Computer-Based Sample Test Scoring Guide
Grade 7 ELA
AzMERIT

Updated January 2019

Prepared by the Arizona Department of Education and the American Institutes for Research®
About the Sample Test Scoring Guide

The AzMERIT Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for AzMERIT Sample Test items.

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

- Item number
- Strand
- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AzMERIT Grade 7 ELA.
Grade 7 ELA–Writing Sample Test

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<td>Writing</td>
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Passage(s):

- Action-Packed Video Games a Sight for Sore Eyes
- Video Games and Physical Health
- Teens’ Sleep Cut Short by High-Tech Toys
- Heart Group Backs Video Games in Obesity Campaign

Write an essay for your school newspaper arguing whether playing video games significantly affects physical health. Your essay must be based on the ideas, concepts, and information that can be determined through analysis of the “Do Video Games Have a Major Effect on Players’ Physical Health?” passage set.

Manage your time carefully so that you can
- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to
- include a claim;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.
## Grades 7–8 Argumentative Essay Writing Guide

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<th>Purpose, Focus, and Organization</th>
<th>Evidence and Elaboration</th>
<th>Conventions</th>
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<tbody>
<tr>
<td>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</td>
<td>The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following:</td>
<td>The response demonstrates an adequate command of basic conventions. The response may include the following:</td>
</tr>
<tr>
<td>• Strongly maintained claim with little or no loosely related material</td>
<td>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</td>
<td>• Some minor errors in usage but no patterns of errors</td>
</tr>
<tr>
<td>• Clearly addressed alternate or opposing claims</td>
<td>• Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text</td>
<td>• Adequate use of punctuation, capitalization, sentence formation, and spelling</td>
</tr>
<tr>
<td>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• Clear and effective expression of ideas, using precise language</td>
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</tr>
<tr>
<td>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</td>
<td>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</td>
<td></td>
</tr>
<tr>
<td>• Appropriate style and tone established and maintained</td>
<td>• Varied sentence structure, demonstrating language facility</td>
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### References and Citations

When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).
Grade 7 ELA–Reading Sample Test

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<td>Vocabulary Acquisition and Use</td>
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Passage(s):

- *The Not-So-Simple Life*

Read these sentences from paragraph 1.

“In Antarctica, you learn not to take anything for granted. Not even things as basic as food, water, or energy.”

What does the author mean by the phrase *not to take anything for granted*?

- A. to take care of yourself
- B. to do things that help nature
- C. to notice the needs of others
- D. to be thankful for what you have

(1 Point)
Sample Test Scoring Guide - Grade 7 ELA
Spring 2019

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<td>Key Ideas and Details</td>
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Read the sentence from paragraph 2.
“The U.S. Antarctic Program is committed to reducing its impact—or footprint—on the Antarctic environment.”

Select two sentences from the passage that support this statement.

☐ “Whether your favorite food is pizza or burritos, all of the ingredients have to come from other continents.” (paragraph 1)

☐ “As for drinking water, special systems and a great deal of energy are needed to take the salt out of seawater to make it useable.” (paragraph 1)

☑ “That means that every bit of garbage a person might produce in a day has to be transported off the continent.” (paragraph 2)

☑ “The U.S. research base has partnered with its nearby neighbor, New Zealand’s Scott Base, to share energy produced from three large wind turbines.” (paragraph 3)

☐ “The people who live and work in McMurdo fly into and out of the continent along with their luggage and scientific equipment.” (paragraph 6)

☐ “Yubeca Bragg, who is an organic farmer in West Virginia during the Antarctic winter, manages the treatment plant.” (paragraph 5)

(1 Point) Student selected both correct options.
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<td>Craft and Structure</td>
<td>RI.7.5</td>
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What is the structure of the passage?

A. The author describes a process that is followed to recycle materials in Antarctica.

B. The author gives examples of how people in Antarctica try to protect the environment.

C. The author describes the work being done at different stations in Antarctica to conserve water.

D. The author gives the most important information about Antarctica first, followed by less important information.

(1 Point)
People limit how much water they use in Antarctica because it takes a lot of energy to turn saltwater into fresh water. 

(1 Point) Student selected “turn saltwater into fresh water” from the dropdown.
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<td>RI.7.3</td>
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According to the passage, which fact limits the process of shipping to and from Antarctica?

- Ships cannot travel to Antarctica during the winter.
- The ships do not carry the belongings of researchers.
- It takes much longer to unload cargo than to unload fuel.
- Ships must transport waste from Antarctica to another location.

(1 Point)
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<td>Craft and Structure</td>
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Which statement describes the author’s point of view in the passage?

A. Travel to Antarctica is prohibited during the winter months.
B. Alternative plans need to be made when visiting Antarctica.
C. Special effort and thinking ahead is required when spending time in Antarctica.
D. Research in Antarctica is important to learning more about how plants survive.

(1 Point)
How does the author ensure the claims made are reliable? Choose two answers.

☐ by using a question-and-answer format as an explanation, such as “Why? There are no farms on the icy continent.” (paragraph 1)

☐ by using descriptive language that appeals to readers’ emotions, such as “The only plants are mosses and lichens. There are certainly no cows, pigs, or chickens.” (paragraph 1)

☐ by giving examples of how ideas in the passage relate to readers’ lives, such as “… people are limited to two-minute showers twice a week!” (paragraph 4)

☑ by offering information from experts as support, such as “Water-plant manager Paul Jones says it takes energy and special technology to remove the salt from seawater to produce drinking water.” (paragraph 4)

☑ by providing factual details as evidence, such as “Between 150,000 and 180,000 pounds a year of the remaining solid waste, called sludge, is packed into containers and sent back to the U.S.” (paragraph 5)

☐ by emphasizing key ideas to make ideas clear, such as “… every plan always requires a backup plan—and a backup plan to the backup plan.” (paragraph 7)

(1 Point) Student selected both correct options.
This question has two parts. First, answer Part A. Then, answer Part B.

Part A
Why does the author include information in *What’s on the Cargo Ships*?

A) to give an opinion about visiting the McMurdo Station

B) to identify the main differences between the summer and the winter in Antarctica

C) to explain how ships are used to carry supplies while also reducing waste in Antarctica

D) to give information about what kinds of supplies are mainly transported to McMurdo Station

Part B
Choose two sentences that best support your answer in Part A.

“There is one ship that brings fuel and another ship that brings cargo. The cargo ship takes back all of the waste, from construction materials to glass, paper, plastic, and metal that has been carefully recycled. . . . It takes 10 days to unload and reload the cargo ship and about 40 hours to unload the fuel. All fuel and supplies must be delivered during the short Antarctic summer. Nothing comes in or goes out during the long, dark Antarctic winter.” (paragraph 6)

(1 Point) Student selected correct answer(s) for each part.
(1 Point)

Student’s response includes one or more of the following:

- An explanation of how everyday things are more complicated in Antarctica.
- An explanation that supplies can only be brought in at specific times.
- Showed examples of the ways that people plan for life in Antarctica.
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<td>Reading for Informational Text</td>
<td>Key Ideas and Details</td>
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Which group of sentences **best** summarizes the passage?

A. McMurdo Station in Antarctica has partnered with Scott Base in New Zealand to help manage the use of energy in Antarctica. The two bases share energy to reduce the amount of waste.

B. Antarctica is different from other continents. The supplies that are needed at McMurdo Station are brought from other continents. Even the water must go through a special process before people are able to drink the water.

C. Creative ideas are needed for people in Antarctica to get the things they need. The U.S. Antarctic Program helps by determining how the power and water supplies are used and how waste is treated at McMurdo Station to protect the environment of Antarctica.

D. It is important to be committed to reducing the amount of waste created when staying at McMurdo Station because all waste must be moved off Antarctica. Ships bring researchers what they need, but they also take back recycled materials, such as glass, plastic, metal, and paper.

(1 Point)
Passage(s):

- from *Sister Carrie*
- *Lucy Larcom: Mill Girl Poet*

Read this sentence from paragraph 7.

“There was an audible stillness, in which the common voice sounded strange.”

What is the effect of this description?

- A) It emphasizes the difficulty workers have when it is time to transition to break.
- B) It creates a contrast between the factory’s sounds and those of everyday life.
- C) It highlights how quiet most of the workers are when they go on break.
- D) It reveals how firmly the foremen enforce the rules of the factory.

(1 Point)
Select **two** elements of the setting that have an impact on Carrie in Passage 1.

- "It had a thick odour of fresh leather . . ." (paragraph 2)
- "As the morning wore on the room became hotter." (paragraph 3)
- "The stool she sat on was without a back or foot-rest . . ." (paragraph 3)
- "In an instant there was a buzz of action and conversation." (paragraph 7)
- "The whirling wheels began to sing in a steadily modifying key . . ." (paragraph 7)

**(1 point)** Student selected both correct options.
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How does the interaction between Carrie and the other girls in Passage 1 develop Carrie’s point of view?

- It highlights Carrie’s frustration and fatigue by showing that the other girls feel sorry for her.
- It focuses on Carrie’s excitement at her new job by comparing it to the other girls’ annoyance at their work.
- It explains how grateful Carrie is for the other girls’ help and how quickly she is accepted into the group.
- It emphasizes Carrie’s reluctance to work by explaining that the other girls feel discouraged by the difficult conditions.

(1 point)
In the table, the quotations show four interactions in Passage 1. Select how each interaction impacts Carrie.

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Creates a sense of pressure | Creates a sense of connection | Creates a sense of empathy

“... tried to aid her, as much as they dared, by working slower.” (paragraph 1)

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“She felt the eyes of the other help upon her...” (paragraph 2)

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“... said the girl at her right, without any form of introduction.” (paragraph 4)

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“... who stared at her hard.” (paragraph 8)

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(1 Point) Student selected the correct impact for each interaction.
Select **two sentences** from this paragraph in Passage 2 that show how Lucy extended her creativity despite her situation.

14  The mill was dirty and hot, and the big spinning and weaving machines that turned bales of raw cotton into thread and cloth were deafeningly loud. Their buzzing and clattering hurt Lucy’s ears and frazzled her nerves. As time went by, she discovered that saying poems and stories to herself helped her forget about the terrible noise. Many years later, Lucy wrote in her autobiography: “I defied the machinery to make me its slave. Its incessant discords could not drown the music of my thoughts if I would let them fly high enough.”

**(1 Point)** Student selected both correct sentences.
This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
What is the meaning of the phrase “hills to climb” as it is used in paragraph 15 of Passage 2?

A) difficult tasks  
B) lingering sadness  
C) different opinions  
D) enormous missteps

**Part B**
Select the detail that supports the answer in Part A.

15 In the autobiography she wrote near the end of her life, Lucy emphasized that she never regretted her years working as a mill girl. “I had early been saved from a great mistake; for it is the greatest of mistakes to begin life with the expectation that it is going to be easy, or with the wish to have it so. What a world it would be, if there were no hills to climb!”

(1 Point) Student selected correct answer for each part.
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Read this paragraph from Passage 2.

15 In the autobiography she wrote near the end of her life, Lucy emphasized that she never regretted her years working as a mill girl. “I had early been saved from a great mistake; for it is the greatest of mistakes to begin life with the expectation that it is going to be easy, or with the wish to have it so. What a world it would be, if there were no hills to climb!”

How does the author’s representation of Carrie in Passage 1 contrast with the way Lucy recalls her experience in Passage 2?

A Carrie has lived a difficult life and feels she has finally found suitable work, but Lucy seeks to distract herself from the tasks at hand.

B Carrie expects her job to be easier and is disappointed when it is not, whereas Lucy feels satisfied with learning a new set of skills.

C Carrie wants to succeed at her new job so she can live an easier life, but Lucy relishes the labor for its own rewards.

* Carrie endures the work as it occurs, whereas Lucy views it from afar as a hardship she learned from.

(1 Point)
How do Carrie (Passage 1) and Lucy (Passage 2) each react to the machinery?

A. Carrie feels powerful as she works with machines while Lucy is scared of the mill’s machinery.

B. Carrie is intimidated by the machinery’s size while Lucy is comfortable around the large machinery.

C. Carrie ignores the noise of the machinery while Lucy cannot escape how disruptive the loud noise is to her work.

D. Carrie at first is calmed by the rhythms of the machinery while Lucy retreats into her thoughts to find relief from her work.

(1 Point)
How does Passage 2 present factory life differently from Passage 1?

A. It shows the variety of skills that some factory workers developed.

B. It describes the physical impact of the tasks on other groups of factory workers.

C. It explains how factory labor was distributed and why the work proved successful.

● It provides background for factory work by detailing schedules and responsibilities.

(1 Point)
Passage(s):

- *El Camino Real*

- *Take a Journey Along El Camino Real* (listening passage)

Passage 1 makes this claim:

2. El Camino Real helped foster exchanges between many peoples. It aided the spread of goods and new ideas.

In the audio, how does Safford support this idea about El Camino Real?

- by describing it as “the Royal Road to the Interior Lands”
- by explaining that it was meant to “link Old Spain . . . to New Spain”
- by explaining that it eventually reached Santa Fe “for the remainder of its life-span”
- by describing how it extended “over 1,500 miles” from Mexico City through Chihuahua

(1 Point)
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21 | Listening Comprehension (Informational) | Comprehension and Collaboration | SL.7.3 | 2

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

In the audio, what is Safford’s attitude toward El Camino Real?

1. admiring
2. disbelieving
3. hopeful
4. objective

**Part B**

How does she develop this point of view?

A. She suggests possibilities for the trail’s future, emphasizing the word “royal” each time she refers to it.

B. She describes the trail almost as she would a historical figure, using words like “life-span” and “artery.”

C. She compares the trail to other roads of its time, using numerical figures to demonstrate its superiority.

D. She introduces facts about the trail in the order in which they occurred, listing each area that the road covered.

(1 Point) Student selected correct answer for each part.
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In the audio, Safford suggests that the trail had a lasting impact on history.

Which detail from Passage 1 provides evidence for this claim?

A. “The road followed routes that were originally used by Native Americans.” (paragraph 1)

C. “Many modern settlements grew from stopping places along El Camino Real.” (paragraph 1)

C. “From there the road took them on to Santa Fe and the original Spanish capital in New Mexico, Ohkay Ohwingeh Pueblo.” (paragraph 3)

B. “Today, a national park runs along the trail in Texas and New Mexico.” (paragraph 4)

(1 Point)
In the audio, how does Safford support the idea that the trail changed over time?

- She explains that it eventually expanded to Santa Fe.
- She notes that it was used by many Native Americans.
- She describes it as a route that was used for over 300 years.
- She mentions that it is part of what is now modern-day Mexico.

(1 point)
Item Number | Strand | Cluster | Content Standard | DOK
--- | --- | --- | --- | ---
24 | Language | Conventions of Standard English | L.7.2a | 1

**Passage(s):**

- *Mariana Trench* (editing task)

The world’s oceans make up 95 percent of Earth’s biosphere, or living space. Even so, the ocean largely remains a dark unknown mystery to us. Scientists generally agree that we know more about the surface of the Moon than we do about the depths of the ocean.

(1 point)
The deepest area in the Pacific Ocean is the Mariana Trench. The Mariana Trench is a deep, crescent-shaped canyon that lies seven miles beneath the ocean’s surface. It is approximately 1,500 miles long and 43 miles wide. It is five times longer than the Grand Canyon. If Mount Everest were in the trench, more than a mile of water would still cover it.

Replace "a, deep, crescent-shaped" with:

- a deep, crescent-shaped
- a deep, crescent-shaped,
- a deep crescent-shaped
- a, deep, crescent-shaped

Replace "approximately" with:

- approximately
- approximately

(1 point for each correct answer)
These depths make the Mariana Trench an unfriendly environment. *Incredibly light* can’t reach into it. The water pressure at the bottom of the trench is 1,000 times greater than at sea level. Temperatures can range from 35 degrees to 500 degrees Fahrenheit near hydrothermal vents in the trench floor.

Replace "Incredibly light" with: *Incredibly, light,*

(1 point)
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Despite these extremes, there are many **organisms, that** live in the trench. One sample of mud from the deepest sea floor contained over 200 different types of creatures. Species of sea cucumber, shrimp, jellyfish, crab, fish, and eels live at various depths in the trench. Some species have bioluminescent abilities—that is, they can make their own light.

Replace "organisms, that" with: organisms. That

(1 point)