

This document contains the answers to all items on the grade 7 ELA Practice Test, as well as alignment and scoring information. Refer to the [ELA Practice Test Guidance](#) for information on how to incorporate the practice tests into instruction.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task AND a Literary Analysis Task OR a Narrative Writing Task—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the [Grade 7 ELA Assessment Guide](#) for more information about the test’s design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	EBSR	PART A: C PART B: D	RL.7.3, RL.7.1
	2	MS	PART A: B PART B: E, F	RL.7.6, RL.7.1
	3	EBSR	PART A: B PART B: B	RL.7.4, L.7.4, RL.7.1
	4	MS	PART A: B PART B: D, F	RL.7.3, RL.7.1
	5	TE	See TE Item Key	RL.7.2, RL.7.1
	6	PCR	See Scoring Table and Rubric Sample Student Responses	RL.7.6, RL.7.1; W.7.2, W.7.4, W.7.9; L.7.1, L.7.2
1 Reading Set	7	MS	PART A: D PART B: A, C	RL.7.2, RL.7.1
	8	MS	PART A: B PART B: B, C	RL.7.4, L.7.4, RL.7.1
	9	MS	PART A: B PART B: B, E	RL.7.6, RL.7.1
	10	EBSR	PART A: C PART B: D	RL.7.2, RL.7.1

Session	Sequence	Item Type	Key	Alignment
2 Research Simulation Task	11	EBSR	PART A: C PART B: B	RI.7.5, RI.7.1
	12	EBSR	PART A: B PART B: A	RI.7.2, RI.7.1
	13	EBSR	PART A: B PART B: D	RI.7.2, RI.7.1
	14	EBSR	PART A: D PART B: C	RI.7.3, RI.7.1
	15	MS	PART A: B PART B: C, D, F	RI.7.2, RI.7.1
	16	EBSR	PART A: D PART B: B	RI.7.5, RI.7.1
	17	TE	See TE Item Key	RI.7.2, RI.7.1
	18	PCR	See Scoring Table and Rubric	RI.7.6, RI.7.9, RI.7.1; W.7.2, W.7.4, W.7.9; L.7.1, L.7.2
3 Narrative Writing Task	19	TE	See TE Item Key	RL.7.2, RL.7.1
	20	MS	PART A: A PART B: C, E	RL.7.3, RL.7.1
	21	EBSR	PART A: D PART B: B	L.7.5, RL.7.1
	22	EBSR	PART A: B PART B: D	RL.7.2, RL.7.1
	23	PCR	See Scoring Table and Rubric Sample Student Responses	W 7.3, W.7.4; L.7.1, L.7.2
3 Reading Set	24	EBSR	PART A: B PART B: B	RI.7.5, RI.7.1
	25	EBSR	PART A: C PART B: B	RI.7.6, RI.7.1
	26	EBSR	PART A: C PART B: D	RI.7.5, RI.7.1

Session	Sequence	Item Type	Key	Alignment
	27	EBSR	PART A: B PART B: C	RI.7.3, RI.7.1
	28	MS	PART A: B PART B: C, E	RI.7.4, L.7.4, RI.7.1
	29	MS	PART A: A PART B: A, E	RI.7.2, RI.7.1
4 Reading Literary and Informational Texts	30	EBSR	PART A: B PART B: A	RI.7.3, RI.7.1
	31	EBSR	PART A: B PART B: D	RI.7.4, L.7.5, RI.7.1
	32	EBSR	PART A: D PART B: D	RI.7.2, RI.7.1
	33	EBSR	PART A: B PART B: A	RI.7.5, RI.7.1
	34	MS	PART A: C PART B: B, D	RI.7.3, RI.7.1
	35	TE	See TE Item Key	RI.7.3, RI.7.1
	36	EBSR	PART A: A PART B: C	RL.7.4, RL.7.1
	37	MS	PART A: B PART B: A, F	RL.7.2, RL.7.1
	38	EBSR	PART A: D PART B: D	RL.7.6, RL.7.1
	39	EBSR	PART A: C PART B: D	RL.7.2, RL.7.1
	40	EBSR	PART A: C PART B: A	RL.7.5, RL.7.1
	41	TE	PART A: B PART B: See TE Item Key	RL.7.2, RL.7.1

Item Type	Description	Scoring Information
Evidence-Based Selected Response (EBSR)	<ul style="list-style-type: none"> Two-part item Part A measures reading comprehension Part B asks for evidence to support part A 	<ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) Full credit (2 points): both parts correct Partial credit (1 point): Part A is correct; Part B is not correct No credit (0 points): only Part B is correct or neither part is correct
Multiple-Select (MS)	<ul style="list-style-type: none"> Requires more than one answer (required number of correct answers in boldface in question) Can have one part (e.g., asks student to select three summary details) or two parts (e.g., Part A asks students to choose two themes; Part B asks for evidence for themes) 	<ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) Full credit (2 points): All answers correct Partial credit (1 point): for one-part MS item or an EBSR with MS in Part A, 1 of 2 or 2 of 3 answers are correct No credit (0 points): When MS is in Part A or for a one-part MS item, 0 of 2 or only 1 of 3 answers are correct OR only Part B is correct
Technology-Enhanced (TE)	<ul style="list-style-type: none"> May have one part OR be part of an EBSR item Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, matching information (refer to TEI document for more information) 	<ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) TE Items that are part of an EBSR follow the same general rules as EBSR items. Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, OR if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1) Partial credit (1 point): depends on item type <ul style="list-style-type: none"> For most one-part TE items: 1 point if student chooses at least half of the correct responses For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order 4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses No credit (0 points): does not meet partial credit rules or for a two-part TE item, only part B is correct

Item Type	Description	Scoring Information
<p>Prose Constructed Response (PCR)</p>	<ul style="list-style-type: none"> • Requires student to show understanding of text(s) by writing a multi-paragraph response • Addresses more than one text depending on the task and grade level (LAT: 2 texts; RST: 2 or 3 texts) • Requires evidence from texts <p>Measures Reading, Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT)</p>	<p>LAT/RST: Worth up to 19 points</p> <ul style="list-style-type: none"> • Reading Comprehension and Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0) <p>NWT: Worth up to 15 points</p> <ul style="list-style-type: none"> • Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0)

Key for Technology-Enhanced Items

Session 1, Item 5*

Summary from *Black Beauty*:
The Autobiography of a Horse

The narrator explains what breaking in a horse involves.

The narrator says that horses must always follow their masters' wishes.

The narrator tells how unpleasant it is to wear a bit and bridle.

The narrator gets used to being broken in and feels proud to be ridden by his master.

The narrator describes how cruel the master is when putting on the saddle.

The narrator says he will never get used to carrying his master.

Note: The image on the next page shows the question prior to a response being entered.

Summary from *Black Beauty:*
The Autobiography of a Horse

The narrator says that horses must always follow their masters' wishes.

The narrator describes how cruel the master is when putting on the saddle.

The narrator gets used to being broken in and feels proud to be ridden by his master.

The narrator tells how unpleasant it is to wear a bit and bridle.

The narrator explains what breaking in a horse involves.

The narrator says he will never get used to carrying his master.

Session 2, Item 17

1	Ions moving through a solution create an electrical charge.
2	Electricity flows poorly through substances with few or no ions.
3	Some substances with few ions become good conductors of electricity when they are combined with other substances.

Laundry soap often contains molecules of ammonia.

Sodium chloride, more commonly known as table salt, has ions.

In addition, atoms contain even smaller parts called subatomic particles.

Note: The image below shows the question prior to a response being entered.

1	
2	
3	

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Session 3, Item 19

1	Blake tries to occupy himself while waiting for his mother in a library.
2	As Blake taps books on the shelves, one strikes him.
3	Blake looks and listens carefully trying to figure out what caused the book to strike him.
4	Blake is brought to reality when his mother and the librarian appear.

Blake suffers a paper cut from his encounter with the book.

A sharp-clawed cat named Mephistopheles is the only other living thing that Blake can see.

Blake reads the nameplates to determine the subjects of the portraits hanging on the library wall.

Blake hears a sound and determines it was his sister walking upstairs.

Note: The image on the next page shows the question prior to a response being entered.

1	Blake tries to occupy himself while waiting for his mother in a library.
2	
3	
4	

As Blake taps books on the shelves, one strikes him.

Blake suffers a paper cut from his encounter with the book.

Blake is brought to reality when his mother and the librarian appear.

Blake looks and listens carefully trying to figure out what caused the book to strike him.

A sharp-clawed cat named Mephistopheles is the only other living thing that Blake can see.

Blake reads the nameplates to determine the subjects of the portraits hanging on the library wall.

Blake hears a sound and determines it was his sister walking upstairs.

Session 4, Item 35

Groups Who Helped in the Rescue

Groups	Contributions	Effects
Soviets	provided icebreakers	cleared the final channel to open water
Reporters	alerted people to the problem	more resources became available
Inupiat people	gave advice about conditions	helped keep the rescuers safe

Contributions

Effects

Note: The image below shows the question prior to a response being entered.

Groups Who Helped in the Rescue

Groups	Contributions	Effects
Soviets		
Reporters		
Inupiat people		

Contributions

Effects

alerted people to the problem

helped keep the rescuers safe

provided icebreakers

more resources became available

gave advice about conditions

cleared the final channel to open water

Session 4, Item 41

Phrases from "This World"

"I would like to write a poem about the world" ("This World," line 1)

"As for the stones on the beach, forget it." ("This World," line 9)

"even if they say nothing, or seem to say nothing" ("This World," line 20)

"This World"

"and the warm stones, / so happy to be where they are, on the beach" ("This World," lines 23–24)
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Phrases from "Beach Walk Souvenir"

"the stones we stoop / to gather" ("Beach Walk Souvenir," lines 2–3)

"we turn / to burnish them again" ("Beach Walk Souvenir," lines 5–6)

"leaving us to question / what entices us" ("Beach Walk Souvenir," lines 14–15)

"Beach Walk Souvenir"

"something in their gleam is gone" ("Beach Walk Souvenir," line 9)
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Note: The image below shows the question prior to a response being entered.

Phrases from "This World"

"I would like to write a poem about the world" ("This World," line 1)

"As for the stones on the beach, forget it." ("This World," line 9)

"even if they say nothing, or seem to say nothing" ("This World," line 20)

"and the warm stones, / so happy to be where they are, on the beach" ("This World," lines 23–24)

"This World"

Phrases from "Beach Walk Souvenir"

"the stones we stoop / to gather" ("Beach Walk Souvenir," lines 2–3)

"we turn / to burnish them again" ("Beach Walk Souvenir," lines 5–6)

"something in their gleam is gone" ("Beach Walk Souvenir," line 9)

"leaving us to question / what entices us" ("Beach Walk Souvenir," lines 14–15)

"Beach Walk Souvenir"

Scoring of Grade 7 PCRs				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Narrative Writing	Written Expression	12 points (3 times holistic score)	15	NWT Rubric
	Conventions	3 points		

*When scoring the Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST and the LAT.

Grades 6–8 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; • addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience; • uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; • addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, purpose, and audience; • uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; • addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience; • uses some reasoning and text-based evidence in the development of the claim or topic; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; • addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task, purpose, and audience; • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • has a style that is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates no comprehension of ideas by providing an inaccurate or no analysis; • is undeveloped and/or inappropriate to the task, purpose, and audience; • includes little to no text-based evidence; • lacks organization and coherence; • has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Grades 6–8 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; has a style that has limited effectiveness. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTES:

- The reading dimension is **not** scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards W1-W4.
- Tone is not assessed in grade 6.
- Per the [Louisiana Student Standards](#), in grades 6-8, narrative elements may include establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives, in addition to the grades 3-5 narrative elements: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. The elements to be assessed are expressed in the grade-level standard W3.