

# READING **Grade 7**

2015 Released Test Questions

## TEST ADMINISTRATOR INSTRUCTIONS

### Question 1

Grade	7	Subject	Reading	Question	1
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.				
<b>Knowledge and Skill Statement 7.6</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.				
<b>Essence Statement</b>	Recognizes how elements of fiction contribute to plot development.				
<b>Prerequisite Skill</b>	describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events (1)				

### Question 2

Grade	7	Subject	Reading	Question	2
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.				
<b>Knowledge and Skill Statement 7.6</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.				
<b>Essence Statement</b>	Recognizes how elements of fiction contribute to plot development.				
<b>Prerequisite Skill</b>	describe similarities and differences in the plots and settings of several works by the same author (2)				

### Question 3

Grade	7	Subject	Reading	Question	3
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.				
<b>Knowledge and Skill Statement 7.6</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.				
<b>Essence Statement</b>	Recognizes how elements of fiction contribute to plot development.				
<b>Prerequisite Skill</b>	sequence and summarize the plot's main events and explain their influence on future events (3-4)				

## Question 4

<b>Grade</b>	7	<b>Subject</b>	Reading	<b>Question</b>	4
<b>Reporting Category 2</b>		Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.			
<b>Knowledge and Skill Statement 7.6</b>		Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.			
<b>Essence Statement</b>		Recognizes how elements of fiction contribute to plot development.			
<b>Prerequisite Skill</b>		describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events (5)			

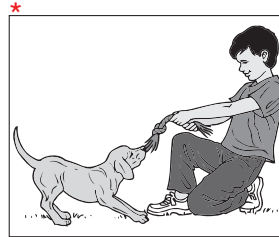
## Presentation Instructions for Question 1

- Present Stimulus 1. *Communicate:* **This is Daniel. This is Daniel's dog Pepper.**
- Direct the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate:* **Find Daniel and Pepper playing together.**

### Stimulus 1

#### Losing Pepper

Pepper is a one-year-old Labrador retriever. Daniel loves to play with Pepper when he comes home from school every day. Then he remembers that Pepper will be leaving soon for training as a guide dog.



### Scoring Instructions

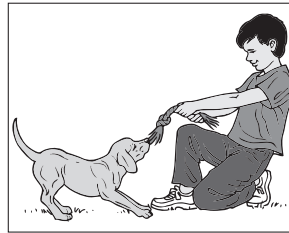
Student Action		Test Administrator Action
If the student finds Daniel and Pepper playing,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find Daniel and Pepper playing,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds Daniel and Pepper playing,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find Daniel and Pepper playing,	➡	mark <b>C</b> for question 1 and move to question 2.

## Presentation Instructions for Question 2

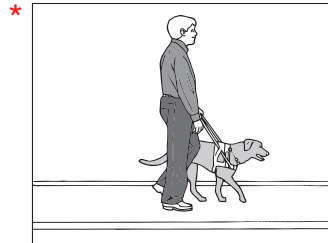
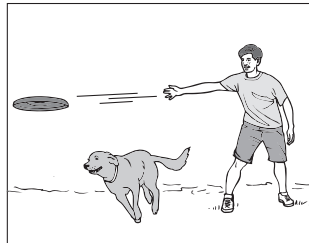
- Present Stimulus 2a and 2b. *Communicate:* **Here is more of the story “Losing Pepper.”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This dog is playing with a boy. This dog is being trained to help someone cross the street.**
- *Communicate:* **Find what Daniel’s dog will be learning to do.**

### Stimulus 2a

Daniel thinks that Pepper will make a good guide dog for someone who is visually impaired. Guide dogs help keep their owners safe. They help people cross streets, move around obstacles, and locate objects that the owners cannot see.



### Stimulus 2b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the guide dog being trained,	➔	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the guide dog being trained,	➔	<ul style="list-style-type: none"> <li>• model the desired student action by finding the dog being trained in Stimulus 2b and <i>communicate</i> <b>“This guide dog is learning to help a person cross the street”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the guide dog being trained,	➔	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the guide dog being trained,	➔	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate:* **Here is more of the story “Losing Pepper.”**
- Direct the student to Stimulus 3a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that tells about the time Daniel spends with Pepper.**

#### Stimulus 3a

Daniel had always wanted a puppy. When he and his parents heard about a group called Guide Dogs for the Blind, they decided to get a puppy. They got Pepper when she was just eight weeks old. They instantly fell in love with her. Daniel began teaching Pepper to obey simple commands. After she could sit, stay, and heel, Daniel moved on to teach Pepper commands like “Drop it!” If Pepper dropped what was in her mouth, she got a treat.



Pepper had to experience things like taking long car rides and walking on crowded city streets. When she was very young, Pepper would jump when she heard loud sounds. She would go to other animals when she was on walks. Now when Daniel takes her for walks, she does not get distracted.

Pepper is ready for her guide dog training. But Daniel isn't ready to give Pepper up. He almost wishes his mother had never suggested they raise a puppy. But then he never would have met Pepper.

### Stimulus 3b

\* Daniel works hard to help prepare Pepper to be a guide dog.

Daniel doesn't think Pepper is ready to attend guide dog training.

Daniel believes Pepper would be happier staying with his family.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Daniel works hard to help prepare Pepper to be a guide dog" in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find "Daniel works hard to help prepare Pepper to be a guide dog" in Stimulus 3b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Have the student identify what Daniel does with Pepper. <b>OR</b></li><li>• Highlight the sentences with the word "Pepper" in paragraphs one and three in Stimulus 3a.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Daniel works hard to help prepare Pepper to be a guide dog" in Stimulus 3b,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "Daniel works hard to help prepare Pepper to be a guide dog" in Stimulus 3b,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate*: This is the conclusion of the story “Losing Pepper.”
- Direct the student to Stimulus 4a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: Find why Daniel’s mother took Daniel to meet the musician.

### Stimulus 4a

One afternoon Daniel's mother asked him to go with her to run errands. She turned the car down a road Daniel did not recognize.

"Where are we going?" Daniel asked.

"I'm helping with the Guide Dogs for the Blind fund-raising dinner this weekend," his mother said. "I need to talk to John, the musician." She stopped the car in front of a brick house.

When John opened the door, Daniel saw John's guide dog standing by his side.

"This is Babe," John told them as he petted her. "I couldn't live without her."

"What does she do for you?" Daniel asked.

John smiled. "She helps me get to and from my job, for one thing."

"You have a job?" Daniel blurted out.

"Yes. I play the piano at a restaurant three nights a week. Good thing Babe seems to like music. Sometimes I think she likes it better than the customers!" John said, laughing.

John asked if he could play for them. Babe lay down near the piano, and the room filled with music.

Daniel realized that his mother had brought him to John's house for a reason. He could see how much John loved Babe, and it seemed that Babe felt the same. If this was Pepper's future as a guide dog, the pain of losing Pepper would be worth it.





### Stimulus 4b

to help with the fund-raising dinner

to compare Pepper's training with Babe's duties

\* to help Daniel be happy about Pepper leaving for guide dog training

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "to help Daniel be happy about Pepper leaving for guide dog training,"	➔	mark <b>A</b> for question 4.
If the student does not find "to help Daniel be happy about Pepper leaving for guide dog training,"	➔	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "to help Daniel be happy about Pepper leaving for guide dog training,"	➔	mark <b>B</b> for question 4.
After the teacher repeats the instructions, if the student does not find "to help Daniel be happy about Pepper leaving for guide dog training,"	➔	mark <b>C</b> for question 4.