

Grade 7 Constructed Response Questions (2017) Teacher Version

The practice items were selected from two sources: the practice performance task classroom activity questions, and the SBAC practice test items. Both sources can provide additional practice for students with writing responses and comparing their answers to the exemplars supplied by SBAC.



Grade 7 ELA

Read the text and answer questions 1–8.

The Capture of Father Time

by L. Frank Baum

Jim was the son of a cowboy, and lived on the broad plains of Arizona. His father had trained him to lasso a bronco or a young bull with perfect accuracy, and had Jim possessed the strength to back up his skill he would have been as good a cowboy as any in all Arizona.

When he was twelve years old he made his first visit to the east, where Uncle Charles, his father's brother, lived. Of course Jim took his lasso with him, for he was proud of his skill in casting it, and wanted to show his cousins what a cowboy could do.

At first the city boys and girls were much interested in watching Jim lasso posts and fence pickets, but they soon tired of it, and even Jim decided it was not the right sort of sport for cities.

But one day the butcher asked Jim to ride one of his horses into the country, to a pasture that had been engaged, and Jim eagerly consented. He had been longing for a horseback ride, and to make it seem like old times he took his lasso with him.

He rode through the streets demurely enough, but on reaching the open country roads his spirits broke forth into wild jubilation, and, urging the butcher's horse to full gallop, he dashed away in true cowboy fashion.

Then he wanted still more liberty, and letting down the bars that led into a big field he began riding over the meadow and throwing his lasso at imaginary cattle, while he yelled and whooped to his heart's content.

Suddenly, on making a long cast with his lasso, the loop caught upon something and rested about three feet from the ground, while the rope drew taut and nearly pulled Jim from his horse.

This was unexpected. More than that, it was wonderful; for the field seemed bare of even a stump. Jim's eyes grew big with amazement, but he knew he had caught something when a voice cried out:

"Here, let go! Let go, I say! Can't you see what you've done?"

No, Jim couldn't see, nor did he intend to let go until he found out what was holding the loop of the lasso. So he resorted to an old trick his father had taught him and, putting the butcher's horse to a run, began riding in a circle around the spot where his lasso had caught.

As he thus drew nearer and nearer his quarry he saw the rope coil up, yet it looked to be coiling over nothing but air. One end of the lasso was made fast to a ring in the saddle, and when the rope was almost wound up and the horse began to pull away and snort with fear, Jim dismounted. Holding the reins of the bridle in one hand, he followed the rope, and an instant later saw a man caught fast in the coils of the lasso.

While Jim gazed wonderingly upon him, this venerable old man spoke in an angry voice:

"Now, then—get that rope off as fast as you can! You've brought everything on earth to a standstill by your foolishness! Well—what are you staring at? Don't you know who I am?"

"No," said Jim.

"Well, I'm Time—Father Time! Now, make haste and set me free—if you want the world to run properly."

"How did I happen to catch you?" asked Jim, without making a move to release his captive.

"I don't know. I've never been caught before," growled Father Time. "But I suppose it was because you were foolishly throwing your lasso at nothing."

"I didn't see you," said Jim.

"Of course you didn't. I'm invisible to the eyes of human beings unless

they get within three feet of me, and I take care to keep more than that distance away from them. That's why I was crossing this field, where I supposed no one would be. And I should have been perfectly safe had it not been for your beastly lasso. Now, then," he added, crossly, "are you going to get that rope off?"

"Why should I?" asked Jim.

"Because everything in the world stopped moving the moment you caught me. I don't suppose you want to make an end of all business and pleasure? Not a watch has ticked since you tied me up!"

Jim laughed. It really was funny to see the old man wound round and round with coils of rope from his knees up to his chin.

"It'll do you good to rest," said the boy. "From all I've heard you lead a rather busy life."

"Indeed I do," replied Father Time, with a sigh. "I'm due in Kamchatka this very minute. And to think one small boy is upsetting all my regular habits!"

"Too bad!" said Jim, with a grin. "But since the world has stopped anyhow, it won't matter if it takes a little longer recess. As soon as I let you go Time will fly again."

"The Capture of Father Time" by L. Frank Baum, from *American Fairy Tales*. Copyright © 2011 by The Floating Press.

Item	Grade	Claim	Target	DOK	Standard(s)
#2	7	1	2	3	RL.5

Evidence Statement

The student will determine or summarize a theme of a text using supporting evidence.

What is a theme of the text? Use details from the passage to support your answer.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea • Includes specific examples/details that make clear reference to the text • Adequately explains the theme/central idea/message or analysis with clearly relevant information based on the text 	<p>I think the theme of this text is that you should take time to enjoy certain moments, or take a break. This could be supported by Jim saying "Since the world has stoped anyhow, it won't matter if it take a little recess," or Jim not moving to release Father Time. Also, Jim saying that as soon as he lets Father Time go time will fly again.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea • Includes vague/limited examples/details that make reference to the text • Explains the theme/central idea/message or analysis with vague/limited information based on the text 	<p>The theme of the text is even if you are good at something you still make mistakes.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/message or analysis, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/message or analysis, but includes no explanation or relevant information from the text 	<p>The theme is about a country boy who is good at lassoing, goes to stay with his uncle in the city. The boy goes out riding and catches something.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#6	7	1	4	3	RL.3

Evidence Statement

The student will form a conclusion about a literary text and identify details within the text that support that conclusion.

What inference can be made about Jim's feelings toward Father Time? Support your answer with details from the text.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text 	<p>Jim’s feelings to Father Time are humorous and curious. “While Jim gazed wonderingly upon him, this venerable old man spoke in an angry voice:” Jim also feels rebellious, “ ‘Too bad!’ said Jim, with a grin. ‘But since the world has stopped anyhow, it won’t matter if it takes a little longer recess. As soon as I let you go Time will fly again.’” He shows that he has a little rebel in his heart. What he is saying is that he will keep Father Time tied up and have a longer “recess.”</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text 	<p>According to the text, I think Jim was happy to find Father Time because he knew that since he had captured him, he could have all the time he wanted.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference /conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no explanation or relevant information from the text 	<p>Jim’s feelings of father time is that he doesn’t like him that much.</p>

Read the text and answer questions 9–14.

Who Were the Celts?
by Amy Baskin

"Celt" is a name given to early Indo-European peoples. In the Iron Age they spread out from Central Europe to the British Isles and Spain. In the sixth century BCE the Greeks first named these people "Keltoi." Later the Romans called these same people living in what is now southern France "Galli," or "Gauls."

The Celts or Gauls have often been defined by what they were not: Romans or Greeks. Unfortunately, the ancient Celtic tribes never wrote about themselves. Written accounts were penned by biased narrators: the Romans and the Greeks, warring neighbors with whom they often clashed.

Ammianus Marcellinus, a Roman historian, lived in the fourth century CE. He wrote that the Celts were "terrible for the fierceness of their eyes, fond of quarreling, and of overbearing insolence." This is not a flattering description. Romans and Greeks often saw the Celts as barbaric and uncivilized. They fought to conquer Celtic territory.

Recently archaeologists have excavated many Celtic sites and examined artifacts. These clues paint a fairer, more reliable picture of the Celts. We now use the word "Celt" to describe many distinct groups who never referred to themselves as Celt. The word Celt is used in much the same way as the term "Native American" in that it describes people who share similarities of heritage but are different in meaningful ways.

These tribes had different ways of life and were only loosely related. For instance, while the Romans pledged allegiance to a single emperor, the Celts never had a unifying leader. What they did share in common were similar languages, elegant artistic styles, and complex mythologies. Trade also connected these tribes when they were not fighting each other.

Three Periods of the Ancient Celts

There are three major periods of early Celtic history. Clues found in one chieftain's burial site in Austria give us information about the Hallstatt Period from the ninth century BCE to the fifth century BCE. The chieftain's clothing was made with silk. Silk was obtained from China. This is evidence that even this far back into history, this Celtic tribe engaged in trade with distant cultures. Since ancient salt mines were also found near the site, we can reasonably conclude that the Celts traded salt for the silk. In those times salt was valuable, as it was used to preserve foods.

Artifacts from many sites across Europe show that Celts were active and talented traders, metalworkers, and farmers. They wove and dyed their own cloth, made their tools, weapons, and ornaments out of iron and bronze, and traded widely.

The next era is called the La Tène Period. It lasted from the fifth century BCE to the first century BCE. During this time tribes spread throughout Europe. The Celts adorned metal and stonework with exquisitely rounded shapes and swirling lines, as well as with complex symbolic images of animals and people.

As far north as Denmark, archaeologists have reconstructed whole villages based on patterns of holes in the ground. These holes once held wooden posts. From this they have determined that Celtic tribes typically lived in rounded huts. Thatched roofs with holes in the middle let out smoke from their fires. Steep mud walls surrounding the villages kept enemies out.

In Ireland and other regions, scientists have found bodies of Celts in peat bogs. They are astonishingly well preserved. These Celts had manicured fingernails. Some even used an early form of gel to style their hair. The Celts used colorful dyes to decorate their plaid fabrics.

The third major time frame is the Romano-Celtic Period. This period lasted from the first century BCE through the fifth century CE. During this time the Romans conquered all of what is now France, and much of Britain. Many Celts were assimilated into the Roman Empire and much Celtic culture was lost. Their lack of unity against the Romans may have led to their eventual demise.

Most of mainland Western Europe eventually adopted the culture of the Romans. In some parts the old Celtic culture disappeared entirely. There are very few signs of Celtic culture left which have survived over time, especially in lands closest to Rome.

Celtic Culture Today

In areas where the Celts resisted the Roman invasion, the Celts held on to more of their traditions. On the fringes of Western Europe—Scotland, Ireland, Wales, and even France—sleek, rounded Celtic designs still decorate homes and architecture. People wear plaid fabrics inherited from their Celtic ancestors. Traces of the ancient Celts can be found in the names of some places in Europe, especially rivers. The rivers Thames, Seine, Danube, and Rhine all have names derived from Celtic languages.

The Celts may not have kept written records of themselves, but thankfully, they were great storytellers. Much of their oral tradition has been passed down from one generation to the next. Today we have the Celts to thank for many famous legends of the British Isles. Tales of King Arthur and the Mabinogion stem from Wales. Stories of the Irish High King Brian Boru and Scotland's William Wallace, known as Braveheart, are also Celtic lore. Though the ancient Celts are long gone, Celtic stories are very much alive and inspiring artists today. "Celtic of any sort," observed the English writer J. R. R. Tolkien, is "a magic bag, into which anything may be put, and out of which almost anything may come." Without Celtic folklore, Tolkien could never have written *The Hobbit* and *The Lord of the Rings*.

If you ever have the opportunity to travel through Europe, listen very carefully. You will hear people speak and sing in Celtic languages: Gaelic in Ireland, Welsh in Wales, and Breton in Western France. The old expression "all the world loves an underdog" seems to apply to how the Celts are thought of in contemporary culture. We remain fascinated by the history, myths, languages, and artistic expressions of a culture once conquered by Rome but, remarkably, still thriving.

Item	Grade	Claim	Target	DOK	Standard(s)
#10	7	1	9	3	RI.2

Evidence Statement

The student will determine a central idea in a text using supporting evidence.

Summarize the author's message about the Celtic people's legacy. Use evidence from the text to support your answer.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/summarize the author’s message/claim/point/central idea, or to explain the support for a central idea • Includes specific examples/details that make clear reference to the text • Adequately explains the author’s message/claim/point/central idea or explanation with clearly relevant information based on the text 	<p>The author wants to convey that even though they did not document their ways, we are all still influenced by the Celtic people. Many European languages, such as Gaelic and Welsh, are Celtic. J. R. R. Tolkien couldn’t have written <i>The Hobbit</i> or <i>Lord of the Rings</i> without the existence of Celtic folklore. Tales such as King Arthur would never have come to pass if not for the Celts. So many pieces of people’s lives all around the world would be totally changed if the Celtic culture had never come to be.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/summarize the author’s message/claim/point/central idea, or to explain the support for a central idea • Includes vague/limited examples/details that make reference to the text • Explains the author’s message/claim/point/central idea or explanation with vague/limited information based on the text 	<p>The author thought that the Celtic legacy was preserved, even though the Celts themselves are long gone. This is shown when the author states: “Though the ancient Celts are long gone, Celtic stories are very much alive and inspiring artists today.”</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the author’s message/claim/point/central idea, or to explain the support for a central idea <p>OR</p> <ul style="list-style-type: none"> • Gives the author’s message/claim/point/central idea or explanation, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the author’s message/claim/point/central idea or explanation, but includes no explanation or no relevant information from the text 	<p>In the section <i>Who Were The Celts?</i> it defines many artifacts of the Celtic period. The discoveries of them were the huts were round from the top. There was only one body found and it was nearby Sydney.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#17	7	2-W	1aE	3	W.3b

Evidence Statement

The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as including dialogue to convey events/experiences.

A student is writing a narrative for a literary magazine about two friends on a hot day. Read the draft of the introduction and complete the task that follows.

A Hot Day

Joe lounged outside under a tree, the only area having a significant amount of shade. It was only 9:00 a.m., but the temperature had already passed the 80-degree mark and was rising rapidly. Weather forecasters on the news programs had predicted that the heat wave would continue through the next couple of days. They had even provided safety precautions to take during times of high temperatures. Listeners had been advised to exercise only in the early morning hours and in the late evening hours. They had also been instructed to drink a large quantity of water to stay hydrated. Joe was still debating what activity he wanted to do when his friend George arrived.

Write the dialogue that might have occurred when George walked up to Joe.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides appropriate and mainly specific descriptive details and/or dialogue Provides adequate development of experiences, characters, setting, action, and/or events Uses adequate sensory, concrete, and/or figurative language Is mostly “shown” 	<p>George looked parched and gasped, “Man, it’s like were on the sun.” Joe tried to look at him, but the sun was glaring into his eyes. He then groaned and asked “What do you want to do?” George seemed to be in deep thought. “Baseball?” he asked. “Are you crazy? If we play baseball, we’ll pass out!” Joe didn’t mean to be so harsh, but only an absolute lunatic would try to play baseball in this heat. But then, he had a brilliant idea that seemed to have fallen from the sky and gave him a swift wack on the head. “How about we go down to the creek?” As if George already had known what he was going to say, he ran off and yelled over his shoulder to Joe, “Meet me there! I’m going to change into my swim trunks!”</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related Provides limited development of experiences, characters, setting, action, and/or events Uses limited sensory, concrete, and/or figurative language Is somewhat “told” 	<p>George said, “Hey Joe. Man is it hot today.” Joe said, “Yeah, so I was thinking with this heat wave, maybe we can make a lemonade stand.” “Yeah that doesn’t sound like a bad idea. We can make money off of it PLUS we can have some fresh lemonade at arms reach.” “That’s what I was thinking!”</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> Gives an inference/conclusion but includes no explanation or relevant information from the text 	<p>George should be active in the mornings because hes awake early enough and while he excercises he should be dringing a lot of water to stay hydrated while he is excersising. The passage is somewhat like George because its explaining how lazy he’s feeling during a heat wave.</p>