literary Text	7.RL.2.A
2 **A** **MLS**	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Structure** Analyze how a text's form or overall structure contributes to meaning.

Expectation Unwrapped	**DOK Ceiling** 3
The student will analyze how a text's form contributes to the meaning of the text. The student will analyze how a text's structure contributes to the meaning of the text.	**Item Format** Selected Response Technology Enhanced Constructed Response
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** Select the statement that best describes how the main character would be different if the setting were changed to a rural area. Select the statement(s) that best describes how paragraph X contributes to the suspense in the text.

Grade 7 English Language Arts

Reading Literary Text	7.RL.2.B

2 B MLS	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Point of View** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Expectation Unwrapped	**DOK Ceiling** 3
The student will analyze how an author develops the points of view (perspective) of different characters or narrators in a text. The student will analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text.	**Item Format** Selected Response Technology Enhanced Constructed Response
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	**Sample Stems**
Missouri testing precedent shows that the term *point of view* is used synonymously with the term *perspective*. In literary text, point of view/perspective is how the narrator perceives what is happening in the story.	Select the most likely reason the author decided to tell the story from _____'s point of view. Identify the text evidence that supports the answer.

Grade 7 English Language Arts

Reading Literary Text		7.RL.2.C
2 **C** **MLS**	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Craft and Meaning** Analyze how specific word choices contribute to meaning and tone.	

Expectation Unwrapped	**DOK Ceiling** 3
The student will analyze how specific word choices contribute to meaning in a text. The student will analyze how specific word choices contribute to tone in a text.	**Item Format** Selected Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries Text pieces/items should provide enough context for student to comprehend the meaning, function, and/or purpose of specific word choices and how the word choices impact understanding of the text.	**Sample Stems** The tone of the text is _____. Highlight the words in the text that help develop this tone.

Grade 7 English Language Arts

Reading Literary Text	7.RL.2.D
2 D MLS **Analyze Craft and Structure (Approaching Texts as a Writer)** **Interaction and Meaning** Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	

Expectation Unwrapped	DOK Ceiling
The student will analyze how the setting, characters, and plot of a text affect each other. The student will analyze how the setting contributes to meaning in a text. The student will analyze how the characters contribute to meaning in a text. The student will analyze how the plot contributes to meaning in a text.	3
	Item Format Selected Response Technology Enhanced Constructed Response
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** Select the statement(s) that show how the character's development contributes to the meaning of the text.

Grade 7 English Language Arts

Reading Literary Text	7.RL.3.A

3 **A** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Text in Forms** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	

Expectation Unwrapped	**DOK Ceiling** 3
The student will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version. The student will analyze how the techniques unique to each medium contribute to meaning.	**Item Format** Selected Response Technology Enhanced Constructed Response Classroom Assessment—Performance Event
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, also appropriate multimedia versions Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	**Sample Stems**

Grade 7 English Language Arts

Reading Literary Text	7.RL.3.B

3 B MLS	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Relationships in Texts** Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.

Expectation Unwrapped The student will compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter in multiple texts.	**DOK Ceiling** 3
	Item Format Selected Response Technology Enhanced Constructed Response
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 7 English Language Arts

Reading Literary Text	7.RL.3.C

3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) **Historical Context** Explain how characters and settings reflect historical and/or cultural contexts.

Expectation Unwrapped	**DOK Ceiling** 3
The student will explain how characters reflect historical and/or cultural contexts in multiple texts. The student will explain how setting reflects historical and/or cultural contexts in multiple texts.	**Item Format** Selected Response Technology Enhanced Constructed Response
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries
 	
Basic information regarding historical and/or cultural contexts will need to be provided (e.g., in footnotes) in the stimulus material.
	Sample Stems
	
	What do the two texts reveal about [HISTORICAL TIME PERIOD]?
	    a. Both A and B do . . .
	    b. Both A and B do . . .

Grade 7 English Language Arts

	Reading Literary Text	7.RL.3.D
3 D MLS	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Comprehension** Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	

Expectation Unwrapped	**DOK Ceiling** 2
The student will read and comprehend literature independently and proficiently in multiple texts.	**Item Format** Selected Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries Grade-appropriate text pieces should be used when assessing this expectation.	**Sample Stems**

Grade 7 English Language Arts

Reading Informational Text	7.RI.1.A

1 A MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) **Evidence/Inference** Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Expectation Unwrapped	DOK Ceiling 3
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly. The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text.	**Item Format** Selected Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
Inferences must be based in text and not require prior knowledge of content.	Which text evidence best supports the inference that . . . Which text evidence best supports the conclusion that . . .

Grade 7 English Language Arts

Reading Informational Text	7.RI.1.B

1 B MLS	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Word Meanings** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Expectation Unwrapped The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the connotative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the content-specific meanings of words and phrases as they are used in a text using context, affixes, or reference materials.	**DOK Ceiling** 2
	Item Format Selected Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries Stimulus materials should provide enough context for student to comprehend the figurative, connotative, and/or content-specific meaning of the words and phrases as they are used in a text.	**Sample Stems** To keep the same connotation, the word _____ can be changed to . . . (Answer choices) In the paragraph, select the meaning of the phrase _____. Highlight text from the passage that helps determine the meaning.

Grade 7 English Language Arts

Reading Informational Text	7.RI.1.C

1 **C** **MLS**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Text Features** Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Expectation Unwrapped	**DOK Ceiling** 3
The student will interpret visual elements of a text, including those visual elements from different media. The student will draw conclusions from the visual elements of a text presented in different media.	**Item Format** Selected Response Technology Enhanced Constructed Response
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems**

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Reading Informational Text	7.RI.1.D

1 D MLS	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Summarize/Claim** Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

Expectation Unwrapped	DOK Ceiling
The student will explain the central/main idea(s) of a text. The student will explain the relationship between the central/main idea(s) and supporting evidence of a text. The student will summarize a text distinct from personal opinions.	3
	Item Format Selected Response Technology Enhanced Constructed Response
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
	Read the summary of the text. One key event/idea is missing. Which key event/idea is missing?

Grade 7 English Language Arts

Reading Informational Text	7.RI.2.A
2 A MLS **Analyze Craft and Structure (Approaching Texts as a Writer)** **Structure** Analyze how a text's organization or overall structure contributes to meaning.	

Expectation Unwrapped	DOK Ceiling
The student will analyze how a text's organization contributes to meaning in the text. The student will analyze how a text's overall structure contributes to meaning in the text.	3
	Item Format Selected Response Technology Enhanced Constructed Response
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 7 English Language Arts

Reading Informational Text	7.RI.2.B

2 B MLS	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Point of View** Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

Expectation Unwrapped	**DOK Ceiling** 3
The student will analyze how an author develops his/her point of view (perspective) and distinguishes it from those of others in a text. The student will analyze how an author develops his/her purpose and distinguishes it from those of others in a text.	**Item Format** Selected Response Technology Enhanced Constructed Response
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries Note: *point of view* and *perspective* are used synonymously.	**Sample Stems** With which statement would the author most likely disagree?

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Reading Informational Text	7.RI.2.C
2 **C** **MLS** **Analyze Craft and Structure (Approaching Texts as a Writer)** **Craft and Meaning** Analyze how word choice contributes to meaning and tone.	

Expectation Unwrapped	**DOK Ceiling** 3
The student will analyze how word choice contributes to meaning in a text. The student will analyze how word choice contributes to tone in a text.	**Item Format** Selected Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries Stimulus material should provide enough context for student to comprehend the meaning, function, and/or purpose of the specific word choices and how the word choice impacts understanding of the text.	**Sample Stems**

Grade 7 English Language Arts

Reading Informational Text	7.RI.2.D

2 D MLS	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Argument/Evidence** Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Expectation Unwrapped	**DOK Ceiling** 3
The student will evaluate an author's argument in a text. The student will assess whether the reasoning in a text is sound. The student will assess whether the evidence in a text is relevant and sufficient to support the claims in a text.	**Item Format** Selected Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** Highlight two sentences in the text that best support the author's claim that (topic). Identify the statement that clarifies the author's argument in paragraph XX.

Grade 7 English Language Arts

Reading Informational Text	7.RI.3.A

3 **A** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Texts/Forms** Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	

Expectation Unwrapped The student will compare and contrast information presented in different media. The student will analyze how the techniques unique to each medium contribute to meaning.	**DOK Ceiling** 3
	Item Format Selected Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Media forms such as Internet, video, audio, graphics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** After reviewing print, digital, video and/or multimedia presentations on the same topic, identify the advantages and disadvantages of each medium. Select evidence from each source to support your answer.

Grade 7 English Language Arts

Reading Informational Text	7.RI.3.B

3 B MLS	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Relationships/ Texts** Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

Expectation Unwrapped	DOK Ceiling 3
The student will compare and contrast how two or more authors writing about the same topic make decisions about craft. The student will compare and contrast how two or more authors writing about the same topic make decisions about structure.	**Item Format** Selected Response Technology Enhanced Constructed Response
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 7 English Language Arts

Reading Informational Text	7.RI.3.C

3 **C** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Historical Context** Explain how the text reflects historical and/or cultural contexts.

Expectation Unwrapped	**DOK Ceiling** 3
The student will explain how multiple texts reflect historical contexts. The student will explain how multiple texts reflect cultural contexts.	**Item Format** Selected Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries Basic information regarding historical and/or cultural contexts will need to be provided (e.g., in footnotes) in the stimulus material.	**Sample Stems** Which statement best describes the impact Dr. Martin Luther King had on the civil rights movement?

Grade 7 English Language Arts

Reading Informational Text	7.RI.3.D

3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
	Comprehension
	Read and comprehend informational text independently and proficiently.

Expectation Unwrapped	**DOK Ceiling**
	2
The student will read and comprehend informational texts independently and proficiently.	**Item Format**
	Selected Response
	Technology Enhanced
	Text Types
	Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, speeches, interviews, political cartoons
	Text complexity will increase both qualtitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	**Sample Stems**
Grade-appropriate text pieces should be used when assessing this expectation.	

Grade 7 English Language Arts

Writing	7.W.1.A

	Approaching the Task as a Researcher
1	
A	**Research**
MLS	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

Expectation Unwrapped	**DOK Ceiling**
	3
The student will conduct research to answer a question.	**Item Format**
	Selected Response
The student will gather relevant print and digital sources.	Technology Enhanced
The student will integrate information using a standard citation system.	
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
Items should not assess a specific standard citation system.	

Grade 7 English Language Arts

Writing	7.W.1.A

	Approaching the Task as a Researcher
1 **A** **MLS**	**Research** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Expectation Unwrapped	**DOK Ceiling** 3
The student will use search terms effectively.	
The student will gather relevant information from multiple print and digital sources.	**Item Format** Selected Response Technology Enhanced
The student will assess the credibility of multiple print and digital sources.	
The student will assess the accuracy of multiple print and digital sources.	
The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	**Text Types**
The student will follow a standard format for citation.	

Content Limits/Assessment Boundaries	**Sample Stems**
Items should not assess a specific standard citation system.	A student wants to include information from the sources in his/her report about _____ but does not want to plagiarize the authors' ideas. Read the paragraph from the student's report and choose [one/two] sentence(s) in the paragraph that [is/are] plagiarized.
	A student took notes about _____ from the sources. Choose two notes that correctly paraphrase, or restate, information from both sources.

Grade 7 English Language Arts

Writing	7.W.2.A.a

2 A MLS a	Approaching the Task as a Writer **Development** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

Expectation Unwrapped	DOK Ceiling
The student will follow a writing process to develop a narrative. The student will produce clear and coherent narrative writing with development, organization, style, and voice. The student will produce narrative writing appropriate to the task, purpose, and audience. The student will develop narrative writing using narrative writing techniques. The student will develop narratives, including poems, about real or imagine experiences, with clearly identified characters, well-structured event sequences, and relevant descriptive details.	3
	Item Format Writing Prompt
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Student should be assessed for narrative techniques that have been taught K–5 with the application of these techniques increasing qualitatively and quantitatively through the grade levels.	You are applying for a job or college. Write a narrative account of an experience that demonstrates/highlights the qualities that make you a good candidate and why you should be chosen for the job or college of your choice.

Grade 7 English Language Arts

Writing	7.W.2.A.b

2 A MLS b	**Approaching the Task as a Writer** **Development** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Expectation Unwrapped	**DOK Ceiling** 3
The student will follow a writing process to develop expository writing. The student will produce clear and coherent informative/explanatory writing with development, organization, style, and voice. The student will produce informative/explanatory writing appropriate to the task, purpose, and audience. The student will produce informative/explanatory writing using expository techniques. The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details. The students will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence.	**Item Format** Writing Prompt
	Text Types

Content Limits/Assessment Boundaries	**Sample Stems**
Item types must contain all needed information in order to evaluate the expository prompt; no prior knowledge of the expository topic should be necessary. The application of these expository techniques should increase qualitatively and quantitatively through the grade levels.	One of the biggest problems in schools across the nation is bullying, both face-to-face and on the Internet. Write an essay that explains the effects of bullying.

Grade 7 English Language Arts

Writing	7.W.2.A.c

2 **A** **MLS** **c**	**Approaching the Task as a Writer** **Development** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

Expectation Unwrapped	**DOK Ceiling** 3
The student will follow a writing process to develop argumentative writing. The student will produce clear and coherent argumentative writing with development, organization, style, and voice. The student will produce argumentative writing appropriate to the task, purpose, and audience. The student will develop argumentative writing using argumentative techniques. The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence. The student will develop argumentative writing by acknowledging counterclaims. The student will develop argumentative writing by establishing relationships between claims and supporting evidence.	**Item Format** Writing Prompt **Text Types**

Content Limits/Assessment Boundaries	**Sample Stems**
Item types must contain all needed information in order to produce the argument; no prior knowledge of the argument's topic should be necessary. The application of these argumentative techniques should increase qualitatively and quantitatively through the grade levels.	Are we too dependent on technology? If technology suddenly became unavailable would society be crippled? Write an essay that explains whether people are becoming too dependent on technology.

Grade 7 English Language Arts

Writing	7.W.3.A.a

3 **A** **MLS** **a**	**Approaching the Task as a Reader** **Revise and Edit** Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

Expectation Unwrapped	**DOK Ceiling** 3
The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will organize the content of the writing by introducing the topic appropriate for the task, purpose, and audience. The student will organize the content by maintaining a clear focus appropriate for the task, purpose, and audience throughout the text. The student will organize the content by providing a conclusion that follows from the text and is appropriate for the task, purpose, and audience. The student will add or delete content to clarify meaning appropriate for the task, purpose, and audience.	**Item Format** Selected Response Technology Enhanced Constructed Response Writing Prompt
	Text Types
Content Limits/Assessment Boundaries The organization and content of the writing should increase qualitatively and quantitatively through the grade levels. Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but "maintaining a clear focus throughout the text" should be assessed by constructed response/performance event).	**Sample Stems**

Grade 7 English Language Arts

Writing	7.W.3.A.b

3 A MLS b	**Approaching the Task as a Reader**
	Revise and Edit
	Review, revise, and edit writing with consideration for the task, purpose, and audience.
	Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.

Expectation Unwrapped	**DOK Ceiling**
	3
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	**Item Format**
	Selected Response
The student will choose appropriate, precise language for the style, task, and audience.	Technology Enhanced
	Writing Prompt
The student will convey the relationship among ideas through varied sentence structures appropriate for the task, purpose, and audience.	Classroom Assessment—Constructed Response
	Text Types

Content Limits/Assessment Boundaries	**Sample Stems**
The application of word choice, syntax, and style should increase qualitatively and quantitatively through the grade levels.	

Grade 7 English Language Arts

Writing	7.W.3.A.c

3	**Approaching the Task as a Reader**
A	**Revise and Edit**
MLS	Review, revise, and edit writing with consideration for the task, purpose, and audience.
c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Expectation Unwrapped	**DOK Ceiling**
	2
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	**Item Format**
	Writing Prompt
The student will demonstrate a command of the conventions of standard English grammar in a text.	
The student will demonstrate a command of the conventions of standard English usage in a text.	
The student will demonstrate a command of spelling in a text.	
The student will demonstrate a command of punctuation in a text.	**Text Types**
Content Limits/Assessment Boundaries	**Sample Stems**
Student should be assessed for the application of the conventions of standard English and usage that have been taught in grades K – 5. The application of the effective use of the conventions of Standard English and usage should increase qualitatively and quantitatively through the grade levels. On a large scale assessment, this expectation can only be assessed through a writing prompt.	

Grade 7 English Language Arts

	Writing	7.W.3.A.d
3 **A** **MLS** **d**	**Approaching the Task as a Reader** **Revise and Edit** Review, revise, and edit writing with consideration for the task, purpose, and audience. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.	

Expectation Unwrapped	
The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will use effective transitions to clarify relationships appropriate for the task, purpose, and audience. The student will use effective transitions to connect ideas and claims appropriate for the task, purpose, and audience. The student will use effective transitions to signal time shifts appropriate for the task, purpose, and audience.	**DOK Ceiling** 3
	Item Format Selected Response Technology Enhanced Writing Prompt Classroom Assessment—Constructed Response
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Writing complexity, including the effective use if transitions, should increase qualitatively and quantitatively through the grade levels.	

Grade 7 English Language Arts

Writing	7.W.3.A.e

	Approaching the Task as a Reader
3	
A	**Revise and Edit**
MLS	Review, revise, and edit writing with consideration for the task, purpose, and audience.
e	Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Expectation Unwrapped	**DOK Ceiling**
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Item Format
The student will use technology, including the Internet, to produce and publish writing.	Selected Response
	Technology Enhanced
The student will use technology, including the Internet, to link to and cite sources for a text.	Constructed Response
	Performance Event
The student will use technology, including the Internet, to interact and collaborate with others.	
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
Writing complexity should increase qualitatively and quantitatively through the grade levels. Using technology, including the Internet, to interact and collaborate with others will be locally assessed.	

Grade 7 English Language Arts

Speaking and Listening	7.SL.1.A

1 A MLS	**Collaborating** **Conversations** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Expectation Unwrapped	**DOK Ceiling** 2
The student will follow rules for collegial discussions and decision-making while collaborating. The student will track progress toward specific goals and deadlines while collaborating. The student will define individual roles as needed while collaborating.	**Item Format** Classroom Assessment—Performance Event
	Text Types
Content Limits/Assessment Boundaries Locally assessed	**Sample Stems**

Grade 7 English Language Arts

Speaking and Listening	7.SL.1.B
1 B MLS	**Collaborating** **Questioning** Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Expectation Unwrapped	
The student will delineate a speaker's argument and claims. The student will evaluate reasoning of the speaker. The student will pose questions that elicit elaboration and that bring the discussion back on topic as needed. The student will respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	**DOK Ceiling** 3 **Item Format** Selected Response Technology Enhanced Classroom Assessment—Performance Event **Text Types** Media, audio, and/or audio-visual clips
Content Limits/Assessment Boundaries The collaboration component is locally assessed. This expectation has to be assessed with a media/audio component; otherwise it becomes a reading assessment item. This expectation can only be partially assessed within a state assessment by asking the student to delineate a speaker's argument and to pose questions.	**Sample Stems** Based on information from the presentation, which argument and questions would elicit elaboration? Which statement(s) from the presentation is/are relevant/irrelevant to the argument?

Grade 7 English Language Arts

Speaking and Listening	7.SL.1.C

1 C MLS	**Collaborating**
	Viewpoints of others
	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

Expectation Unwrapped	DOK Ceiling
The student will acknowledge new information expressed by others, including those presented in diverse media.	3

The student will acknowledge new information expressed by others, including those presented in diverse media. The student will, when warranted, qualify or justify his/her own views in light of evidence presented from other's viewpoints.	**Item Format** Selected Response Technology Enhanced Constructed Response Classroom Assessment—Performance Event
	Text Types Media, audio, and/or audio-visual clips

Content Limits/Assessment Boundaries	Sample Stems
The collaboration component is locally assessed. This expectation has to be assessed with a media/audio component; otherwise it becomes a reading assessment item.	

Grade 7 English Language Arts

Speaking and Listening	7.SL.2.A

2 A MLS	**Presenting** **Verbal Delivery** Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.

Expectation Unwrapped	
The student will speak clearly and audibly as appropriate to the task, purpose and audience. The student will speak to the point as appropriate to the task, purpose, and audience. The student will speak using conventions of language as appropriate to the task, purpose and audience. The student will use appropriate volume at an understandable pace when presenting.	**DOK Ceiling** 4
	Item Format Classroom Assessment—Performance Event
	Text Types If text is provided, it should reflect a variety of grade-level appropriate written text pieces.

Content Limits/Assessment Boundaries	Sample Stems
Locally assessed This expectation is best assessed in conjunction with another English language arts reading or writing expectation.	

Grade 7 English Language Arts

Speaking and Listening	7.SL.2.B

2 B MLS	**Presenting** **Nonverbal** Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

Expectation Unwrapped	
The student will position body to face the audience when speaking. The student will make eye contact with listeners at various intervals when presenting. The student will use effective gestures to communicate a clear viewpoint when presenting.	**DOK Ceiling** 4
	Item Format Classroom Assessment—Performance Event
	Text Types If text is provided, it should reflect a variety of grade-level appropriate written text pieces.

Content Limits/Assessment Boundaries	**Sample Stems**
Locally assessed This expectation is best assessed in conjunction with another English language arts reading or writing expectation.	

Grade 7 English Language Arts

Speaking and Listening	7.SL.2.C

2 **C** **MLS**	**Presenting** **Multimedia** Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Expectation Unwrapped	
The student will plan and deliver appropriate presentations based on the task, audience, and purpose. The student will include multimedia components in presentations to clarify claims and findings and emphasize significant points appropriate for the task, audience, and purpose.	**DOK Ceiling** 4
	Item Format Classroom Assessment—Performance Event
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
Locally assessed This expectation is best assessed in conjunction with another English language arts reading or writing expectation.	