



Colorado Measures of Academic Success



Grade 7

English Language Arts/Literature

Answer Key

with

Scoring Rubrics

Practice Resource for Students

ANSWER KEY - ITEM SET 1

Item Set 1 – Question 1 (Selected Response; Selected Response)

Part A

What is the meaning of recurrence as it is used in paragraph 16 of *The Count of Monte Cristo* ?

- A. a desire for something hard to obtain
- B. an instance of something happening again
- C. a way of thinking about something important
- D. an understanding of something previously unknown

Part B

Which evidence from *The Count of Monte Cristo* supports the correct answer in Part A?

- A. “. . . . to but knock against the wall, and he will cease to work . . .” (paragraph 12)
- B. “. . . he will soon resume it.” (paragraph 12)
- C. “Full of hope, Edmond swallowed a few mouthfuls of bread and water” (paragraph 15)
- D. “Edmond did not close his eyes.” (paragraph 17)

Part A

In *The Count of Monte Cristo*, how does the noise in the wall affect Edmond Dantes?

- A. It causes him to summon the jailer.
- B. It gives him a sense of hope.
- C. It frightens him into behaving foolishly.
- D. It proves that he will escape.

Part B

Which evidence from *The Count of Monte Cristo* supports the answer to Part A?

- A. "So many loathsome animals inhabited the prison, that their noise did not, in general, awake him" (paragraph 2)
- B. "It seemed to him that heaven had at length taken pity on him" (paragraph 3)
- C. "No, no, doubtless he was deceived, and it was but one of those dreams that forerun death!" (paragraph 4)
- D. "Suddenly the jailer entered." (paragraph 6)

Item Set 1 – Question 3 (Selected Response; Selected Response)

Part A

What is a central idea of *The Count of Monte Cristo* ?

- A. Poor conditions cause a man to imagine sounds in his cell.
- B. A jailer takes pity on a hungry man and offers him food.
- C. The lack of company causes a man to befriend his jailer.
- D. A confined man is energized by the possibility of escape.

Part B

Which evidence from *The Count of Monte Cristo* **best** supports the answer to Part A?

- A. "Dantes raised himself up and began to talk about everything; about the bad quality of the food, about the coldness of his dungeon, grumbling and complaining, in order to have an excuse for speaking louder, and wearying the patience of his jailer, who out of kindness of heart had brought broth and white bread for his prisoner." (paragraph 8)
- B. "Fortunately, he fancied that Dantes was delirious; and placing the food on the rickety table, he withdrew." (paragraph 9)
- C. "There can be no doubt about it," thought he; "it is some prisoner who is striving to obtain his freedom. Oh, if I were only there to help him!" (paragraph 10)
- D. "Unfortunately, Edmond's brain was still so feeble that he could not bend his thoughts to anything in particular." (paragraph 11)

Item Set 1 – Question 4 (Selected Response; Selected Response)

Part A

How does the author of *Blessings* use stage directions to reveal that the two characters are learning more about each other?

- A. by describing their reactions
- B. by describing their activities
- C. by describing their relationship
- D. by describing their accomplishments

Part B

Which evidence from the scene from *Blessings* supports the correct answer in Part A?

- A. "(RENE reaches the top. She looks out for the first time.)" (before speech 4)
- B. "(Proud of remembering.)" (speech 12)
- C. "(JESSE looks right at RENE, surprised by her directness.)" (before speech 36)
- D. "(RENE waits for an answer.)" (before speech 38)

Item Set 1 – Question 5 (TEI Hot Spot)

Both characters in the scene from *Blessings* are inspired by the setting of the scene to express themselves through artistic means. Select two highlighted paragraphs of dialogue from the scene, one for each character, that support this idea.

23 RENE. Man, I've got to bring my paints up here.

52 JESSE. Rene, first, would you read this? (JESSE takes a piece of paper out of his shirt pocket. He hands it to RENE.) It's a poem. Real short. I wrote it about this place.

Item Set 1 – Question 6 (Constructed Response)

Both characters in the scene from *Blessings* are inspired by the setting of the scene to express themselves through artistic means. Select **two** highlighted paragraphs of dialogue from the scene, **one** for **each** character, that support this idea.

Item Set 1 – Question 7 (Selected Response; Selected Response)

Part A

In paragraph 2 of "NOAA's Big Miracle Worker," what tone does the phrase it **was a total zoo convey**?

- A. urgent
- B. chaotic
- C. annoyed
- D. pleading

Part B

Which detail from the interview indicates a tone similar to the one identified in Part A?

- A. "All of the other gray whales had started migrating much earlier, but these three whales stayed in the feeding grounds too long." (paragraph 2)
- B. "They seemed to understand that we were there to help them along." (paragraph 2)
- C. "Access was limited for safety reasons and to minimize disturbance to the whales and those involved directly with the rescue effort." (paragraph 3)
- D. "There were so many groups—Inupiat hunters, biologists, oil companies, United States and Soviet Union government agencies, the military, non-profit organizations, and the press—on the scene and everyone wanted to play a part." (paragraph 4)

Item Set 1 – Question 8 (Selected Response; Selected Response)

Part A

In what way did the people living in the area impact the whale rescue?

- A. They knew how to coordinate diverse groups of wildlife specialists.
- B. They kept rescuers safe by giving advice about conditions.
- C. They had experience working with reporters during previous whale rescues.
- D. They had connections to companies that could supply necessary equipment.

Part B

Which detail from the interview **best** supports the answer to Part A?

- A. "... the lack of factual information ..." (paragraph 1)
- B. "... their knowledge and guidance helped the operation ..." (paragraph 3)
- C. "... everyone wanted to play a part." (paragraph 4)
- D. "... pumps made to circulate water and prevent freezing." (paragraph 5)

Item Set 1 – Question 9 (TEI Drag and Drop)

In "NOAA's Big Miracle Worker," Dave Withrow describes how different groups worked together in different ways to save the whales. The table contains some of the groups Withrow mentions. Drag contributions and effects into the correct boxes to show how each group contributed to the rescue. Each contribution and effect will be used once.

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

Part A

How does paragraph 2 contribute to the structure of the interview?

- A. It presents an explanation for the whales' stranding.
- B. It explains how the setting affected the rescue.
- C. It captures the reader's interest with a description of the whales.
- D. It provides the reader with information about the groups involved in the rescue.

Part B

Which detail from paragraph 2 of the interview best supports the answer to Part A?

- A. "This was October in Alaska"
- B. ". . . a total zoo in Barrow with all the reporters there."
- C. ". . . were relatively young and confused."
- D. ". . . the other gray whales had started migrating"

Item Set 1 – Question 11 (Selected Response; Multiple Select)

Part A

What effect did the owners of a Minnesota company have on the rescue?

- A. The equipment they sent allowed breathing holes to be cut in the ice.
- B. The equipment they sent helped to provide light for the workers.
- C. The equipment they sent helped the whales move forward from one hole to the next.
- D. The equipment they sent broke through the ice to create a path through the bay.

Part B

Which two details from paragraph 5 of the interview **best** support the answer to Part A?

- A. "... chain saws to help cut holes in the ice."
- B. "... circulate water and prevent freezing."
- C. "... whale mating sounds to lure the whales ..."
- D. "... noise generated by the pumps attracted the whales."
- E. "... broke through a 15-foot area at the head of the bay ..."
- F. "... cutting holes to meet the channel ..."

Part A

What made Dave Withrow uniquely qualified to join Operation Breakthrough?

- A. his experience participating in marine mammal rescues
- B. his knowledge about the behavior of marine mammals
- C. his understanding of conditions the rescuers faced
- D. his relationship with members of the news media

Part B

Which piece of evidence from the interview **best** supports the answer to Part A?

- A. “. . . anything whale-related, especially on the West Coast, comes through our office.” (paragraph 1)
- B. “. . . not at all like the average whale stranding at the beach.” (paragraph 2)
- C. “. . . we didn’t know why this had captured the whole world’s attention, but all eyes were on us.” (paragraph 2)
- D. “. . . their knowledge and guidance helped the operation stay safe and on track.” (paragraph 3)

ANSWER KEY – ITEM SET 2

Item Set 2 - Question 1 (Selected Response; Selected Response)

Part A

In paragraph 12 of "Energy Story," what does the word **circuit** mean?

- A. a conductor
- B. a balance
- C. a charge
- D. a path

Part B

Which sentence from "Energy Story" **best** supports the answer in Part A?

- A. "Each atom has a specific number of electrons, protons and neutrons." (paragraph 8)
- B. "So, if an atom had six protons, it should also have six electrons." (paragraph 9)
- C. "The charge is passed from atom to atom when electricity is 'passed.'" (paragraph 12)
- D. "Most metals—like copper, aluminum or steel—are good conductors." (paragraph 22)

Part A

Which sentence **best** states the central idea of paragraphs 21–22 in “Energy Story”?

- A. Materials that are insulators and conductors have a high resistance to electricity.
- B. It is more difficult for electricity to pass through insulators than conductors.
- C. Insulators and conductors are able to generate a high amount of electricity.
- D. Electrons move through rubber easier than they move through metal.

Part B

Which sentence from “Energy Story” **best** supports the answer in Part A?

- A. “Electricity is conducted through some things better than others.”
- B. “Its resistance measures how well something conducts electricity.”
- C. “Some things hold their electrons very tightly.”
- D. “Other materials have some loosely held electrons, which move through them very easily.”

Part A

Why does the author most likely place the information in paragraphs 1–2 at the beginning of “Energy Story”?

- A. to encourage the reader to learn how electronic devices are made
- B. to show the reader how different machines can improve our lives
- C. to draw the reader in by showing how electricity affects everyone
- D. to teach the reader how to use electricity in different settings

Part B

Which detail from “Energy Story” best supports the answer in Part A?

- A. “. . . walk through your school, house or apartment . . .”
(paragraph 2)
- B. “. . . how many things we use each and every day that depend on electricity.” (paragraph 2)
- C. “. . . in the same way the moon spins around the earth.”
(paragraph 5)
- D. “. . . each person would have a bucket of water to pour from one bucket to another.” (paragraph 12)

Part A

Which paragraph **best** summarizes the conclusions of the experiment in "Short Circuit"?

- A. paragraph 2
- B. paragraph 3
- C. paragraph 4
- D. paragraph 5

Part B

Which details from "Short Circuit" provide the **best** summary of the conclusions in the experiment? Select **three** details and move them into the box labeled Summary.

Summary

Iron wire is a good conductor of electricity.

The length of a wire affects its resistance.

A short circuit occurs when there is a high flow of current with low resistance.

Part A

As it is used in the article, what does the word **solution** mean?

- A. an ability to combine smaller parts
- B. an answer to a problem
- C. a capacity to carry a stronger charge
- D. a liquid mixture

Part B

Which detail from "Conducting Solutions" provides the **best** clue to the meaning of the word **solution**?

- A. "conducts electricity" (paragraph 1)
- B. "dissolved in water" (paragraph 2)
- C. "are no ions" (paragraph 3)
- D. "made of molecules" (paragraph 4)

Part A

In "Conducting Solutions," why does the author most likely include the information in paragraph 5?

- A. to explain how solutions that contain ions conduct electricity
- B. to show how some solutions low in ions can conduct electricity
- C. to describe several ways to use solutions that conduct electricity
- D. to list several solutions that are effective conductors of electricity

Part B

Which detail from paragraph 5 of "Conducting Solutions" best supports the answer in Part A?

- A. "This is what happens when ammonia and vinegar are mixed."
- B. "An ammonia solution contains only a few ions, and it conducts electricity only poorly."
- C. "A vinegar solution also contains only a few ions and conducts only a little electricity."
- D. "But when these solutions are mixed, the ammonia reacts with the acid in vinegar (acetic acid), and they form a lot of ions."

Item Set 2 - Question 7 (TEI Drag and Drop)

Drag and drop three key ideas from "Conducting Solutions" in the correct order into the table to create the best summary of the article.

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

Item Set 2 - Question 8 (Selected Response; Selected Response)

Part A

Which sentence describes the overall structure of “Conducting Solutions”?

- A. The text provides an argument with supporting reasons for studying electricity.
- B. The text provides a description of solutions that conduct electricity.
- C. The text provides a presentation of a scientific experiment and includes detailed instructions.
- D. The text provides an explanation about conducting electricity and includes supporting evidence.

Part B

In “Conducting Solutions,” in what way does paragraph 2 contribute to the structure in Part A?

- A. It suggests that further study is needed.
- B. It provides details to strengthen a description.
- C. It presents several unexpected conclusions.
- D. It gives steps about how to conduct an experiment.

Item Set 2 - Question 9 (Constructed Response)

You have learned about electricity by reading three articles, “Energy Story,” “Short Circuit,” and “Conducting Solutions.”

In an essay, analyze how each source uses explanations, examples, and/or descriptions to help accomplish its purpose. Support your response with evidence from each source.

Part A

Which detail uses figurative language to express the narrator's pain?

- A. "My hair flicked like black fire" (paragraph 1)
- B. ". . . red anger lived in their eyes." (paragraph 2)
- C. ". . . the devilish horns of my butch haircut . . ." (paragraph 3)
- D. ". . . my eyes flinging tears like a sprinkler." (paragraph 6)

Part B

In which detail does the author also use figurative language to express the narrator's pain?

- A. "When I squinted, I could see" (paragraph 1)
- B. ". . . looking out, amazed and devious . . ." (paragraph 3)
- C. ". . . I let my finger slowly uncurl like a bean plant rising from earth." (paragraph 3)
- D. ". . . two tears dropping like dimes into the dust." (paragraph 9)

Part A

What is a theme in the passage?

- A. A feeling of independence is difficult to achieve.
- B. Revenge can be satisfying.
- C. Overconfidence can lead to unexpected results.
- D. Freedom is a personal choice.

Part B

Which detail from the passage best supports the theme from Part A?

- A. "... I thought I was pretty cool riding up and down the block, age five, in my brother's hand-me-down shirt." (paragraph 1)
- B. "I was scared of riding on Sarah Street. Mom said hungry dogs lived on that street" (paragraph 2)
- C. "... I liked the way the water sprang up from the sprinkler" (paragraph 5)
- D. "Big baby, I thought, and said, "You can run over my leg with your trike if you want." (paragraph 5)

Item Set 2 - Question 12 (Selected Response; Multiple Select)

Part A

How does the mother's perspective about the neighboring street affect the narrator?

- A. He stays within his mother's view.
- B. He questions his mother's concerns.
- C. He desires a better bicycle that will go faster.
- D. He becomes dependent on his mother.

Part B

Which two details support the answer to Part A?

- A. "My first bike got me nowhere, though the shadow I cast as I pedaled raced along my side." (paragraph 1)
- B. "I didn't believe Mom." (paragraph 3)
- C. "I braked and looked back at where I had gone." (paragraph 4)
- D. "After a few circle eights I returned to our street." (paragraph 4)
- E. "I began to think that maybe this was like one of those false rainbow warnings." (paragraph 4)
- F. "I saw her face in the window, curlers piled high, and she waved a dish towel at me." (paragraph 5)

Item Set 2 - Question 13 (Selected Response; Multiple Select)

Part A

How does the setting advance the plot of the passage?

- A. It builds a sense of isolation and mystery.
- B. It reveals how a young person pushes boundaries to be more independent.
- C. It illustrates that playmates can be found almost anywhere.
- D. It creates an image of how a neighborhood can provide a sense of security.

Part B

Which two details from the passage best support the answer to Part A?

- A. "Going up and down the block was one thing, but taking the first curve, out of sight of Mom and the house, was another." (paragraph 2)
- B. "Their throats were hard with extra bones from biting kids on bikes, she said." (paragraph 2)
- C. "I pedaled my squeaky bike around the curve onto Sarah Street, but returned immediately." (paragraph 4)
- D. "The street had looked like our street . . ." (paragraph 4)
- E. "I turned my bike around and rode a few times in front of our house, just in case Mom was looking for me." (paragraph 5)
- F. "I did figure eights, rode up the curbs and onto lawns, bumped into trees, and rode over a garden hose a hundred times . . ." (paragraph 5)
- G. "I stopped when I saw a kid my age come down a porch." (paragraph 5)



Research Simulation Task (RST) and Literary Analysis Task (LAT)

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



Narrative Task (NT)

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

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters’ personalities; and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements: establishing a context, situating events in a time and place, developing a point of view, and developing characters’ motives. The elements to be assessed are expressed in grade-level standards 3 for writing.