

Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

Practice Test Scoring Guide



English Language Arts

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**AASCD Grade 7 English Language Arts
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Content Summary and Answer Key**

Question No.	Extended Standard	Item Target Level	Access Limitations	Answer Key	Reporting Category
1	Determine the meaning of a word. (L.7.4c)	Low	None	B	Writing and Language
2	Select a topic and provide a detail to support information about it. (W.7.2c)	Low-Moderate	None	A	Writing and Language
3	Answer questions about specific details in text. (RL.7.1c)	High	None	B	Reading Literature
4	Answer questions about specific details in text. (RL.7.1c)	Low	None	C	Reading Literature
5	Answer questions about specific details in text. (RL.7.1c)	Low-Moderate	None	B	Reading Literature
6	Answer questions about specific details in text. (RL.7.1c)	Low	None	C	Reading Literature
7	Introduce a topic, express an opinion on it, and select a logical reason to support it. (W.7.1b)	Moderate	None	C	Writing and Language
8	Generate sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources. (L.7.2b)	Moderate	None	B	Writing and Language
9	Compare the difference in perspective of two different characters in a story. (RL.7.6a)	High	None	B	Reading Literature
10	Compare the difference in perspective of two different characters in a story. (RL.7.6a)	High	None	C	Reading Literature
11	Identify details in a text that support a claim. (RI.7.8b)	Moderate-High	None	C	Reading Informational Text
12	Identify connections among ideas or events in a text. (RI.7.3b)	Moderate	None	B	Reading Informational Text
13	Identify two or more details that provide information about the purpose of the text or the author's perspective. (RI.7.6b)	Moderate	None	C	Reading Informational Text

Question No.	Extended Standard	Item Target Level	Access Limitations	Answer Key	Reporting Category
14	Locate details from a text to support the answers to literal questions. (RI.7.1b)	Moderate	None	C	Reading Informational Text
15	Explain the meaning of figurative language (e.g., similes, metaphors). (L.7.5a)	High	None	A	Writing and Language
16	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). (W.7.8a)	High	None	C	Writing and Language
17	Interpret the figurative, connotative, or technical meanings of words or phrases; explain how the tone of the text is advanced by word choice. (RI.7.4a)	Low-Moderate	None	B	Reading Informational Text
18	Interpret the figurative, connotative, or technical meanings of words or phrases; explain how the tone of the text is advanced by word choice. (RI.7.4a)	Moderate	None	B	Reading Informational Text
19	Identify connections among ideas or events in a text. (RI.7.3b)	High	None	C	Reading Informational Text
20	Compare the difference in perspective of two different characters in a story. (RL.7.6a)	High	None	A	Reading Literature

Complexity Levels

The Ohio Learning Standards-Extended 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 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.

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Question 1

Question 1

Read the sentence.

Meghan clings to her coat as she walks into the strong wind.

What does the phrase clings to mean in the sentence?

dry



hold



put



Answer Key: B

Extended Standard: Determine the meaning of a word. (L.7.4c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student identified that the phrase "clings to" means "holds on to," demonstrating some ability to determine the meaning of a word.

Question 1 Full Script

Read the sentence.

Meghan clings to her coat as she walks into the strong wind.

What does the phrase clings to mean in the sentence?

- A. dries off
- B. holds on to
- C. puts away

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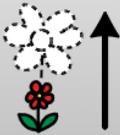
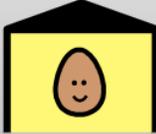
Question 2

Question 2

Read these sentences from Mark's report about bees.

Bees are important to nature. Bees use flowers as food. Bees carry pollen from flowers to other places. Pollen helps new flowers grow.

Why are bees important to nature?

<p>grow</p> 	<p>food</p> 	<p>live</p> 
		

Answer Key: A

Extended Standard: Select a topic and provide a detail to support information about it. (W.7.2c)

Item Target Level: Low-Moderate

Access Limitation: None

Notes on Scoring

The student determined that bees help new flowers to grow, demonstrating some ability to select a topic and provide a detail to support information about it.

Question 2 Full Script

Read these sentences from Mark's report about bees.

Bees are important to nature. Bees use flowers as food. Bees carry pollen from flowers to other places. Pollen helps new flowers grow.

Why are bees important to nature?

- A. Bees help new flowers to grow.
- B. Bees get their food from flowers.
- C. Bees live near flowers.

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Stimulus for Questions 3 – 6

Stimulus for Questions 3 – 6

Dear Josh,

Today in social studies class, we learned about the rules for flying a United States flag. I was surprised about some of these rules.

There are rules about where a flag can fly and how to hang it. There are even rules about when to display the flag. It is a good idea to fly the flag on holidays. You can also fly it every day. If you fly the flag at night, though, you must shine a light on it.

There is only one place where the United States flag can fly 24 hours a day without a light on it. Do you know where that flag is? It is the flag that the astronauts put on the moon!

I think this was my favorite social studies class this year. I really learned a lot!

Your friend,
Ray

Stimulus Full Script

Dear Josh,

Today in social studies class, we learned about the rules for flying a United States flag. I was surprised about some of these rules.

There are rules about where a flag can fly and how to hang it. There are even rules about when to display the flag. It is a good idea to fly the flag on holidays. You can also fly it every day. If you fly the flag at night, though, you must shine a light on it.

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Your friend,
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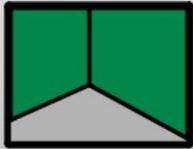
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Question 3

Question 3

What do you need to fly the flag at night?

room



light



building



Answer Key: B

Extended Standard: Answer questions about specific details in text. (RL.7.1c)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined that you need light to fly the flag at night, demonstrating some ability to answer questions about specific details in a text.

Question 3 Full Script

What do you need to fly the flag at night?

- A. a room
- B. a light
- C. a building

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Question 4*

***Note Regarding the Early Stopping Rule for AASCD**

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 practice tests. The practice test site has a built-in early stopping rule, which will automatically stop the practice 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.

Question 4

Where is one place the flag flies all the time?



Answer Key: C

Extended Standard: Answer questions about specific details in text. (RL.7.1c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student determined that the flag flies all the time on the moon, demonstrating some ability to answer questions about specific details in a text.

Question 4 Full Script

Where is one place the flag flies all the time?

- A. at the grocery store
- B. in a mall
- C. on the moon

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Question 5

Question 5

What is the main idea of the letter?

There are many places to fly a flag.



There are rules for flying a flag.



There are surprises in social studies class.



Answer Key: B

Extended Standard: Answer questions about specific details in text. (RL.7.1c)

Item Target Level: Low-Moderate

Access Limitation: None

Notes on Scoring

The student identified the main idea of the letter, demonstrating some ability to answer questions about specific details in text.

Question 5 Full Script

What is the main idea of the letter?

- A. There are many places to fly a flag.
- B. There are rules for flying a flag.
- C. There are surprises in social studies class.

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Question 6

Question 6

What was Ray's purpose for writing the letter?

to say hello to his friend



to tell a story about the moon



to give information about the flag



Answer Key: C

Extended Standard: Answer questions about specific details in text. (RL.7.1c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student identified Ray's purpose for writing the letter, demonstrating some ability to answer questions about specific details in text.

Question 6 Full Script

What was Ray's purpose for writing the letter?

- A. to say hello to his friend
- B. to tell a story about the moon
- C. to give information about the flag

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Question 7

Question 7

Katie is writing her opinion about penguins. Here is part of her report. The first sentence is missing.

_____. Penguins are excellent swimmers. Most birds cannot swim so well. Penguins' smooth feathers help them in the water.

Which sentence introduces Katie's opinion?

Penguins live in large groups.



I recently saw penguins at the zoo.



I believe penguins are interesting birds.



Answer Key: C

Extended Standard: Introduce a topic, express an opinion on it, and select a logical reason to support it. (W.7.1b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified that the sentence "I believe penguins are interesting birds" introduces Kate's opinion, demonstrating some ability to express an opinion.

Question 7 Full Script

Katie is writing her opinion about penguins. Here is part of her report. The first sentence is missing.

_____. Penguins are excellent swimmers. Most birds cannot swim so well. Penguins' smooth feathers help them in the water.

Which sentence introduces Katie's opinion?

- A. Penguins live in large groups.
- B. I recently saw penguins at the zoo.
- C. I believe penguins are interesting birds.

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Question 8

Question 8

Which sentence uses correct punctuation?

Elizabeth went to Columbus



Elizabeth went to
Columbus.



Elizabeth went to
Columbus,



Answer Key: B

Extended Standard: Generate sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources. (L.7.2b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified that there is a period at the end of the sentence, demonstrating some ability to generate sentences that include correct conventions of capitalization and punctuation.

Question 8 Full Script

Which sentence uses correct punctuation?

- A. Elizabeth went to Columbus [There is no punctuation at the end of the sentence.]
- B. Elizabeth went to Columbus. [There is a period at the end of the sentence.]
- C. Elizabeth went to Columbus, [There is a comma at the end of the sentence.]

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Stimulus for Questions 9 – 10

Stimulus for Questions 9 – 10

Aaron Is Late

Aaron's father looked at his watch and turned to Aaron's mother. "Our son is now half an hour late coming home. I am not happy about this."

"Honey, let's wait until we talk to Aaron," said Mother. "Something may have happened to make him late."

Meanwhile, Aaron and his friend Mark Ramirez had just arrived at Mark's house out of breath. "Mom, look," said Mark, "we found our dog!"

"Oh, I'm so relieved! Good work, guys!"

"Mrs. Ramirez," said Aaron, "could you call my parents and tell them what happened? I'm so worried about being late. My father wanted me back home a while ago."

"Sure, Aaron," said Mrs. Ramirez. "I'll call right away and then drive you home."

Stimulus Full Script

Aaron Is Late

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"Honey, let's wait until we talk to Aaron," said Mother. "Something may have happened to make him late."

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"Oh, I'm so relieved! Good work, guys!"

"Mrs. Ramirez," said Aaron, "could you call my parents and tell them what happened? I'm so worried about being late. My father wanted me back home a while ago."

"Sure, Aaron," said Mrs. Ramirez. "I'll call right away and then drive you home."

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Question 9

Question 9

What does the narrator of the story understand about Aaron that Aaron's father does not understand?

Aaron is half an hour late coming home.



Aaron has a good reason for being late.



Aaron makes up a story about why he is late.



Answer Key: B

Extended Standard: Compare the difference in perspective of two different characters in a story. (RL.7.6a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified what the narrator understands about Aaron, demonstrating some ability to compare the difference in perspective of two different characters in a story.

Question 9 Full Script

What does the narrator of the story understand about Aaron that Aaron's father does not understand?

- A. Aaron is half an hour late coming home.
- B. Aaron has a good reason for being late.
- C. Aaron makes up a story about why he is late.

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Question 10

Question 10

How do Aaron's parents view his being late differently?

His father is serious but his mother is joking.



His father is worried but his mother is sad.



His father is upset but his mother is patient.



Answer Key: C

Extended Standard: Compare the difference in perspective of two different characters in a story. (RL.7.6a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified how Aaron's parents view his being late differently, demonstrating some ability to compare the difference in perspective of two different characters in a story.

Question 10 Full Script

How do Aaron's parents view his being late differently?

- A. His father is serious but his mother is joking.
- B. His father is worried but his mother is sad.
- C. His father is upset but his mother is patient.

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Stimulus for Questions 11 – 14

Stimulus for Questions 11 – 14

Susan B. Anthony

- 1 Susan B. Anthony was a very brave woman in American history. In the 1800s, women did not have the right to vote in the United States. She did not agree with this. She believed women should be able to vote in the United States. Many Americans disagreed with her.
- 2 Susan B. Anthony created the National Woman Suffrage Association in 1869. Suffrage means the right to vote. Many women joined her group because they wanted to vote too. The group protested the law and tried to change it. Women won the right to vote in 1920, thanks to Susan B. Anthony's hard work and leadership.

Stimulus Full Script

Susan B. Anthony

Susan B. Anthony was a very brave woman in American history. In the 1800s, women did not have the right to vote in the United States. She did not agree with this. She believed women should be able to vote in the United States. Many Americans disagreed with her.

Susan B. Anthony created the National Woman Suffrage Association in 1869. Suffrage means the right to vote. Many women joined her group because they wanted to vote too. The group protested the law and tried to change it. Women won the right to vote in 1920, thanks to Susan B. Anthony's hard work and leadership.

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Question 11

Question 11

What made Susan B. Anthony a leader?

She did not have the right to vote.



She disagreed with many people.



She created a group to change the law.



Answer Key: C

Extended Standard: Identify details in a text that support a claim. (RI.7.8b)

Item Target Level: Moderate-High

Access Limitation: None

Notes on Scoring

The student identified that Susan B. Anthony is a leader because she created a group to change the law, demonstrating some ability to identify details in a text that support a claim.

Question 11 Full Script

What made Susan B. Anthony a leader?

- A. She did not have the right to vote.
- B. She disagreed with many people.
- C. She created a group to change the law.

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Question 12

Question 12

Why did women join Susan B. Anthony's group?

They wanted to make new friends.



They believed women should be able to vote.



They wanted to follow the laws of their country.



Answer Key: B

Extended Standard: Identify connections among ideas or events in a text. (RI.7.3b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified that Susan B. Anthony's group believed women should be able to vote, demonstrating some ability to identify connections among ideas or events in a text.

Question 12 Full Script

Why did women join Susan B. Anthony's group?

- A. They wanted to make new friends.
- B. They believed women should be able to vote.
- C. They wanted to follow the laws of their country.

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Question 13

Question 13

Why does the author think Susan B. Anthony was brave?

She talked about laws in the United States.



She did not have the right to vote in the 1800s.



She did not give up when many people disagreed with her.



Answer Key: C

Extended Standard: Identify two or more details that provide information about the purpose of the text or the author's perspective. (RI.7.6b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified that Susan B. Anthony was brave because she did not give up when many people disagreed with her, demonstrating some ability to identify details that provide information about the author's perspective.

Question 13 Full Script

Why does the author think Susan B. Anthony was brave?

- A. She talked about laws in the United States.
- B. She did not have the right to vote in the 1800s.
- C. She did not give up when many people disagreed with her.

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Question 14

Question 14

When did women win the right to vote?

1800



1869



1920



Answer Key: C

Extended Standard: Locate details from a text to support the answers to literal questions. (RI.7.1b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified 1920 as the date women won the right to vote, demonstrating some ability to locate details from a text to support the answers to literal questions.

Question 14 Full Script

When did women win the right to vote?

- A. 1800
- B. 1869
- C. 1920

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Question 15

Question 15

Read the sentence.

The desert wind was roaring like a lion.

What is the meaning of this sentence?

The wind was loud.



The wind was cold.



The wind was alive.



Answer Key: A

Extended Standard: Explain the meaning of figurative language (e.g., similes, metaphors). (L.7.5a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified that the sentence means the wind was loud, demonstrating some ability to explain the meaning of figurative language.

Question 15 Full Script

Read the sentence.

The desert wind was roaring like a lion.

What is the meaning of this sentence?

- A. The wind was loud.
- B. The wind was cold.
- C. The wind was alive.

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Question 16

Question 16

Amy is writing a report about Amelia Earhart and her life as a pilot. She found a website about Earhart's first flight. Which other source should Amy use to find information?

a webpage about the view from a plane



a social media post about talking to a pilot on a trip



a government website about famous female pilots



Answer Key: C

Extended Standard: 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). (W.7.8a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified a government website about famous female pilots, demonstrating some ability to select information from several online sources to explain knowledge on a topic.

Question 16 Full Script

Amy is writing a report about Amelia Earhart and her life as a pilot. She found a website about Earhart's first flight. Which other source should Amy use to find information?

- A. a webpage about the view from a plane
- B. a social media post about talking to a pilot on a trip
- C. a government website about famous female pilots

**Grade 7 English Language Arts
AASCD Practice Test Scoring Guide**

Stimulus for Questions 17 – 19

Stimulus for Questions 17 – 19

The Dream Team

In the 1990s, the United States had a very successful national basketball team. People called them "The Dream Team." The team included many well-known legendary basketball players. They triumphed in all of their games, and they earned gold medals at the Summer Olympics in 1992 and 1996. The Dream Team has the reputation of being one of the greatest teams in all of sports history.

Stimulus Full Script

The Dream Team

In the 1990s, the United States had a very successful national basketball team. People called them "The Dream Team." The team included many well-known legendary basketball players. They triumphed in all of their games, and they earned gold medals at the Summer Olympics in 1992 and 1996. The Dream Team has the reputation of being one of the greatest teams in all of sports history.

**Grade 7 English Language Arts
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Question 17

Question 17

What does triumphed mean?

learned

won

enjoyed



Answer Key: B

Extended Standard: Interpret the figurative, connotative, or technical meanings of words or phrases; explain how the tone of the text is advanced by word choice. (RI.7.4a)

Item Target Level: Low-Moderate

Access Limitation: None

Notes on Scoring

The student determined that "triumphed" means "won," demonstrating some ability to interpret the technical meanings of words.

Question 17 Full Script

What does triumphed mean?

- A. learned
- B. won
- C. enjoyed

**Grade 7 English Language Arts
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Question 18

Question 18

What does the author mean when referring to the team as legendary?

The team is exciting.



The team members were famous.



The author was hopeful for the team.



Answer Key: B

Extended Standard: Interpret the figurative, connotative, or technical meanings of words or phrases; explain how the tone of the text is advanced by word choice. (RI.7.4a)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student determined that "legendary" means that the team members were famous, demonstrating some ability to interpret the technical meanings of words.

Question 18 Full Script

What does the author mean when referring to the team as legendary?

- A. The team is exciting.
- B. The team members were famous.
- C. The author was hopeful for the team.

**Grade 7 English Language Arts
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Question 19

Question 19

Why was "The Dream Team" a successful team for the United States?

They were given a good name.



They played many games.



They won all of their games.



Answer Key: C

Extended Standard: Identify connections among ideas or events in a text. (RI.7.3b)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined that the Dream Team was successful because they won all of their games, demonstrating some ability to identify connections among events in a text.

Question 19 Full Script

Why was "The Dream Team" a successful team for the United States?

- A. They were given a good name.
- B. They played many games.
- C. They won all of their games.

**Grade 7 English Language Arts
AASCD Practice Test Scoring Guide**

Stimulus for Question 20

Stimulus for Question 20

The Noisy Dog: a Fable

There was once a young dog who barked at people for no reason. This dog was a problem to everyone who came to his owner's house. So his owner put a bell on the dog's collar to warn people. The young dog was very proud of the bell. He walked around jingling the bell with joy.

But an old dog came up to him and said, "You should not think so proudly of yourself. Do you think that you received that bell as a reward for being good? No, you were given the bell because you are unkind."

Stimulus Full Script

The Noisy Dog: a Fable

There was once a young dog who barked at people for no reason. This dog was a problem to everyone who came to his owner's house. So his owner put a bell on the dog's collar to warn people. The young dog was very proud of the bell. He walked around jingling the bell with joy.

But an old dog came up to him and said, "You should not think so proudly of yourself. Do you think that you received that bell as a reward for being good? No, you were given the bell because you are unkind."

**Grade 7 English Language Arts
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Question 20

Question 20

In the story, what is different about the way the two dogs think of the bell?

The old dog thinks the bell is a punishment but the young dog thinks it is a reward.



The old dog likes the bell but the young dog dislikes it.



The old dog wants the bell, but the young dog will not share it.



Answer Key: A

Extended Standard: Compare the difference in perspective of two different characters in a story. (RL.7.6a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined what is different about the way the two dogs think of the bell, demonstrating some ability to compare the difference in perspective of two different characters in a story.

Question 20 Full Script

In the story, what is different about the way the two dogs think of the bell?

- A. The old dog thinks the bell is a punishment but the young dog thinks it is a reward.
- B. The old dog likes the bell but the young dog dislikes it.
- C. The old dog wants the bell, but the young dog will not share it.