

STUDENT NAME: _____

STUDENT SCORE: _____



**MISSISSIPPI ASSESSMENT PROGRAM (MAP)
ENGLISH LANGUAGE ARTS
PRACTICE TESTLET
GRADE 7**

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Introduction

Purpose

The practice testlet is designed to provide students with an authentic opportunity to practice items that are aligned to the Mississippi College- and Career-Readiness Standards and that mirror those that will appear on the ELA MAP assessment. The testlet is also intended to provide teachers with data to drive classroom instruction and provide direct feedback to students. It is **NOT** intended to predict student performance on the operational MAP assessment.

Structure

The ELA testlet is formatted as a true performance task. There is a passage and writing prompt. The writing prompt was written to measure reading, writing, and language MS CCRS. Students will read the passage and answer a series of multiple-select items. These multiple-select items will help the students unpack the text and develop their thinking for the writing task.

Directions

1. Allow students to read the text, complete the multiple-select items, and the writing task. Teachers should follow the MAP Testing Time Guidance for the writing tasks.
2. Teachers will review student responses to the multiple-select items and score the writing tasks using the MAP Writing Rubric.
3. Teachers should review the results to determine the needed instructional approach (reteaching).
4. Teachers can utilize the testlets as teaching tools to help students gain deeper understanding of the MS CCRS.
5. The writing tasks and the scored responses can be used as models for future student writing.
6. At the bottom left of each page is an item tag, which will contain the item number, grade level, suggested DOK level, and the standard aligned to the item.

DIRECTIONS

Read the passage. Then read the questions about the passage. Choose the best answer and mark it in this test book.

Excerpt from *The Call of the Wild*

by Jack London

1 Buck did not read the newspapers, or he would have known that trouble was brewing, not alone for himself, but for every tide-water dog, strong of muscle and with warm, long hair, from Puget Sound to San Diego. Because men, groping in the Arctic darkness, had found a yellow metal, and because steamship and transportation companies were booming the find, thousands of men were rushing into the Northland. These men wanted dogs, and the dogs they wanted were heavy dogs, with strong muscles by which to toil, and furry coats to protect them from the frost.

2 Buck lived at a big house in the sun-kissed Santa Clara Valley. Judge Miller's place, it was called. It stood back from the road, half hidden among the trees, through which glimpses could be caught of the wide cool veranda that ran around its four sides. The house was approached by gravelled driveways which wound about through wide-spreading lawns and under the interlacing boughs of tall poplars. At the rear things were on even a more spacious scale than at the front. There were great stables, where a dozen grooms and boys held forth, rows of vine-clad servants' cottages, an endless and orderly array of outhouses, long grape arbors, green pastures, orchards, and berry patches. Then there was the pumping plant for the artesian well, and the big cement tank where Judge Miller's boys took their morning plunge and kept cool in the hot afternoon.

3 And over this great demesne Buck ruled. Here he was born, and here he had lived the four years of his life. It was true, there were other dogs. There could not but be other dogs on so vast a place, but they did not count. They came and went, resided in the populous kennels, or lived obscurely in the recesses of the house after the fashion of Toots, the Japanese pug, or Ysabel, the Mexican hairless,—strange creatures that rarely put nose out of doors or set foot to ground. On the other hand, there were the fox terriers, a score of them at least, who yelped fearful promises at Toots and Ysabel looking out of the windows at them and protected by a legion of housemaids armed with brooms and mops.

4 But Buck was neither house-dog nor kennel-dog. The whole realm was his. He plunged into the swimming tank or went hunting with the Judge's sons; he escorted Mollie and Alice, the Judge's daughters, on long twilight or early morning rambles; on wintry nights he lay at the Judge's feet before the roaring library fire; he carried the Judge's grandsons on his back, or rolled them in the grass, and guarded their footsteps through wild adventures down to the fountain in the stable yard, and even beyond, where the paddocks were, and the berry patches. Among the terriers he stalked imperiously, and Toots and Ysabel he utterly ignored, for he was king,—king over all creeping, crawling, flying things of Judge Miller's place, humans included.

5 His father, Elmo, a huge St. Bernard, had been the Judge's inseparable companion, and Buck bid fair to follow in the way of his father. He was not so large,—he weighed only one hundred and forty pounds,—for his mother, Shep, had been a Scotch shepherd dog. Nevertheless, one hundred and forty pounds, to which was added the dignity that comes of good living and universal respect, enabled him to carry himself in right royal fashion. During the four years since his puppyhood he had lived the life of a sated aristocrat; he had a fine pride in himself, was even a trifle egotistical, as country gentlemen sometimes become because of

their insular situation. But he had saved himself by not becoming a mere pampered house-dog. Hunting and kindred outdoor delights had kept down the fat and hardened his muscles; and to him, as to the cold-tubbing races, the love of water had been a tonic and a health preserver.

6 And this was the manner of dog Buck was in the fall of 1897, when the Klondike strike dragged men from all the world into the frozen North. But Buck did not read the newspapers, and he did not know that Manuel, one of the gardener's helpers, was an undesirable acquaintance. Manuel had one besetting sin. He loved to play Chinese lottery. Also, in his gambling, he had one besetting weakness—faith in a system; and this made his damnation certain. For to play a system requires money, while the wages of a gardener's helper do not lap over the needs of a wife and numerous progeny.

7 The Judge was at a meeting of the Raisin Growers' Association, and the boys were busy organizing an athletic club, on the memorable night of Manuel's treachery. No one saw him and Buck go off through the orchard on what Buck imagined was merely a stroll. And with the exception of a solitary man, no one saw them arrive at the little flag station known as College Park. This man talked with Manuel, and money chinked between them.

8 "You might wrap up the goods before you deliver 'm," the stranger said gruffly, and Manuel doubled a piece of stout rope around Buck's neck under the collar.

9 "Twist it, an' you'll choke 'm plentee," said Manuel, and the stranger grunted a ready affirmative.

10 Buck had accepted the rope with quiet dignity.

1. Which **two** phrases from the passage support the inference that Buck was conceited?
 - a. “These men wanted dogs” (paragraph 1)
 - b. “there were other dogs” (paragraph 3)
 - c. “he utterly ignored” (paragraph 4)
 - d. “in the way of his father” (paragraph 5)
 - e. “he had a fine pride in himself” (paragraph 5)

01-GR7-LV2-RL.7.1

2. How does the personification of Buck convey meaning in the passage?
- a. It draws a parallel between the Judge and Buck.
 - b. It reveals the tension between Buck and Manuel.
 - c. It shows the contrast between Buck and the other dogs.
 - d. It provides a deeper understanding of Buck's point of view.

02-GR7-LV3-RL.7.4

3. How does the word sun-kissed as used in paragraph 2 impact the meaning of the passage?
- a. It describes the brightness of the yellow metal.
 - b. It provides an understanding of the Buck's disposition.
 - c. It shows a contrast between Buck's home and the Northland.
 - d. It illustrates the difference in Buck's home and Judge Miller's home.

03-GR7-LV3-RL.7.4

4. Read this sentence from paragraph 4 and answer the question that follows.

Among the terriers he stalked imperiously, and Toots and Ysabel he utterly ignored, for he was king,—king over all creeping, crawling, flying things of Judge Miller's place, humans included.

What does this sentence reveal about Buck?

- a. Buck has strong leadership skills.
- b. Buck needs to dominate to be happy.
- c. Buck enjoys intimidating Toots and Ysabel.
- d. Buck views himself as the most powerful one.

04-GR7-LV2-RL.7.3

5. In paragraph 1, how does the description of the men in the north impact the rest of the passage?
- a. It provides a solution to Manuel's problem.
 - b. It gives a reason why Buck trusts Manuel.
 - c. It explains Buck's behavior towards the other dogs.
 - d. It exposes the truth about the Judge and his family.

05-GR7-LV2-RL.7.3

6. Read this sentence from paragraph 1 and paragraph 6 and answer the question that follows.

Buck did not read the newspapers...

What is the author's purpose for repeating this sentence in both paragraphs?

- a. to emphasize how powerless Buck is
- b. to emphasize how irresponsible Buck is
- c. to emphasize how informed Buck is
- d. to emphasize how blameless Buck is

06-GR7-LV2-RL.7.4

7. What is the author’s purpose for including the explanation of Manuel’s “one besetting sin”?
- a. to show that Manuel had a gambling problem
 - b. to reveal a reason for Buck not liking Manuel
 - c. to explain why Manuel enjoys taking Buck on walks
 - d. to supply Manuel’s motive for trading Buck for money

07-GR7-LV2-RL.7.6

8. This item has two parts. First answer Part A. Then answer Part B.

Part A

Which statement best reflects a theme of the passage?

- a. People are not trustworthy.
- b. Knowledge is the key to happiness.
- c. Pride is more dangerous than it appears.
- d. Loved ones cause more pain than strangers.

Part B

Select **two** sentences that highlight the development of this theme throughout the passage.

- a. “It was true, there were other dogs. There could not but be other dogs on so vast a place, but they did not count.” (paragraph 3)
- b. “Among the terriers he stalked imperiously, and Toots and Ysabel he utterly ignored, for he was king,—king over all...” (paragraph 4)
- c. “Hunting and kindred outdoor delights had kept down the fat and hardened his muscles...” (paragraph 5)
- d. “Manuel had one besetting sin. He loved to play Chinese lottery...” (paragraph 6)
- e. “The Judge was at a meeting of the Raisin Growers' Association, and the boys were busy organizing an athletic club...” (paragraph 7)
- f. “Buck had accepted the rope with quiet dignity.” (paragraph 10)

08-GR7-LV2-RL.7.2

Writing Prompt

9. You have read an excerpt from *The Call of the Wild*. Write an essay that analyzes how the author uses Buck’s character traits to develop a theme. Use key details and examples from the passage to support your ideas.

Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

09-GR7-LV3-RL.7.2, W.7.2, L.7.1-3

English Language Arts Writing Rubric

Performance Range	Advanced	Proficient	Basic	Minimal		
	12	11-9	8-5	4-1	0	
Standard ID	Standard	Score of				
W.7.1-3	Development of Ideas	4 points	3 points	2 points	1 point	0 points
		The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.	The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are relevant and accurate based upon the text.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.	The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.	The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.

Standard ID	Standard	Score of			
		4 points	3 points	2 points	1 point
W.7.1-3	Writing Organization	<p>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.</p>	<p>The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.</p>	<p>The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.</p>	<p>The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>
					<p>The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
L.7.1 and 7.3	Language Conventions of Grammar and Usage			The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. <i>The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</i>	The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. <i>The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</i>	The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. <i>The writing may contain egregious errors in grammar and usage that impede meaning.</i>
L.7.2	Language Conventions of Mechanics			The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in <i>mechanics</i> but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in <i>mechanics</i> that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in <i>mechanics</i> that impede meaning.

Answer Key

Item	Answer	Standard	Point Value
1	C, E	RL.7.1	2
2	D	RL.7.4	1
3	C	RL.7.4	1
4	D	RL.7.3	1
5	A	RL.7.3	1
6	A	RL.7.4	1
7	D	RL.7.6	1
8	C; A, B	RL.7.2	2
9	Answers will vary	RL.7.2, W.7.2, L.7.1-3	12
Total Point Value			22

Scoring Rules

Step #1: Items #1-7 are selected-response items worth 1 point each, for a total of 7 points.

Step #2: Items #1 and #8 are 2-point items. In Item # 1, students must get both answers correct to earn both points and 1 of 2 answers correct to earn 1 point. In Item #8, students must answer both parts correctly to receive 2 points. They must answer Part A correctly to receive 1 point.

Step #3: Item #9 is a constructed-response item worth 12 total points (See Writing Rubric).

Step #4: Add the total points earned by the student in steps #1-3.

Step #5: Divide the total points in step #4 by the total available points.

Step #6: Determine if the student earned at least 80% of the total points.

Readability Metric¹

Word Count	Lexile Level	Flesch-Kincaid Level
906	1120	8.8

¹ See Mississippi Assessment Program (MAP) Blueprint Interpretive Guide for grade specific guidelines.