

WRITING

Grade 7

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	7	Subject	Writing	Question	1
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.				
Knowledge and Skill Statement 7.21	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.				
Essence Statement	Edits spelling using various resources.				
Prerequisite Skill	use phonological knowledge to match sounds to letters to construct known words (1)				

Question 2

Grade	7	Subject	Writing	Question	2
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.				
Knowledge and Skill Statement 7.21	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.				
Essence Statement	Edits spelling using various resources.				
Prerequisite Skill	spell words with common orthographic patterns and rules: long vowels (e.g., VCe-hope) (2)				

Question 3

Grade	7	Subject	Writing	Question	3
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.				
Knowledge and Skill Statement 7.21	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.				
Essence Statement	Edits spelling using various resources.				
Prerequisite Skill	spell words with common orthographic patterns and rules: long vowels (e.g., VCe-hope) (2)				

Question 4

Grade	7	Subject	Writing	Question	4
Reporting Category 3		Editing: The student will demonstrate an ability to edit a variety of texts.			
Knowledge and Skill Statement 7.21		Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.			
Essence Statement		Edits spelling using various resources.			
Prerequisite Skill		spell complex contractions (e.g., should've, won't) (3)			

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the word “cane.” *Communicate:* **This word spells “cane,” c-a-n-e. It does not describe the picture.**
- Direct the student to the picture and the word “can.” *Communicate:* **If you take the “e” off the end of “cane,” the word becomes “can.” It is spelled c-a-n.**
- *Communicate:* **Find the correctly spelled word that names the picture.**

Stimulus 1

cane



* can

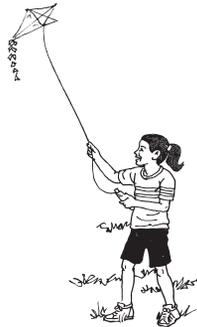
Scoring Instructions

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

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate the text, pronouncing the word “kite” as “kite.”
- Direct the student to the underlined word. Communicate: **The word “kite” is misspelled in this sentence.**
- Direct the student to each answer choice in Stimulus 2b without reading the words.
- Communicate: **Find the correct spelling for the word “kite.”**

Stimulus 2a



The girl is at the park flying a kit.

Stimulus 2b

*

kite

kight

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word “kite” in Stimulus 2b,	➔	mark A for question 2 and move to question 3.
If the student does not find the word “kite” in Stimulus 2b,	➔	<ul style="list-style-type: none"> • model the desired student action by finding the word “kite” in Stimulus 2b and communicate “This is how to spell the word ‘kite’: k-i-t-e”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the word “kite” in Stimulus 2b,	➔	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the word “kite” in Stimulus 2b,	➔	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate* the text.
- Direct the student to the underlined word in Stimulus 3a. *Communicate*: **The writer wants to use the word “tape” instead of the word “put” in the second sentence.**
- Direct the student to each answer choice in Stimulus 3b without reading the words.
- *Communicate*: **Find the correct spelling for the word “tape” to replace the word “put.”**

Stimulus 3a



The students plan a talent show. They put posters on the walls to tell everyone about the show.

Stimulus 3b

take

* tape

tap

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word “tape” in Stimulus 3b,	➔	mark A for question 3 and move to question 4.
If the student does not find the word “tape” in Stimulus 3b,	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify the letters and sounds in each answer choice. OR • Have the student name the letters in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the word “tape” in Stimulus 3b,	➔	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the word “tape” in Stimulus 3b,	➔	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. Communicate the text.
- Communicate: **Two words in the paragraph can be combined to make a contraction.**
- Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
- Communicate: **Find the contraction that combines two words in the paragraph.**

Stimulus 4a



Jed looks for his cap. He searches through his gym locker. He still does not find it. The next morning he finds his cap. His missing cap is on his little brother's head!

Stimulus 4b

wouldn't

can't

doesn't

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word "doesn't" in Stimulus 4b,	➡	mark A for question 4.
If the student does not find the word "doesn't" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the word "doesn't" in Stimulus 4b,	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find the word "doesn't" in Stimulus 4b,	➡	mark C for question 4.