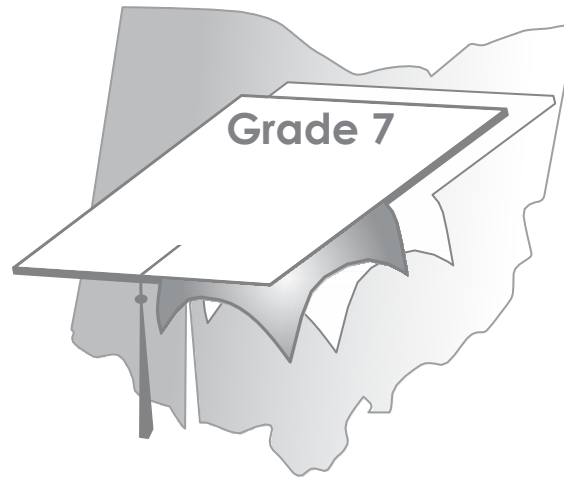


Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

Test Specifications



Grade 7 ELA

Introduction

The Test Specifications provide an overview of the structure and content of Ohio’s Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD). This overview includes a description of the test design as well as information on the items that will appear on the test. Also included is a test blueprint, a document that identifies the range and distribution of items grouped into various reporting categories. The specifications also provide specific guidelines for the development of all items used for Ohio’s AASCD. This document is a resource not only for item writers and test designers, but also for Ohio educators and other stakeholders who are interested in a deeper understanding of the test.

Test Design Overview

The AASCD is an online assessment designed to maximize access for students with the most significant cognitive disabilities and ensure that all students are included in Ohio’s statewide assessment and accountability programs. A student who qualifies for the AASCD is unable to participate in the state’s regular assessment, even with allowable accommodations. However, it is expected that the majority of students who take the AASCD will require supports and accessibility features to access or respond to the test. This is considered in the test design and the AASCD does allow for most student accommodations of any type. Accommodations are considered to be adjustments to the standard testing conditions, test format or test administration that provide equitable access to a student.

There are three test modes for the AASCD; online, supplemental and full paper. Supplemental braille materials are also available to be used with the supplemental and full paper test modes. Regardless of test mode, questions cannot be skipped and must be administered in the order they are presented. Tests are given at each individual grade level and consist of 50 questions per test. The questions are of varying complexity levels and all questions created for the AASCD align to Ohio’s Learning Standards-Extended.

Complexity Levels

The Ohio Learning Standards-Extended (OSL-E) include three levels from “most complex” to “least complex”. The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the Ohio Learning Standards (OLS). The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the verb of the extension is tiered to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. **It is important to move from left to right when reading the extensions.** To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. **It’s important to note that no one should categorize students according to an extension level.** Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level, one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.

Blueprints

Test blueprints serve as a guide for test construction and provide an outline of the content and skills to be measured on the test. They contain information about individual tests, including the reporting category, the learning standards included for each reporting category, the item range for each reporting category and total test items for each test.

Grade 7 ELA			
Reporting Categories	Learning Standards*	Item Range	Total Test Items
Reading Literature	RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9	9 - 15	40
Reading Informational Text	RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9	12 - 18	
Writing and Language	W.7.1, W.7.2, W.7.4, W.7.7, W.7.8, W.7.9, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6	10 - 16	

*All of the extensions for each learning standard are eligible for inclusion in the assessment.

Access Limitations

Blind and visually impaired students can be administered the AASCD online. These students should be marked in TIDE with a test mode of online (O) and also flagged in TIDE or the TA Interface as Yes under the Access Limited – Blind setting. Indicating Yes under this setting will prevent these students from receiving items on the online test that are flagged as access limited for blind or visually impaired students.

Items are flagged as access limited for blind or visually impaired students if a visual element that cannot be described with words is critical to answering the question. Items should only depend on visual elements where that is necessary to assess the extended standard.

Early-Stopping Rule

There may be instances where the district has not yet determined a student's mode of communication. For students that are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the Student Interface for online and supplemental testers or in the Data Entry Interface (DEI) for paper testers.

The Student Interface and DEI have a built-in early stopping rule, which will automatically stop the test if the "Mark as No Response" option is submitted as the response for all four of the first four items for that test subject. Test administrators are still required to administer all other applicable subjects to a student even if the early stopping rule was enacted for another subject. If the student is able to provide a discernible response to at least one of the first four items for a test subject, the administrator should continue the assessment.

The first four items on every test mode are fixed and are low complexity items. Low complexity items are selected for the first four items to give students a chance to demonstrate that they can provide a response.

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Cite two pieces of evidence in text to support answers to literal and inferential questions (e.g., give two reasons why the character might have chosen to ____ about ____).	Identify evidence in the text to support answers to literal and inferential questions.	Answer questions about specific details in text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 7, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Which two sentences show that Rosa wants to leave?		
Moderate Complexity Level B	Which sentence shows that Anna is excited?		
Low Complexity Level C	How many times does Suki count the ice cubes?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Summarize text, including theme(s) or central idea(s), and show how these are supported through the sequence of events or through characterization.	Identify the theme or central idea of a text and locate supporting evidence in the text. A text may have more than one theme.	Sequence main events in relation to a stated theme or central idea.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Literary texts on themes familiar in grades 6-7-8, including stories, poems, plays, and songs Information stated directly in the text Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	What does Gary do that supports the theme of the story?		
Moderate Complexity Level B	Which two details help explain the theme of the story?		
Low Complexity Level C	Which important event happens at the beginning of the story?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how details in text structures (chapters, acts, stanzas, verses) within stories, poems, plays, or songs contribute to the overall meaning of the text.	Identify connections among characters, ideas, or events.	Identify story elements (characters, events, settings, problem, or solution) in a story.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grades 6-7-8, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	How does the setting shape Howard's decisions?		
Moderate Complexity Level B	What is the turning point in the story?		
Low Complexity Level C	How does Roger solve his problem?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain the meaning of words/phrases as they are used in a text, including alliteration, figurative language, and sensory language.	Identify the meaning of words or phrases based on how they are used in a text.	Identify words or phrases that rhyme or are examples of alliteration.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words and phrases from literary texts with themes familiar in grade 7, including stories, poems, plays, and songs Literary texts on themes familiar in grade 7, including stories, poems, plays, and songs 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Which words in the poem sound like trains on a railroad track?		
Moderate Complexity Level B	What does Ella mean when she says, “The change in Tony is like night and day.”?		
Low Complexity Level C	Which pair of words in paragraph 3 rhyme?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify structures within stories, poems, plays, or songs and explain how each contributes to the overall meaning of the text.	Describe the characteristics (both form and structure) that are unique to a poem, play, or story (e.g., words and phrases organized into stanzas; rhythm, rhyme, character-specific dialogue; sequence of events).	Identify a poem, play, or story based on its structure.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Literary texts on themes familiar in grade 7, including stories, poems, plays, and songs Information stated directly in the text Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Which stanza describes the author's problem?		
Moderate Complexity Level B	How do you know this is a poem?		
Low Complexity Level C	What kind of writing is this?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Compare the difference in perspective of two different characters in a story.	Identify the storyteller, and describe his/her role in the story.	Identify who is telling the story (e.g., narrator or character).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 7, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	How is Aidan's opinion different from Cassie's?		
Moderate Complexity Level B	What does the storyteller believe at the beginning of the story?		
Low Complexity Level C	Who is telling the story?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain the effect of the similarities or differences between print and multimedia/live productions of the same story, drama, or poem.	Describe the key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.	Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 7, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	How does the poem’s style change the tone of the story?		
Moderate Complexity Level B	Which detail is an important similarity between the story and the play?		
Low Complexity Level C	What is the biggest difference between the poem and the film?		

Content Area	ELA		
Strand	Literary Text <i>(Note that Extended Standard 8 for Literature actually reflects Ohio's New Learning Standard 9.)</i>		
Reporting Category	Reading Literature		
Gen-Ed Standard	7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Compare and contrast similarities and differences between the characters and events from a fictional and historical text when both are about the same time period.	Describe the similar characters and events from a fictional and historical text of the same event/time period.	Identify similar characters and events from a fictional and historical text of the same event/time period.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 7, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	What is the main difference between the story and the biography?		
Moderate Complexity Level B	Which event in the story is like the ending of the play?		
Low Complexity Level C	Which character in the song is like Paul in the story?		

Content Area	ELA								
Strand	Informational Text								
Reporting Category	Reading Informational Text								
Gen-Ed Standard	7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity						
	Create a citation of text evidence using a template or graphic organizer.	Locate details from a text to support the answers to literal questions.	Answer literal questions about a text.						
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>									
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts on topics commonly found in grade 7 • Information stated directly in the text • Within-text inferences 								
Sample Items									
<i>Item Models</i>									
High Complexity Level A	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Let's use the school handbook to fill in the chart. Which clubs meet after school on Tuesday?</p>			Tuesday	Wednesday	Thursday			
Tuesday	Wednesday	Thursday							
Moderate Complexity Level B	According to the text, how many students are in debate club?								
Low Complexity Level C	What time is the student government meeting?								

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	<p>7.2 Analyze informational text development.</p> <p>a. Determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p>b. Provide an objective summary of the text that includes the central ideas and their development.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Track a central idea from beginning to end and describe how the ideas evolve from the beginning to the end of the text.	Identify central ideas and supporting details in a text using a graphic organizer.	Identify one or more central ideas in a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts on topics commonly found in grade 7 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Read the results of the science experiment. How is the conclusion different from the expectation at the beginning of the experiment?		
Moderate Complexity Level B	Let's organize the information from the science chapter.		
	<p style="text-align: center;">Butterflies</p> <ul style="list-style-type: none"> • Antennae are club-shaped • Fly in daytime 	<p style="text-align: center;">Both Butterflies and Moths</p> <ul style="list-style-type: none"> • Wings have scales • 	<p style="text-align: center;">Moths</p> <ul style="list-style-type: none"> • Antennae are feathery • Fly at night
	Which fact belongs in the "Both Butterflies and Moths" section of the graphic organizer?		
Low Complexity Level C	What is the main idea of the text?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	7.3 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).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe similarities and differences among ideas and events in a text.	Identify connections among ideas or events in a text.	Identify individuals, ideas, or events described in an informational text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts on topics commonly found in grade 7 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	How is volunteering different from having a job?		
Moderate Complexity Level B	Why does Samantha volunteer at the soup kitchen?		
Low Complexity Level C	Who is Dorothea Dix?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Interpret the figurative, connotative, or technical meanings of words or phrases; explain how the tone of the text is advanced by word choice.	Explain the meaning of words or phrases as they are used in a text, including technical meanings.	Match pictures or objects to words or phrases based on how they are used in a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Words and phrases from informational or procedural texts commonly found in grade 7 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	What part of a glacier is the “ice shelf”?		
Moderate Complexity Level B	What is an “ice cap”?		
Low Complexity Level C	What does the word “volunteer” mean in the sentence?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how specific sentences, paragraphs, or chapters contribute to the overall meaning of the text.	Examine chapter titles and subtopics and explain their connection.	Use the title to identify the main idea of a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts commonly found in grade 7 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	How are the titles of the chapters related to the main topic of the text?		
Moderate Complexity Level B	Read the chapter title and the headings. Which topic will be included in this chapter?		
Low Complexity Level C	According to the title, what is the main idea of the chapter?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	7.6 Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his/her position from that of others.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify the author’s attitudes or feelings about the subject matter as conveyed through the choice of words and phrases in the text.	Identify two or more details that provide information about the purpose of the text or the author’s perspective.	Recognize a detail that identifies the purpose of a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts commonly found in grade 7 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Which phrase shows the author’s feelings about gardening?		
Moderate Complexity Level B	Which two details support the author’s opinion?		
Low Complexity Level C	Which detail shows the purpose of the text?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify similarities or differences in the treatment of a topic in different media forms (e.g., text and video) and evaluate the effectiveness of each.	Match details in a text to details presented in another format (audio, visual, multimedia).	Recognize the same idea depicted in two different forms of media (e.g., paragraph describing the amount of rain that fell over two days and a simple bar graph that depicts the same information).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts or multimedia materials commonly found in grade 7 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Why are the directions easier to understand in the video?		
Moderate Complexity Level B	Which instructions are the same in both the video and the instruction manual?		
Low Complexity Level C	What set of measurements described the paragraph and are also in the bar graph?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Given an argument or claim, determine whether the support provided is relevant and sufficient.	Identify details in a text that support a claim.	Identify an opinion statement (i.e., distinguish fact from opinion).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts or multimedia materials commonly found in grade 7 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Why does the author believe is it important to seal the jar?		
Moderate Complexity Level B	Which detail belongs in the list of reasons supporting the author’s argument?		
Low Complexity Level C	Which sentence states a fact?		

Content Area	ELA		
Strand	Informational		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify differences in facts or evidence about the same topic in two or more sources.	Compare and contrast information about the same topic written by two different authors.	Recognize the same topic when presented in two different forms (e.g., textbook and website).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts or multimedia materials commonly found in grade 7 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	What information does the pamphlet have that is missing from the website?		
Moderate Complexity Level B	What is different about Dr. Brown’s report?		
Low Complexity Level C	Which website shows the same topic as the textbook?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Establish a thesis statement to present an argument.</p> <p>b. Introduce claim(s), acknowledge alternative or opposing claims, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Generate a text of one paragraph on a topic. Provide an introduction, express a claim or argument, and organize relevant details to support the position.	Introduce a topic, express an opinion on it, and select a logical reason to support it.	Express an opinion and provide a reason for it.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Words, sentences and paragraphs on topics appropriate for grade 7 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Which outline gives reasons for having a pet?		
Moderate Complexity Level B	Why do people like dogs as pets?		
Low Complexity Level C	What is Kendra’s favorite food?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a thesis statement to present information.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Organize sentences containing an introduction, a thesis statement, relevant supporting facts, and a conclusion into a coherent paragraph (e.g., Topic, Intro. Sent. Fact 1, Fact 2, Fact 3, Fact 4, Conclusion).	Introduce a topic and generate two factual sentences about it.	Select a picture and provide a detail to support information about it.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words, sentences and paragraphs on topics appropriate for grade 7 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	<p>Introduction: Many people like going to the theater to see plays. Fact 1: There are theaters in most cities and towns. Fact 2: People especially like plays that make them laugh. Fact 3: Some theaters are old and very fancy.</p> <p>Which sentence makes a good conclusion for the paragraph?</p>		
Moderate Complexity Level B	Which two sentences can we use to support the topic, "Modern Space Travel"?		
Low Complexity Level C	Which picture shows a detail about this topic?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Organize sentences on a topic in a logical order and following a particular style that is appropriate for the intended audience.	Organize sentences on a topic in a logical order.	Recognize terms that can be used to introduce a topic or story.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Words, sentences and paragraphs on topics appropriate for grade 7 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Kevin is writing a paragraph about cats. Which sentence is a good introduction for Kevin’s report?		
Moderate Complexity Level B	Kelly is writing a report about her local park. Here is a part of her report. The park has a playground and a field. The park is open from morning _____. Which words correctly complete the sentence?		
Low Complexity Level C	Which word would you use to introduce an idea?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify related information from different sources to answer a series of 2–3 related questions.	Collect information from two or more relevant sources to explore a topic or answer a question.	Match information from a source to a relevant topic.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grade 7 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	<p>Research questions: Where are the Galapagos Islands? What are the Galapagos Islands known for?</p> <p>Which two sources will most likely contain the answers to the research questions?</p>		
Moderate Complexity Level B	Which two sources can we use to find information about North African countries?		
Low Complexity Level C	Which source can we use to find the meanings of words?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	7.8 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.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Select information from several online sources and organize it to describe, explain, or expand knowledge on a topic. Identify reliable sources (e.g., websites that end in .gov or .org).	Select quotations from a reliable source (e.g., websites that end in .gov or .org) to support or summarize a topic.	Select relevant information related to a given topic from an array of sources.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Words, sentences and paragraphs on topics appropriate for grade 7 • Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grade 7 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Complete the outline to show how the information from the fact list should be organized.		
Moderate Complexity Level B	Which source is most reliable for this topic?		
Low Complexity Level C	Which fact should we add to our report?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Using a graphic organizer, compare and contrast fictional portrayals and historic accounts of the same event.	Review information on a topic and sort it into categories (e.g., fact, opinion, fiction).	Recognize works of literary or historical significance and sort into fiction and nonfiction.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grade 7 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Which detail should go in the “historical fact” column in the chart?		
Moderate Complexity Level B	Put each statement into the appropriate column on the chart. (2-column chart, first column labeled “Fact,” second column labeled “Opinion.”)		
Low Complexity Level C	Which text is fiction?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences.	Communicate using the conventions of standard English grammar, including simple and compound sentences.	Communicate using simple sentences.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Which sentence shows the correct way to make a request?		
Moderate Complexity Level B	What is the correct verb for this sentence?		
Low Complexity Level C	Which picture matches the text?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old [,] green shirt”).</p> <p>b. Spell correctly.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Generate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC, VCe).	Generate sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources.	Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the ends of sentences.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions • Application of capitalization, punctuation (end marks, commas) and correct spelling of age- and grade-appropriate words 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Which sentence is correct? (sentences with/without correct spelling of VC words)		
Moderate Complexity Level B	What is the correct spelling of “district”?		
Low Complexity Level C	Which punctuation belongs at the end of the sentence? (question)		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely.</p> <p>b. Recognize and eliminate wordiness and redundancy.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Apply conventions of standard English speaking or writing by filtering out extraneous information while focusing on the main points of the message.	Convey a message that is concise and to the point, without extraneous information.	Use language to share thoughts or feelings with others.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions • Precise, concise language; verbs with appropriate voice, tense, mood 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	Which paragraph contains information that is not related to the topic?		
Moderate Complexity Level B	Which sentence contains unnecessary information?		
Low Complexity Level C	Which statement is an example of sharing a feeling of worry?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Use context clues, word structure, or reference materials to determine the meaning of unfamiliar words or phrases.	Use sentence or paragraph-level context to determine the meaning of unfamiliar or multiple-meaning words or phrases.	Determine the meaning of a word.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Words, phrases and terms consistent with grade 7 curriculum 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	What does the prefix “geo” mean?		
Moderate Complexity Level B	In the sentence above, what does “hand” mean?		
Low Complexity Level C	What does “appear” mean?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain the meaning of figurative language (e.g., similes, metaphors).	Identify the relationship between words such as synonyms and antonyms and simple connotations.	Identify connections between words and their uses.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Words, phrases and terms consistent with grade 7 curriculum 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	What does “the ocean roared and howled” mean?		
Moderate Complexity Level B	What is the connection between “damage” and “improve”?		
Low Complexity Level C	Which picture shows an “athletic” person?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing.	Sort academic and domain-specific words by connecting them to an appropriate subject or topic.	Communicate using grade-level words and phrases acquired through interactions with others.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Words, phrases and terms consistent with grade 7 curriculum 		
Sample Items			
<i>Item Models</i>			
High Complexity Level A	What is another word for “evaporate”?		
Moderate Complexity Level B	Which subject would we use the word “colony” in?		
Low Complexity Level C	Which picture shows a satellite?		