

Key Ideas and Details

LAFS.7.RL.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Task Demands

- Select textual evidence to support explicit information or an inference drawn from the text.

Students may be asked to:

- Select direct quotes from the text to support explicit or implicit information.
- Select multiple direct quotations to support explicit or implicit information from the text.
- Select a correct inference and then to select textual details that support the inference.
- Select words or phrases from the text to answer questions about explicit or implicit information in the textselect an inference and then to select words or phrases from the text to support the inference
- Select pieces of the text that support explicit or implicit information. (open response)\match pieces of textual support with explicit or implicit information from the text.

Sample Item Stems

- Select two phrases that prove the main character [has lost track of time].
- Which sentences from the text show that the main character is [fascinated by the new experience]?
- How can readers tell that the main character is [fascinated by the new experience]?
- Part A: Select two phrases that reveal the main character [has a vivid imagination].
Part B: Select the best reason for the main character’s [vivid imagination].
- Which sentences from the text highlight the same emotion conveyed in the quotation?
- Select a sentence that demonstrates the main character’s mood has changed since the beginning of the passage.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies textual evidence to support a stated analysis of what the text says explicitly	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	cites multiple examples of textual evidence to support a complex inference or analysis of a text	cites multiple examples of strong textual evidence to support a complex inference or analysis of a text

7th Grade Standards Assessed on FSA ELA

LAFS.7.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Task Demands

- Determine a theme or central idea and analyze its development over the course of the text.
 - Students may be asked to:**
 - Determine a theme or central idea and then select how that theme or central idea was developed.
 - Drag words or phrases into a graphic organizer to demonstrate the development of a theme or central idea throughout a text.
 - Select the theme or central idea and then select words or phrases from the text that contribute to its development.
 - Move words or phrases into a graphic organizer to show the development of a theme.
- Provide an objective summary of the text.
 - Students may be asked to:**
 - Select the best summary of the text.
 - Select multiple sentences that could be used to create an accurate summary of the text.
 - Place pieces of a summary in the correct order.
 - Move pieces of a summary into a graphic organizer.

Sample Item Stems

- [Excerpted text] What theme does this part of the passage convey?
- Select two sentences to support the idea that the main character does not want to change.
- Part A: Select what readers learn about the main character through the description of the visitor.
Part B: Select a phrase that best conveys the idea.
- Part A: Select the theme of the passage.
Part B: Select two sentences that highlight the development of this theme throughout the passage.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies a theme or central idea of a text; provides a simple summary of a text	determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of the text	analyzes the development of themes or central ideas and their interaction with other elements over the course of a text; provides an objective summary of the text	analyzes the development of implicit themes or central ideas and their interaction with other elements over the course of a text; provides a succinct and objective summary of the text

7th Grade Standards Assessed on FSA ELA

LAFS.7.RL.1.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Task Demands

- Analyze how particular elements of a story or drama interact.

Students may be asked to:

- Select an element of the text and then to select an analysis of how it interacts with another element.
- Select an inference about the interaction of text elements and select appropriate text support for the inference.
- Select the correct analysis of how text elements interact.
- Explain in words how text elements interact.
- Match elements of a story or drama that interact with each other, then find a corresponding explanation of how the elements interact.

Sample Item Stems

- Select the description of the landscape that best emphasizes the emptiness the main character feels.
- Which element of the story establishes an ominous mood?
- [Excerpted text] Part A: Select how being outdoors impacts the main character's mood.
Part B: Select a sentence to support your answer.
- Part A: Select the main character's mood revealed in the scene.
Part B: Select the element of the story that most strongly affects the main character's mood in this scene.
- Part A: What reason does the main character give for [going to the beach] at the beginning of the passage? Part B: What other reasons for [going to the beach] are conveyed through the main character's actions and thoughts throughout the passage?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies particular elements of a story or drama and how they interact (e.g., how setting shapes the characters or plot) in a particular section of a text	analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	analyzes the interactions between multiple elements of a story or drama and provides textual support for the analysis	evaluates interactions between multiple elements of a story or drama and provides support for the analysis

7th Grade Standards Assessed on FSA ELA

LAFS.7.RI.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Task Demands

- Select textual evidence to support explicit information or an inference drawn from the text.
 - Students may be asked to:**
 - Select direct quotes from the text to support explicit or implicit information.
 - Select multiple direct quotations to support explicit or implicit information from the text.
 - Select a correct inference and then to select textual details that support the inference
 - Select words or phrases from the text to answer questions about explicit or implicit information in the text.
 - Select an inference and then to select words or phrases from the text to support the inference.
 - Determine pieces of the text that support explicit or implicit information. (open response)
 - Match pieces of textual support with explicit or implicit information from the text.

Sample Item Stems

- Which sentences explain why the author of the first text is [confused by the brightened night sky]?
- Which sentences convey how [the bystanders feel seeing the night sky]?
- Select two sentences from the text to support this statement.
- Part A: Select how the author feels about [the lack of scientific explanation for why the event occurs].
Part B: Select the sentences in the text that support this statement.
- Part A: Select the most likely reason for the title of the first text.
Part B: Select two sentences where the author’s description of [the scientific event] supports your response.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies textual evidence to support a stated analysis of what the text says explicitly	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	cites multiple examples of textual evidence to support a complex inference or analysis of a text	cites multiple examples of strong textual evidence to support a complex inference or analysis of a text

7th Grade Standards Assessed on FSA ELA

LAFS.7.RI.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Task Demands:

- Determine two or more central ideas and analyze their development over the course of the text.
Students may be asked to:
 - Determine multiple central ideas and then select how those central ideas are developed.
 - Drag words or phrases into a graphic organizer to demonstrate the development of multiple central ideas.
 - Move words or phrases into a graphic organizer to show the development of the central ideas.
- Provide an objective summary of the text.
Students may be asked to:
 - Select the best summary of the text.
 - Select multiple sentences that could be used to create an accurate summary of the text.
 - Place pieces of a summary in the correct order.
 - Move pieces of a summary into a graphic organizer.

Sample Item Stems

- What are the two central ideas of the first text?
- Select two sentences in the first text that highlight or present central ideas.
- How does the author of the first text develop the central idea [that we must care for and rejuvenate old plants and trees]?
- Part A: Select two central ideas of the text.
 Part B: Select two sentences to support the central ideas selected.
- Part A: What are two central ideas of the text?
 Part B: How do these ideas develop throughout the text?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies two or more central ideas of the text; provides details contained within a simple summary of the text	determines two or more central ideas in a text and analyzes their development over the course of the text; provides an objective summary of the text	analyzes two or more central ideas and their development throughout the text; provides textual evidence to support; provides an objective summary of the text	evaluates two or more central ideas and their development throughout the text; provides textual evidence to support; provides a succinct, objective summary of the text

7th Grade Standards Assessed on FSA ELA

LAFS.7.RI.1.3: 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).

Task Demands

- Analyze the interactions between individuals, events, and ideas in a text

Students may be asked to:

- Select words or phrases from the text that show how a given individual, event, or idea interacts with another individual, event, or idea.
- Select an analysis of how individuals, events, or ideas interact in the text and then to select supporting evidence for their analysis.
- Select an accurate analysis for an interaction between individuals, events, and ideas.
- Select a detail from the text that shows how individuals, events, or ideas in the text interact.
- Select multiple ways that individuals, events, or ideas interact in the text.
- Explain how two or more individuals, events, or ideas interact in the text.
- Place individuals, events, and ideas in appropriate sections of a diagram.

Sample Item Stems

- What events led to [the establishment and countrywide celebration of ____]?
- Select an event from the text that helps associate [the flag as a symbol of unity].
- How does the group of individuals play a role in the ____ debate?
- Part A: How do Group A and Group B differ in the ways they view the ____?
Part B: How do these differing views impact the main idea of the text?
- Why do you think the section on the ____ was included at the end of the article?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
describes 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)	analyzes 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)	analyzes the interactions between individuals, events, and ideas in a text to determine their influence on one another; cites textual evidence to support the analysis	analyzes the interactions between individuals, events, and ideas in a text to determine their influence on the central meaning; cites textual evidence to support the analysis

Craft and Structure

LAFS.7.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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.

Also Assesses: LAFS.7.L.3.4 and LAFS.7.L.3.5

Task Demands

- Determine the meaning of words or phrases by using context clues.

Students may be asked to:

- Select the meaning of a word or phrase from the passage.
- Select multiple correct meanings of a word or phrase from the passage.
- Select a word's or phrase's meaning and then to select context clues from the text to support the meaning.
- Select a word's or phrase's meaning and then to select context clues from the text to support the meaning.

- Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

Students may be asked to:

- Analyze alliteration or other repetitions of sound in a text and then how that impacts the meaning or tone of the text.
- Select the impact of rhymes on a certain section of the text.
- Select multiple ways in which rhymes or other repetitions of sounds affect a certain section of the text.
- Explain how rhymes or other repetitions of sounds affect the text's meaning or tone.

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

Students may be asked to:

- Determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Students may be asked to:

- Select the meaning of figurative language from the passage.
- Select the meaning of figurative language and then to select context clues from the text to support the meaning.
- Select the meaning of figurative language and then to select context clues from the text to support the meaning.
- Select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.

- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Students may be asked to:

- Select how a relationship between two words serves as a context clue for the meaning of one of the words.
- Move words into a graphic organizer to demonstrate their relationship with one another.

- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,

7th Grade Standards Assessed on FSA ELA

condescending).

Students may be asked to:

- Select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation.
- Select a different word or phrase that would maintain the connotation of a word or phrase in the text.
- Select multiple ways a different word choice might change the tone or meaning of the text.
- Match words with similar denotations with the change in connotation each word has to the original word.

Sample Item Stems

- What is the meaning of the word “(excerpted text)” as it is used in the passage?
- Part A: Select the meaning of the word “(excerpted text)” as it is used in the passage.
Part B: Select two words or phrases in the text that provide clues to the meaning.
- Part A: What does the repetition in these sentences emphasize about the setting?
Part B: What does the repetition in these sentences emphasize about the main character?
- Part A: Select how personification conveys meaning in the poem.
Part B: Select a line from the poem that highlights your answer.
- [Section of poem with personification] Part A: Select the ways in which the figurative language impacts the poem’s meaning.
Part B: Select a word or phrase that demonstrates this use of figurative language.

LAFS.7.RL.2.4 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines the meaning of words and phrases as they are used in a text, including figurative or connotative meanings;	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings;	analyzes the impact of allusive words and phrases as they are used in a text, including figurative and connotative meanings, and evaluates their effectiveness;
understands the use of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story	analyzes the impact of 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	analyzes the influence of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama	analyzes the influence of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama

7th Grade Standards Assessed on FSA ELA

LAFS.7.L.3.4 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses explicit context clues to derive the meaning of a word or phrase	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word	uses context clues from more than one area in the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases; uses Greek and Latin affixes and roots as clues to the meaning of the word	uses implicit context clues from across the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases; uses Greek and Latin affixes and roots as clues to the meaning of the word

LAFS.7.L.3.5 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
demonstrates a basic understanding of figurative language and word relationships, identifies figures of speech (e.g., literary, biblical, mythological allusions) in context; uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words; identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)	demonstrates understanding of figurative language, word relationships, and nuances in word meanings, interprets figures of speech (e.g., literary, biblical, and mythological allusions) in context; uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)	analyzes the effect of figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations	analyzes the purpose and effect of complex figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations

7th Grade Standards Assessed on FSA ELA

LAFS.7.RL.2.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Task Demands

- Analyze how a drama or poem’s form or structure contributes to its meaning.

Students may be asked to:

- Select words or phrases from the text that exemplify an element and then to select the impact of these words or phrases on the poem’s meaning.
- Select how an element of form or structure contributes meaning to the passage.
- Select how multiple elements of form or structure contribute meaning to the passage.
- Explain how an element of form or structure contributes meaning to the passage.
- Drag descriptions, analyses, or elements of a poem’s structure into a graphic organizer.

Sample Item Stems

- How is emphasis created in line 3?
- What effect does the repetition of the phrase at the beginning and end of each stanza have on the poem’s meaning?
- Part A: Select the effect of the literary device used in line 3.
Part B: Select two words from line 3 that exemplify this device.
- Each line in the poem plays a necessary role, and the poet has purposely organized each section. Drag each word or phrase into the section of the poem it describes.
- [First stanza provided to student] Part A: Select a line in the poem where repetition occurs.
Part B: Select the effect of using repetition to convey the speaker’s point of view.
- Part A: Select the way the poet emphasizes the point of view in the poem.
Part B: Select a line in the poem where this emphasis occurs.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies and describes structural elements of a drama or poem (e.g., soliloquy, sonnet)	analyzes how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning	analyzes how structural elements, including shifts within a drama or poem, contribute to its meaning; provides textual support for the analysis	evaluates how structural elements, including shifts within a drama or poem, contribute to its meaning; provides textual support for the analysis

7th Grade Standards Assessed on FSA ELA

LAFS.7.RL.2.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Task Demands

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
 - Students may be asked to:**
 - Select words or phrases from the text that provide explicit support for a point of view in the passage.
 - Select an analysis of a point of view and then to select words or phrases from the text to support the analysis selected.
 - Select an analysis about how a point of view is developed or contrasted in the text.
 - Select multiple explicit or implicit details from the text that support a point of view.
 - Explain in words how a point of view is developed or contrasted in the text.
 - Place multiple explicit or implicit details from the text that support a point of view into appropriate spaces on a diagram.

Sample Item Stems

- What does the first line of the passage convey to the reader?
- At the beginning of the passage, what mood is suggested through the main character’s point of view?
- Select the text that shows the main character understands and accepts another character’s point of view.
- Part A: Select how the main character’s perspective shifts throughout the passage.
Part B: Identify the line where the main character’s perspective shifts.
- Part A: Select what the title of the poem reveals about its speaker.
Part B: Select a line from the poem that conveys a similar meaning.
- [Excerpted text] What does this line reveal about the main character?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies how an author develops the point of view of different characters or narrators in a text	analyzes how an author develops and contrasts the points of view of different characters or narrators in a text	analyzes how the author develops and contrasts the points of view of different characters or narrators in a text, providing textual support for the analysis	analyzes how the author develops and contrasts the points of view of different characters or narrators throughout a text, providing textual support for the analysis

7th Grade Standards Assessed on FSA ELA

LAFS.7.RI.2.4: 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.

Also Assesses: LAFS.7.L.3.4 and LAFS.7.L.3.5 (Achievement Level Descriptors located on pg. 9)

Task Demands

- Determine the meaning of words or phrases by using context clues.
Students may be asked to:
 - Select the meaning of a word or phrase from the passage.
 - Select multiple correct meanings of a word or phrase from the passage.
 - Select a word's or phrase's meaning and then to select context clues from the text to support the meaning.
- Analyze the impact of word choice on meaning and tone.
Students may be asked to:
 - Interpret the meaning of words or phrases and then to select the impact they have on the text.
 - Select the tone or meaning of the text and then select words or phrases that helped create that tone or meaning.
 - Select the impact of word choice on a certain section of the text.
 - Select multiple ways in which words or phrases affect a certain section of the text.
 - Select the text's meaning or tone and then to select words from the text that support that meaning or tone.
 - Explain how the impact of word choice affects the text's meaning or tone.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
Students may be asked to:
 - Determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
Students may be asked to:
 - Select the meaning of figurative language from the passage.
 - Select the meaning of figurative language and then to select context clues from the text to support the meaning.
 - Select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Students may be asked to:
 - Select how a relationship between two words serves as a context clue for the meaning of one of the words.
 - Move words into a graphic organizer to demonstrate their relationship with one another.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Students may be asked to:
 - Select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation.
 - Select a different word or phrase that would maintain the connotation of a word or phrase in the text.
 - Select multiple ways a different word choice might change the tone or meaning of the text.

7th Grade Standards Assessed on FSA ELA

- Match words with similar denotations with the change in connotation each word has to the original word.

Sample Item Stems

- What does the author mean by the phrase (excerpted text)?
- [Excerpted text] Part A: Select the meaning of the word “(excerpted text).”
Part B: Select the words or phrases that help determine its meaning.
- How does the phrase “(excerpted text)” create a cynical tone in the text?
- [Excerpted text] Part A: What does the phrase “(excerpted text)” mean?
Part B: What effect does this word choice have on the author’s tone?
- [Excerpted text] Part A: How does the author use figurative language in this excerpt from the first text?
Part B: What is the impact of this language on the text’s meaning?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines figurative, connotative, and technical meanings of words; identifies the impact of specific word choice on meaning and tone	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes impact of a specific word choice on meaning and tone	analyzes the implied meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes impact of a specific word choice on meaning and tone

7th Grade Standards Assessed on FSA ELA

LAFS.7.RI.2.5: 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.

Task Demands

- 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.

Students may be asked to:

- Select words or phrases from the text that explicitly demonstrate the text’s structure.
- Select an analysis about structure and then to select words or phrases from the text to support the analysis selected.
- Select how the text’s structure contributes to the development of ideas in the text.
- Select multiple elements or descriptions of the text’s structure.
- Select multiple explanations of how the text’s structure contributes to the development of ideas in the text.
- Describe how the text’s structure contributes to the development of an idea.
- Drag descriptions, analyses, or elements of the text’s structure into a graphic organizer.

Sample Item Stems

- How does the author structure the text?
- The author has deliberately structured the text to help develop a central idea. Analyze the structure of the text by dragging and dropping each word or phrase into the section of the text it describes.
- How does the author use a cause and-effect structure to develop ideas?
- Part A: How does the first author organize information in the text?
Part B: What does the final paragraph contribute to the text?
- Part A: How does the author structure the text?
Part B: How does the author use this structure to develop ideas?
- Part A: Select the way in which the author uses structure to develop ideas.
Part B: Select a sentence from the article that signals or exemplifies the text’s structure.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
describes the structure an author uses to organize a text, and how sections contribute to the development of the ideas in a text	analyzes 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	analyzes how structural elements, including shifts within a text, contribute to its meaning and the development of ideas; provides textual support for the analysis	evaluates how structural elements, including shifts within a text, contribute to its meaning and the development of ideas; provides textual support for the evaluation

7th Grade Standards Assessed on FSA ELA

LAFS.7.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Task Demands

- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Students may be asked to:
 - Select the author’s point of view or purpose and then to select how the author distinguishes his or her position from that of others.
 - Select the author’s point of view or purpose and place into a graphic organizer sentences, words, or phrases that demonstrate how the author distinguishes his or her position from that of others.

Sample Item Stems

- The author is concerned about the loss of _____ in our society. Select a line in the first paragraph that demonstrates how the author distinguishes the point of view
- What is the author’s purpose for writing this text?
- [Provided inference] What aspects of the text support this statement?
- [Paragraph provided] Part A: Select the author’s purpose for writing this text.
Part B: Select a sentence that supports this purpose.
- Part A: Select the author’s purpose for writing this text.
Part B: Select a sentence from the text that supports this purpose.
- Select a sentence where the author uses an external viewpoint to distinguish and reveal his or her own.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies an author’s point of view or purpose in a text and determines how the author supports his or her position	determines an author’s point of view or purpose in a text and analyzes how the author distinguishes his or her position from that of others	determines an author’s point of view and purpose in a text and analyzes how the author distinguishes his or her position from that of others, citing textual evidence to support the analysis	analyzes an author’s point of view and purpose in a text and analyzes how the author develops and distinguishes his or her position from that of others, citing textual evidence to support the analysis

Integration of Knowledge and Ideas

LAFS.7.RL.3.7: 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).

Also assesses: LAFS.7.SL.1.2

Task Demands

- 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.
Students may be asked to:
 - Select a comparison or analysis of the two sources and then to select the effects of the different techniques each medium used.
 - Select a comparison or analysis of the two sources and then to select evidence to support the analysis selected.
 - Select an analysis or comparison of the sources.
 - Select a technique or technique's effect in the multimedia version.
 - Select several explicit or implicit details that support an analysis of the sources.
 - Move unique traits and effects of each technique into a graphic organizer.
 - Explain the effect of a technique used by the multimedia version.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Students may be asked to:
 - Select the main idea and supporting details in order to show how the author clarifies a topic.
 - Select an explanation for how a source clarifies a topic.
 - Select multiple supporting details to show how an author clarifies a topic.
 - Explain how the author clarifies a topic.
 - Move main ideas and supporting details into a graphic organizer to show how the author clarifies a topic.

Sample Item Stems

- [Audio of poem] How does the speaker convey the meaning of the poem?
- [Audio of poem] The speaker shifts the tone of voice to convey anger. Select the line in the text where the speaker does this.
- [Audio of poem] Part A: Select how the speaker creates emphasis as the poem is read aloud.
Part B: Select a line from the poem where the poem's speaker creates this emphasis
- How does reading the poem aloud change its intended meaning?
- Part A: Select one line from the poem where the speaker disregards the original poem's punctuation.
Part B: Select how this decision alters an element of the original poem.

7th Grade Standards Assessed on FSA ELA

LAFS.7.RL.3.7 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies similarities between a written story, drama, or poem to its audio, filmed, staged, or multimedia version, and identifies the techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	compares and contrasts 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)	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium and critiquing its use	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, evaluating the effects of techniques unique to each medium and critiquing its use

LAFS.7.SL.1.2 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies the main ideas and supporting details presented in diverse media and formats and how they relate to the topic	analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue under study	analyzes the main ideas and supporting details presented in diverse media and formats and explains how the ideas clarify a topic, text, or issue under study, providing textual support for the analysis	analyzes the main ideas and supporting details presented in diverse media and formats and evaluates how the ideas clarify a topic, text, or issue under study, providing textual support for the analysis

7th Grade Standards Assessed on FSA ELA

LAFS.7.RL.3.9: 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.

Task Demands

- 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.

Students may be asked to:

- Select words or phrases from the text to support an analysis of the texts.
- Select a conclusion about how the fiction text uses or alters history then select supporting details from both texts.
- Select an analysis and then to select words or phrases from the text to support the analysis.
- Select an analysis of the texts.
- Select multiple explicit or implicit details that support an analysis of the texts.
- Explain how an element of the historical account impacts the piece of fiction.

Sample Item Stems

- How does the poet add a sense of universality to the poem?
- Part A: Which element of the poem is different from the historical account?
Part B: What effect does this alteration have on the poem's theme?
- Part A: How does the tone of the poem compare to the tone of the historical account?
Part B: Which elements contribute to this effect?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies the similarities between a fictional portrayal of a time, place, or character and a historical account of the same period, identifying how the author uses history to tell a story	compares and contrasts 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	analyzes a fictional portrayal of a time, place, or complex character and a historical account of the same period to determine why authors of fiction use or alter history, providing textual support for the analysis	evaluates a fictional portrayal of a time, place, or complex character and a historical account of the same period to explain why authors of fiction use or alter history, providing textual support for the analysis

7th Grade Standards Assessed on FSA ELA

LAFS.7.RI.3.7: 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).

Also assesses: LAFS.7.SL.1.2 and LAFS.7.SL.1.3

Task Demands

- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

Students may be asked to:

- Select words or phrases from the text that provide explicit support for a comparison of the two sources.
 - Select a comparison of the two sources and then to select an analysis of the comparison.
 - Select words or phrases from the text to support a comparison of the two sources and then to select an analysis of the comparison.
 - Select an analysis of the main idea presented in diverse media formats and then select details to support the analysis.
 - Select an analysis or comparison of the two sources.
 - Select explicit or implicit details that support an analysis or comparison of the two sources.
 - Select multiple explicit or implicit details that support an analysis or comparison of the two sources.
 - Select multiple analyses or comparisons of the two sources.
 - Compare or contrast the portrayal of a subject in a written text with a multimedia version.
 - Analyze a written text and its multimedia equivalent by dragging descriptions of each medium's portrayal of a subject into a graphic organizer.
- Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
Students will be able to:
 - Select the main idea and supporting details in order to show how the author clarifies a topic.
 - Select an explanation for how a source clarifies a topic.
 - Select multiple supporting details to show how an author clarifies a topic.
 - Explain how the author clarifies a topic.
 - Move main ideas and supporting details into a graphic organizer to show how the author clarifies a topic.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Students may be asked to:
 - Analyze a speaker's argument and specific claims and then determine relevant or sufficient evidence to support the claim(s).
 - Analyze a speaker's argument and specific claims and then select relevant or sufficient evidence to support the claim(s).
 - Evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence.
 - Select several pieces of relevant evidence to support a stated or implied claim from the text.

7th Grade Standards Assessed on FSA ELA

Sample Item Stems

- How do the article and the slideshow differ in their portrayal of the subject matter?
- Part A: Select a section of the text that is not portrayed in the slideshow.
Part B: Select the best reason for why the slideshow left out this information.
- Part A: What is an advantage of using images to portray information about the subject?
Part B: What aspect of the text version is lost in the slideshow version?

LAFS.7.RI.3.7 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies the similarities between a text and an audio, video, or multimedia version of the text, describing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)	compares and contrasts 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)	compares and contrasts a text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject	compares and contrasts a text to an audio, video, or multimedia version, evaluating each medium's portrayal of the subject

LAFS.7.SL.1.2 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies the main ideas and supporting details presented in diverse media and formats and how they relate to the topic	analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue under study	analyzes the main ideas and supporting details presented in diverse media and formats and analyzes how the ideas clarify a topic, text, or issue under study, providing textual support for the analysis	analyzes the main ideas and supporting details presented in diverse media and formats and evaluates how the ideas clarify a topic, text, or issue under study, providing textual support for the analysis

LAFS.7.SL.1.3 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies a speaker's argument and specific claims, identifying the relevance of the evidence introduced	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	delineates a speaker's argument and specific claims and counterclaims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence	delineates the subtleties of a speaker's argument and specific claims and counterclaims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence

7th Grade Standards Assessed on FSA ELA

LAFS.7.RI.3.8: 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.

Task Demands

- 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.

Students may be asked to:

- Select words or phrases from the text to support an evaluation of an argument or claim.
- Select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected.
- Select an evaluation of an argument or claim in the text.
- Select an analysis of an argument or claim in the text.
- Select multiple explicit or implicit details that support the evaluation of an argument or claim in the text.
- Select multiple evaluations of an argument or claim in the text.

Sample Item Stems

- How does the author ensure sound reasoning throughout the text?
- Trace the author’s argument throughout the text by selecting two sentences from two different paragraphs that express a central idea.
- [Excerpted text] Part A: What is the central claim of the paragraph?
Part B: How does the author develop this claim throughout the paragraph?
- Part A: Select how the author develops an argument throughout the text.
Part B: Select a sentence where the author uses relevant and sufficient evidence to support the argument.
- How does the author support the claim that [the digital issue is not minor]?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
traces and evaluates an explicit argument and claim in a text, and identifies if sufficient evidence is used to support the claim	traces and evaluates 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	evaluates the argument and specific claims in a text, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims	evaluates the argument and specific claims within or across texts, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims

7th Grade Standards Assessed on FSA ELA

LAFS.7.RI.3.9: 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.

Task Demands

- 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.

Students may be asked to:

- Select words or phrases from the text to support an analysis of how the authors present key information, emphasize evidence, or interpret facts.
- Select a comparison of the two texts and then to select how the differing presentations of information impact each text.
- Select words or phrases from the text to show a difference between the two texts and then to select an analysis of the comparison.
- Select an analysis of how the authors present key information, emphasize evidence, or interpret facts.
- Select explicit or implicit details that support an analysis of how the authors present key information, emphasize evidence, or interpret facts.
- Select multiple explicit or implicit details that support an analysis of how the authors present key information, emphasize evidence, or interpret facts.
- Select multiple analyses of how the authors present key information, emphasize evidence, or interpret facts.

Sample Item Stems

- Part A: How does the first author’s use of anecdotal and nonscientific evidence differ from the second author’s use of evidence?
Part B: How does this difference impact each author’s presentation of key information?
- How does a differing emphasis of evidence impact each author’s presentation of key information?
- The authors have different interpretations of some of the same facts.
Part A: Show a difference by selecting two sentences, one from each text, in which the authors interpret the same fact in different ways.
Part B: What impact does this difference in interpretation have on the authors’ presentation of the information?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
compares and contrasts how two or more authors writing about the same topic use different evidence	analyzes 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	analyzes 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; provides evidence to support the analysis	analyzes 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; provides strong evidence to support the analysis

7th Grade Standards Assessed on FSA ELA

*Language and Editing Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Assessed Standards and **Task Demands** taken from: <http://www.fsassessments.org/wp-content/uploads/2015/03/Grade-7-ELA-Test-Item-Specifications.pdf>

Sample Item Stems taken from: http://www.fsassessments.org/wp-content/uploads/2015/04/ELA-G7_Florida-Item-Specifications_2015.pdf

Achievement Level Descriptors taken from: <http://www.fldoe.org/core/fileparse.php/5663/urlt/2015FSARangeSummary.pdf>