California Alternate Assessment

Practice Items
Scoring Guide:
English Language Arts/Literacy—Grade Seven

California Assessment of Student Performance and Progress
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Introduction to Practice Test Scoring Guide

The California Alternate Assessment English Language Arts (ELA) Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the California Alternate Assessment Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information:

- Grade: Grade level for the item
- Category: a broad content area that contains related targets and standards (i.e., Writing)
- Core Content Connector (Connector): Alternative achievement standard linked to a Common Core State Standard (CCSS)
- Tier: Level that identifies the complexity of an item. Tier levels are 1, 2, and 3.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking California Alternate ELA Assessment.
Grade Seven Practice Test Items
The following passage accompanies grade seven items numbered 1 through 3 in the practice test.

**Bus Safety**

Some students ride the bus to school every day. Bus safety is important. Here are some ideas to stay safe while riding on the bus.

All students need to remain seated until the bus arrives at school. Students are required to wear a seat belt.

They should listen to the bus driver at all times. Students should get off the bus carefully.
### Item 1

**Grade:** 7  
**Category:** Informational  
**Connector:** 7.RI.1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.  
**Tier:** 1

#### Which sentence could be an ending for what we read?

- **A** Wave to your friends.
- **B** That is how to stay safe on the bus.
- **C** You can walk to school.

**Key:** B  
**Rubric:** (1 point) The student selects the correct response.
Which picture shows an idea from what we read?

A

B

C

Key: C

Rubric: (1 point) The student selects the correct response.
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<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>Production and Distribution of Writing</td>
<td>7.WI.jo1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</td>
<td>1</td>
</tr>
</tbody>
</table>

**Which sentences tell us how to be safe on a bus? Pick two answers.**

- Listen to the bus driver.
- Make your bed.
- Sit in your seat.

*Key follows on the next page.*
Key: Listen to the bus driver. Sit in your seat.

Exemplar:

Listen to the bus driver.

Make your bed.

Sit in your seat.

Rubric:

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade seven item number 4 in the practice test.

Mornings

James does not like mornings. He likes to stay in bed as long as he can. Sometimes he is late to school. If James has help waking up, he can get to school on time. James also needs energy to have a good day at school. He needs time to get some food before he leaves for school.
Grade Seven Practice Test Items

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<tr>
<td>4</td>
<td>7</td>
<td>Literature</td>
<td>7.RL.i2 Use two or more pieces of textual evidence to support inferences, conclusions, or summaries of text.</td>
<td>1</td>
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</table>

**Part A**

**What could James do to wake up earlier?**

(A) set the alarm

(B) brush his teeth

*Item continues on the next page.*
Part B

What could James do to have more energy?

A finish homework

B eat breakfast

Key: A, B

Rubric:
(2 point) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade seven item number 5 in the practice test.

**Jamie Makes a Decision**

Jamie likes many sports. However, Jamie has time for only one sport this school year. She cannot decide what to play. Jamie asks her mom for help.

Her mom asks what Jamie most enjoys. Jamie picks soccer. It is her favorite sport.
What does Jamie learn?

A

Having pets is fun.

B

Asking for advice helps you.

C

Studying helps improve grades.

Key: B

Rubric: (1 point) The student selects the correct response.
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<tr>
<td>6</td>
<td>7</td>
<td>Text Types and Purposes (Narrative)</td>
<td>7.WL.11 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
<td>1</td>
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</table>

**Science Poster**

The students in Ms. Garber’s class are making a poster. The poster shows how plants use energy from the Sun to make food. The poster shows the Sun’s rays pointing to soil on the ground. It shows a seed, seedlings, and a small plant growing out of the soil.

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**Which picture shows the poster?**

- **A**
- **B**
- **C**

---

**Key:** A  
**Rubric:** (1 point) The student selects the correct response.
The following passage accompanies grade seven items numbered 7 and 8 in the practice test.

**Henry and Armatron**

Henry walks into Fairfield Middle School’s “Metal Match.” At the Metal Match, students will use remote controls to move their robots. The students will try to make their robots knock down other robots. The robot still standing at the end of the match is the winner.

Last month, Henry made his robot with parts from the hardware store.

Henry’s robot has long, powerful robot arms. For this reason, Henry named the robot Armatron. Henry has been practicing some moves with Armatron for the Metal Match.
The students use remote controls to move their robots. The students try to make one robot knock down another robot.

The robot still standing at the end of the match is the winner.
Which sentence could end the story?

A

Henry’s sister is too young to play with robots.

B

Henry thinks Armatron can win the match.

C

Henry built Armatron with plastic parts.

**Key:** B

**Rubric:** (1 point) The student selects the correct response.
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<tr>
<td>8</td>
<td>7</td>
<td>Literature</td>
<td>7.RL.i2 Use two or more pieces of textual evidence to support inferences, conclusions, or summaries of text.</td>
<td>2</td>
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</table>

During the Metal Match, students use remote controls and paintbrushes.

The students try to knock down other plants and robots.

Key follows on the next page.
Key: remote controls, robots

Exemplar:
During the Metal Match, students use remote controls. The students try to knock down other robots.

Rubric:
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade seven items numbered 9 through 11 in the practice test.

**Vocabulary Preview**

**Channel Islands**

**Treasure Off the Coast**

Channel Islands National Park is off the coast of California. Five islands make up the Channel Islands. The islands were made into a national park in 1980 to protect the plants and history of the area.

**Santa Cruz**

Santa Cruz has tall peaks, giant caves, and large beaches.

**San Miguel**
San Miguel has harsh weather and stormy seas. It is often covered by a dense fog.

Santa Rosa includes grasslands, beaches, canyons, and hills.

Anacapa has many kelp forests and tide pools.

Santa Barbara has an endangered plant species that lives on the island.

Channel Islands National Park is a treasure. It is in a remote location which allows unusual plants to thrive. The unique features of each island make Channel Islands National Park feel like another world.
**Why did the Channel Islands become a national park?**

(A) to make a profit

(B) to attract visitors

(C) to protect the plants

**Key:** C

**Rubric:** (1 point) The student selects the correct response.
The writer thinks that the Channel Islands are ____________.

A  a treasure

B  too far away

C  crowded

Key: A  
Rubric: (1 point) The student selects the correct response.
San Miguel has **harsh** weather and stormy seas. It is often covered by a dense fog.

Which words help us understand what “harsh” means? Pick **two** answers.

- stormy seas
- often covered
- dense fog

**Key:** stormy seas, dense fog

**Exemplar:**
- stormy seas
- often covered
- dense fog

**Rubric:**
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade seven items numbered 12 through 14 in the practice test.

**Our Government**

Governments give communities their laws. Sometimes laws are changed.

Our government has three branches. All three branches of the government are equally important.
Members of Congress are in charge of writing laws. They vote on ideas for new laws.

The president can agree to or reject new laws. The president is also in charge of carrying out the laws of the country.

The Supreme Court makes sure laws are fair. They review the laws of the country.

The three branches of our government have the same amount of power. The government works for the people.
**Grade Seven Practice Test Items**

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<tr>
<td>12</td>
<td>7</td>
<td>Informational</td>
<td>7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.</td>
<td>2</td>
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</table>

**The branches of our government try to treat people fairly.**

**Which sentence does the writer use to show this idea?**

A. Sometimes laws are changed.

B. The president can agree to or reject new laws.

C. The Supreme Court makes sure laws are fair.

**Key:** C

**Rubric:** (1 point) The student selects the correct response.
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<tr>
<td>13</td>
<td>7</td>
<td>Informational</td>
<td>7.RI.1.1 Compare/contrast how two or more authors write about the same topic.*</td>
<td>2</td>
</tr>
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</table>

**The United States capital is Washington, D.C.**  
The president lives in this city. The three parts of the government are there. They work for the people.

*Which words from the sentences have the same idea as what we read? Pick two answers.*

- capital is Washington, D.C.
- three parts of the government
- work for the people

**Key:** three parts of the government, work for the people

**Exemplar:**

- capital is Washington, D.C.
- three parts of the government
- work for the people

**Rubric:**

- (2 points) The student selects the two correct responses.
- (1 point) The student selects one of the correct responses, but not both.
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<tr>
<td>14</td>
<td>7</td>
<td>Informational</td>
<td>7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
<td>2</td>
</tr>
</tbody>
</table>

**Why is there more than one branch of our government?**

_A_ to give all branches equal power

_B_ to have more jobs in government

_C_ to give leaders more meetings

**Key:** A

**Rubric:** (1 point) The student selects the correct response.
A group of women used their math skills to help the first astronauts go into space. They helped figure out how fast spaceships needed to fly when heading into space and when returning to Earth.
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<tr>
<td>15</td>
<td>7</td>
<td>Informational</td>
<td>7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
<td>2</td>
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</table>

Which sentence can be an ending for what we read?

A. Space ships were able to land on other planets.

B. They helped make space travel possible.

C. Men also worked on the space program.

Key: B
Rubric: (1 point) The student selects the correct response.
The following passage accompanies grade seven item number 16 in the practice test.

**New Flowers**

Nick is checking on his garden. He is excited to see his flowers **bloom**. They are getting bigger and opening up.
Which words help us know what “bloom” means in the story? Pick **two** answers.

- checking on
- getting bigger
- opening up

*Key follows on the next page.*
Key: getting bigger, opening up

Exemplar:

checking on

getting bigger

opening up

Rubric:

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade seven item number 17 in the practice test.

Rocks

Rocks are found all over the world. Some rocks are smooth and some are rough. Water can smooth out the edges in some rocks. That is why some rocks are more jagged than others.
Which words complete the sentences?

Rocks can feel ________.

________ can change a rock’s shape.

Key: smooth, Water

Exemplar:

Rocks can feel ________.

________ can change a rock’s shape.

Rubric:

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade seven item number 18 in the practice test.

**Library Trip**

Jonas returns his books to the library desk. He is excited to find other good books to read.

Last week Gina told him about her favorite author. “I think you would enjoy the books she writes,” Gina told him.

But Jonas cannot remember the name of the author. Jonas looks up and sees Gina walk through the library door. She smiles and begins walking toward Jonas.
### Which sentence could end the story?

(A) Gina teaches Jonas how to use the computer.

(B) Gina tells Jonas the author’s name.

(C) Gina helps Jonas with his homework.

**Key:** B  
**Rubric:** (1 point) The student selects the correct response.
The following passage accompanies grade seven items numbered 19 through 21 in the practice test.

**Vocabulary Preview**

Flat tire

Fixing the Flat

Shane is meeting his friends at the park. Shane puts on his helmet and gets out his big green bike.

Shane looks at his bike. The back tire is flat! He does not want to miss seeing his friends.
Shane remembers his bike had a flat tire last summer. His Uncle Mike used a pump to help him add air to his flat tire. Shane finds the pump. He uses the pump to add air to his bike tire. Shane puts away the pump. Now he can go to the park.

He is glad he saw how his Uncle Mike fixed his tire for him. Shane is excited that he was able to fix his bike by himself!
Grade Seven Practice Test Items

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<td>19</td>
<td>7</td>
<td>Literature</td>
<td>7.RL.i2 Use two or more pieces of textual evidence to support inferences, conclusions, or summaries of text.</td>
<td>3</td>
</tr>
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</table>

**Why is Shane excited that he could fix his bike by himself? Pick two answers.**

- because now he can see his friends
- because he read a book on repairing a flat tire
- because he did not need help

**Key:** because now he can see his friends, because he did not need help

**Exemplar:**

- because now he can see his friends
- because he read a book on repairing a flat tire
- because he did not need help

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
Which words tell about Shane’s bike?

A  short and striped
B  big and green
C  tall and red

Key: B
Rubric: (1 point) The student selects the correct response.
Shane knows that he can learn by watching others.

How do we know that this is true?

A. He likes getting a chance to wear his helmet.
B. He looks in the garage and finds the pump.
C. He is glad he saw his Uncle Mike fix the tire last time.

**Key:** C
**Rubric:** (1 point) The student selects the correct response.
People in the Americas were the first to grow some very important crops. For example, they discovered corn and learned to farm it. Corn is used in food, medicine, fuel, and glue.
### Item 22

**Grade:** 7  
**Category:** Informational  
**Connector:** 7.RI.K.4 Evaluate the claim or argument to determine if they are supported by evidence.  
**Tier:** 3

### Question

Which sentence shows that early people in the Americas grew important crops?

A. Corn can be farmed and can also grow wild.  
B. Corn is used in many ways around the world.  
C. Corn can be carried in large baskets.

**Key:** B  
**Rubric:** (1 point) The student selects the correct response
Grade Seven Practice Test Items

### Item 23

**Grade:** 7  
**Category:** Informational  
**Connector:** 7.RI.1.1 Compare/contrast how two or more authors write about the same topic.  
**Tier:** 3

#### Writer 1

Canada geese have black heads and necks. They also have brown backs and a white patch on their cheeks. Male geese can be large. Some weigh as much as 24 pounds!

#### Part A

**Writer 1 writes about—**

A. how Canada geese look.  
B. where Canada geese find food.

#### Part B

**Writer 2 writes about—**

A. the sleeping patterns of Canada geese.  
B. the sounds made by Canada geese.

#### Key: A, B

**Rubric:**

(2 points) The student selects the two correct responses.  
(1 point) The student selects one of the correct responses, but not both.
Max Roach was an important musician. He learned to play piano and drums when he was a child. Roach composed his own music as he grew older. The music he wrote was popular. Bands enjoyed playing all the beats in the music. People liked hearing the drums in the songs. Roach even created music for dancers and theater.
Which words help us understand what “composed” means? Pick two answers.

- music he wrote
- beats in the music
- created music

Key: music he wrote, created music

Exemplar:

- music he wrote
- beats in the music
- created music

Rubric:

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade seven item number 25 in the practice test.

**Alaskan Trail Race**

Imagine running, biking, or skiing across Alaska. That is what happens in a trail race each year in Alaska. Racers spend a month traveling over snowy mountains and frozen lakes. Some people even ride on a dog sled!
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<tr>
<td>25</td>
<td>7</td>
<td>Production and Distribution of Writing (Informative/Explanatory)</td>
<td>7.WI.jo1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</td>
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**Racers travel by ________ and ________ .**

A. See rubric in DFA.

B. See rubric in DFA.

C. See rubric in DFA.

**Key:** The student provides two ways that the racers travel.

**Exemplar:** running, biking, cycling, dog sledding, skiing, and walking

**Rubric:**
(2 points) The student provides 2 words correctly.
(1 point) The student provides 1 word correctly.