

GRADE
• 7 •

*i*LEAP

August 2012

Assessment Guide

- **ENGLISH LANGUAGE ARTS**
- **MATH**
- **SCIENCE**
- **SOCIAL STUDIES**

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This *Assessment Guide* may be distributed in its entirety to all teachers. However, schools may choose to provide the specific content chapters to teachers who are responsible for a particular content area.

All teachers should be provided with the following sections of the *Assessment Guide*:

- Preface
- Appendices A, B, C, and D, which include a glossary, frequently asked questions, information about testing special populations, a Writer's Checklist, and a Mathematics Reference Sheet.

Preface

Louisiana Believes embraces the principle that all children can achieve at high levels, as evidenced in Louisiana's recent adoption of the Common Core State Standards (CCSS). *Louisiana Believes* also promotes the idea that Louisiana's educators should be empowered to make decisions to support the success of their students. In keeping with these values, the Department has created transitional assessment guides to help prepare teachers and students as they transition to the new CCSS over the next two years. These guides reflect the State's commitment to consistent and rigorous assessments and provide educators and families with clear information about expectations for student performance.

What is the purpose of the *Assessment Guide*?

The *iLEAP Assessment Guide* provides an overview of Louisiana assessments administered through the *integrated* Louisiana Educational Assessment Program (*iLEAP*). In addition to providing teachers with a description of the overall design of the *iLEAP* tests, this guide presents sample test items and suggested informational resources.

Teachers should use this guide to:

- become familiar with the *iLEAP* test format,
- include similar item formats in classroom instruction and assessments,
- align instruction and assessment with the Louisiana Comprehensive Curriculum and Grade-Level Expectations (GLEs), and
- provide appropriate test accommodations.

Questions regarding this *Assessment Guide* should be addressed to the Division of Assessments and Accountability, Louisiana Department of Education (LDOE) at 225-342-3393 or toll free at 1-877-453-2721.

Why has the *Assessment Guide* been revised?

In 2010, the Board of Elementary and Secondary Education (BESE) approved the Common Core State Standards (CCSS) (http://www.doe.state.la.us/topics/common_core.html), which will

eventually replace the current English language arts (ELA) and mathematics standards/GLEs. After adopting the CCSS, Louisiana became a governing member of a 24-state consortium—the Partnership for Assessment of Readiness for College and Careers (PARCC)—working to develop next-generation assessments that measure the full range of the CCSS. In preparation for the PARCC assessments, which are to be administered starting in the 2014–2015 school year, the Department has created transitional assessments in ELA and mathematics. This revised guide provides information about the changes to *i*LEAP during the transition to the CCSS.

It is important to note that the *i*LEAP Science and Social Studies tests have not changed. The content standards and benchmarks that form the basis for these tests have not changed. Rather, the format and the organization of the guides have been revised to reflect the ELA and mathematics transition to the CCSS, and the text has been edited for conciseness.

How will students and teachers transition to the CCSS and PARCC?

The state has developed a plan to ease the transition to the more rigorous new standards and assessments. This plan, outlined below, includes two years of implementation of transitional curriculum and assessments. Full implementation of the CCSS and PARCC assessments will occur in the 2014–2015 school year. Table 1 provides an overview of the assessment plan for grades 3–8.

**Table 1: Assessment Implementation Plan
Grades 3–8**

2012–2013	2013–2014	2014–2015
Transitional	Transitional	PARCC

2012–2013 and 2013–2014: Transition Years – The transitional *i*LEAP assessments will be administered during the spring of 2013 and the spring of 2014. These assessments are not designed to be more difficult than the current *i*LEAP assessments, but teachers will need to shift their instruction for their students to be fully prepared.

The mathematics transitional assessments include items that measure content common to the current GLEs and the CCSS (<http://www.louisianaschools.net/topics/gle.html>). The norm-referenced test (NRT) component—the survey battery of The Iowa Tests—of the *i*LEAP math test will be omitted and replaced by items that more closely match the CCSS focus areas.

In the *i*LEAP ELA assessments, the NRT component will remain, but the current writing prompts will be replaced with a new type of prompt that focuses on a key instructional shift—writing grounded in textual evidence. Instead of responding to a “stand alone” writing prompt, students will read one or two passages and use the information from the text(s) to support the response.

2014–2015: Full Implementation – The new PARCC assessments for the *iLEAP* grades will be administered starting in the spring of 2015. The CCSS will replace the GLEs in ELA and mathematics.

What is the purpose of the *iLEAP*?

Through the *iLEAP*, students are able to demonstrate what they know about a content area, as well as their mastery of the GLEs, to help educators determine how students are progressing in relation to the content standards from year to year.

The *iLEAP* tests were introduced in 2006 in response to the No Child Left Behind Act (NCLB), the federal act that requires states to administer tests in reading and mathematics: yearly in grades 3 through 8 and once in grades 10 through 12, as well as in science: once in grades 3 through 5, once in grades 6 through 9, and once in grades 10 through 12. Some of the NCLB requirements are met through Louisiana’s criterion-referenced tests (CRTs) in ELA, mathematics, and science at grades 4 and 8 and by End-of-Course (EOC) high school assessments.

NCLB requires that state assessments be aligned to state content standards. In addition, NCLB requires that states express student results in terms of the state’s performance standards—Louisiana’s achievement levels. The *iLEAP* assessments, which are given at grades 3, 5, 6, and 7, have been developed to align to the Louisiana content standards, benchmarks, and GLEs. The *iLEAP* is referred to as an *integrated* LEAP because Louisiana initially chose to combine a norm-referenced test and a criterion-referenced test for ELA and math. The NRT was augmented with a CRT component that measures state standards **not** measured on The Iowa Tests. As already noted on page vi, the mathematics assessment no longer includes the NRT component.

The *iLEAP* also includes Science and Social Studies tests, which are entirely criterion-referenced and aligned with state content standards and GLEs. The Louisiana Department of Education elected to use CRTs for science and social studies to have the best measure of what students are learning in classrooms in these content areas.

Table 2 shows the tests that make up the *iLEAP* at grades 3, 5, 6, and 7 starting in 2013.

Table 2: Tests and Grade Levels for *iLEAP*

Grade	English Language Arts (ELA)	Math	Science	Social Studies
3	Augmented NRT	CRT	CRT	CRT
5	Augmented NRT	CRT	CRT	CRT
6	Augmented NRT	CRT	CRT	CRT
7	Augmented NRT	CRT	CRT	CRT

What does the *Assessment Guide* include?

The *Assessment Guide* provides information for teachers regarding the purpose and structure of the *iLEAP*. Separate guides are available for each of the *iLEAP* grade levels: 3, 5, 6, and 7. The guides include information about:

- test design (format and blueprints),
- test content,
- sample test items, and
- scoring.

General *iLEAP* Test Design

The *iLEAP* includes multiple-choice and constructed-response items, depending on the content being assessed. Table 3 presents the overall design (test components) of the *iLEAP* for each of the content areas assessed. It presents the approximate number of items for each test and the item types, indicated by multiple-choice (MC) and constructed-response (CR).

Table 3: Overall Design of the *iLEAP*

	English Language Arts	Math	Science	Social Studies
Test Components and Item Types	NRT: Survey Battery (MC) CRT: Writing Prompt (CR) Using Information Resources (MC)	CRT: MC and CR	CRT: MC	CRT: MC
Number of Items	NRT: varies by grade from approx. 70 to 93 MC CRT: 8 MC and 1 CR (the writing prompt)	Varies by grade from approx. 50 to 60 MC and 2 CR	Varies by grade from approx. 40 to 48 MC	Varies by grade from approx. 30 to 40 MC

The **NRT** components for the English language arts tests shall be administered as **timed** assessments using national standardized procedures. The **CRT** components for all four content areas are **untimed**; however, suggested testing times are provided.

Characteristics of Items

Multiple-choice items assess knowledge, conceptual understanding, and application of skills in each of the four content areas. Most multiple-choice items consist of an interrogatory stem followed by four response options (A, B, C, D) and are scored correct or incorrect. The **NRT**

multiple-choice items in Reading, Part 1, of the ELA tests at grades 5, 6, and 7 have five response options (A, B, C, D, E); these are also scored correct or incorrect.

Constructed-response items occur only in the Math and ELA tests. These items require students to compose an answer, and generally require higher-order thinking.

On the ELA test, there is only one constructed-response item. It requires a student to read one or two passages and then write a composition in response to a prompt that includes information from the text in the response. The composition is scored on an 8-point model based on Louisiana’s new writing rubric for the dimensions of Content and Style (dimensions 1 and 2).

On the Math test, the constructed-response items may require students to demonstrate their grasp of a concept, their analysis of information, their evaluation of a principle, or their application of a skill. Students may also be asked to construct or interpret a chart or graph, map, timeline, or other graphic. The grade 3 items are scored on a 0–2 point scale; mathematics items in the other grades are scored on a 0–4 point scale.

Administration Schedule

The *i*LEAP tests are administered in April, during the same week the Phase 2 LEAP tests are administered. The English Language Arts test is administered over a two-day period, while the Math, Science, and Social Studies tests each are administered in one day. An overview of the content areas and testing times for *i*LEAP are shown in the following tables. Note that the NRT is timed; suggested times are provided for the CRTs to assist in planning.

Table 4: NRT Components of the *i*LEAP

Norm-Referenced Test	Testing Time
ELA: Reading, Part 1	5 minutes
ELA: Reading, Part 2	25 minutes
ELA: Language	30 minutes

Table 5: CRT Components of the *i*LEAP

Criterion-Referenced Tests	Suggested Testing Time
ELA: Writing	60 minutes (grade 3) 75 minutes (grades 5, 6, 7)
ELA: Using Information Resources	40 minutes (grades 3, 5, 6, 7)
Math: Part 1	60 minutes (grades 3, 5, 6, 7)
Math: Part 2	40 minutes (grades 3, 5) 60 minutes (grades 6, 7)
Math: Part 3	20 minutes (grade 3) 30 minutes (grades 5, 6, 7)
Science	60 minutes (grades 3, 5, 6, 7)
Social Studies	45 minutes (grade 3) 60 minutes (grades 5, 6, 7)

Achievement Level Descriptors

Student performance on the CRT components of *iLEAP* is reported in terms of achievement level: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, or *Unsatisfactory*. In addition, norm-referenced scores are reported for English language arts.

To determine the expectations for students performing at each achievement level, grade-level committees of educators, mostly teachers, convened to review draft Achievement Level Descriptors (ALDs) that were developed for *iLEAP*. The existing LEAP ALDs guided the development of those for *iLEAP*. The committees used a group-consensus procedure to review the draft descriptors and GLEs and to make recommendations for wording that would most appropriately describe expectations for each achievement level and grade. The recommendations of this group resulted in the draft ALDs that served as a basis for test item development. Upon completion of standard setting for *iLEAP* in 2006, a final version of *iLEAP* ALDs (http://www.doe.state.la.us/topics/ileap_achievement_levels.html) was approved by BESE. Louisiana's general policy definitions for the five achievement levels are provided below.

Advanced: *A student at this level has demonstrated superior performance beyond the level of mastery.*

Mastery: *A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.*

Basic: *A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.*

Approaching Basic: *A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.*

Unsatisfactory: *A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.*

Test Accommodations

Accommodations are available to qualifying students who are classified as IDEA Special Education, Section 504, and Limited English Proficient (LEP). Test accommodations should not be different from or in addition to the accommodations provided in the classroom during instruction and as indicated on the student's Individualized Education Program (IEP), Section 504 Individual Accommodation Plan (IAP), or LEP accommodation plan. Testing and instructional accommodations must be based on each student's needs as documented in the student's IEP, IAP, or LEP accommodation plan.

For students with disabilities, test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. An *accommodation* is a change in the setting of the test administration, the timing,

scheduling, presentation format, and/or method of response to the assessment. Not all students with disabilities will need test accommodations, but many will need them to provide a valid and accurate measure of their abilities. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. The accommodation should allow the test score to reflect a student's proficiency in the area tested, without the interference of his or her disability.

Students classified as Limited English Proficient (LEP) may receive LEP accommodations if they are used regularly in the student's classroom instruction and assessment. LEP accommodations are provided for these students to aid them in accessing the content without subverting or invalidating the purpose of the tests.

Since accommodations used during state assessments must be an ongoing part of classroom instruction and assessment, it is crucial that general educators be knowledgeable about accommodations, use them routinely in the classroom, and be prepared to implement the use of approved accommodations during state assessments. For a list of approved test accommodations that may be used for students with disabilities or LEP students and suggestions for implementing accommodations during assessment, see Appendix C.

What additional *i*LEAP resources are available?

The Louisiana Department of Education has developed several resources to assist educators as they prepare students for *i*LEAP. The following materials are available on the LDOE website, www.louisianaschools.net:

- Grade-Level Expectations (GLEs)
(<http://www.doe.state.la.us/topics/gle.html>)
- Transitional Comprehensive Curriculum
(http://www.doe.state.la.us/topics/comprehensive_curriculum.html)
- Transitional Practice Tests for grades 3–8
(http://www.doe.state.la.us/topics/trans_assessments.html)
- Enhanced Assessment of the Grade-Level Expectations (EAGLE)
(<https://www.louisianaeagle.org/pma/orca2/eagle.htm>)
- Released Writing Prompts for grades 3, 5, 6, and 7
(http://www.doe.state.la.us/topics/trans_assessments.html)
- Released Item Documents for grades 4, 8, 10, and 11
(http://www.louisianaschools.net/topics/released_test_items.html)
(http://www.louisianaschools.net/topics/released_test_items_10_11.html)
- Practice Assessment/Strengthen Skills (PASS)
(<http://www.louisianapass.org/>)

Chapter 1: *i*LEAP English Language Arts, Grade 7

This section describes the overall design of the *i*LEAP English Language Arts (ELA) test to be administered to students in grade 7. Test specifications, scoring rubrics, and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The ELA test consists of four parts, or subtests, which are administered over two days. Two parts, or subtests, are administered on the first day of testing and two on the second day.

Day One

Part 1: Writing

Part 2: Using Information Resources

Day Two

Part 3: Reading

Part 4: Language

The ELA test includes:

- Norm-referenced test (NRT) items from the survey battery (short form) of the Iowa Tests of Basic Skills[®] (*ITBS*). Most of the items measure Louisiana Grade-Level Expectations (GLEs). The survey battery is used to provide national norms, which compare our students' results with the results of other students in the nation who took the test.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

The NRT Component

The *ITBS* survey battery is the NRT component of the *i*LEAP ELA assessment. This part of the assessment measures standards 1, 2, 3, 6, and 7.

Standard 1

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 3

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Standard 6

Students read, analyze, and respond to literature as a record of life experiences.

Standard 7

Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

The survey battery is designed to 1) obtain information that can support instructional decisions made by teachers in the classroom, 2) provide information to students and their parents for monitoring student growth from grade to grade, and 3) examine the yearly progress of grade groups as they pass through the school’s curriculum. All questions are in multiple-choice format and have four or five answer options each. The survey battery is a **timed** test. Table 1.1 presents the testing times and the number of questions for each subtest.

Table 1.1: Grade 7 Survey Battery Test Lengths and Times

Test	Time (min.)	No. of Questions
Reading		
Vocabulary	5	14
Reading Comprehension	25	22
Language		
Spelling, Capitalization, Punctuation, Usage and Expression	30	57
Total	60	93

The descriptions that follow briefly summarize the content and skills measured by each test of the survey battery.

ReadingVocabulary

Each vocabulary question presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word.

Approximately equal numbers of nouns, verbs, and modifiers are tested.

Reading Comprehension

The reading comprehension section includes passages that vary in length and are drawn from fiction and nonfiction. The reading difficulty level of each piece is appropriate to the grade level. Passages with higher reading difficulty levels are generally shorter. Approximately two-thirds of the questions require students to draw inferences or to generalize about what they have read.

Language

Spelling

Each spelling question presents four words, one of which may be misspelled, and a fifth option, *No mistakes*, if no error is present. This format permits the testing of four spelling words for each test question. Errors in the tested words are based on common substitutions, reversals, omissions, or unnecessary additions.

Capitalization

For these items, students identify the line of text containing a capitalization error, or they choose a fourth option, *No mistakes*, if no error is present. Standard capitalization of names and titles, dates and holidays, places, organizations and groups, and other words is tested.

Punctuation

For these items, students identify the line of writing in which a punctuation error occurs, or they choose a fourth option, *No mistakes*, if no error is present. Standard practice in the use of end punctuation, commas, apostrophes, quotation marks, colons, and semicolons is tested.

Usage and Expression

Most usage and expression questions contain one or two sentences arranged in three lines; others are part of a longer passage. Students must identify the line containing the error, or they may select *No mistakes* if they believe no error is present. Errors in the use of verbs, personal pronouns, modifiers, or in word choice are included. For expression items, students must choose the best or most appropriate way of expressing an idea in a sentence or paragraph. Choices involve issues of conciseness, clarity, appropriateness of expression, and the organization of sentence and paragraph elements.

NOTE: Some of the items in this section measure GLEs in standard 2 and are reported with the writing score. What this means is that the total number of points possible in standard 2 listed on the report includes the score students receive on their written composition (up to 8 possible points) PLUS the number correct on the standard 2 items found in the Language section (8 to 9 items depending on the form).

The CRT Component

The CRT component of the ELA assessment was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's content standards, benchmarks, and GLEs. This component of *iLEAP* measures aspects of standards 2 and 5.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 5

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Writing and the Scoring of the Written Composition

To better prepare our students for the Common Core State Standards, the writing prompts on the transitional assessments will focus on a key instructional shift—writing grounded in textual evidence. Instead of responding to a "stand alone" writing prompt, students will be expected to read one or two passages and then write a composition that includes evidence from the text(s) in the response. At grade 7, the writing prompt may direct students to write a story, explain or describe something, or convince someone of their position.

The Writing test is **untimed**, but students should be given a minimum of 75 minutes to read the passage(s), plan and write their composition, and check their work. Students are given a Writer's Checklist and are provided dictionaries and thesauruses.

Because of the heavy emphasis of standard 3 (conventions of writing) in the survey battery, student compositions will be scored only for the dimensions of Content and Style. Each dimension is worth up to 4 points for a possible total of 8 points. Student compositions are scored using two rubrics: one for Content and one for Style. There are two Content rubrics; one is used to score student compositions that respond to prompts with one passage; the other is for prompts with two passages. The Content and Style rubrics can be found on pages 5 through 7.

The Content Rubric considers how well students present their central idea; the development of that idea, including the appropriate and accurate use of evidence from the passage(s); and the organization of their ideas. The Style Rubric considers word choice; sentence fluency, which includes sentence structure and sentence variety; and voice, the individual personality of the writing.

CONTENT (One Passage): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> sharply focused central idea shows a complete understanding of the task 	<ul style="list-style-type: none"> clear central idea shows a general understanding of the task 	<ul style="list-style-type: none"> vague central idea shows a partial understanding of the task 	<ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task
USE OF THE PASSAGE AND DEVELOPMENT	A composition without evidence from the passage cannot receive a score higher than a 2 in Content.			
	<ul style="list-style-type: none"> includes ample, well-chosen evidence from the passage to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate evidence from the passage to support central idea Evidence and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	<ul style="list-style-type: none"> includes insufficient or no evidence from the passage, OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no evidence from the passage and/or the evidence shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	<ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. Clear beginning, middle, and ending contribute sense of wholeness. effective transitions 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition. has a beginning and an ending transitions 	<ul style="list-style-type: none"> attempt at organization digressions, repetition weak beginning and ending may lack transitions 	<ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response

CONTENT (Two Passages): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passages and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> sharply focused central idea shows a complete understanding of the task 	<ul style="list-style-type: none"> clear central idea shows a general understanding of the task 	<ul style="list-style-type: none"> vague central idea shows a partial understanding of the task 	<ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task
USE OF THE PASSAGE(S) AND DEVELOPMENT	A composition that addresses only one of the two passages cannot receive a score higher than a 3 in Content. A score of 4 cannot be assigned unless both passages have been addressed.			
	<ul style="list-style-type: none"> includes ample, well-chosen evidence from the passages to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate evidence from at least one of the passages to support central idea Evidence and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	<ul style="list-style-type: none"> includes insufficient or no evidence from the passage(s), OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no evidence from the passage(s) and/or the evidence shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	<ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. Clear beginning, middle, and ending contribute sense of wholeness. effective transitions 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition. has a beginning and an ending transitions 	<ul style="list-style-type: none"> attempt at organization digressions, repetition weak beginning and ending may lack transitions 	<ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: *Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
WORD CHOICE	<ul style="list-style-type: none"> precise effective vivid words and phrases appropriate to the task 	<ul style="list-style-type: none"> clear but less specific includes some interesting words and phrases appropriate to the task 	<ul style="list-style-type: none"> generic limited repetitive overused 	<ul style="list-style-type: none"> functional simple (below grade level) may be inappropriate to the task
SENTENCE FLUENCY	<ul style="list-style-type: none"> fluid, very easy to follow, because of variety in length, structure, and beginnings 	<ul style="list-style-type: none"> generally varied in length and structure Most sentences have varied beginnings. 	<ul style="list-style-type: none"> little or no variety in length and structure Awkward sentences may affect the fluidity of the reading. same beginnings 	<ul style="list-style-type: none"> simple sentences no variety Construction makes the response difficult to read.
VOICE (individual personality of the writing)	<ul style="list-style-type: none"> compelling and engaging 	<ul style="list-style-type: none"> clear, but may not be particularly compelling 	<ul style="list-style-type: none"> weak and/or inconsistent voice 	<ul style="list-style-type: none"> no voice Response is too brief to provide an adequate example of style; minimal attempt.

Using Information Resources

In this part of the assessment, students are provided four to six reference sources, which they use to answer eight multiple-choice questions. All reference sources are related to a specific topic. They are realistic, grade-appropriate materials that a seventh-grader might find in a library and use in preparing a project or report. Test questions reflect realistic uses of the sources. This subtest is **untimed**, but students should be given about forty minutes to review the materials and answer the questions.

The reference sources may include:

- articles from encyclopedias, magazines, newspapers, and textbooks;
- parts of books such as tables of contents, copyright pages, glossaries, and indexes;
- visual aids such as maps, graphs, tables, charts, illustrations, schedules, and diagrams; and
- electronic sources such as screen shots of online card catalogs, Web site pages, and search engine result screens.

English Language Arts Test Specifications

Table 1.2 provides the test specifications for the grade 7 *iLEAP* ELA assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 1.2: Grade 7 English Language Arts Test Specifications

Standards	Percentage of Total Points
Standard 1	21
Standard 6	4
Standard 7	8
Standard 2	16
Standard 3	44
Standard 5	7
Total	100

There are 101 one-point multiple-choice items plus the 8-point Writing prompt to equal a 109-point test.

Description of the English Language Arts Test and GLEs Assessed

Louisiana's English language arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. GLEs further define the

knowledge and skills students are expected to master by the end of each grade or high school course.

Most of the grade 7 standards, benchmarks, and GLEs are eligible for assessment on the grade 7 *i*LEAP. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *i*LEAP. GLE number 44 focuses on the use of technology or resources unavailable during the test; therefore, they cannot be assessed in a multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level.

Most of the items on the NRT form for a given grade align with the GLEs for that grade. For example, most items on the grade 7 NRT survey battery align with the grade 7 GLEs. However, some items may align with GLEs at a lower grade or at a higher grade. In addition, there may be a few items on an NRT form that do not align with the GLEs at any grade because the NRT is developed for nationwide use. This information is important to keep in mind when preparing students for the *i*LEAP assessments because teachers should make sure they cover the GLEs at grade 7 but also review related GLEs in earlier grades since they may be assessed on the NRT portion of the *i*LEAP test.

For reporting purposes, a student receives two scores: an NRT score, such as percentile rank, and a CRT score/achievement level. The NRT score includes all items on the NRT form. The CRT score/achievement level includes the CRT items and only those items on the NRT survey battery or on the NRT core battery that align with GLEs at or below the grade level assessed.

Table 1.3 provides a list of GLEs to be taught and tested during the transition. The table identifies the GLEs and the corresponding CCSS alignment.

Table 1.3: GLE Content to be Taught and Tested in 2012–13 and 2013–14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
1	Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts 	RL.7.4 RI.7.4 L.7.4 L.7.5 L.7.6
2	Explain story elements, including: <ul style="list-style-type: none"> • the revelation of character motivation through thoughts, words, and actions • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) • conflicts (e.g., man vs. man, nature, society, self) and their effect on plot • effects of first- and third-person points of view • theme development 	RL.5.6 RL.6.6 RL.7.2 RL.7.3 RL.7.6
3	Interpret literary devices, including: <ul style="list-style-type: none"> • symbolism • puns • analogies 	L.7.5

GLE #	Grade-Level Expectation Text	Aligned CCSS #
8	Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> • fiction (e.g., science fiction/fantasy) • nonfiction (e.g., essays, letters) • poetry (e.g., lyric, narrative) • drama (e.g., short plays) 	RL.7.5
9	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices 	RL.7.1 RI.7.1 RI.7.2
12	Explain the effects of an author’s stated purpose for writing	RI.7.6
13	Identify an author’s bias (objectivity) for, against, or neutral toward an issue	RI.7.6
14	Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example: <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning 	RI.7.3
15	Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • established central idea • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (e.g., fact, examples, and/or specific details) • transitional words and phrases that unify ideas and points • overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details 	W.7.1 W.7.2 W.7.4
17	Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure 	L.7.3 W.7.4

GLE #	Grade-Level Expectation Text	Aligned CCSS #
18	Develop grade-appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., Writer’s Checklist, rubrics) • proofreading/editing • publishing using technology 	W.7.5 W.7.6
19	Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition	W.7.1 W.7.2 W.7.3
20	Use the various modes to write compositions, including: <ul style="list-style-type: none"> • essays based on a stated opinion • fictional narratives 	W.7.1 W.7.3
21	Develop writing using a variety of literary devices, including analogies, symbolism, and puns	W.7.3 L.7.5
22	Write for various purposes, including: <ul style="list-style-type: none"> • letters of complaint supported with complete and accurate information and reasons • evaluations of media, such as television, radio, and the arts • text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels • applications, such as memberships and library cards 	W.7.9
23	Use standard English punctuation, including: <ul style="list-style-type: none"> • commas to set off direct quotations, nouns of direct address, and after introductory words or phrases • semicolons or colons to separate independent clauses 	L.7.2
24	Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> • varied sentence structures, including complex sentences • antecedents that agree with pronouns in number, person, and gender • sentences without double negatives 	L.7.1
25	Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • infinitives and participles • superlative and comparative degrees of adjectives • adverbs 	L.7.1
26	Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly	L.7.2
39	Locate and select information using organizational features of grade-appropriate resources, including: <ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) 	W.7.8

GLE #	Grade-Level Expectation Text	Aligned CCSS #
40	Locate and integrate information from a variety of grade-appropriate resources, including: <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) 	W.7.8
41	Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage)	W.7.8
43	Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • works cited lists and/or bibliographies 	W.7.7
44	Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents	W.7.6
45	Give credit for borrowed information following acceptable use policy, including: <ul style="list-style-type: none"> • integrating quotations and citations • using end notes • creating bibliographies and/or works cited lists 	W.7.8

Sample Test Items: Grade 7 ELA

The sample passages and items that follow are similar in content and format to those that appear on the grade 7 *i*LEAP test. The Writing prompt below and the Using Information Resources questions are sample items representative of the criterion-referenced parts of the *i*LEAP test. These items align with state content standards and GLEs.

Writing Prompt

The writing prompts on the transitional tests require students to read one or two passages and then write a composition that includes evidence from the text(s) in the response.

Sample Writing Prompt

Directions: Read the passage about pioneers in the early 1800s. As you read the passage, think about what it would be like to be a pioneer moving to the West. Then use the passage to help you write a well-organized multiparagraph composition.

Pioneers in the Early 1800s

During the first half of the 1800s, pioneers moved westward for a variety of reasons. Some decided to move west because they were unable to find jobs in the East. Some settlers moved because they wanted farmland. Others decided to travel west after receiving letters from family and friends who had already completed the journey. All of them hoped the West would offer a better life and more opportunities than they had in the East.

Frontier life was very demanding but rewarding. Instead of going to the store to buy food, people got their food from hunting, fishing, trapping, and farming. They also raised chickens, cows, goats, and pigs. Horses were used for transportation and farm work. Children often helped by taking care of the livestock. Once the food was harvested, then it needed to be preserved by canning or smoking, and then some of the food needed to be stored for winter. Inside the home, children could learn how to cook meals from the meat, fruits, and vegetables they had gathered. Since there were no clothing stores nearby, children could learn to design and make clothes, as well as weave cloth and spin yarn. Pioneers also had to design, build, and repair their own homes, tools, and fences.

Since life on the plains was isolated and the closest neighbors might be miles away, farm families had to make their own fun. Good sources of home entertainment included reading and music, and storytelling; old and young alike loved to hear a good story. Guitars, fiddles, harmonicas, and other musical instruments provided amusement. People also played checkers and pitched horseshoes, and children sometimes invented their own games. Often, families would also travel by wagon or on foot to attend community events, such as picnics, weddings, barn raisings, or square dances.

Despite the fact that life on the frontier was often challenging, pioneer families were strong, resourceful, and received great satisfaction from working together, farming the land, and building their new homes. Settlers who moved from the East often had to prove that they had a special spirit of adventure. The rewards they received might seem small to us today, but they were gratefully accepted and truly appreciated. The tremendous satisfaction of conquering the land and performing their labor so diligently was their strongest motivation. They adapted to their new environment, learned new skills to make their lives easier, and built communities with other settlers by helping each other in times of need. They also found time to celebrate and enjoy their new lives and accomplishments. The work of these brave pioneers helped make the West an attractive place for the settlers who followed them.

Writing Topic

Think about what it would be like to be a pioneer moving to the West during the 1800s.

Write a multiparagraph composition for your teacher explaining whether or not you would have chosen to move to the West if you had lived in pioneer times. Use details from the passage to help you explain your choice.

As you write, follow the suggestions below.

- ▶ Be sure your composition has a beginning, a middle, and an ending.
- ▶ Use details from the passage and include enough information so your teacher will understand your response.
- ▶ Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student's ability to write an expository composition. Other prompts may ask students to write a story, describe something, or convince someone of their position.

Using Information Resources

This section of the test presents students with reference sources related to a single research topic. Students use the sources to answer a set of multiple-choice items similar to questions 1 through 5. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

Sample Using Information Resources Materials and Items

Introduction: In this test, you are asked to look at some reference materials and then use the materials to answer the questions on pages xx and xx.

Research Topic: The Pyramids of Egypt

Suppose you want to find out more about the pyramids of Egypt for a report you are writing. Four different sources of information about the pyramids of Egypt are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Article from the Magazine *This Is Egypt*
“Is a Picture Worth a Thousand Words?” (page __)

2. Results of a Search Using FindIt.net
Egyptian Pyramids (page __)

3. Excerpts from the Book *Exploring the Pyramids of Ancient Egypt*
a. Copyright Page (page __)
b. Table of Contents (page __)
c. “The Obelisks” (page __)

4. Excerpt from the Encyclopedia *Architecture in the Ancient World*
Monumental Monuments Chart (page __)

Note: Model bibliographic entries for different types of documents are on page __.

Directions: Skim pages __ through __ to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages __ and __. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Article from the Magazine *This Is Egypt*
“Is a Picture Worth a Thousand Words?”

This Is Egypt

May 2005

Is a Picture Worth a Thousand Words?

By Khaled Al-Katob

If you were running for class president of the student body, your campaign probably would include posters and flyers with written information about yourself and your platform. Would these posters and flyers include primitive drawings of items in nature that represented you? They would if you were running for office in ancient Egypt.



The ancient Egyptians used primitive drawings called *hieroglyphs*, which were part of a system of picture writing called *hieroglyphics*. Hieroglyphs were drawn on the walls of pyramids, ancient tombs, pottery, ceramics, and papyrus to record the history of Egypt. The English language is based on a mere 26 letters, while the ancient Egyptians used more than 2,000 hieroglyphic characters.

Each hieroglyph represented a sound or an idea, using a common object in ancient Egypt—a bird, a snake, food (such as bread), or water (such as a river). The ancient Egyptians had two written forms of language, but hieroglyphic writing was considered the more formal of the two.

In the English language, we write our words, phrases, and sentences on lines and read them starting at the left and moving right. Hieroglyphics were written in rows or columns without spaces and could be read from left to right or from right to left. Sound confusing? The writers of hieroglyphics always included a symbol that was universally recognized as the starting point so the reader would know where to start and which direction to go.

Written hieroglyphics rarely included vowels. This may seem strange but is similar to abbreviations in the English language. For example, we use *ft.* for a measurement of feet and *ltd.* as the abbreviation for *limited*. Vowels were used only if a word was too confusing without a vowel. The ancient Egyptians also used *biliterals*, which were hieroglyphs substituted in place of pairs of alphabet characters. The sound of the biliteral hieroglyph was the same as the sound of the alphabet characters it replaced.

2. Results of a Search Using FindIt.net **Egyptian Pyramids**



EgyptToday.com

Located in northern Africa, modern-day Egypt is not quite the same as it was in ancient times. Facts and information about the current **Egyptian** government, population, culture, environment, and geography can be found at EgyptToday.com.

PharaohPharaoh.com

Thousands of years ago, Egypt was ruled by pharaohs who belonged to ruling families or dynasties. Introduce yourself to and become familiar with them through this exhaustive online biography of the kings of Egypt. Find out why so little is known of the members of the earliest **Egyptian** dynasties at PharaohPharaoh.com.

SeeThePyramids.com

Explore the fascinating **pyramids** and tombs of ancient Egypt. Walk through the passageways into the galleries and chambers and discover the dimensions of these captivating monuments. Use conversion charts to determine how these structures compare in size to other buildings . . . even your own house! Visit SeeThePyramids.com.

EgyptianDiscovery.com

Download online games, screen savers, and wallpaper. Games include The Pharaoh King and Return to the **Pyramids**. Print coloring pages, logic puzzles, mazes, and greeting cards. Send an online greeting to a friend or search for the buried treasure at EgyptianDiscovery.com.

ScienceEgypt.com

Discover the fascinating process of archaeology and exploration of the ancient **pyramids**. Find out why the ancient **Egyptians** preserved life through mummification and who or what was considered for this process at ScienceEgypt.com.

AmazingEgypt.com

Preview the Ancient Egypt exhibit at the Washington Natural History Museum before it opens to the public! Get an up-close look at the amazing collection of ancient artifacts, many from inside the **pyramids**, at AmazingEgypt.com.

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3. Excerpt from the Book *Exploring the Pyramids of Ancient Egypt*
a. Copyright Page

Artwork by Keeler Design Studio

Cover Photo: Melissa Scott

Published by:
Archaeology Press
47 W. Michigan Ave.
Chicago, IL
United States of America

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Library of Congress Cataloging-in-Publication Data
Patterson, Owen T.
Exploring the Pyramids of Ancient Egypt
I. Title.
ISBN: 11-12345-67-8910

3. Excerpt from the Book *Exploring the Pyramids of Ancient Egypt*
b. Table of Contents

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3. Excerpt from the Book *Exploring the Pyramids of Ancient Egypt*
c. “The Obelisks”

The Obelisks

For years the construction of the ancient pyramids of Egypt has baffled the modern world. Scientists find it hard to understand how the pyramids were constructed with such impressive precision before the dawn of modern technology. But the pyramids aren't the only unexplained mystery of ancient Egypt; the obelisks are equally amazing and difficult to comprehend.

An obelisk is a tall four-sided, usually tapered structure that is often monolithic, meaning it has been carved from a single piece of stone. That means these sky-high monuments were not compiled brick by brick but rather were carved over years from one giant rock. No one knows how many obelisks were once constructed in Egypt, but only a few remain.

The ancient Egyptian word for obelisk was *Tejen*, a term considered synonymous with “defense” or “protection.” The obelisks were erected in large, open spaces and on top of temples. The ancient Egyptians believed that the presence of the monuments empowered and protected the people near them.

Although similar in structure with a quadrangular base and a point at the top, each Egyptian obelisk was unique. Typically the obelisk had inscriptions on all four sides, and each obelisk was

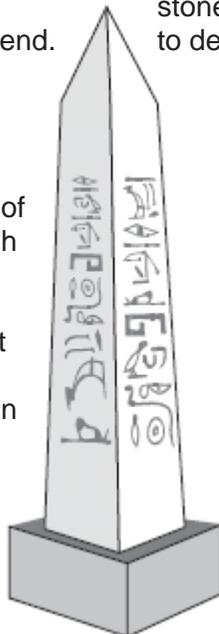
painstakingly carved from the granite quarries in Aswan.

One unextracted obelisk in Aswan provides clues as to how the ancient Egyptians ever pulled one from the ground. Mystery shrouds the process, but research suggests that laborers may have used a greenish-black stone ball— basically a twelve-pound rock—to delicately chip away at the granite.

Hours of pounding usually resulted in only a handful of dust. Some conclude it may have taken a lifetime for hundreds of laborers to chip away and produce a completed product.

If fissures appeared on the rock during the process, the project was abandoned. This was the fate of the Unfinished Obelisk in the Aswan quarry. Had it been completed, the obelisk would have stood almost 140 feet tall and weighed more than 1,100 tons. In ancient Egyptian terms, that's the weight of about 150 male elephants.

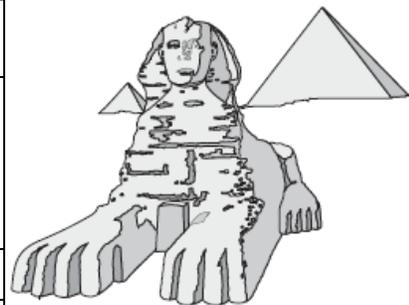
The sheer size leads one to wonder how the Egyptians got these monuments out of the ground and erected on the tops of temples. Modern engineers have theorized that everything from simple levers to kites that harnessed the power of the wind helped pull out the monuments. Teams of scientists have tried to recreate the process, but the ancient Egyptian method remains a mystery for now.



4. Excerpt from the Encyclopedia *Architecture in the Ancient World*
Monumental Monuments Chart

Monumental Monuments			
	The Pyramid of Khafre	The Great Pyramid of Khufu	The Pyramid of Menkaure
Estimated Time of Construction	around 2558–2532 B.C.	around 2589–2566 B.C.	Undetermined
Original Height	143.5 m (470.79 ft.)	146.6 m (480.96 ft.)	65.5 m (215 ft.)
Current Height	136.4 m (447.50 ft.)	38.75 m (455.21 ft.)	62 m (203 ft.)
Length of Side	215.25 m (706.19 ft.)	230.37 m (755.8 ft.)	108.63 m (356.4 ft.)
Angle of Incline	53° 7' 48"	51° 50' 40"	51° 20' 25"
Estimated Volume	1,659,200 cu m	2,521,000 cu m	Undetermined
Total Blocks of Stone	Undetermined	More than 2,300,000	Undetermined
Base	11 acres	13 square acres	3 square acres
Total Weight	Undetermined	6.5 million tons	Undetermined
Average Weight of Individual Blocks of Stone	2.5 to 7.0 tons	2.5 tons	Undetermined
Construction Material	Limestone, red granite	Limestone, granite	Limestone, red granite

The Sphinx	
Estimated Time of Construction	Undetermined
Size	Length 45 m (150 ft.) Paws 15 m (50 ft.) long Head 10 m (30 ft.) long Face 6 m (20 ft.) wide
Total Weight	Undetermined
Construction Material	Soft limestone



Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*. They show some acceptable formats for bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.
(Title of article) (Name of encyclopedia) (Year)

A Magazine Article

Chen, David. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

- 1** On which page of the book *Exploring the Pyramids of Ancient Egypt* would you find information about how the pyramids were built?
- A** Page 41
 - B** Page 49
 - C** Page 66
 - D** Page 89

Correct response: B

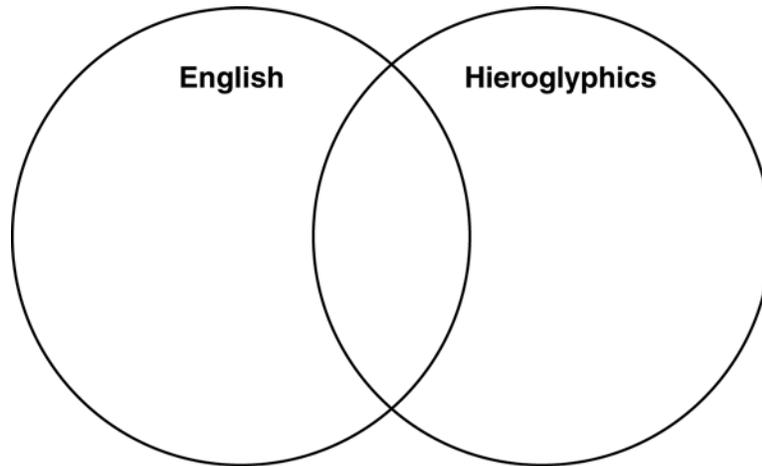
This item measures GLE 39: Locate and select information using organizational features of grade-appropriate resources.

- 2** To find information about the people of ancient Egypt, which link from the search using FindIt.net would be most useful?
- A** AmazingEgypt.com
 - B** PharoahPharoah.com
 - C** SeeThePyramids.com
 - D** EgyptianDiscovery.com

Correct response: B

This item measures GLE 40: Locate and integrate information from a variety of grade-appropriate resources, including multiple printed texts, electronic sources, and other media sources.

- 3 Look at the Venn diagram based on information in “Is a Picture Worth a Thousand Words?” from the magazine *This Is Egypt*.



Which information should be placed in the overlapping area of the two circles?

- A Often excludes vowels
- B Can be read from left to right
- C Contains more than 2,000 characters
- D Contains characters that represent ideas

Correct response: B

This item measures GLE 43: Generate grade-appropriate research reports that include information presented in a variety of forms, including visual representations of data/information, graphic organizers, and works cited lists and/or bibliographies.

4 What is the acceptable bibliographic entry for the book *Exploring the Pyramids of Ancient Egypt*? Refer to the model bibliographic entries.

- A** Patterson, Owen T. “Exploring the Pyramids of Ancient Egypt.” Chicago: Archaeology Press, 1999.
- B** Exploring the Pyramids of Ancient Egypt. Patterson, Owen T. Chicago: Archaeology Press, 1999.
- C** Patterson, Owen T. Exploring the Pyramids of Ancient Egypt. Chicago: Archaeology Press, 1999.
- D** Patterson, Owen T. Exploring the Pyramids of Ancient Egypt. Chicago, Archaeology Press, 1999.

Correct response: C

This item measures GLE 45: Give credit for borrowed information following acceptable-use policy, including creating bibliographies and/or works cited lists.

5 What can be determined using the Monumental Monuments chart from the encyclopedia *Architecture in the Ancient World*?

- A** The total weight of Khafre
- B** The estimated volume of Menkaure
- C** The total blocks of stone of Menkaure
- D** The estimated time of construction of Khufu

Correct response: D

This item measures GLE 40: Locate and integrate information from a variety of grade-appropriate resources, including multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias).

Sample NRT Items

Questions 6 through 27 are sample items representative of those used on the norm-referenced parts of the *iLEAP* test. The survey battery of the Iowa Tests of Basic Skills (*ITBS*) is designed to measure a wide range of student achievement. Most items address Louisiana GLEs at grade 7, while some items address Louisiana GLEs at other grade levels. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

Vocabulary

Each vocabulary item presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. *The vocabulary items measure GLE 1: Develop vocabulary using a variety of strategies.*

Sample Vocabulary Items

6 **Reasonable price**

- A adjusted
- B reduced
- C unfair
- D moderate

Correct Response: D

7 **To migrate**

- A sleep in the winter
- B live in the forest
- C make a trail
- D find a new home

Correct Response: D

Reading

On the reading comprehension section, students read four passages and respond to several multiple-choice items.

Sample Reading Comprehension Items

Directions: Questions 8 through 12 are based on the following passage.

Which?

Whenever I'm walking in the wood
I'm never certain whether I should
Shuffle along where the dead leaves fall
Or walk as if I'm not there at all.

It's nice to rustle as hard as you can,
But I can't decide if it's nicer than
Creeping along, while the woodbirds call,
Pretending you are not there at all!

8 Why is “Which?” a good title for this poem?

- A** It is a short title for a short poem.
- B** It tells the reader to expect a mystery.
- C** It hints at a choice the narrator has to make.
- D** It establishes a fall scene.

Correct Response: C

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

9 What is the decision that the poet has trouble making?

- A** Whether to take one path or another through the wood
- B** Whether to walk through the wood or stay at home
- C** Whether to scuff noisily through the leaves or move slowly and silently
- D** Whether to rake up the leaves or leave them lying on the ground

Correct Response: C

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

10 What does the speaker especially enjoy doing while walking through the woods quietly?

- A** Listening to the sound the leaves make as they fall
- B** Hearing the birds call when they are not aware that people are around
- C** Looking at the beautiful woodland scenery
- D** Pretending to be someone else

Correct Response: B

This item measures GLE 14: Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example identifying cause-effect relationships, raising questions, reasoning inductively and deductively, generating a theory or hypothesis, and skimming/scanning.

11 To walk as if you are “not there at all” a person would

- A** creep.
- B** rustle.
- C** shuffle.
- D** pretend.

Correct Response: A

This item measures GLE 3: Interpret literary devices, including symbolism, puns, and analogies.

12 Why does the narrator like to “shuffle” through the wood?

- A** To hear the crackle of the dry leaves underfoot
- B** To scare the birds out of their hiding places
- C** To hear the birds warn each other of a human presence
- D** To make believe he is somewhere else

Correct Response: A

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

Directions: Questions 13 through 17 are based on the following passage.

During Frontier days, there lived in Tennessee a shrewd horse trader named Sam Flynn. During the summer Sam made an easy living by traveling from one little town to another and racing his horses against the local favorites. His best racer was a coal-black horse called Dusky Pete. Sometimes, when approaching a town, Flynn would mount Dusky Pete and ride in on him as if he were a saddle horse.

One day Flynn rode Pete into a county seat where a big race was to be held as part of the county fair. He entered his stallion and then made heavy bets on the race. Naturally, the townspeople wanted to bet money on their local champions.

Just before the race was to start, an old judge, who was well known for his knowledge of the track, joined the crowd. The townspeople told him of the foolish stranger who had bet so much money on a saddle horse. The judge looked over at the horses and recognized Dusky Pete.

“Gentlemen,” he said with a smile, “there’s a dark horse in this race that will make some of you sick.”

Needless to say, the “dark horse” did win. The story of the race was told many times, and the fame of Dusky Pete spread throughout the racing world. Somehow the term “dark horse” was taken into our everyday language. It is used in politics to describe someone who is not well known, but who is unexpectedly nominated for office. In sports it means an athlete or team that surprises everyone by winning a game.

13 How did the townspeople feel before the race?

- A** Angry at Flynn
- B** Unhappy about their horses
- C** Worried about the race
- D** Sure of themselves

Correct Response: D

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

14 Which happened first in the story?

- A** Flynn bet money on the race.
- B** Flynn entered his horse in the race.
- C** The judge remembered who Dusky Pete was.
- D** The people told the judge about the stranger in town.

Correct Response: B

This item measures GLE 14: Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example identifying cause-effect relationships, raising questions, reasoning inductively and deductively, generating a theory or hypothesis, and skimming/scanning.

15 What was the judge thinking when he spoke to the crowd?

- A** That Dusky Pete was going to win the race
- B** That the race was really dishonest
- C** That the “dark horse” did not stand a chance of winning
- D** That the people who bet on Dusky Pete would lose their money

Correct Response: A

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, making inferences and drawing conclusions.

16 What is the main purpose of this story?

- A** To tell about a famous race horse
- B** To show how Sam Flynn made a fortune
- C** To describe the early days of horse racing
- D** To explain how we got the expression “dark horse”

Correct Response: D

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and explaining how details support ideas.

17 Flynn rode Dusky Pete into town because Flynn wanted

- A** to keep Dusky Pete in good racing condition.
- B** to fool the townspeople.
- C** people to think Dusky Pete was the only horse he owned.
- D** to keep Dusky Pete calm.

Correct Response: B

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

Language

The Language test contains multiple-choice items with mistakes in spelling, capitalization, punctuation, and usage and expression.

Sample Spelling Items

Directions: Questions 18 and 19 ask students to look for mistakes in spelling. Students should choose the word that is not spelled correctly. When there is no mistake, the student should choose the last answer (No mistakes).

- 18** **A** passengers
 B plesure
 C elevated
 D heaven
 E (No mistakes)

Correct Response: B

This item measures GLE 26: Spell high-frequency, commonly confused, frequently misspelled words and derivatives correctly.

- 19** **A** differant
 B supplies
 C action
 D February
 E (No mistakes)

Correct Response: A

This item measures GLE 26: Spell high-frequency, commonly confused, frequently misspelled words and derivatives correctly.

Sample Capitalization and Punctuation Items

Directions: Questions 20 and 21 ask students to look for mistakes in capitalization. Questions 22 and 23 ask students to look for mistakes in punctuation. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 20** **A** “Alaska!” thought Jim. “a
 B man can make a fortune there
 C mining gold or uranium.”
 D (No mistakes)

Correct Response: A

This item measures grade 3 GLE 30: Capitalize the first word in direct quotations.

- 21** **A** Montana is one of our
 B largest States, but it has fewer
 C people than the city of Chicago.
 D (No mistakes)

Correct Response: B

This item measures grade 6 GLE 26: Capitalize names of companies, buildings, monuments, and geographical names.

- 22** **A** “You three boys gather the
 B firewood” said Mr. Herbert
 C “and we will put up the tent.”
 D (No mistakes)

Correct Response: B

This item measures GLE 23: Use standard English punctuation, including commas to set off direct quotations.

- 23** **A** We visited Lincoln’s home
 B in Springfield; in fact, we
 C spent the whole day there.
 D (No mistakes)

Correct Response: D

This item measures GLE 23: Use standard English punctuation, including semicolons or colons to separate independent clauses.

Sample Usage and Expression Items

Directions: Questions 24 and 25 ask students to look for mistakes in standard English usage. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 24** **A** Mr. Perkins made all those
 B cookies quick for the potluck
 C dinner at the neighborhood center.
 D (No mistakes)

Correct Response: B

This item measures GLE 25: Apply knowledge of parts of speech in writing, including infinitives and participles, superlative and comparative degrees of adjectives, and adverbs.

- 25** **A** No tiny blue flower couldn't
 B grow through a crack
 C in the sidewalk.
 D (No mistakes)

Correct Response: A

This item measures GLE 24: Write paragraphs and compositions following standard English structure and usage, including varied sentence structures, including complex sentences; antecedents that agree with pronouns in number, person, and gender; and sentences without double negatives.

Directions: Questions 26 and 27 ask students to read a passage and look for mistakes in usage and expression. **Note that both items measure writing skills under standard 2. On the actual test, items that measure skills in standard 2 are reported with the score students receive on the writing prompt session of the test.**

Use the passage below to answer questions 26 and 27.

¹The pyramids of Egypt are one of the wonders of the ancient world. ²According to ancient records, they chiseled 2.3 million blocks of stone. ³An estimated 100,000 men took twenty years to build Khufu, the largest of the pyramids. ⁴Once the blocks were cut, the workers transported the stones on barges and on wooden sleds. ⁵How the stones were piled on top of one another is unknown. ⁶There is evidence that earthen ramps were used. ⁷Some Egyptologists think a straight, gently sloping ramp was used; others think the ramp was more like stair steps.

26 **Where is the best place for sentence 3?**

- A** Before sentence 1
- B** Between sentences 1 and 2
- C** At the beginning of the second paragraph
- D** Between sentences 5 and 6

Correct Response: B

This item measures GLE 15: Write multiparagraph compositions on student- or teacher-selected topics organized with the following: organizational patterns appropriate to the topic (e.g., comparison/contrast, order of importance, chronological order), elaboration, transitional words and phrases that unify ideas and points, and overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details.

27 Choose the best concluding paragraph for this report.

- A** Whatever the configuration of the ramp, the building of the pyramids represents true genius. Aside from the engineering knowledge needed, the organization of the workers to complete such a project is equally impressive.
- B** I sure wish someone would tell me how the Egyptians did it. Those guys were really smart. Buildings constructed these days will never last thousands of years. And if they were built to last that long, think how much they would cost.
- C** I think I saw something on TV once that showed the ramps were made like stairs and then torn down so no one would learn their building secrets.
- D** Can you imagine how hard the workers worked to build the pyramids? What strong people these workers must have been. They did this with simple hand tools. They didn't have cranes and stuff like we have today.

Correct Response: A

This item measures GLE 15: Write multiparagraph compositions on student- or teacher-selected topics organized with an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details.

Chapter 2: iLEAP Math, Grade 7

This section describes the overall design of the iLEAP Math test to be administered to students in grade 7. Test specifications, sample test questions, and scoring rubrics are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The Math test consists of three parts, or subtests, which are administered in a single day:

- Part 1: a 30-item multiple-choice session that **does not** allow the use of calculators
- Part 2: a 30-item multiple-choice session that **allows** the use of calculators
- Part 3: a 2-item constructed-response session that **allows** the use of calculators

The suggested testing times for the Grade 7 iLEAP Math test listed in Table 2.1 are estimates only. The Math test is **untimed**.

Table 2.1: Suggested Testing Times

Part	Description	Number of Items	Testing Time
1	Multiple Choice, no calculator	30	60 minutes
2	Multiple Choice, calculator	30	60 minutes
3	Constructed Response, calculator	2	30 minutes
TOTAL		62	150 minutes

Information about additional time needed to read test directions to students and accomplish other activities related to test administration is included in the *iLEAP Test Administration Manual*.

The Math test is composed of criterion-referenced test (CRT) items only. These items measure Louisiana GLEs that more closely match the Common Core State Standards (CCSS) focus areas.

Item Types and Scoring Information

The test has sixty (60) multiple-choice items and two constructed-response items.

The multiple-choice items consist of an interrogatory stem and four answer options. These items assess a student's knowledge and conceptual understanding, and responses are scored 1 if correct and 0 if incorrect.

The constructed-response items, which involve a number of separate steps and application of multiple skills, are designed to assess one or more of the GLEs. The response format is open-ended and may include numerical answers, short written answers, and other types of constructed response (e.g., construct and draw rectangles [including squares] with given dimensions). Students may be required to explain in writing how they arrived at their

answers. These items are scored, according to an item-specific rubric, on a scale of 0 to 4 points.

General Scoring Rubric for Grade 7 *i*LEAP Math Constructed-Response Items

4	<p>The student’s response demonstrates in-depth understanding of the relevant content and/or procedures.</p> <p>The student completes all important components of the task and communicates ideas effectively.</p> <p>Where appropriate, the student offers insightful interpretations and/or extensions.</p> <p>Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.</p>
3	<p>The student completes most important aspects of the task accurately and communicates clearly.</p> <p>The response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood.</p> <p>The student’s logic and reasoning may contain minor flaws.</p>
2	<p>The student completes some parts of the task successfully.</p> <p>The response demonstrates gaps in the conceptual understanding.</p>
1	<p>The student completes only a small portion of the tasks and/or shows minimal understanding of the concepts and/or processes.</p>
0	<p>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</p>

Description of the Math Test and GLEs Assessed

The Math test was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana’s GLEs. Separate committees reviewed the items for potential bias and sensitive material.

The Math test is **untimed**. Suggested times are estimates for scheduling sessions and assisting students in managing their time.

Students are given a Mathematics Reference Sheet to consult as a reference. Calculators may be used on two parts of the test.

As Louisiana students and teachers transition to the CCSS (http://www.doe.state.la.us/topics/common_core.html) and PARCC assessments (http://www.doe.state.la.us/topics/common_core_assessments.html), the Math test will include only items measuring GLEs aligned to the CCSS. Table 2.2 provides a list of GLEs eligible for assessment during the transition. The table identifies the GLEs and the corresponding CCSS alignment. Some grade 7 GLEs align to CCSS at other grade levels but will continue to be taught and tested in grade 7 to decrease the possibility that the transition will create curricular gaps.

Table 2.2: GLE Content to be Taught and Tested in 2012-13 and 2013-14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
1	Recognize and compute equivalent representations of fractions, decimals, and percents (i.e., halves, thirds, fourths, fifths, eighths, tenths, hundredths)	7.EE.3 7.NS.2
2	Compare positive fractions, decimals, percents, and integers using symbols (i.e., $<$, \leq , $=$, \geq , $>$) and position on a number line	Retained ¹
3	Solve order of operations problems involving grouping symbols and multiple operations	Retained ¹
5	Multiply and divide positive fractions and decimals	7.NS.2
7	Select and discuss appropriate operations and solve single- and multi-step, real-life problems involving positive fractions, percents, mixed numbers, decimals, and positive and negative integers	7.RP.3
8	Determine the reasonableness of answers involving positive fractions and decimals by comparing them to estimates	7.EE.3
10	Determine and apply rates and ratios	7.RP.1 7.RP.3
11	Use proportions involving whole numbers to solve real-life problems	7.RP.2 7.RP.3
12	Evaluate algebraic expressions containing exponents (especially 2 and 3) and square roots, using substitution	Retained ¹
16	Solve one- and two-step equations and inequalities (with one variable) in multiple ways	7.EE.4
18	Describe linear, multiplicative, or changing growth relationships (e.g., 1, 3, 6, 10, 15, 21,...) verbally and algebraically	7.RP.2
20	Determine the perimeter and area of composite plane figures by subdivision and area addition	7.G.6
24	Identify and draw angles (using protractors), circles, diameters, radii, altitudes, and 2-dimensional figures with given specifications	7.G.2
28	Determine the radius, diameter, circumference, and area of a circle and apply these measures in real-life problems	7.G.4
29	Plot points on a coordinate grid in all 4 quadrants and locate the coordinates of a missing vertex in a parallelogram	Retained ¹
37	Determine probability from experiments and from data displayed in tables and graphs	7.SP. 6 7.SP.7
38	Compare theoretical and experimental probability in real-life situations	7.SP.7

¹ This GLE was moved to another grade but will be taught and tested in this grade to decrease the possibility that the transition will create curricular gaps.

Reporting Categories

To be more reflective of the focus areas of the CCSS at each grade, the GLEs available for assessment have been grouped into the Reporting Categories shown in Table 2.3. During the transition, the Reporting Categories replace the mathematics strands (e.g., Number and Number Relations, Algebra, etc.) for assessment purposes.

Table 2.3: Grade 7 Math Reporting Categories

Reporting Category	GLEs Covered
Ratio, Proportion, and Algebra	3, 10, 11, 12, 16, 18
Number System	1, 2, 5, 7, 8
Measurement, Data, and Geometry	20, 24, 28, 29, 37, 38

Math Test Specifications

Table 2.4 provides test specifications for the multiple-choice parts of the grade 7 *iLEAP* Math assessment. The values in the table are approximations due to slight variations in the content across test forms at grade 7.

Table 2.4: Grade 7 Math Test Specifications

Reporting Category	Percentage of Total Points
Ratio, Proportion, and Algebra	60
Number System	25
Measurement, Data, and Geometry	15
Total	100

Sixty 1-point MC items plus two 4-point constructed-response items equals a 68-point test.

Calculator Recommendations and Restrictions

It is recommended that a calculator be made available to **each** student for instructional and assessment purposes. As with all instructional materials, each individual district and school should determine which calculator best supports its mathematics curriculum and instructional program.

Calculators recommended for instruction and assessment:

- K–4 students: four-function calculator
- 5–8 students: scientific calculator
- 9–12 students: scientific calculator with graphing capabilities

Calculators not permitted on statewide assessment:

- handheld or laptop computers
- pocket organizers
- calculators with Computer Algebra Systems (CAS) or other symbolic manipulation capabilities
- calculators with paper tape
- calculators that talk or make noise
- calculators with QWERTY (typewriter-style) keypads
- electronic writing pads or pen input devices

Sample Test Items: Grade 7 Math

Sample Mathematics Constructed-Response Items and Scoring Rubrics

Questions 1 and 2 show sample constructed-response items. Each item involves a number of separate steps and the application of multiple skills. The constructed-response items are designed to assess one or more of the GLEs. The items are scored using an item-specific rubric on a scale of 0 to 4 points.

- 1 The table below shows the number of calories and grams of protein in different kinds of bagels sold at Barry’s Bagel Shop.

Type of Bagel	Calories	Grams of Protein
Plain	360	13 grams
Cinnamon and Raisin	360	12 grams
Egg	370	14 grams
Wheat	390	16 grams
Blueberry	370	11 grams
Onion	360	13 grams

- A** Kenyatta keeps track of her calories to grams of protein intake for nutritional purposes. What is the ratio of calories to grams of protein in the cinnamon and raisin bagels?
- B** Kenyatta bought 4 wheat bagels and 3 egg bagels. How many total calories are in the 7 bagels? Show your work.

- C** Rachel bought an onion bagel but ate only $\frac{3}{4}$ of it. How many calories are in the portion of the bagel that Rachel ate? Show or explain how you found your answer.
- D** Barry wants to introduce a new high-protein bagel but wants to keep the ratio of calories to grams of protein the same as the egg bagel. If the new bagel has 21 grams of protein, how many calories will it have? Show or explain how you found your answer.

Match to GLE: This item measures GLE 11: Use proportions involving whole numbers to solve real-life problems. This item also measures GLE 7: Select and discuss appropriate operations and solve single- and multi-step real-life problems involving positive fractions, percents, mixed numbers, decimals, and positive and negative integers. It also measures GLE 10: Determine and apply rates and ratios.

Scoring Rubric	
4	The student earns 7 points.
3	The student earns 5 or 6 points.
2	The student earns 3 or 4 points.
1	The student earns 1 or 2 points. OR The student shows minimal understanding of equivalent representations of ratios and proportions.
0	The student's response is incorrect or irrelevant to the skill or concept being measured or is blank.
Sample Answer:	
<p>Part A. The ratio is $\frac{360}{12}$ or $\frac{30}{1}$.</p> <p>Part B. This would be $4 \times 390 + 3 \times 370 = 1,560 + 1,110 = 2,670$ calories.</p> <p>Part C. This would be $\frac{3}{4} = \frac{x}{360}$; $4x = 1,080$; $x = 270$ calories.</p> <p>OR</p> <p>$\frac{3}{4} \times 360 = 270$ calories</p> <p>Part D. 555 calories. $\frac{14}{370} = \frac{21}{x}$; $(14)(x) = (21)(370)$; $14x = 7,770$; $x = 555$.</p>	
Points Assigned:	
<p>Part A. 1 point</p> <p>1 point for the correct ratio</p> <p>Part B. 2 points</p> <p>2 points for the correct answer with correct work shown OR 1 point for the correct answer with no work or incorrect/incomplete work shown OR 1 point for an incorrect answer based on a minor arithmetic error with work shown</p> <p>Part C. 2 points</p> <p>2 points for the correct answer with correct work shown OR 1 point for the correct answer with no work or incorrect/incomplete work shown OR 1 point for an incorrect answer based on a minor arithmetic error with work shown</p> <p>Part D. 2 points</p> <p>2 points for the correct answer with correct work shown OR 1 point for the correct answer with no work or incorrect/incomplete work shown OR 1 point for an incorrect answer based on a minor arithmetic error with work shown</p>	

- 2** Henry is playing a game using a bag of tokens that contains exactly 28 black tokens and 12 white tokens. On each player's turn a single token is drawn at random from the bag and then returned to the bag at the end of the turn. Each token is the same size and shape. Henry recorded the first 10 draws as either black (B) or white (W) as shown below.

B, W, W, W, B, B, B, W, B, B

- A** Based on the information given, what is the theoretical probability of the next player drawing a white token?
- B** Based on the information given, what is the experimental probability of the next player drawing a white token?
- C** Henry says that by only decreasing the number of black tokens in the bag, the theoretical probability of drawing a white token can be made to equal the experimental probability of drawing a white token. How many black tokens should be removed for Henry's statement to be true?
- D** Henry uses the original bag of tokens that contains exactly 28 black tokens and 12 white tokens. He says that by only increasing the number of white tokens in the bag, the theoretical probability of drawing a white token can be made to equal the experimental probability of drawing a white token. Show or explain why Henry's statement is incorrect.

Match to GLE: This item measures GLE 38: Compare theoretical and experimental probability in real-life situations.

Scoring Rubric	
4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point.
0	The student's response is incorrect or irrelevant to the skill or concept being measured or is blank.
Sample Answer:	
<p>Part A. $\frac{12}{40}$ OR $\frac{6}{20}$ OR $\frac{3}{10}$ OR equivalent</p> <p>Part B. $\frac{4}{10}$ OR $\frac{2}{5}$ OR equivalent</p> <p>Part C. If you take out 10 black tokens, the theoretical probability of drawing a white token will be $\frac{12}{30} = \frac{4}{10}$, the same as the experimental probability.</p> <p>Part D. If you increase the number of white tokens by 6, you'll have 18 white tokens and a total of 46 tokens, so the theoretical probability will be $\frac{18}{46}$, or about 0.391, which is less than $\frac{2}{5}$. If you increase the number of white tokens by one more, you'll have a theoretical probability of $\frac{19}{47}$, or about 0.404, which is greater than $\frac{2}{5}$. So, there is no number of white tokens you can add to get exactly 0.4.</p>	
Points Assigned:	
<p>Part A: 1 point 1 point for determining the theoretical probability of drawing a white token</p> <p>Part B: 1 point 1 point for determining the experimental probability of drawing a white token</p> <p>Part C: 1 point 1 point for determining that 10 black tokens must be removed for Henry's statement to be true</p> <p>Part D: 1 point 1 point for showing that the number of white tokens cannot be increased by a whole number to result in the theoretical and experimental probabilities being equal</p>	

Note: Scorers should follow along with the student's work throughout. If student makes an error in a previous part and subsequent answers are correct based on the earlier error, student should not be penalized again.

Sample Multiple-Choice Items

Questions 3 through 24 are sample multiple-choice items, arranged by GLE. The items test students' ability to solve math problems. Most items are provided in context and require students to use information from stories, graphs, or tables to solve a problem. Items may assess some of the skills of a GLE, while other items may measure all of the skills of the GLE.

3 **How should you write .02 as a percent?**

- A** .02%
- B** .20%
- C** 2.0%
- D** 20%

Correct Response: C

Match to GLE: This item measures GLE 1: Recognize and compute equivalent representations of fractions, decimals, and percents (i.e., halves, thirds, fourths, fifths, eighths, tenths, hundredths).

4 **Which fraction is greater than $\frac{1}{6}$ but less than $\frac{1}{3}$?**

- A** $\frac{1}{9}$
- B** $\frac{1}{2}$
- C** $\frac{1}{4}$
- D** $\frac{1}{8}$

Correct Response: C

Match to GLE: This item measures GLE 2: Compare positive fractions, decimals, percents, and integers using symbols (i.e., <, ≤, =, ≥, >) and position on a number line.

5 What is the value of $8 - 3 \times 2$?

- A** 2
- B** 5
- C** 10
- D** 22

Correct Response: A

Match to GLE: This item measures GLE 3: Solve order of operations problems involving grouping symbols and multiple operations.

6 A district office printed surveys for each school in the district to distribute to its students. The office used $3\frac{1}{2}$ reams of paper to print all of the surveys. Each school in the district received $\frac{1}{4}$ of a ream of printed surveys. **How many schools are in the district?**

- A** 4
- B** 9
- C** 12
- D** 14

Correct response: D

Match to GLE: This item measures GLE 5: Multiply and divide positive fractions and decimals.

- 7 Snow Mountain has a snow-making machine that will lay down an inch of snow per hour over an area of 40,000 square feet. **Which expression shows how to find the number of hours this machine takes to lay down 1 inch of new snow on a ski run that is 800 feet long and 150 feet wide?**

A
$$\frac{(800) \times (150)}{40,000}$$

B
$$\frac{40,000}{(800) \times (150)}$$

C
$$\frac{(150 \times 40,000)}{800}$$

D
$$\frac{(800 \times 40,000)}{150}$$

Correct Response: A

Match to GLE: This item measures GLE 7: Select and discuss appropriate operations and solve single- and multi-step real-life problems involving positive fractions, percents, mixed numbers, decimals, and positive and negative integers.

8 There are 1,648 students at Central Middle School, and $\frac{5}{8}$ of the students ride the bus to school. Matt estimates that about 1,000 students ride the bus. **Which statement correctly identifies whether Matt’s estimate is reasonable and explains why?**

- A** No, because $\frac{1}{8}$ of 1,600 is 200 and $200 \div 5 = 40$.
- B** No, because $\frac{5}{8}$ is close to $\frac{1}{2}$ and of 1,600 is 800.
- C** Yes, because $\frac{1}{8}$ of 1,600 is 200 and $200 \times 5 = 1,000$.
- D** Yes, because $\frac{5}{8} = 0.625$ and $1,648 - 625$ is close to 1,000.

Correct response: C

Match to GLE: This item measures GLE 8: Determine the reasonableness of answers involving positive fractions and decimals by comparing them to estimates.

9 The dimensions of four rectangles are given below. **Which rectangle does not have the same ratio of length to width as the other three?**

- A** 14 inches \times 10 inches
- B** $3\frac{1}{2}$ inches \times $2\frac{1}{2}$ inches
- C** 7 inches \times 5 inches
- D** $4\frac{1}{2}$ inches \times $2\frac{3}{4}$ inches

Correct Response: D

Match to GLE: This item measures GLE 10: Determine and apply rates and ratios.

- 10** Mr. Rogers bought a small motorboat. Traveling at a speed of 20 miles per hour, he could go 50 miles on a 6-gallon tank of fuel. **At that rate, how many gallons of fuel would he need for a 75-mile trip?**

- A** $7\frac{1}{2}$
- B** 9
- C** 12
- D** 20

Correct Response: B

Match to GLE: This item measures GLE 11: Use proportions involving whole numbers to solve real-life problems.

- 11** A recipe for strawberry jam calls for 2 cups of sugar for every 3 quarts of strawberries. **Using the same recipe, how many cups of sugar are needed for 24 quarts of strawberries?**

- A** 4 cups
- B** 8 cups
- C** 16 cups
- D** 36 cups

Correct response: C

Match to GLE: This item measures GLE 11: Use proportions involving whole numbers to solve real-life problems.

- 12** The length of the longest side of a right triangle can be found by using the expression $\sqrt{a^2 + b^2}$, where a and b are the lengths of the two other sides. **If $a = 6$ and $b = 8$, what is the length of the longest side?**

- A** 10
- B** 48
- C** 40
- D** 100

Correct response: A

Match to GLE: This item measures GLE 12: Evaluate algebraic expressions containing exponents (especially 2 and 3) and square roots, using substitution.

Directions: Use the expression below to answer question 13.

$$2(4.2 + 1.8)^x$$

13 What is the value of the expression when $x = 3$?

- A 14.232
- B 432
- C 1,061.208
- D 1,728

Correct response: B

Match to GLE: This item measures GLE 12: Evaluate algebraic expressions containing exponents (especially 2 and 3) and square roots, using substitution.

14 Lori plans to go to the mall to buy earrings, which cost \$7 a pair. She has \$25 but wants to save \$4 for lunch. Lori needs to determine how many pairs of earrings, x , she can buy, so she uses the equation $7x + 4 = 25$. **How many pairs of earrings can Lori buy?**

- A 2 pairs
- B 3 pairs
- C 4 pairs
- D 5 pairs

Correct response: B

Match to GLE: This item measures GLE 16: Solve one- and two-step equations and inequalities (with one variable) in multiple ways.

- 15** A phone company uses the equation below to determine t , a customer's total monthly bill, when m minutes are used.

$$t = 0.1m + 16.75$$

Alex's total bill was \$50.75. **How many minutes, m , did Alex use?**

- A** 22
- B** 34
- C** 340
- D** 675

Correct response: C

Match to GLE: This item measures GLE 16: Solve one- and two-step equations and inequalities (with one variable) in multiple ways.

- 16** Pat collects seashells. During week one he collected 2 seashells. During week two he collected 5 seashells. During week three he collected 8 seashells. During week four he collected 11 seashells. **If w is the week number, which expression can be used to find the number of seashells Pat collected each week?**

- A** $2.5w$
- B** $2w + 3$
- C** $2w$
- D** $3w - 1$

Correct response: D

Match to GLE: This item measures GLE 18: Describe linear, multiplicative, or changing growth relationships (e.g., 1, 3, 6, 10, 15, 21, . . .) verbally and algebraically.

- 17** Felix measures the height of a plant and finds that it grows 2 inches every 5 days. **Which equation models the height (h), in inches, of a plant that has been growing for d days?**

A $h = \frac{2}{5}d$

B $h = \frac{5}{2}d$

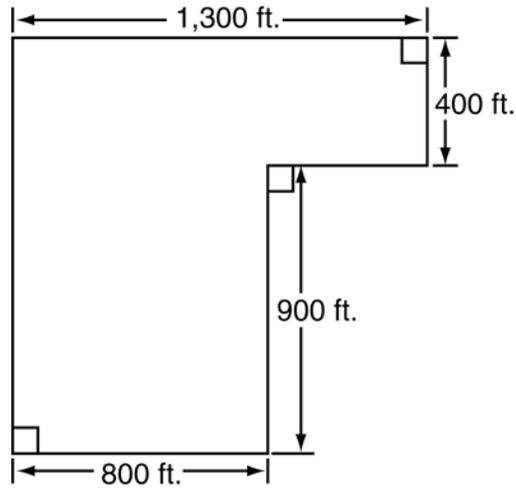
C $h = 2d + 5$

D $h = 5d + 2$

Correct response: A

Match to GLE: This item measures GLE 18: Describe linear, multiplicative, or changing growth relationships (e.g., 1, 3, 6, 10, 15, 21, . . .) verbally and algebraically.

- 18 Brian likes to go bird-watching along the Harvest Park Trail in a nearby forest preserve. He wants to calculate the area enclosed by the trail, shown below.



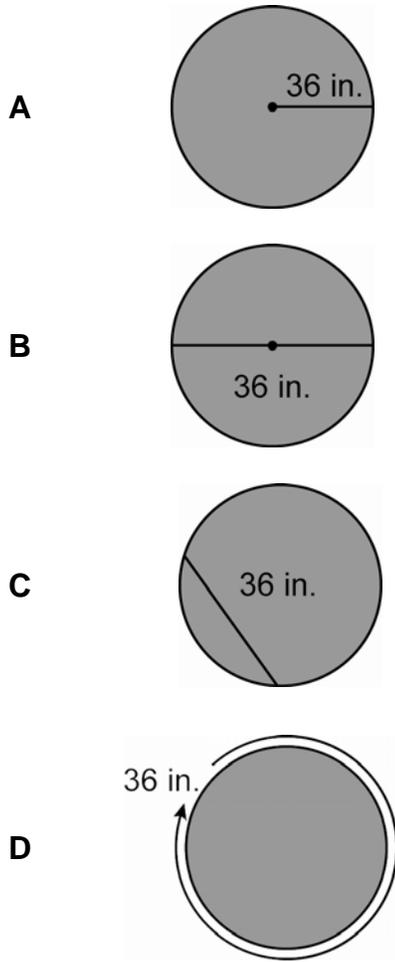
Based on the diagram, what is the area of the land enclosed by the trail?

- A 1,690,000 sq. ft.
- B 1,240,000 sq. ft.
- C 5,200 sq. ft.
- D 2,600 sq. ft.

Correct response: B

Match to GLE: This item measures GLE 20: Determine the perimeter and area of composite plane figures by subdivision and area addition.

- 19 Rocky's Tunnel Company makes tunnels for playgrounds. Each tunnel has a circular opening with a diameter of 36 in. **Which diagram shows a tunnel opening with a diameter of 36 in.?**



Correct response: B

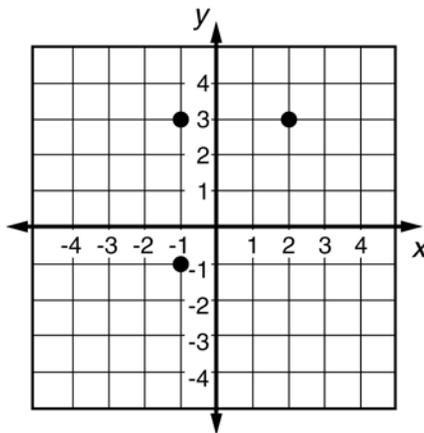
Match to GLE: This item measures GLE 24: Identify and draw angles (using protractors), circles, diameters, radii, altitudes, and two-dimensional figures with given specifications.

- 20 Alex buys a basketball. He reads on its packaging that the basketball has a circumference of 30 inches. **What is the approximate diameter of the basketball?**
- A 3.0 inches
 - B 4.75 inches
 - C 6.0 inches
 - D 9.5 inches

Correct response: D

Match to GLE: This item measures GLE 28: Determine the radius, diameter, circumference, and area of a circle and apply these measures in real-life problems.

- 21 Reena placed her rectangular notebook on a coordinate grid and drew points where three of the notebook's corners rested.



What are the coordinates of the location of the notebook's fourth corner?

- A (2, -1)
- B (-1, 2)
- C (-2, 2)
- D (-2, -1)

Correct response: A

Match to GLE: This item measures GLE 29: Plot points on a coordinate grid in all 4 quadrants and locate the coordinates of a missing vertex in a parallelogram.

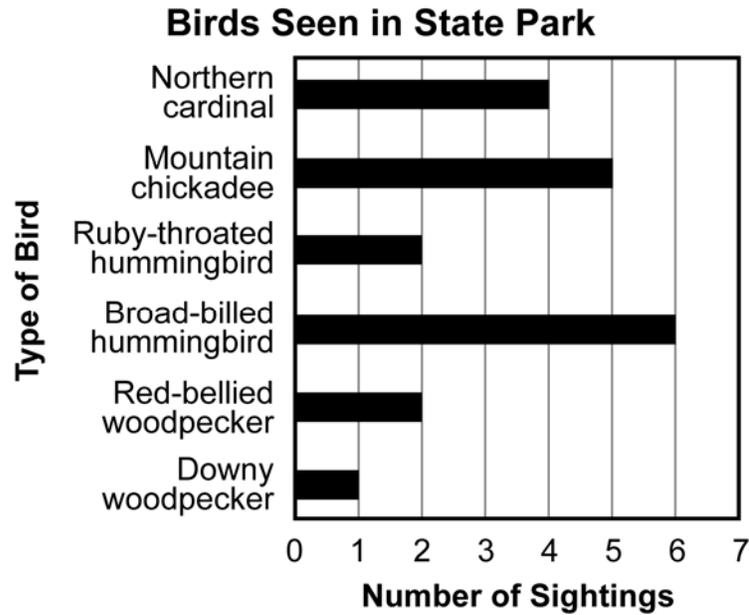
- 22** A baker sells donuts. In the last hour he sold 16 donuts with sprinkles, 8 donuts with nuts, and 12 donuts with coconut. **Based on the last 36 donuts purchased, what is the probability that the next donut sold will have sprinkles?**

- A** $\frac{1}{3}$
- B** $\frac{4}{9}$
- C** $\frac{16}{20}$
- D** $\frac{5}{6}$

Correct response: B

Match to GLE: This item measures GLE 37: Determine probability from experiments and from data displayed in tables and graphs.

- 23 Ranger Goya is recording the numbers of sightings of different types of birds he sees in the state park in the graph below.



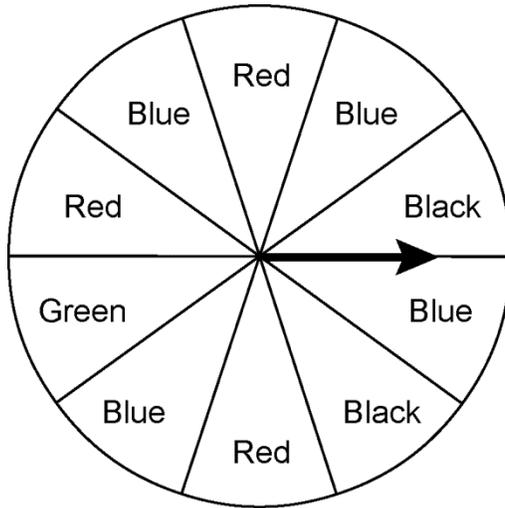
Based on these results, what is the probability that the next type of bird Ranger Goya sees is a type of hummingbird?

- A $\frac{1}{6}$
- B $\frac{1}{3}$
- C $\frac{2}{5}$
- D $\frac{2}{3}$

Correct response: C

Match to GLE: This item measures GLE 37: Determine probability from experiments and from data displayed in tables and graphs.

- 24 The spinner below is used in a carnival game. The table shows the actual numbers of times the spinner landed on different colors after being spun 40 times.



Spinner Results

Color	Number of Spins
black	8
blue	12
green	10
red	10

Which color has the same theoretical and experimental probability of the spinner landing on it?

- A black
- B blue
- C green
- D red

Correct response: A

Match to GLE: This item measures GLE 38: Compare theoretical and experimental probability in real-life situations.

Chapter 3: *i*LEAP Science, Grade 7

This section describes the overall design of the *i*LEAP Science test to be administered to students in grade 7. Test specifications and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The Science test consists of one part and is administered in a single day.

The Science test is a criterion-referenced test (CRT) that includes items based entirely on Louisiana's science content standards. These items are aligned with Louisiana's Grade-Level Expectations (GLEs) and were developed specifically for Louisiana.

Item Types

The test has forty-eight (48) multiple-choice items.

The multiple-choice items consist of an interrogatory stem and four answer options. These items assess a student's knowledge and conceptual understanding, and responses will be scored 1 if correct and 0 if incorrect.

To maximize the meaningfulness of multiple-choice test items, questions are typically cast in a practical problem-solving context, referring to a single stimulus (e.g., chart) or to a description of a single scenario. The reading difficulty level of test questions is minimized to the extent possible (except for necessary scientific terms) so that students' reading ability does not interfere with their ability to demonstrate their science knowledge and skills.

Description of the Science Test

The Science test was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's standards, benchmarks, and GLEs. Separate committees reviewed the items for potential bias and sensitive material.

The Science test is **untimed**. About one hour (60 minutes) is the suggested time to allow students to answer the questions.

The grade 7 Science test assesses three of the five science strands delineated in the Louisiana Science Framework and the Comprehensive Curriculum: Science as Inquiry, Life Science, and Science and the Environment.

Description of Stimulus Material

The stimulus material may include:

- Data tables or graphs presenting data to be read or interpreted;
- Charts, illustrations, or graphic organizers;
- Descriptions and details of science investigations; and
- Maps showing geographical features.

Scoring Information

The *i*LEAP Science test contains multiple-choice items only. These items have four response options (A, B, C, D) and are scored right or wrong. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Science Test Specifications

Table 3.1 provides the test specifications for the grade 7 *i*LEAP Science assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 3.1: Grade 7 Science Test Specifications

Strand/Category	% of Total Points
Science as Inquiry	42
A. The Abilities Necessary to Do Scientific Inquiry	
B. Understanding Scientific Inquiry	
Life Science	42
A. Structure and Function in Living Things	
B. Reproduction and Heredity	
C. Populations and Ecosystems	
D. Adaptations of Organisms	
Science and the Environment	16
Total	100

Strands, Benchmarks, and GLEs Assessed

Louisiana’s Science Framework encompasses five strands: Science as Inquiry, Physical Science, Life Science, Earth and Space Science, and Science and the Environment. At grade 7, three strands are addressed: Science as Inquiry, Life Science, and Science and the Environment.

The Louisiana science strands are each associated with a single standard, which present broad goals for what all students in Louisiana should know and be able to do in science:

Science as Inquiry (SI) Strand

Standard: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

Life Science (LS) Strand

Standard: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Science and the Environment (SE) Strand

Standard: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

The focus for grade 7 Louisiana students is life science concepts. The content explored at this grade level includes the chemistry of life, plant and animal cells, living organisms, ecology, balance within ecosystems, reproduction, heredity, health and diseases, and food webs and cycles. For this reason, the grade 7 *iLEAP* Science test assesses the following stands: Science as Inquiry, Life Science, and Science and the Environment.

Science as Inquiry is a **process** strand; the others are **content** strands. The organization into strands does not imply that science should be taught in isolated units. In fact, teachers are encouraged to integrate study units. Inquiry should be integrated across all the science content strands.

The GLEs specify the knowledge and skills students are expected to master by the end of each grade or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills students need.

Most of the grade 7 GLEs are eligible for assessment on the grade 7 *iLEAP*. Some, however, do not lend themselves to testing on a statewide assessment in multiple-choice format. For example, some GLEs require students to use a particular technology, construct models, write the steps in an investigation, draw a diagram or construct or draw food webs. Other GLEs, in accordance with the Comprehensive Curriculum, may not be taught prior to the spring test administration and therefore will not be assessed. Science as Inquiry GLEs 7, 8, 9, 14, 15, 19, 20, 24, and 37 are not assessed. Physical Science GLE 1 is not assessed. Life Science GLEs 21 and 40 are not assessed. It is important, however, that the skills represented by these GLEs are taught at this grade level to prepare students for classroom assessment as well as the grade 8 LEAP test.

Explanation of Codes

GLEs are numbered consecutively in each grade level and grouped by strand and thematic category. For example:

- Strand:** Life Science
Categories: A. Structure and Function in Living Systems
B. Reproduction and Heredity
C. Populations and Ecosystems
D. Adaptations of Organisms

Benchmarks are coded by strand, grade cluster (E, M, H), and benchmark number. The first term in the code refers to the strand. The second term refers to the grade cluster, and the third term refers to the category and benchmark number. Categories are indicated by letters.

Table 3.2 provides three examples of benchmark codes.

Table 3.2: Examples of Science Codes

Code	Translation
SI-E-A5	SI strand, Elementary level, category A, benchmark 5
LS-M-B3	LS strand, Middle School level, category B, benchmark 3
SE-H-A6	SE strand, High School level, category A, benchmark 6

For most grade clusters, strands are divided into categories, or major topical areas. However, the SE strand has no substrands for prekindergarten through 4 and 5 through 8.

Science GLEs are numbered consecutively in Science as Inquiry and consecutively within the content strands.

Science As Inquiry—GLEs 1–40

Physical Science—GLE 1

Life Science—GLEs 2–34

Science and the Environment—GLEs 35–43

Key Concepts for the Grade 7 Assessment

Key concepts are provided to guide teachers in their classroom instruction as it relates to the assessment. These concepts describe important content emphasis regarding the knowledge and skills eligible for assessment of each strand.

Science as Inquiry

1. Designing an Investigation

- Identify testable questions, questions that guide investigations/experiments, and questions to consider during an investigation
- Identify problems in an investigation
- Identify the components of an investigation
- Use multiple sources to answer questions
- Select appropriate experimental design or setup
- Predict outcomes of an investigation
- Identify correct procedure in an investigation
- Identify independent variable, dependent variable, and variables that should be controlled/constant
- Select appropriate tools, equipment, and technology to use in an investigation
- Measure using appropriate or accurate units of the metric system
- Identify appropriate safety tools and procedures
- Identify correct setup between varying investigations
- Identify ways to improve the investigation
- Identify mistakes in procedures
- Identify alternate methods for investigation using same tools

2. Communication

- Understand and be able to identify the difference between a description and an explanation
- Understand and be able to identify the difference between an observation and an inference
- Use data tables, charts, circle graphs, line graphs, bar graphs, diagrams, scatter plots, and symbols to collect, record, and report data
- Develop an explanation of experimental results
- Identify patterns in data
- Use models to explain natural phenomena or conclusions from investigations
- Predict trends supported by data
- Recognize that there are multiple ways to interpret data that may result in alternate explanations
- Identify statements not supported by data/faulty reasoning
- Communicate results of investigations
- Identify statements that explain data

3. Technology and the work of the scientists

- Recognize that scientists use logical processes to solve problems
- Review other scientists' work before beginning an investigation
- Recognize that technology expands the human senses
- Recognize that present technology limits answering all questions
- Recognize that there is an acceptable range of variation in collected data
- Identify mean, median, mode, and range from a given set of data

- Identify problems in models, experimental design
- Understand how scientists communicate about investigations in progress and findings
- Describe how/why scientific theories change
- Verify experiments through multiple investigation/trials
- Solve problems and form new ideas as a result of scientific investigations
- Identify ways technology has changed human life
- Evaluate the impact of research on scientific thought, society, and the environment

Life Science

1. Plant and Animal Cells

- Identify and compare cell structures and functions
- Describe osmosis and diffusion
- Compare plant and animal cell structures
- Explain the processes of photosynthesis and respiration using a word equation
- Differentiate between aerobic and anaerobic respiration in cells

2. Human Development

- Describe the function of organs within major systems (digestive, respiratory, nervous, circulatory)
- Describe how one or more major organ systems interact to sustain human life (endocrine, reproductive, nervous, respiratory, skeletal, muscular, circulatory, digestive)
- Describe human development from infancy to old age
- Describe how external factors and genetics influence quality and length of human life
- Explain how communicable and noncommunicable diseases are transmitted, treated, and prevented

3. Genetics and Reproduction

- Identify statements that describe sexual and asexual reproduction
- Compare mitosis and meiosis and differentiate between the cell divisions in each process
- Explain why chromosomes in body cells exist in pairs
- Explain the relationship of genes to chromosomes
- Explain the relationship of genotypes to phenotypes
- Recognize genetic errors caused by changes in chromosomes
- Use a Punnett square to determine offspring in simple monohybrid crosses
- Identify dominant, recessive, and incomplete dominant traits from a given scenario
- Identify examples of selective breeding

5. Organisms and Ecosystems

- Use a dichotomous key to classify organisms
- Identify organisms with complete and incomplete metamorphosis
- Compare life cycles of plants and animals
- Determine energy transfer among organisms by analyzing food webs

- Describe the major biomes of the world and identify organisms
- Identify the levels of organization of living things within an ecosystem
 - producers, primary consumers, secondary consumers, decomposers
 - individual, population, community
- Identify mutualistic, parasitic, and producer/consumer relationships among plants and animals
- Differentiate between habitat and niche
- Predict the changes that a species population has on an ecosystem using a given scenario
- Differentiate between behavioral and structural adaptations
- Determine the impact of introducing nonnative species into an ecosystem
- Determine an organism's ability to survive during changes that occur in various ecosystems
- Identify that variations in individual organisms within a population determine the success of the population
- Identify environmental factors that impact the survival of a population

Science and the Environment

- Identify resources that humans derive from ecosystems (wetlands, tropical rainforests, tundra)
- Identify the roles of biotic and abiotic components in various ecosystems
- Describe the effects of limiting factors on a given population
- Determine the carrying capacity of an ecosystem using a given scenario
- Identify the consequences of human actions on ecosystems
- Explain why the nitrogen cycle is important to the survival of organisms
- Relate photosynthesis and respiration to the carbon cycle
- Identify positive and negative effects that human use of technology has on the environment

Grade 7 Science Standards, Benchmarks, and GLEs

The following chart presents **all** grade 7 science strands and standards, benchmarks, and GLEs.

GRADE 7 SCIENCE STANDARDS, BENCHMARKS, AND GLEs	
Science as Inquiry: The students will <u>do</u> science by engaging in partial and full inquiries that are within their developmental capabilities.	
<i>A. The Abilities Necessary to Do Scientific Inquiry</i>	
Benchmarks	Grade-Level Expectations
SI-M-A1: identifying questions that can be used to design a scientific investigation	<ol style="list-style-type: none"> 1. Generate testable questions about objects, organisms, and events that can be answered through scientific investigation (SI-M-A1) 2. Identify problems, factors, and questions that must be considered in a scientific investigation (SI-M-A1) 3. Use a variety of sources to answer questions (SI-M-A1)
SI-M-A2: designing and conducting a scientific investigation	<ol style="list-style-type: none"> 4. Design, predict outcomes, and conduct experiments to answer guiding questions (SI-M-A2) 5. Identify independent variables, dependent variables, and variables that should be controlled in designing an experiment (SI-M-A2)
SI-M-A3: using mathematics and appropriate tools and techniques to gather, analyze, and interpret data	<ol style="list-style-type: none"> 6. Select and use appropriate equipment, technology, tools, and metric system units of measurement to make observations (SI-M-A3) 7. Record observations using methods that complement investigations (e.g., journals, tables, charts) (SI-M-A3) 8. Use consistency and precision in data collection, analysis, and reporting (SI-M-A3) 9. Use computers and/or calculators to analyze and interpret quantitative data (SI-M-A3)

<p>SI-M-A4: developing descriptions, explanations, and graphs using data</p>	<p>10. Identify the difference between description and explanation (SI-M-A4)</p> <p>11. Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols) (SI-M-A4)</p> <p>12. Use data and information gathered to develop an explanation of experimental results (SI-M-A4)</p> <p>13. Identify patterns in data to explain natural events (SI-M-A4)</p>
<p>SI-M-A5: developing models and predictions using the relationships between data and explanations</p>	<p>14. Develop models to illustrate or explain conclusions reached through investigation (SI-M-A5)</p> <p>15. Identify and explain the limitations of models used to represent the natural world (SI-M-A5)</p> <p>16. Use evidence to make inferences and predict trends (SI-M-A5)</p>
<p>SI-M-A6: comparing alternative explanations and predictions</p>	<p>17. Recognize that there may be more than one way to interpret a given set of data, which can result in alternative scientific explanations and predictions (SI-M-A6)</p> <p>18. Identify faulty reasoning and statements that misinterpret or are not supported by the evidence (SI-M-A6)</p>
<p>SI-M-A7: communicating scientific procedures, information, and explanations</p>	<p>19. Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations) (SI-M-A7)</p> <p>20. Write clear, step-by-step instructions that others can follow to carry out procedures or conduct investigations (SI-M-A7)</p> <p>21. Distinguish between <i>observations</i> and <i>inferences</i> (SI-M-A7)</p> <p>22. Use evidence and observations to explain and communicate the results of investigations (SI-M-A7)</p>
<p>SI-M-A8: utilizing safety procedures during scientific investigations</p>	<p>23. Use relevant safety procedures and equipment to conduct scientific investigations (SI-M-A8)</p> <p>24. Provide appropriate care and utilize safe practices and ethical treatment when animals are involved in scientific field and laboratory research (SI-M-A8)</p>

<i>B. Understanding Scientific Inquiry</i>	
SI-M-B1: recognizing that different kinds of questions guide different kinds of scientific investigations	<p>25. Compare and critique scientific investigations (SI-M-B1)</p> <p>26. Use and describe alternate methods for investigating different types of testable questions (SI-M-B1)</p> <p>27. Recognize that science uses processes that involve a logical and empirical, but flexible, approach to problem solving (SI-M-B1)</p>
SI-M-B2: communicating that current scientific knowledge guides scientific investigations	<p>28. Recognize that investigations generally begin with a review of the work of others (SI-M-B2)</p>
SI-M-B3: understanding that mathematics, technology, and scientific techniques used in an experiment can limit or enhance the accuracy of scientific knowledge	<p>29. Explain how technology can expand the senses and contribute to the increase and/or modification of scientific knowledge (SI-M-B3)</p> <p>30. Describe why all questions cannot be answered with present technologies (SI-M-B3)</p> <p>31. Recognize that there is an acceptable range of variation in collected data (SI-M-B3)</p> <p>32. Explain the use of statistical methods to confirm the significance of data (e.g., mean, median, mode, range) (SI-M-B3)</p>
SI-M-B4: using data and logical arguments to propose, modify, or elaborate on principles and models	<p>33. Evaluate models, identify problems in design, and make recommendations for improvement (SI-M-B4)</p>
SI-M-B5: understanding that scientific knowledge is enhanced through peer review, alternative explanations, and constructive criticism	<p>34. Recognize the importance of communication among scientists about investigations in progress and the work of others (SI-M-B5)</p> <p>35. Explain how skepticism about accepted scientific explanations (i.e., hypotheses and theories) leads to new understanding (SI-M-B5)</p> <p>36. Explain why an experiment must be verified through multiple investigations and yield consistent results before the findings are accepted (SI-M-B5)</p> <p>37. Critique and analyze their own inquiries and the inquiries of others (SI-M-B5)</p>
SI-M-B6: communicating that scientific investigations can result in new ideas, new methods or procedures, and new technologies	<p>38. Explain that, through the use of scientific processes and knowledge, people can solve problems, make decisions, and form new ideas (SI-M-B6)</p>
SI-M-B7: understanding that scientific development/technology is driven by societal needs and funding	<p>39. Identify areas in which technology has changed human lives (e.g., transportation, communication, geographic information systems, DNA fingerprinting) (SI-M-B7)</p> <p>40. Evaluate the impact of research on scientific thought, society, and the environment (SI-M-B7)</p>

Physical Science: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

A. Properties And Changes Of Properties In Matter

Benchmarks	Grade-Level Expectations
PS-M-A1: investigating, measuring, and communicating the properties of different substances which are independent of the amount of the substance	Not addressed at grade 7
PS-M-A2: understanding that all matter is made up of particles called atoms and that atoms of different elements are different	
PS-M-A3: grouping substances according to similar properties and/or behaviors	
PS-M-A4: understanding that atoms and molecules are perpetually in motion	
PS-M-A5: investigating the relationships among temperature, molecular motion, phase changes, and physical properties of matter	
PS-M-A6: investigating chemical reactions between different substances to discover that new substances formed may have new physical properties and do have new chemical properties	
PS-M-A7: understanding that during a chemical reaction in a closed system, the mass of the products is equal to that of the reactants	
PS-M-A8: discovering and recording how factors such as temperature influence chemical reactions	
PS-M-A9: identifying elements and compounds found in common foods, clothing, household materials, and automobiles	1. Identify the elements most often found in living organisms (e.g., C, N, H, O, P, S, Ca, Fe) (PS-M-A9)

B. Motions and Forces

There are no Grade-Level Expectations for benchmarks in grade 7 for this category.

C. Transformations of Energy

There are no Grade-Level Expectations for benchmarks in grade 7 for this category.

Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

A. Structure and Function in Living Systems

Benchmarks	Grade-Level Expectations
LS-M-A1: describing the observable components and functions of a cell, such as the cell membrane, nucleus, and movement of molecules into and out of cells	2. Compare the basic structures and functions of different types of cells (LS-M-A1) 3. Illustrate and demonstrate osmosis and diffusion in cells (LS-M-A1)
LS-M-A2: comparing and contrasting the basic structures and functions of different plant and animal cells	4. Compare functions of plant and animal cell structures (i.e., organelles) (LS-M-A2)
LS-M-A3: observing and analyzing the growth and development of selected organisms, including a seed plant, an insect with complete metamorphosis, and an amphibian	5. Compare complete and incomplete metamorphosis in insects (e.g., butterflies, mealworms, grasshoppers) (LS-M-A3) 6. Compare the life cycles of a variety of organisms, including nonflowering and flowering plants, reptiles, birds, amphibians, and mammals (LS-M-A3)
LS-M-A4: describing the basic processes of photosynthesis and respiration and their importance to life	7. Construct a word equation that illustrates the processes of photosynthesis and respiration (LS-M-A4) 8. Distinguish between <i>aerobic</i> respiration and <i>anaerobic</i> respiration (LS-M-A4)
LS-M-A5: investigating human body systems and their functions (including circulatory, digestive, skeletal, respiratory)	9. Relate structural features of organs to their functions in major systems (LS-M-A5) 10. Describe the way major organ systems in the human body interact to sustain life (LS-M-A5)
LS-M-A6: describing how the human body changes with age and listing factors that affect the length and quality of life	11. Describe the growth and development of humans from infancy to old age (LS-M-A6) 12. Explain how external factors and genetics can influence the quality and length of human life (e.g., nutrition, smoking, drug use, exercise) (LS-M-A6)
LS-M-A7: describing communicable and noncommunicable diseases	13. Identify and describe common communicable and noncommunicable diseases and the methods by which they are transmitted, treated, and prevented (LS-M-A7)
<i>B. Reproduction and Heredity</i>	
LS-M-B1: describing the importance of body cell division (mitosis) and sex cell production (meiosis)	14. Differentiate between sexual and asexual reproduction (LS-M-B1) 15. Contrast the processes of mitosis and meiosis in relation to growth, repair, reproduction, and heredity (LS-M-B1)

<p>LS-M-B2: describing the role of chromosomes and genes in heredity</p>	<p>16. Explain why chromosomes in body cells exist in pairs (LS-M-B2)</p> <p>17. Explain the relationship of genes to chromosomes and genotypes to phenotypes (LS-M-B2)</p> <p>18. Recognize genetic errors caused by changes in chromosomes (LS-M-B2)</p>
<p>LS-M-B3: describing how heredity allows parents to pass certain traits to offspring</p>	<p>19. Apply the basic laws of Mendelian genetics to solve simple monohybrid crosses, using a Punnett square (LS-M-B3)</p> <p>20. Explain the differences among the inheritance of dominant, recessive, and incomplete dominant traits (LS-M-B3)</p> <p>21. Use a Punnett square to demonstrate how sex-linked traits are inherited (LS-M-B3)</p> <p>22. Give examples of the importance of selective breeding (e.g., domestic animals, livestock, horticulture) (LS-M-B3)</p>
<p><i>C. Populations and Ecosystems</i></p>	
<p>LS-M-C1: constructing and using classification systems based on the structure of organisms</p>	<p>23. Classify organisms based on structural characteristics, using a dichotomous key (LS-M-C1)</p>
<p>LS-M-C2: modeling and interpreting food chains and food webs</p>	<p>24. Analyze food webs to determine energy transfer among organisms (LS-M-C2)</p>
<p>LS-M-C3: investigating major ecosystems and recognizing physical properties and organisms within each</p>	<p>25. Locate and describe the major biomes of the world (LS-M-C3)</p> <p>26. Describe and compare the levels of organization of living things within an ecosystem (LS-M-C3)</p>
<p>LS-M-C4: explaining the interaction and interdependence of nonliving and living components within ecosystems</p>	<p>27. Identify the various relationships among plants and animals (e.g., mutualistic, parasitic, producer/consumer) (LS-M-C4)</p> <p>28. Differentiate between ecosystem components of habitat and niche (LS-M-C4)</p> <p>29. Predict the impact changes in a species' population have on an ecosystem (LS-M-C4)</p>
<p><i>D. Adaptations of Organisms</i></p>	
<p>LS-M-D1: describing the importance of plant and animal adaptation, including local examples</p>	<p>30. Differentiate between structural and behavioral adaptations in a variety of organisms (LS-M-D1)</p> <p>31. Describe and evaluate the impact of introducing nonnative species into an ecosystem (LS-M-D1)</p>
<p>LS-M-D2: explaining how some members of a species survive under changed environmental conditions</p>	<p>32. Describe changes that can occur in various ecosystems and relate the changes to the ability of an organism to survive (LS-M-D2)</p> <p>33. Illustrate how variations in individual organisms within a population determine the success of the population (LS-M-D2)</p> <p>34. Explain how environmental factors impact survival of a population (LS-M-D2)</p>

Earth and Space Science: The students will develop an understanding of the properties of earth materials, the structure of the Earth system, the Earth’s history, and the Earth’s place in the universe.	
<i>There are no Grade-Level Expectations for benchmarks in grade 7 for this strand.</i>	
Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.	
Benchmarks	Grade-Level Expectations
SE-M-A1: demonstrating knowledge that an ecosystem includes living and nonliving factors and that humans are an integral part of ecosystems	35. Identify resources humans derive from ecosystems (SE-M-A1) 36. Distinguish the essential roles played by biotic and abiotic components in various ecosystems (SE-M-A1)
SE-M-A2: demonstrating an understanding of how carrying capacity and limiting factors affect plant and animal populations	37. Identify and describe the effects of limiting factors on a given population (SE-M-A2) 38. Evaluate the carrying capacity of an ecosystem (SE-M-A2)
SE-M-A3: defining the concept of pollutant and describing the effects of various pollutants on ecosystems	Not addressed at grade 7
SE-M-A4: understanding that human actions can create risks and consequences in the environment	39. Analyze the consequences of human activities on ecosystems (SE-M-A4)
SE-M-A5: tracing the flow of energy through an ecosystem and demonstrating a knowledge of the roles of producers, consumers, and decomposers in the ecosystem	40. Construct or draw food webs for various ecosystems (SE-M-A5)
SE-E-A6: distinguishing between renewable and nonrenewable resources and understanding that nonrenewable natural resources are not replenished through the natural cycles and thus are strictly limited in quantity	Not addressed at grade 7
SE-M-A7: demonstrating knowledge of the natural cycles, such as the carbon cycle, nitrogen cycle, water cycle, and oxygen cycle	41. Describe the nitrogen cycle and explain why it is important for the survival of organisms (SE-M-A7) 42. Describe how photosynthesis and respiration relate to the carbon cycle (SE-M-A7)
SE-M-A8: investigating and analyzing how technology affects the physical, chemical, and biological factors in an ecosystem	43. Identify and analyze the environmental impact of humans’ use of technology (e.g., energy production, agriculture, transportation, human habitation) (SE-M-A8)
SE-M-A9: demonstrating relationships of characteristics of soil types to agricultural practices and productivity	Not addressed at grade 7
SE-M-A10: identifying types of soil erosion and preventive measures	

Sample Test Items: Grade 7 Science

Science as Inquiry

The Abilities Necessary to Do Scientific Inquiry

GLE 2— *Identify problems, factors, and questions that must be considered in a scientific investigation (SI-M-A1)*

- 1** A scientist studied a species of fish. She found that when a certain nutrient was added to the diet of the fish just after hatching, the fish gained an average of 3 kilograms in the first year. What additional information is needed to determine whether the nutrient is affecting the growth of the fish?
- A** how much adult fish gained on average when the same nutrient was added to their diet
 - B** how much newly hatched fish in this species gain in the first year without the nutrient in their diet
 - C** how much of the nutrient is available for the fish species in their natural surroundings
 - D** how much other species of fish gain in the first year when the nutrient is added to their diet

Correct Response: B

Match to GLE: This item asks the student to identify a key question that affects the formulation of a scientific theory. Other grade 7 iLEAP items that measure this GLE may address other problems, factors, and questions that must be considered in scientific investigations.

Science as Inquiry

The Abilities Necessary to Do Scientific Inquiry

GLE 4—*Design, predict outcomes, and conduct experiments to answer guiding questions (SI-M-A2)*

Use this data chart to answer question 2.

Plant Experiment

Plant	Fertilizer (milliliters)	Sunlight (hours/day)	Water (milliliters per day)	Height at beginning of experiment (cm)	Height at end of experiment (cm)
1	50	8	100	22.5	
2	50	10	100	21.7	
3	50	12	100	21.5	
4	50	14	100	22.0	

- 2** Which question is the experiment **most likely** designed to answer?
- A** What are the effects of water on plant growth?
 - B** What amount of fertilizer is best to use for plants?
 - C** How does the height of a plant affect how much sunlight it needs?
 - D** How does the amount of sunlight a plant receives affect its growth?

Correct Response: D

Match to GLE: This item relates to the design of an experiment. Other grade 7 iLEAP items that measure this GLE may ask students to predict outcomes of experiments.

Science as Inquiry

The Abilities Necessary to Do Scientific Inquiry

GLE 12—Use data and information gathered to develop an explanation of experimental results (SI-M-A4)

Use the data table and picture to answer question 3.

Breathing Experiment

Glass	Time for candle to go out (seconds)
1	12
2	9
3	15
4	7



- 3** To model an animal breathing in an enclosed environment, Jackie lit a candle and placed a glass over the candle with the open end down. She measured how long it took for the candle flame to go out. She repeated her experiment with three other glasses, each time using the same candle. Jackie's results are shown in the data table.

Based on the data, which statement is **most likely** true?

- A** Glass 3 is the largest glass.
- B** Glass 4 is the hottest glass.
- C** Glass 1 is the coldest glass.
- D** Glass 2 is the smallest glass.

Correct Response: A

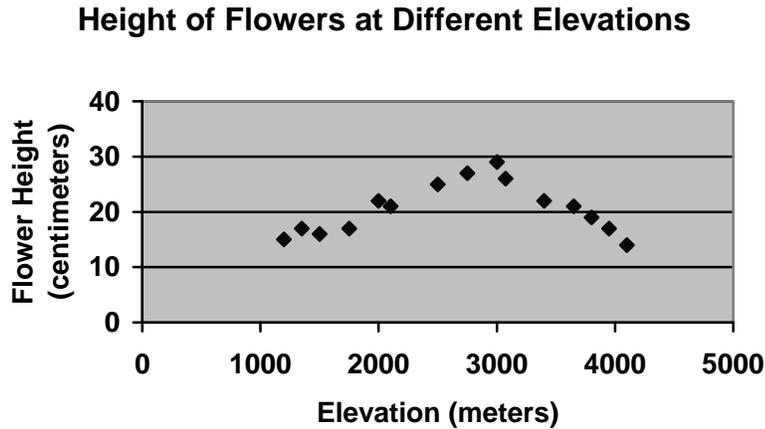
Match to GLE: This item asks the student to relate experimental data to an explanation of results.

Science as Inquiry

The Abilities Necessary to Do Scientific Inquiry

GLE 13—Identify patterns in data to explain natural events (SI-M-A4)

Use this graph to answer question 4.



- 4 A scientist studying a species of flower that grows on the side of a mountain measured the height of many of the flowers at different elevations. His results are shown in the graph. Which statement **best** describes the pattern of growth for the flowers during this experiment?
- A The flowers' heights are unaffected by elevation.
 - B The flowers cannot grow below elevations of 1,000 meters.
 - C The flowers grow best at elevations of around 3,000 meters.
 - D The flowers' heights increase with higher elevation.

Correct Response: C

Match to GLE: This item asks the student to explain a natural event based on patterns in data.

Science as Inquiry

The Abilities Necessary to Do Scientific Inquiry

GLE 18—*Identify faulty reasoning and statements that misinterpret or are not supported by the evidence (SI-M-A6)*

Use the data table below to answer question 5.

Snail Coloring

Sea Snail Species	Shell Color	Underside Color	Maximum Length
Red Foot Snail	Brown	Red	150 mm
White Foot Snail	Brown	White	180 mm

- 5 A scientist studied two species of sea snail and recorded the physical characteristics in the data table. Which conclusion about the data is based on **correct reasoning**?
- A** If a snail she studied had a brown shell, then it was a red foot snail.
 - B** If a snail she studied had a brown shell, then it had a white underside.
 - C** If a snail she studied was 125 millimeters long, then it was red foot snail.
 - D** If a snail she studied was 175 millimeters long, then it had a white underside.

Correct Response: D

Match to GLE: This item asks students to identify a statement that follows logically from data in a table. Other grade 7 iLEAP items that measure this GLE may relate to faulty reasoning and misinterpretation of data.

Science as Inquiry

The Abilities Necessary to Do Scientific Inquiry

GLE 22—Use evidence and observations to explain and communicate the results of investigations (SI-M-A7)

- 6** A scientist discovers that a certain substance will be useful in treating nerve damage. What is the **best** way she can communicate her results to the scientific community?
- A** She can call other scientists who also work in nerve research.
 - B** She can write a letter to hospitals that treat patients with nerve damage.
 - C** She can put her conclusions on a Web site that focuses on the nervous system.
 - D** She can publish her results in a scientific journal that covers issues relating to nerves.

Correct Response: D

Match to GLE: This item relates to the communication of scientific results.

Science as Inquiry

Understanding Scientific Inquiry

GLE 27—Recognize that science uses processes that involve a logical and empirical, but flexible, approach to problem solving (SI-M-B1)

- 7** Leslie’s science teacher told her she must take a flexible approach to solving problems. What did Leslie’s teacher **most likely** mean?
- A** Leslie should not follow the experimental instructions exactly.
 - B** Leslie should only write down lab results that seem to be correct.
 - C** Leslie should accept all scientific theories even if they have been proven wrong.
 - D** Leslie should be willing to consider many possible causes for her observations.

Correct Response: D

Match to GLE: This item asks the student to identify what is meant by a flexible approach to science. Other grade 7 iLEAP items that measure this GLE may relate to other scientific attitudes that play a role in problem solving.

Science as Inquiry
Understanding Scientific Inquiry

GLE 28—*Recognize that investigations generally begin with a review of the work of others (SI-M-B2)*

- 8** A scientist plans to investigate the nervous system of sea slugs. What should the scientist do first?
- A** Develop a theory about sea slugs that can be tested.
 - B** Go to the ocean to observe the behavior of sea slugs.
 - C** Obtain several sea slugs and conduct experiments with them.
 - D** Review the research other scientists have done on sea slugs.

Correct Response: D

Match to GLE: This item addresses the role that previous research plays in the conducting of new research.

Science as Inquiry
Understanding Scientific Inquiry

GLE 30—*Describe why all questions cannot be answered with present technologies (SI-M-B3)*

- 9** Researchers recently discovered a gene in humans that previously was unknown to science. Which statement **best** explains why the gene probably was not discovered much sooner?
- A** The gene only recently evolved in humans.
 - B** The technology used to study genes is still being developed.
 - C** Scientists were not interested in genes until a few years ago.
 - D** Scientists were sure they had already discovered every possible gene.

Correct Response: B

Match to GLE: This item addresses the relationship between technology and scientific advancements.

Science as Inquiry

Understanding Scientific Inquiry

GLE 32—*Explain the use of statistical methods to confirm the significance of data (e.g., mean, median, mode, range) (SI-M-B3)*

- 10** A scientist studied the number of eggs a species of bird lays each year. He found that the most common number of eggs laid in a year is three. Which statistical measurement did the scientist find?
- A** the mean number of eggs laid in a year
 - B** the median number of eggs laid in a year
 - C** the mode of the number of eggs laid in a year
 - D** the range of the number of eggs laid in a year

Correct Response: C

Match to GLE: This item asks the student to identify the mode as it is used to summarize data. Other grade 7 iLEAP items that measure this GLE may relate to mean, median, and/or range.

Science as Inquiry

Understanding Scientific Inquiry

GLE 35—*Explain how skepticism about accepted scientific explanations (i.e., hypotheses and theories) leads to new understanding (SI-M-B5)*

- 11** Joanne’s science teacher cautioned the class to be skeptical when learning about new scientific discoveries. Why is it important to be skeptical about new discoveries in science?
- A** because many scientific discoveries are not based on facts
 - B** because most scientific discoveries have no scientific value
 - C** because most scientists make errors when formulating scientific discoveries
 - D** because all scientific discoveries must be examined critically before they can be accepted

Correct Response: D

Match to GLE: This item relates to the role of skepticism in science.

Science as Inquiry

Understanding Scientific Inquiry

GLE 40—*Evaluate the impact of research on scientific thought, society, and the environment (SI-M-B7)*

- 12** Louis Pasteur discovered that the bacteria in a substance can be killed by heating the substance for a short period of time. Which of these practices benefited **most** from Pasteur’s discovery?
- A** storing foods for longer periods of time
 - B** building ovens and other heating devices
 - C** creating medicines that cure infections
 - D** transporting living organisms without injuring them

Correct Response: A

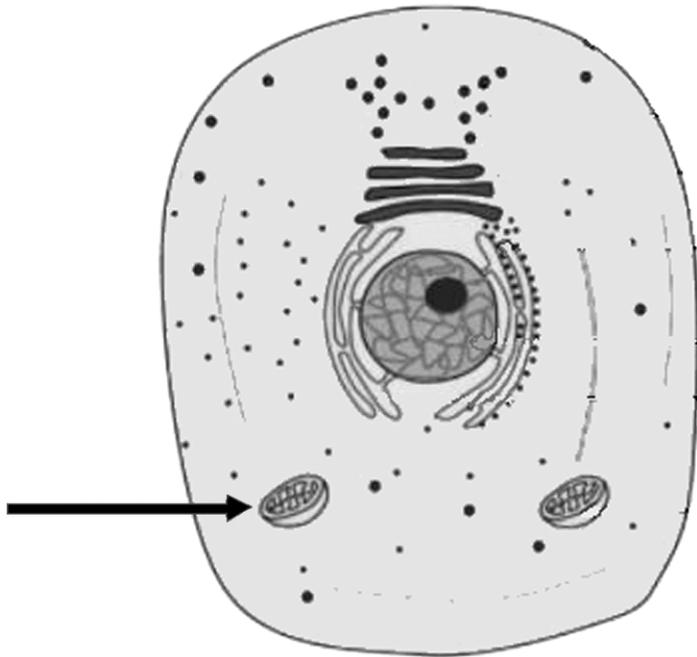
Match to GLE: This item connects the scientific work of Louis Pasteur to a practical application in everyday life.

Life Science

Structure and Function in Living Systems

GLE 2—Compare the basic structures and functions of different types of cells (LS-M-A1)

Use this diagram to answer question 13.



13 What is the main purpose of the mitochondria shown by the arrow?

- A** cell reproduction
- B** cellular digestion
- C** energy production
- D** protein manufacture

Correct Response: C

Match to GLE: This item asks the student to identify the purpose of a cellular component. Other grade 7 iLEAP items that measure this GLE may ask students to compare different types of cells.

Life Science

Structure and Function in Living Systems

GLE 3—*Illustrate and demonstrate osmosis and diffusion in cells (LS-M-A1)*

- 14** In which situation would osmosis **most likely** occur in cells?
- A** across a permeable membrane that separates solutions of the same concentration
 - B** across a permeable membrane that separates solutions of different concentrations
 - C** across a nonpermeable membrane that separates solutions of the same concentration
 - D** across a nonpermeable membrane that separates solutions of different concentrations

Correct Response: B

Match to GLE: This item asks the student to identify a situation in which osmosis would be most likely to occur.

Life Science

Structure and Function in Living Systems

GLE 7—*Construct a word equation that illustrates the processes of photosynthesis and respiration (LS-M-A4)*

- 15** Which statement **best** describes the process of respiration?
- A** Oxygen and sugar are used in the process that provides energy to cells; water and carbon dioxide are its waste products.
 - B** Water and sugar are used in the process that provides energy to cells; oxygen and carbon dioxide are its waste products.
 - C** Oxygen and carbon dioxide are used in the process that provides energy to cells; sugar and water are its waste products.
 - D** Carbon dioxide and sugar are used in the process that provides energy to cells; water and oxygen are its waste products.

Correct Response: A

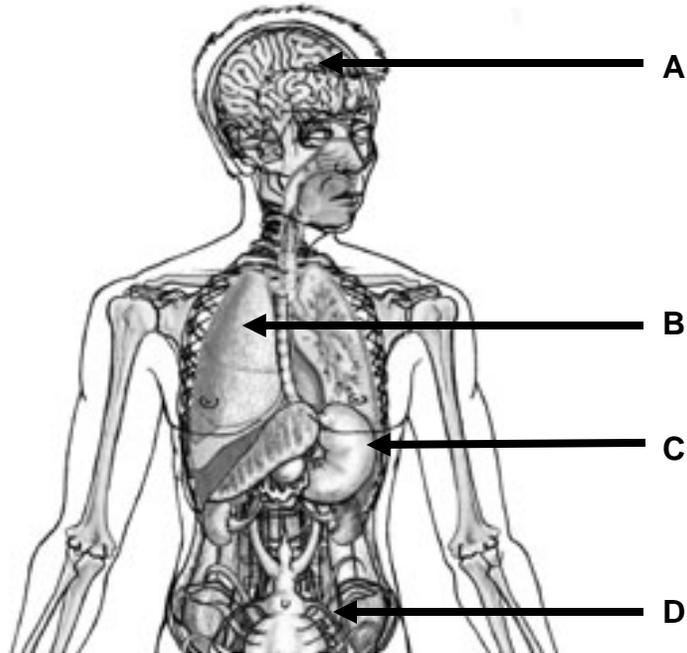
Match to GLE: This item asks the student to construct a word equation for the process of respiration. Other grade 7 iLEAP items that measure this GLE may relate to photosynthesis.

Life Science

Structure and Function in Living Systems

GLE 9—Relate structural features of organs to their functions in major systems (LS-M-A5)

Use this diagram to answer question 16.



16 Which arrow points to an organ directly involved in the exchange of gases between a human and his or her environment?

- A** arrow A
- B** arrow B
- C** arrow C
- D** arrow D

Correct Response: B

Match to GLE: This item relates to the role of human lungs. Other grade 7 iLEAP items that measure this GLE may relate to other organs and systems.

Life Science

Reproduction and Heredity

GLE 15—*Contrast the processes of mitosis and meiosis in relation to growth, repair, reproduction, and heredity (LS-M-B1)*

- 17** What is a difference between mitosis and meiosis?
- A** Mitosis occurs in all the cells in animals and plants, while meiosis occurs in only in bacteria.
 - B** In mitosis, the products are identical to the parent cell, while in meiosis the products are different from the parent cell.
 - C** In mitosis, one cell divides into two cells, while in meiosis two cells combine to make one cell.
 - D** Mitosis involves separating the chromosomes, while meiosis involves only the cytoplasm of the cell.

Correct Response: B

Match to GLE: This item asks the student to identify a key difference between mitosis and meiosis.

Life Science

Reproduction and Heredity

GLE 17—*Explain the relationship of genes to chromosomes and genotypes to phenotypes (LS-M-B2)*

- 18** In humans, **B** is the allele for brown eyes and **b** is the allele for blue eyes. Two brothers both have brown eyes, but one of them has both the **B** and **b** alleles while the other only has **B** alleles. Which statement is true about the brothers?
- A** They have the same genotype and phenotype.
 - B** They have different phenotypes and genotypes.
 - C** They have the same phenotype but different genotypes.
 - D** They have the same genotype but different phenotypes.

Correct Response: C

Match to GLE: This item addresses the differences between genotype and phenotype.

Life Science

Reproduction and Heredity

GLE 19—Apply the basic laws of Mendelian genetics to solve simple monohybrid crosses, using a Punnett square (LS-M-B3)

Use this Punnett square to answer question 19.

	W	W
w		
w		

- 19** In horses, the gene for white hair (**W**) is dominant to the gene for non-white hair (**w**). A horse with genotype (**WW**) was crossed with a horse with genotype (**ww**), as shown in the Punnett square.

What fraction of the offspring should be expected to have white hair?

- A** none
- B** one-half
- C** three-quarters
- D** all

Correct Response: D

Match to GLE: This item asks the student to use a Punnett square to predict inherited characteristics.

Life Science

Populations and Ecosystems

GLE 23—Classify organisms based on structural characteristics, using a dichotomous key (LS-M-C1)

Use this dichotomous key to answer question 20.

Reptiles and Amphibians

1a.	Has external gills	Go to 6.
1b.	Does not have external gills	Go to 2.
2a.	Has scales	Go to 3.
2b.	Does not have scales	Go to 4.
3a.	Has a shell	turtle
3b.	Does not have a shell	Go to 5.
4a.	Has a tail as an adult	Go to 6.
4b.	Does not have a tail as an adult	frog
5a.	Has legs	lizard
5b.	Does not have legs	snake
6a.	Has coastal grooves along the side	salamander
6b.	Does not have coastal grooves along the side	newt

20 Trish constructed a dichotomous key to help identify the reptiles and amphibians living in a certain area.

Which phrase describes a lizard?

- A** an animal with scaly skin and a shell but no external gills
- B** an animal with scaly skin and legs but no shell
- C** an animal with legs and coastal grooves but no tail
- D** an animal with external gills and a tail but no coastal grooves

Correct Response: B

Match to GLE: This item asks the student to use a dichotomous key to identify characteristics of a lizard.

Life Science

Populations and Ecosystems

GLE 26—Describe and compare the levels of organization of living things within an ecosystem (LS-M-C3)

- 21** What do scientists mean when they refer to a *population*?
- A** all the organisms in an ecosystem
 - B** all the species that share similar anatomical features
 - C** all the animals that acquire resources through similar methods
 - D** all the interbreeding members of a certain species in an ecosystem

Correct Response: D

Match to GLE: This item asks the student to define population as the term is used by scientists. Other grade 7 iLEAP items that measure this GLE may address other organizational aspects of ecosystems.

Life Science

Populations and Ecosystems

GLE 27—Identify the various relationships among plants and animals (e.g., mutualistic, parasitic, producer/consumer) (LS-M-C4)

- 22** Which relationship is mutualistic?
- A** an insect that lives and feeds on the body of an alligator
 - B** an ant that lives on a plant and defends the plant from other insects
 - C** a bird that migrates to follow the movements of the butterflies that it eats
 - D** a deer that eats one kind of plant, which allows another kind of plant to grow in its place

Correct Response: B

Match to GLE: This item asks the student to identify a mutualistic relationship. Other grade 7 iLEAP items that measure this GLE may relate to other kinds of plant or animal relationships.

Life Science

Adaptations of Organisms

GLE 30—*Differentiate between structural and behavioral adaptations in a variety of organisms (LS-M-D1)*

- 23** Which example describes a behavioral adaptation?
- A** A bird builds its nest in the ash near a volcano.
 - B** A whale has the ability to hold its breath for 20 minutes.
 - C** A fox’s hair is white in the winter and brown in the summer.
 - D** A monkey has long arms that allow it to swing from one branch to another.

Correct Response: A

Match to GLE: This item asks the student to identify a behavioral adaptation. Other grade 7 iLEAP items that measure this GLE may relate to structural adaptations.

Life Science

Adaptations of Organisms

GLE 32—*Describe changes that can occur in various ecosystems and relate the changes to the ability of an organism to survive (LS-M-D2)*

- 24** A forest is flooded when a natural dam breaks, leaving the forest floor under two meters of water. Which animal is **most** affected by the flooding?
- A** a crow
 - B** a rabbit
 - C** a squirrel
 - D** a butterfly

Correct Response: B

Match to GLE: This item asks the student to consider how changes to an ecosystem affect certain inhabitants.

Science and the Environment

GLE 35—Identify resources humans derive from ecosystems (SE-M-A1)

25 Which resource is most likely found in large amounts in forest ecosystems?

- A** iron
- B** wood
- C** plastic
- D** petroleum

Correct Response: B

Match to GLE: This item asks the student to identify a resource that humans derive from forest ecosystems. Other grade 7 iLEAP items that measure this GLE may relate to other resources and ecosystems.

Science and the Environment

GLE 37—Identify and describe the effects of limiting factors on a given population (SE-M-A2)

26 In a large forest with many animals, there are only a small number of bears. Which of these most likely limits the population of bears in the forest?

- A** supply of food
- B** type of tree
- C** predation by carnivores
- D** amount of suitable shelter

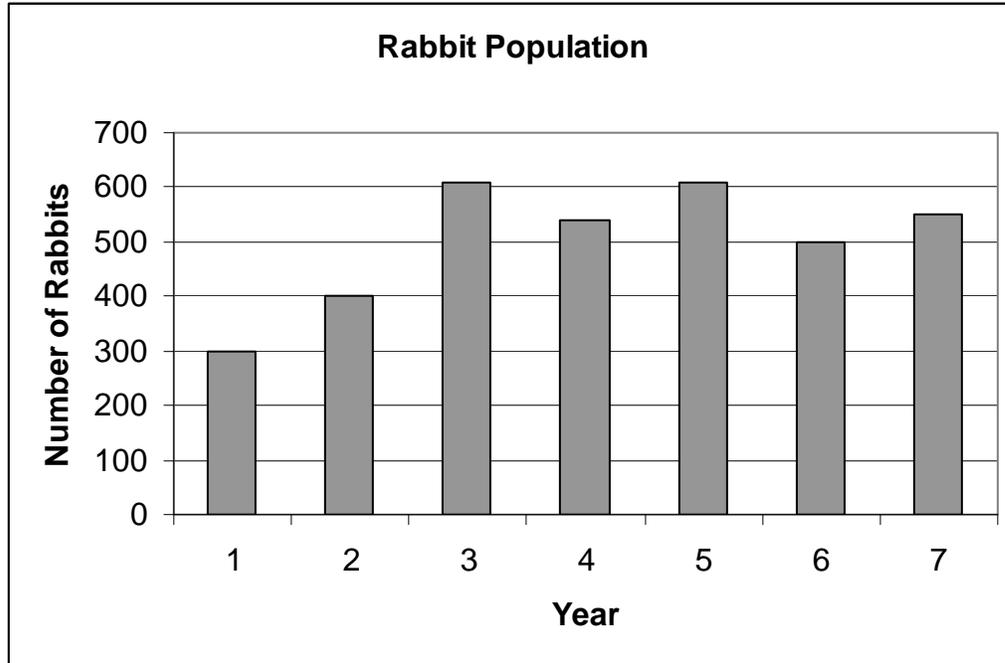
Correct Response: A

Match to GLE: This item asks the student to identify a factor that limits bear populations.

Science and the Environment

GLE 38—Evaluate the carrying capacity of an ecosystem (SE-M-A2)

Use the graph below to answer question 27.



27 The graph above shows the population of a rabbits in a field over a seven-year period. Based on the data, what is the approximate carrying capacity in the field for rabbits?

- A** 200
- B** 400
- C** 500
- D** 600

Correct Response: C

Match to GLE: This item asks the student to evaluate carrying capacity based on data presented in a bar graph.

Science and the Environment

GLE 41—Describe the nitrogen cycle and explain why it is important for the survival of organisms (SE-M-A7)

- 28** What is the **main** reason humans need nitrogen to survive?
- A** Nitrogen is used in respiration to generate energy.
 - B** Nitrogen is used in making the proteins in the body.
 - C** Nitrogen is used to help the body eliminate wastes.
 - D** Nitrogen is used by nerve cells to conduct impulses.

Correct Response: B

Match to GLE: This item relates to the importance of nitrogen for human survival.

Science and the Environment

GLE 42—Describe how photosynthesis and respiration relate to the carbon cycle (SE-M-A7)

- 29** Which statement **best** describes the roles of photosynthesis and respiration in the carbon cycle?
- A** Respiration and photosynthesis both add carbon to the atmosphere.
 - B** Respiration and photosynthesis both remove carbon from the atmosphere.
 - C** Respiration adds carbon to the atmosphere, while photosynthesis removes carbon from the atmosphere.
 - D** Photosynthesis adds carbon to the atmosphere, while respiration removes carbon from the atmosphere.

Correct Response: C

Match to GLE: This item asks the student to identify how photosynthesis and respiration relate to the carbon cycle.

Science and the Environment

GLE 43—*Identify and analyze the environmental impact of humans' use of technology (e.g., energy production, agriculture, transportation, human habitation) (SE-M-A8)*

- 30** Scientists have observed an increase in global temperatures over the past 100 years. Which phenomena do scientists believe contributes to the increase in temperatures?
- A** an increase in undersea volcanic activity
 - B** a decrease in the distance between Earth and the Sun
 - C** an increase in certain gases released during the use of fossil fuels
 - D** a decrease in the amount of water on Earth due to overconsumption

Correct Response: C

Match to GLE: This item relates to the effect of fossil fuel use on global temperature.

Chapter 4: *i*LEAP Social Studies, Grade 7

This section describes the overall design of the *i*LEAP Social Studies test to be administered to students in grade 7. Test specifications and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The Social Studies test consists of one part and is administered in a single day.

The Social Studies test is a criterion-referenced test (CRT) that includes items based entirely on Louisiana’s Social Studies content standards. These items are aligned with Louisiana’s Grade-Level Expectations (GLEs) and were developed specifically for Louisiana.

Item Types

The test has forty (40) multiple-choice items.

The multiple-choice items consist of an interrogatory stem and four answer options. These items assess knowledge, conceptual understanding, and application of skills presented in the GLEs. Items will be intermingled across strands, not arranged into separate sections by strand.

To maximize the meaningfulness of multiple-choice items, questions are typically cast in a practical problem-solving context, referring to a single stimulus (e.g., a map) or to a description of a single scenario. The reading difficulty level of test questions is minimized to the extent possible (except for necessary terms) so that students’ reading ability does not interfere with their ability to demonstrate their social studies knowledge and skills.

Description of the Social Studies Test

The Social Studies test was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana’s standards. Separate committees reviewed the items for potential bias and sensitive material.

The Social Studies test is **untimed**. About one hour (60 minutes) is the suggested time to allow students to answer the questions.

The grade 7 test assesses three of the four social studies strands delineated in the Louisiana Comprehensive Curriculum (LCC) and the Louisiana Social Studies Framework: History, Geography, and Civics.

History

The GLEs for grade 7 focus on a comprehensive study of American history from the causes and course of the American Revolutionary War to the Civil War and Reconstruction. Students learn about the creation and ratification of the U.S. Constitution, the creation of early foreign policy, the westward expansion of the United States, the effect of advancements in agriculture and transportation on the American economy, major reform movements, differences between northern and southern states that led to the outbreak of the Civil War, the course and consequences of the Civil War, and the successes and failures of Reconstruction. Students continue to employ historical thinking skills in understanding and analyzing American history.

Geography

The study of American history is integrally linked with the secondary focus of geography. The GLEs for grade 7 focus on the use of geographic information, tools, and concepts in learning about human settlement and migration, cultural diffusion, the effect of the physical environment on human settlement patterns and economic activities, and the consequences of urban development in the United States.

Students also are expected to apply the economic concept of interdependence and trade throughout their study of geography and history.

Civics

The GLEs for grade 7 focus on a thorough study of the early origins of the government of the United States, including its structure and major purposes. Students learn about the federal system, various forms of government, powers of the three branches of the federal government, qualifications and terms of major government leaders, how a bill becomes a law, problems faced after the American Revolution that led to the writing of the Constitution, major principles embodied in the U.S. Constitution and the Bill of Rights, the role of political parties in the American political system, and how foreign policy is formed and carried out. In addition, students will identify the requirements for U.S. citizenship, and explain the importance of the rights and responsibilities of citizenship.

Description of Stimulus Material:

The test will incorporate **at least one of each** of the following types of stimulus material:

- A map or illustration of a globe showing political divisions (e.g., states, countries), geographical features (e.g., topography, bodies of water), or variations in climate, vegetation, population density, etc.
- A table or graph presenting numerical data to be read or interpreted (e.g., a pictograph or a pie or bar graph showing the breakdown of natural resources in a region or a line graph showing rates of change over time)

- A timeline, chart, illustration, or graphic organizer (e.g., a web showing the relationship between the three major branches of government, a diagram showing the structure of the federal system, or a timeline outlining the major accomplishments of a president)
- An excerpt or article from a newspaper or magazine or a similar piece written expressly for the test
- An excerpt from such primary sources as historical documents (e.g., the Magna Carta, the U.S. Constitution, the Declaration of Independence), quotes and speeches, writings, journals, and autobiographies of major historical figures
- An excerpt from such secondary sources as reference books, literature, encyclopedias, artifacts, and nonfiction books on cultural, geographical, historical, political, or economic themes

Scoring Information

The *iLEAP* Social Studies test contains multiple-choice items only. These items have four response options (A, B, C, D) and are scored right or wrong. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Social Studies Test Specifications

Table 4.1 provides the test specifications for the grade 7 *iLEAP* Social Studies assessment.

Table 4.1: Grade 7 Social Studies Test Specifications

Strand/Category	% of Total Points
Geography	15
A. The World in Spatial Terms	
B. Places and Regions	
C. Physical and Human Systems	
D. Environment and Society	50
Civics	
A. Structure and Purpose of Government	
B. Foundations of the American Political System	
C. International Relationships	35
D. Roles of the Citizen	
History	35
A. Historical Thinking Skills	
B. United States History	100
Total	

Strands, Benchmarks, and GLEs Assessed

Louisiana’s Social Studies content standards encompass four strands: Geography, Civics, Economics, and History. At grade 7, three strands are taught and assessed: Geography, Civics, and History. Each benchmark within a standard delineates what students should know and be able to do at the end of a grade cluster.

Strand G: Geography—Physical and Cultural Systems

Standard: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Strand C: Civics—Citizenship and Government

Standard: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

Strand H: History—Time, Continuity, and Change

Standard: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

The GLEs for social studies further define the knowledge and skills students are expected to master by the end of each grade level or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills that students need. For example, the prekindergarten GLE “demonstrate an awareness of time” begins the development of the concept “interpret a timeline to identify cause-and-effect relationships among events in U.S. history.” In subsequent grades, GLEs build on this historical thinking skills concept.

Most of the grade 7 GLEs are eligible for assessment on the *iLEAP* Social Studies test. Some, however, do not lend themselves to testing on a statewide assessment. For the Geography strand, GLE number 4 is not measured on the grade 7 *iLEAP*. For the Civics and Economics strands, GLE numbers 17, 20, 21, 26, 28, 31, 41, and 42 are not directly measured by questions in the grade 7 *iLEAP*. In addition, GLE numbers 43, 44, 45, 46, 47, 48, 49, 50, 57, 59, and 63 focus on historical thinking skills that require students to use outside resources unavailable during the test or require students to provide an explanation; therefore they cannot be assessed in a multiple-choice format. Finally, in accordance with the Comprehensive Curriculum, GLE numbers 74, 75, 76, 77, 78, 79, 80, 81, and 82 may not be taught prior to the spring test administration and therefore will not be assessed. It is important, however, that the skills represented by these GLEs are taught at this grade level to prepare students for classroom assessment purposes as well as the grade 8 LEAP test.

Explanation of Codes:

GLEs are numbered consecutively in each grade level and grouped by strand and thematic category. For example:

- Strand:** Geography
Categories: A. The World in Spatial Terms
B. Places and Regions
C. Physical and Human Systems
D. Environment and Society

Benchmarks are organized into three or four thematic categories within each strand: Geography, Civics, Economics, and History. These categories (e.g., Places and Regions, Historical Thinking Skills) provide further content definition by highlighting the underlying themes within the domain of each strand.

Benchmarks are coded by strand, standard, category, and grade cluster (E, M, H). The first term in the code always refers to the strand. The second term gives the standard number and category. The third term indicates the grade cluster and benchmark number. The fourth part indicates the GLE number.

Table 4.2 provides two examples of benchmark codes.

Table 4.2: Examples of Social Studies Codes

Code	Translation
G-1B-E1-16	Geography, Standard 1, Category B, Elementary Benchmark 1, GLE 16
H-1A-H3-9	History, Standard 1, Category A, High School Benchmark 3, GLE 9

Key Concepts for the Grade 7 Assessment

Key concepts are provided to guide teachers in their classroom instruction as it relates to the assessment. These concepts describe important content emphasis regarding the knowledge and skills eligible for assessment of each strand.

Geography

The World in Spatial Terms

- Types of maps, charts, graphs, and diagrams related to U.S. history—*e.g., population, electoral, or territorial maps; bar, circle, or line graphs*

Places and Regions

- Physical features and climate that affected migration, settlement patterns, and land use in the U.S. through 1877—*e.g., landforms (such as Rocky Mountains, Appalachian Mountains, Great Plains, etc.), bodies of water, vegetation and precipitation patterns, mining and deforestation*
- Physical features that have influenced U.S. historical events—*e.g., Ohio River Valley in the American Revolution and Civil War, landforms and rivers encountered by Lewis and Clark expedition and pioneers, Mississippi River in the Battle of New Orleans*

Physical and Human Systems

- Patterns of rural/urban migration in the U.S.—*e.g., political, cultural, and economic motives for migration (Gold Rush, rise of industrialization and growth of cities, Homestead Act, etc.); population patterns*
- Positive and negative consequences of urban development in the U.S.—*e.g., cultural diversity, transportation, increased jobs; overcrowding, pollution and deforestation, push/pull factors*
- Racial, ethnic, and religious groups that settled in the U.S.—*e.g., Irish, Acadians, Germans, Chinese, British*
- Political, cultural, and economic reasons for immigration—*e.g., find jobs or new opportunities, escape oppression or religious persecution, flee drought or famine; push/pull factors*
- Economic interdependence of Great Britain and the American colonies—*trade of raw materials and agricultural goods for manufactured products*
- Changing political boundaries due to cooperation and conflict in the U.S. to 1877—*e.g., Missouri Compromise, Louisiana Purchase, Gadsden Purchase, Treaty of Guadalupe-Hidalgo*

Environment and Society

- Physical environments in the North and South that led to different economic activities—*e.g., shipbuilding, textile mills, fishing versus cotton, tobacco, sugarcane and rice farming; differences in climate, soil, bodies of water, and landforms*

Civics

Structure and Purposes of Government

- Major purposes of government—*e.g., ensure domestic tranquility, provide for the common defense, promote general welfare, secure the blessings of liberty, make laws*
- Definition of federalism and structure of a federal system
- Characteristics and organization of various forms of government—*e.g., absolute or constitutional monarchy, direct democracy, republic, oligarchy, autocracy and totalitarian dictatorship*
- System of checks and balances and the limit of government through separation of power—*e.g., presidential veto, judicial review, congressional override and approval of presidential nominees, presidential appointment of judges, impeachment*
- Powers of the federal government according to the U.S. Constitution—*e.g., print money, establish a postal service, approve treaties, declare war, raise an army*
- Powers shared by the federal government and the state governments—*e.g., establish courts, tax citizens, pass laws, enforce laws*
- Structure and powers of the three branches of government and the limits of those powers
- Key positions within each branch of government
 - Executive—*president, vice-president, attorney general, secretary of state and other cabinet secretaries, Joint Chiefs of Staff*
 - Legislative—*Speaker of the House of Representatives, president of the Senate, House and Senate majority leaders*
 - Judicial—*Supreme Court justices, chief justice, federal district judge*
- Qualifications, terms of office, responsibilities, and limits of power for elected officials at the national level
- How a bill becomes a law at the federal level

Foundations of the American Political System

- Problems the U.S. faced after the American Revolution that led to the writing of the Constitution—*e.g., weaknesses of the Articles of Confederation, Shays' Rebellion, Federalist Papers*
- Similarities and differences of the Articles of Confederation and the U.S. Constitution
- Formation of the American constitutional government and the federal union—*e.g., Continental Congress, Great Compromise*
- Arguments and leaders of the Federalists and Anti-Federalists
- Ancient governments that influenced American democracy and culture—*e.g., Greek direct democracy, Roman Republic, British Parliament*
- Major ideas expressed in the Mayflower Compact and the Declaration of Independence—*e.g., natural/basic rights, self-government, proclamation of freedom*
- Principles of government embodied in the U.S. Constitution—*e.g., popular sovereignty, respect for individual liberties, checks and balances, due process of law, separation of powers, consent of the governed*
- Methods of making changes in a democratic society—*e.g., petition, elections, impeachment, civil disobedience (marches, rallies, boycotts, strikes), compromise, constitutional amendment, recall*

- Political parties in the American political system—*e.g., two-party system, purpose of national convention, party platform*

International Relationships

- Political divisions of the world—*e.g., nation, state*
- Processes and strategies nations use to interact—*e.g., trade, diplomacy, treaties, tariffs and embargoes, United Nations, economic and humanitarian aid, sanctions*
- Ways U.S. foreign policy is formed and carried out—*e.g., Monroe Doctrine, presidential summit meetings, military actions, Senate approval of treaties, negotiations by an ambassador or the secretary of state*
- Types of foreign policy issues—*e.g., war, isolationism, national security, containment*

Roles of the Citizen

- Qualifications and requirements for U.S. citizenship—*e.g., birth in the U.S., birth to American parents abroad, naturalization (residency, citizenship test, oath of allegiance)*
- Issues involving important rights and responsibilities of individuals in American society
 - Rights—*First Amendment freedoms, rights of persons with disabilities, due process of law, other rights in the Bill of Rights*
 - Responsibilities—*military service, jury duty, paying taxes, obeying laws, holding public office*

History

United States History

- Causes, course, and consequence of the American Revolutionary War—*e.g., Stamp Act, Townshend Acts, Tea Act, Intolerable Acts, Battle of Saratoga, Benedict Arnold, Thomas Paine, Yorktown, Boston Tea Party, Fort Ticonderoga, Declaration of Independence*
- Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution—*e.g., Sons of Liberty, Committees of Correspondence, British recruitment of slaves, American merchants*
- Key figures in the American Revolution—*e.g., Benjamin Franklin, Thomas Jefferson, George Washington, Samuel Adams, John Hancock, Patrick Henry, George Rogers Clark*
- Effect of the American Revolution on the politics, society, and economy of the U.S.—*e.g., national debt, local elections, state constitutions*
- Issues involved in the creation and ratification of the U.S. Constitution—*e.g., Constitutional Convention, Virginia Plan, New Jersey Plan, Connecticut Compromise, Three-Fifths Compromise, slavery question, addition of a bill of rights*
- Specific guarantees of the Bill of Rights—*e.g., freedom of speech, religion, assembly, press, and petition; right to bear arms; compensation for private property; rights of the accused (warrants for search and seizure, protection from double jeopardy and self-incrimination, speedy and public trial by jury, due process of law, right to an*

- attorney, no excessive bail or cruel and unusual punishment); other rights reserved to the people*
- Provisions of the Monroe Doctrine and its influence on U.S. foreign relations
 - Effect of westward movement of the U.S. on relations with American Indians and the changes it created—*e.g., Oregon Trail, Oregon Territory, expansion of railroad system, Great Plains, government policy toward American Indians in the early 1800s, removal/resettlement of American Indian nations, resistance strategies of American Indians*
 - Concept of Manifest Destiny and its economic, political, social, and religious roots—*e.g., Homestead Act, Preemption Act, Transcontinental Railroad, Gold Rush, Gadsden Purchase*
 - Causes, course, and consequences of the Texas War for Independence and the Mexican-American War
 - The influence of Jacksonian democracy on the U.S. political system—*e.g., Indian Removal policy, Trail of Tears, spoils system (Kitchen Cabinet), support of increased federal power, national bank*
 - Major technological developments related to land, water, and transportation—*e.g., roads, canals, railroads, steamboat, cotton gin, steel plow, mechanical plow*
 - National policies on a protective tariff, national bank, federally funded improvements (roads, canals, railroads), and educational and prison reforms—*e.g., Bank of the United States, Erie Canal, Cumberland Road, Alexander Hamilton, protective tariffs*
 - Comparison of ways of life in northern and southern states—*e.g., rapid urbanization and industrialization in the North, growth of agricultural economy and slavery in the South*
 - Causes and explanations for new waves of immigration prior to the Civil War—*e.g., railroad, potato famine in Ireland, the appeal of gold in California, political unrest, American (Know-Nothing) Party*
 - Importance of the ideas and reform leaders of the Second Great Awakening—*e.g., public education, mental health and prisons, temperance, suffrage, religion, abolition*
 - Fundamental beliefs of abolitionists—*e.g., William Lloyd Garrison, Harriet Tubman, Underground Railroad, John Brown, Harper’s Ferry, Frederick Douglass, positions of those who favored gradual versus immediate emancipation*
 - Leaders and effects of the major antebellum reform movements—*Seneca Falls Convention, woman’s suffrage, Elizabeth Cady Stanton, Susan B. Anthony, Julia Ward Howe, Dorothea Dix, temperance, Horace Mann*
 - Advantages and disadvantages of the North and the South at the outbreak of the Civil War and their economic, social, and cultural differences

Grade 7 Social Studies Standards, Benchmarks, and GLEs

The following chart presents **all** grade 7 Social Studies standards, benchmarks, and GLEs.

GRADE 7 SOCIAL STUDIES STANDARDS, BENCHMARKS, AND GLEs	
Geography—Physical and Cultural Systems: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.	
<i>A. The World in Spatial Terms</i>	
Benchmarks	Grade-Level Expectations
G-1A-M1: identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies	
G-1A-M2: interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns	1. Analyze various types of maps, charts, graphs, and diagrams related to U.S. history (G-1A-M2)
G-1A-M3: organizing and displaying information about the location of geographic features and places by using mental mapping skills	
<i>B. Places and Regions</i>	
G-1B-M1: explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns	2. Explain how physical features and climate affected migration, settlement patterns, and land use in the United States through 1877 (G-1B-M1)
G-1B-M2: identifying and describing significant physical features that have influenced historical events	3. Identify and describe significant physical features that have influenced U.S. historical events (e.g., Ohio River Valley in the American Revolution) (G-1B-M2)
G-1B-M3: identifying criteria used to define regions and explaining how and why regions change	
G-1B-M4: describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions	4. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in the United States (G-1B-M4)
<i>C. Physical and Human Systems</i>	
G-1C-M1: predicting and explaining how physical features help to shape patterns and arrangements in the physical environment	
G-1C-M2: identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region	

G-1C-M3: describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization	5. Explain patterns of rural/urban migration and the positive and negative consequences of urban development in the United States (G-1C-M3)
G-1C-M4: analyzing types, patterns, and effects of human migration over time	6. Identify selected racial, ethnic, and religious groups that settled in the United States and explain the political, cultural, and economic reasons for immigration (G-1C-M4)
G-1C-M5: tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effect	
G-1C-M6: comparing historical and contemporary patterns of economic interdependence	7. Compare the interdependence of Great Britain and the American colonies to the global economy today (G-1C-M6)
G-1C-M7: explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface	8. Explain how cooperation and conflict affected the changing political boundaries of the United States to 1877 (e.g., Missouri Compromise) (G-1C-M7)
D. Environment and Society	
G-1D-M1: analyzing and evaluating the effects of human actions upon the physical environment	
G-1D-M2: explaining and giving examples of how characteristics of different physical environments affect human activities	9. Explain how the different physical environments in the American North and South led to different economic activities (G-1D-M2)
G-1D-M3: analyzing the worldwide distribution and utilization of natural resources	
G-1D-M4: identifying problems that relate to contemporary geographic issues and researching possible solutions	
Civics—Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.	
A. Structure and Purposes of Government	
Benchmarks	Grade-Level Expectations
C-1A-M1: explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve	10. Explain and evaluate the major purposes of government (C-1A-M1)
C-1A-M2: describing the essential characteristics of various systems of government	11. Explain the meaning of the term <i>federalism</i> (C-1A-M2) 12. Distinguish between various forms of government (e.g., monarchy, totalitarian) and describe their characteristics and organization (C-1A-M2)

<p>C-1A-M3: explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions</p>	<p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances (C-1A-M3)</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution (C-1A-M3)</p>
<p>C-1A-M4: explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution</p>	
<p>C-1A-M5: describing the organization and major responsibilities of local, state, and national governments</p>	<p>15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch (C-1A-M5)</p>
<p>C-1A-M6: identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers</p>	<p>16. Identify qualifications and terms of office for elected officials at the national level (C-1A-M6)</p> <p>17. Identify current government leaders at the national level (C-1A-M6)</p> <p>18. Describe the powers/responsibilities and limits of power for government officials at the national level (C-1A-M6)</p>
<p>C-1A-M7: explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws</p>	<p>19. Explain how a bill becomes law at the federal level (C-1A-M7)</p> <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision) (C-1A-M7)</p>
<p>C-1A-M8: explaining how public policy is formed, debated, and carried out at local, state, and national levels</p>	
<p>C-1A-M9: explaining the necessity of taxes and describing the purposes for which tax revenues are used</p>	
<p>C-1A-M10: identifying and evaluating different types of taxes</p>	<p>21. Evaluate a type of tax in an historical context (e.g., Stamp Act, Tea Tax) (C-1A-M10)</p>

<i>B. Foundations of the American Political System</i>	
C-1B-M1: explaining the essential ideas and historical origins of American constitutional government	<p>22. Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution (C-1B-M1)</p> <p>23. Compare and contrast the Articles of Confederation with the U.S. Constitution (C-1B-M1)</p> <p>24. Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union (C-1B-M1)</p> <p>25. Identify the arguments of the Federalists and Anti-Federalists (C-1B-M1)</p> <p>26. Explain how historical English documents, such as the Magna Carta and the English Bill of Rights, influenced American democracy (C-1B-M1)</p> <p>27. Explain how ancient governments influenced American democracy and culture (C-1B-M1)</p>
C-1B-M2: identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture	28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture (C-1B-M2)
C-1B-M3: explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents	<p>29. Define and explain the ideas expressed in the Mayflower Compact and the Declaration of Independence (C-1B-M3)</p> <p>30. Explain the principles of government embodied in the U.S. Constitution (C-1B-M3)</p>
C-1B-M4: analyzing the ways in which political and social conflict can be peacefully resolved	31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory) (C-1B-M4)
C-1B-M5: analyzing democratic processes used to institute change	32. Explain how changes are made in a democratic society (C-1B-M5)
C-1B-M6: analyzing the importance of political parties, campaigns, and elections in the American political system	33. Describe the role of political parties in the American political system (C-1B-M6)
<i>C. International Relationships</i>	
C-1C-M1: describing how the world is organized politically and explaining the means by which nation-states interact	<p>34. Describe political divisions of the world (nation-states) (C-1C-M1)</p> <p>35. Explain various processes/strategies nations use to interact (C-1C-M1)</p>
C-1C-M2: explaining the formation, implementation, and impact of United States foreign policy	36. Explain how U.S. foreign policy is formed and carried out (C-1C-M2)
C-1C-M3: identifying types of foreign policy issues, using current and historical examples	37. Identify types of foreign policy issues with reference to current and historical examples (e.g., Middle East conflicts) (C-1C-M3)

<i>D. Roles of the Citizen</i>	
C-1D-M1: explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States	38. Identify the qualifications or requirements for U.S. citizenship, including naturalization (C-1D-M1)
C-1D-M2: identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society	39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights) (C-1D-M2)
C-1D-M3: discussing issues involving the rights and responsibilities of individuals in American society	40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes) (C-1D-M3)
C-1D-M4: describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels	
C-1D-M5: communicating the importance of knowledge to competent and responsible political participation and leadership	
Economics—Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.	
<i>A. Fundamental Economic Concepts</i>	
Benchmarks	Grade-Level Expectations
E-1A-M1: describing how the scarcity of resources necessitates decision making at both personal and societal levels	
E-1A-M2: analyzing consequences of economic decisions in terms of additional benefits and additional costs	
E-1A-M3: analyzing the consequences and opportunity cost of economic decisions	
E-1A-M4: analyzing the role of specialization in the economic process	
E-1A-M5: giving examples of how skills and knowledge increase productivity and career opportunities	
E-1A-M6: describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems	
E-1A-M7: describing the various institutions, such as business firms and government agencies, that make up economic systems	

E-1A-M8: differentiating among various forms of exchange and money	
E-1A-M9: using economic concepts to help explain historic and contemporary events and developments	41. Use economic concepts (e.g., supply and demand, interdependence) to explain Mercantilism and describe its role in British colonization and the conflict between the thirteen American colonies and Great Britain (E-1A-M9)
<i>B. Individuals, Households, Businesses, and Governments</i>	
E-1B-M1: explaining the role of supply and demand in a competitive market system	
E-1B-M2: explaining the factors that affect the production and distribution of goods and services	
E-1B-M3: explaining the difference between private and public goods and services	
E-1B-M4: identifying the costs and benefits of government policies on competitive markets	
E-1B-M5: identifying different types of taxes and user fees and predicting their consequences	
E-1B-M6: determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results	42. Identify U.S. exports and imports that contributed to the U.S economic interdependence with Europe and other parts of the world during the eighteenth and nineteenth centuries (E-1B-M6)
E-1B-M7: describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies	
<i>C. The Economy as a Whole</i>	
<i>There are no Grade-Level Expectations for benchmarks in grade 7 of this category.</i>	
History—Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.	
<i>A. Historical Thinking Skills</i>	
Benchmarks	Grade-Level Expectations
H-1A-M1: describing chronological relationships and patterns	43. Construct a timeline of key events and key figures in U.S. history from 1763 to 1877 (H-1A-M1) 44. Interpret a timeline to identify cause-and-effect relationships among events in U.S. history (H-1A-M1)
H-1A-M2: demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred	45. Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)

H-1A-M3: analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history	46. Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3) 47. Explain how a given historical figure influenced or changed the course of U.S. history (H-1A-M3)
H-1A-M4: analyzing historical data using primary and secondary sources	48. Compare and contrast two primary sources related to the same event in U.S. history (H-1A-M4)
H-1A-M5: identifying issues and problems from the past and evaluating alternative courses of action	49. Propose and defend an alternative course of action to a given issue or problem in U.S. history (H-1A-M5)
H-1A-M6: conducting research in efforts to answer historical questions	50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6)
<i>B. United States History</i>	
H-1B-M1: identifying and describing characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450	
H-1B-M2: explaining the cultural, ecological, and economic results of early European exploration and colonization	
H-1B-M3: describing the interactions among Native Americans, early Europeans, and Africans in the Americas	
H-1B-M4: tracing the emergence of religious freedom and changing political institutions in the English colonies	
H-1B-M5: analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas	
H-1B-M6: explaining the causes and course of the American Revolution and the reasons for the American victory	51. Explain the causes, course, and consequences of the American Revolutionary War (H-1B-M6) 52. Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution (H-1B-M6) 53. Explain the role of key figures in the American Revolution (H-1B-M6)
H-1B-M7: explaining the impact of the American Revolution on the politics, society, and economy of the new nation	54. Explain how the American Revolution affected the politics, society, and economy of the new nation (H-1B-M7)
H-1B-M8: relating the institutions and practices of government established during and after the American Revolution to the foundation of the American political system	55. Describe the issues involved in the creation and ratification of the U.S. Constitution (H-1B-M8) 56. Explain the significance of the Bill of Rights and its specific guarantees (H-1B-M8) 57. Describe major events and issues involving early presidencies (H-1B-M8)

<p>H-1B-M9: describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers</p>	<p>58. Explain Napoleon’s reasons for selling the Louisiana territory to the United States and the impact of that acquisition (H-1B-M9)</p> <p>59. Explain President Madison’s reason for declaring war in 1812, the sectional divisions over the war, and the consequences of the Native American alliance with the British (H-1B-M9)</p> <p>60. Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations (H-1B-M9)</p> <p>61. Explain westward movement of the United States, the changes it created, and its effects on relations with Native Americans (H-1B-M9)</p> <p>62. Explain Manifest Destiny and its economic, political, social, and religious roots (H-1B-M9)</p> <p>63. Describe diplomatic and political developments that led to the resolution of conflicts with Britain, Spain, and Russia from 1815 to 1850 (H-1B-M9)</p> <p>64. Identify the causes, course, and consequences of the Texas War for Independence and the Mexican-American War (H-1B-M9)</p>
<p>H-1B-M10: analyzing the changes and regional tensions created by Jacksonian democracy, the Industrial Revolution, increasing immigration, the rapid expansion of slavery, and the westward movement</p>	<p>65. Describe Jacksonian democracy, the influence of Jackson on the U.S. political system, and Jackson’s Indian Removal Policy (H-1B-M10)</p> <p>66. Identify major technological developments related to land, water, and transportation and explain how they transformed the economy, created international markets, and affected the environment (H-1B-M10)</p> <p>67. Analyze national policies on a protective tariff, a national bank, federally funded improvements (e.g., roads, canals, railroads), and educational and prison reforms (H-1B-M10)</p> <p>68. Compare ways of life in northern and southern states and identify factors that caused rapid urbanization and the growth of slavery (H-1B-M10)</p> <p>69. Identify the causes and explain the effects of new waves of immigration prior to the Civil War (H-1B-M10)</p>

<p>H-1B-M11: explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society</p>	<p>70. Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, woman’s suffrage, and abolition (H-1B-M11)</p> <p>71. Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation (H-1B-M11)</p> <p>72. Identify the major antebellum reform movements, their leaders, and the movements’ effects on the United States (H-1B-M11)</p>
<p>H-1B-M12: describing the causes and course of the Civil War and examining the impact of the war on the American people</p>	<p>73. Describe the economic, social, and cultural differences between the North and South, including the advantages and disadvantages each had at the outbreak of the Civil War (H-1B-M12)</p> <p>74. Explain the impact of the compromises on the issue of slavery and the Dred Scott decision on increasing tensions between the North and South (H-1B-M12)</p> <p>75. Explain the immediate and long-term causes of the secession of the southern states and the outbreak of the Civil War (H-1B-M12)</p> <p>76. Describe the course of the Civil War, including major turning points and the war’s immediate and long-term impact on the North and the South (H-1B-M12)</p> <p>77. Explain the purpose, significance, and results of Lincoln’s Emancipation Proclamation (H-1B-M12)</p> <p>78. Describe provisions of the Thirteenth Amendment and Lincoln’s reasons for advancing it, as well as the purpose and significance of the Fourteenth and Fifteenth Amendments (H-1B-M12)</p>
<p>H-1B-M13: comparing and evaluating various reconstruction plans of the post–Civil War era</p>	<p>79. Describe, compare, and evaluate various reconstruction plans of the post–Civil War South (H-1B-M13)</p> <p>80. Explain the growing conflict between Andrew Johnson and Congress and the reasons for and consequences of his impeachment and trial (H-1B-M13)</p> <p>81. Describe the successes and failures of Reconstruction, as well as its impact on the South (H-1B-M13)</p> <p>82. Explain how the presidential election of 1876 led to the Compromise of 1877 and brought about an end to Reconstruction in the South (H-1B-M13)</p>
<p>H-1B-M14: describing the impact of industrialization in the United States</p>	

H-1B-M15: describing the significant economic, political, social, and cultural changes that have occurred in the United States during the twentieth century	
H-1B-M16: identifying the causes and consequences of major world conflicts involving the United States	
H-1B-M17: describing the impact of the Great Depression and World War II on American society	
H-1B-M18: discussing significant developments and issues in contemporary United States history	
<i>C. World History</i>	
<i>There are no Grade-Level Expectations for benchmarks in grade 7 for this category.</i>	
<i>D. Louisiana History</i>	
<i>There are no Grade-Level Expectations for benchmarks in grade 7 for this category.</i>	

Sample Test Items: Grade 7 Social Studies

Civics

Structure and Purposes of Government

GLE 11—*Explain the meaning of the term federalism (C-1A-M2)*

- 1 Federalism is **best** described as a system in which
- A** most or all power is concentrated in a central government.
 - B** little or no government power is exercised over individuals.
 - C** self-ruling nations or states ally with others for a common purpose.
 - D** power is balanced between a central government and state governments.

Correct response: D

Match to GLE: This item asks students to identify an important characteristic of federalism. Other grade 7 iLEAP items that measure this GLE may ask students to recognize other aspects of federalism.

Civics

Structure and Purposes of Government

GLE 12—*Distinguish between various forms of government (e.g., monarchy, totalitarian) and describe their characteristics and organization (C-1A-M2)*

- 2 Which statement **best** describes a republic?
- A** A king or queen rules according to a constitution.
 - B** One political group or economic class rules over everyone.
 - C** Priests or religious leaders rule as representatives of divine will.
 - D** The people elect representatives to make policy decisions for them.

Correct response: D

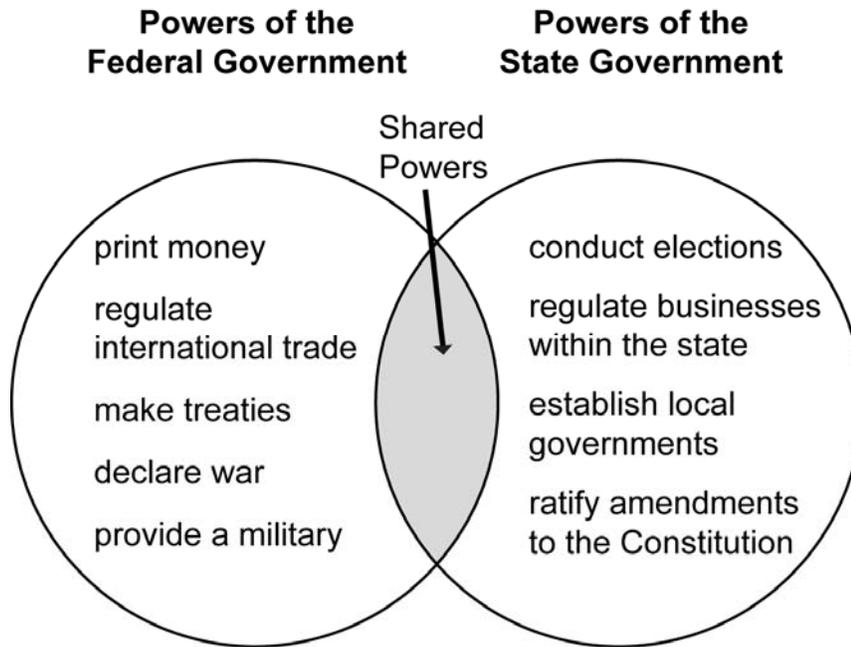
Match to GLE: This item asks students to identify an important characteristic of a republic. Other grade 7 iLEAP items that measure this GLE may ask students to describe or distinguish among other forms of government.

Civics

Structure and Purposes of Government

GLE 14—Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution (C-1A-M3)

Use this web to answer question 3.



3 Which power does **not** belong in the shaded area of the web?

- A** collect taxes
- B** establish courts
- C** establish post offices
- D** make and enforce laws

Correct response: C

Match to GLE: This item presents students with a web (Venn diagram) and asks students to identify a power that is not shared by state and federal government. Other grade 7 iLEAP items that measure this GLE may relate to other aspects of shared or separated powers.

Civics

Structure and Purposes of Government

GLE 15—Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch (C-1A-M5)

Use this passage to answer question 4.

In 1965 in Des Moines, Iowa, John and Mary Beth Tinker were suspended from school for wearing black armbands to protest the Vietnam War. Their parents filed a suit against the school district, claiming that the school had violated their children's right to freedom of expression.

The Supreme Court agreed with the parents. The court said John and Mary Beth did not intrude upon the rights of others by expressing themselves. Therefore, the students' actions fell under the protection of the First Amendment of the Constitution: "In the absence of . . . constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views."

—*Tinker v Des Moines*, 1969

- 4** This passage is from a case tried in the U.S. Supreme Court. Which power of the judicial branch was exercised in the court case?
- A** the power to reject cases
 - B** the power of judicial review
 - C** the power to preside over impeachment trials
 - D** the power to interpret laws passed by Congress

Correct response: B

Match to GLE: This item asks students to relate a power of the judicial branch to an episode in American history. Other grade 7 iLEAP items that measure this GLE may focus on powers of the executive or legislative branches of government.

Civics

Structure and Purposes of Government

GLE 16—*Identify qualifications and terms of office for elected officials at the national level (C-1A-M6)*

- 5 Which is **not** a constitutional qualification for becoming president of the United States?
- A being male
 - B being at least 35 years old
 - C being a natural-born American citizen
 - D being a resident of the United States for at least 14 years

Correct response: A

Match to GLE: This item relates to the qualifications for the office of president. Other grade 7 iLEAP items that measure this GLE may relate to qualifications and terms for other government offices.

Civics

Structure and Purposes of Government

GLE 18—*Describe the powers/responsibilities and limits of power for government officials at the national level (C-1A-M6)*

- 6 Under the system of checks and balances, each branch of government has roles that check the other two branches. One example of how the legislative branch checks the powers of the executive branch is
- A negotiating foreign treaties.
 - B approving cabinet appointments.
 - C declaring laws unconstitutional.
 - D nominating Supreme Court justices.

Correct response: B

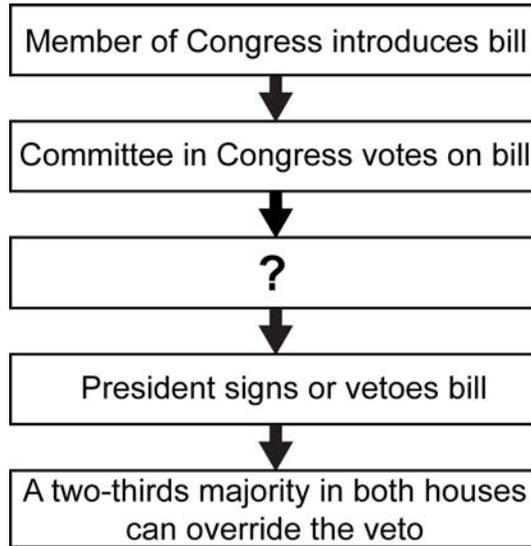
Match to GLE: This item asks students to identify how the legislative branch checks the powers of the executive branch. Other grade 7 iLEAP items that measure this GLE may involve other checks and balances among the branches of government.

Civics

Structure and Purposes of Government

GLE 19—*Explain how a bill becomes law at the federal level (C-1A-M7)*

Use this diagram to answer question 7.



- 7** This diagram shows how a bill becomes a federal law. Which of these **best** completes the diagram?
- A** The public votes on the bill in a national election.
 - B** The president’s cabinet debates and votes on the bill.
 - C** The Senate and the House debate and vote on the bill.
 - D** The Supreme Court decides whether the bill is constitutional.

Correct response: C

Match to GLE: This item asks students to identify a missing step in the process of a bill becoming a law. Other grade 7 iLEAP items that measure this GLE may relate to other aspects of this same process.

Civics

Foundations of the American Political System

GLE 22—*Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution (C-1B-M1)*

- 8** Through the Articles of Confederation, the new American states formed a “league of friendship” but kept most of their power as independent states. Which difficulty resulted from the lack of a strong national government during the 1780s?
- A** The institution of slavery expanded and intensified in the South.
 - B** Economic depression hit, and per-capita income fell almost 50 percent.
 - C** The states lost many trading opportunities with Great Britain.
 - D** Individual states protected their interests in ways that were harmful to other states.

Correct response: D

Match to GLE: This item asks students to identify one problem the United States faced after the Revolutionary War that led to the writing of the Constitution. Other grade 7 iLEAP items that measure this GLE may relate to other problems that led to the writing of the U.S. Constitution.

Civics

Foundations of the American Political System

GLE 23—*Compare and contrast the Articles of Confederation with the U.S. Constitution (C-1B-M1)*

Use this excerpt to answer question 9.

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States . . .

To borrow Money on the credit of the United States . . .

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water . . .

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions . . .

—excerpt from *Article 1, Section 8 of the U.S. Constitution*

- 9** Which congressional power described above was **not** a power of Congress under the Articles of Confederation?
- A** the power to collect taxes
 - B** the power to borrow money
 - C** the power to declare war
 - D** the power to repel invasions

Correct response: A

Match to GLE: This item asks students to identify a power of Congress under the U.S. Constitution that was not included in the Articles of Confederation. Other grade 7 iLEAP items that measure this GLE may have students compare or contrast the U.S. Constitution and Articles of Confederation in other ways.

Civics

Foundations of the American Political System

GLE 25—*Identify the arguments of the Federalists and Anti-Federalists (C-1B-M1)*

Use this quote to answer question 10.

What, sir, is the genius of democracy?—that government is, or ought to be, instituted for the common benefit, protection, and security of the people, nation, or community . . . and that whenever any government shall be found inadequate, or contrary to those purposes, a majority of the community hath an indubitable, unalienable, and indefeasible right to reform, alter, or abolish it. . . .

This, sir, is the language of democracy—that a majority of the community have a right to alter government when found to be oppressive. But how different is the genius of your new Constitution from this! How different from the sentiments of freemen, that a contemptible minority can prevent the good of the majority! . . . If, sir, amendments are left to the twentieth, or tenth part of the people of America, your liberty is gone forever. . . .

—Patrick Henry, Virginia Ratifying Convention, 1788

- 10** What concern about the new Constitution did Patrick Henry express in these remarks?
- A** that it gave an unfair advantage to the smaller states
 - B** that it offered solutions to problems that were not important
 - C** that it left the new nation at the mercy of foreign enemies
 - D** that it gave government too much power over the people

Correct response: D

Match to GLE: This item relates to the attitudes of Patrick Henry, a prominent Anti-Federalist. Other grade 7 iLEAP items that measure this GLE may relate to the opinions or concerns of the Federalist and Anti-Federalist movements.

Civics

Foundations of the American Political System

GLE 24—Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union (C-1B-M1)

- 11** The delegates at the Constitutional Convention faced the following two conflicting challenges:
- the need to strengthen the federal government
 - the need to represent state interests in Congress

Which statement explains how the Great Compromise addressed these challenges?

- A** It called for a one-house legislative branch in which each state would be represented equally with one vote.
- B** It called for a two-house legislative branch in which states would be represented equally in one house and by the state's population in the other house.
- C** It called for a one-house legislative branch in which each state would be represented according to its population.
- D** It called for a two-house legislative branch in which seats in both houses would be determined by the state's population.

Correct response: B

Match to GLE: This item asks students to identify the role of the Great Compromise in forming the American constitutional government. Other grade 7 iLEAP items that measure this GLE may relate to the Continental Congress or other characteristics of the Great Compromise.

Civics

Foundations of the American Political System

GLE 27—*Explain how ancient governments influenced American democracy and culture (C-1B-M1)*

- 12** American democracy has its roots in political ideas borrowed from
- A** the Incas.
 - B** the Vikings.
 - C** the ancient Greeks.
 - D** the ancient Egyptians.

Correct response: C

Match to GLE: This item asks students to recognize the origins of American democracy in ancient Greek civilization. Other grade 7 iLEAP items that measure this GLE may ask students to recognize similar early influences on American democracy and culture.

Civics

Foundations of the American Political System

GLE 29—*Define and explain the ideas expressed in the Mayflower Compact and the Declaration of Independence (C-1B-M3)*

Use this excerpt to answer question 13.

We, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

—*Mayflower Compact, 1620*

- 13** Which fundamental ideal do the Mayflower Compact and the Declaration of Independence **both** uphold?
- A** government by the people
 - B** separation of church and state
 - C** right to overthrow an unjust government
 - D** right to liberty and the pursuit of happiness

Correct response: A

Match to GLE: This item asks students to identify one particular commonality between the Mayflower Compact and the Declaration of Independence. Other grade 7 iLEAP items that measure this GLE may relate to other aspects of these two documents.

Civics

Foundations of the American Political System

GLE 30—*Explain the principles of government embodied in the U.S. Constitution (C-1B-M3)*

- 14** Which guarantee is **not** included in the First Amendment?
- A** right to bear arms
 - B** freedom of religion
 - C** freedom of assembly
 - D** right to free speech

Correct response: A

Match to GLE: This item asks students to distinguish among First Amendment rights and other constitutional guarantees. Other grade 7 iLEAP items that measure this GLE may relate to other principles embodied in the U.S. Constitution.

Civics

International Relationships

GLE 36—*Explain how U.S. foreign policy is formed and carried out (C-1C-M2)*

- 15** Which federal agency is primarily responsible for overseeing U.S. foreign policy?
- A** Department of State
 - B** Department of Commerce
 - C** Department of the Interior
 - D** Department of Homeland Security

Correct response: A

Match to GLE: This item asks students to identify the agency responsible for U.S. foreign policy. Other grade 7 iLEAP items that measure this GLE may relate to other aspects of how foreign policy is formed and/or carried out.

Civics

Roles of the Citizen

GLE 38—Identify the qualifications or requirements for U.S. citizenship, including naturalization (C-1D-M1)

Use this page of information to answer question 16.

<input type="radio"/>	• Individuals must be able to support themselves financially or have a sponsor to support them.
	• Individuals over the age of 18 who have lived in the U.S. may begin the petition process.
<input type="radio"/>	• Individuals must obey the laws of the U.S. and support the Constitution.
	• Individuals must pass a series of tests to prove they can read, write, and speak English as well as have a basic understanding of U.S. history and government.
<input type="radio"/>	

16 The information listed above is about the

- A** process of becoming a naturalized citizen.
- B** process of obtaining a passport.
- C** requirements for voting in national elections.
- D** requirements for running for a public office.

Correct response: A

Match to GLE: This item asks students to recognize elements of the naturalization process. Other grade 7 iLEAP items that measure this GLE may ask students to describe or identify the requirements or process for becoming a citizen.

Civics

Roles of the Citizen

GLE 39—*Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights) (C-1D-M2)*

Use this passage to answer question 17.

Congress shall make no laws respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or the press, or the right of the people peaceably to assemble, and to petition the government for a redress of grievance.

- 17** This passage is from the First Amendment to the U.S. Constitution. It includes the right of people to
- A** refuse to pay taxes.
 - B** protest government policies.
 - C** break the law for religious reasons.
 - D** determine how crimes should be punished.

Correct response: B

Match to GLE: This item relates to the constitutional right of citizens to protest government policies. Other grade 7 iLEAP items that measure this GLE may relate to other legal rights and responsibilities of U.S. citizens.

Geography

Places and Regions

GLE 2—*Explain how physical features and climate affected migration, settlement patterns, and land use in the United States through 1877 (G-1B-M1)*

- 18** Which statement **best** describes why colonists wanted to settle the Ohio River Valley in the mid-1700s?
- A** The area was rich in fertile soil, forests, and wild animals.
 - B** French fur trappers were eager to trade with the colonists.
 - C** There were no Native American peoples already living in the region.
 - D** The British government offered money and land to families that settled there.

Correct response: A

Match to GLE: This item asks students to identify an important physical characteristic of the Ohio River Valley. Other grade 7 iLEAP items that measure this GLE may relate to other ways that physical features and climate influenced migration, settlement, and land use in the United States through 1877.

Geography

Physical and Human Systems

GLE 6—*Identify selected racial, ethnic, and religious groups that settled in the United States and explain the political, cultural, and economic reasons for immigration (G-1C-M4)*

- 19** A person’s choice to migrate is often described in terms of “push” factors and “pull” factors. Which of the following was a **pull factor** for Irish immigrants coming to the United States between 1780 and 1850?
- A** famine
 - B** political oppression
 - C** overpopulation
 - D** job opportunities

Correct response: D

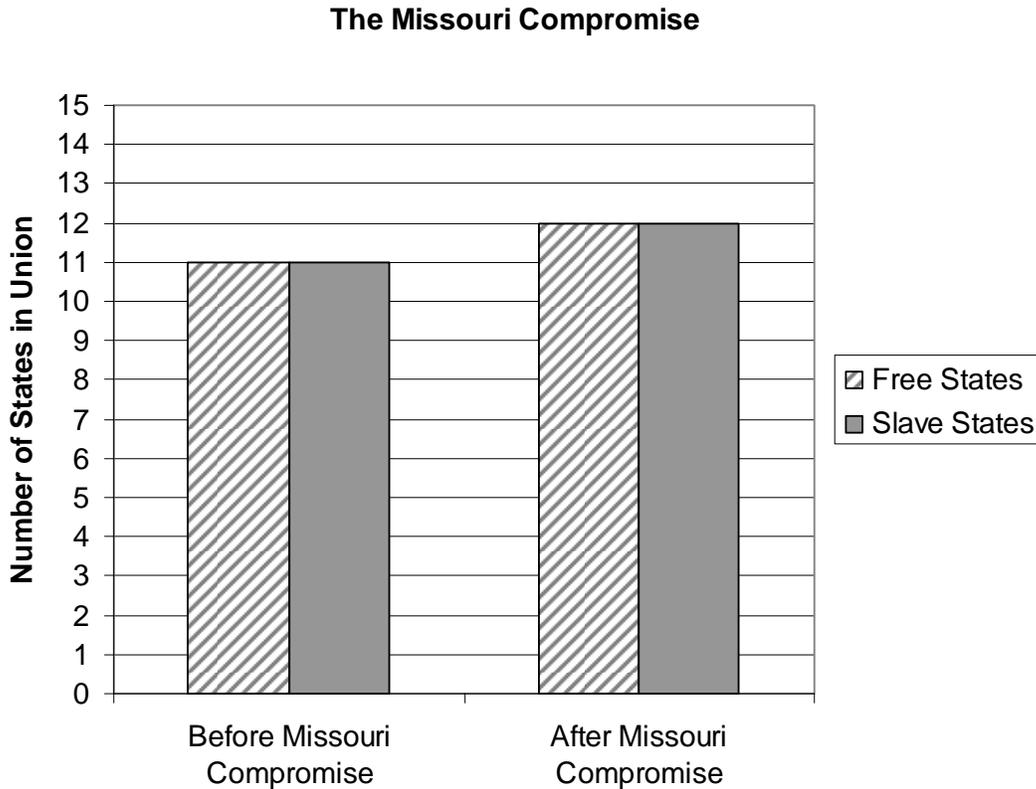
Match to GLE: This item asks students to identify an economic reason Irish immigrants were drawn to the United States. Other grade 7 iLEAP items that measure this GLE may relate to political or cultural factors and other groups of immigrants.

Geography

The World in Spatial Terms

GLE 1—Analyze various types of maps, charts, graphs, and diagrams related to U.S. history (G-1A-M2)

Use this graph to answer question 20.



20 According to the graph, which statement is true?

- A** The Missouri Compromise kept the number of free states and slave states in balance.
- B** The Missouri Compromise kept the total number of states in the Union the same.
- C** The Missouri Compromise increased the number of free states but did not change the number of slave states.
- D** The Missouri Compromise increased the number of slave states but did not change the number of free states.

Correct response: A

Match to GLE: This item asks students to interpret a double bar graph related to the Missouri Compromise. Other grade 7 iLEAP items that measure this GLE may ask students to read and interpret other maps, charts, graphs, or diagrams related to U.S. history.

History

United States History

GLE 53—*Explain the role of key figures in the American Revolution (H-1B-M6)*

- 21** What was the main contribution of Marquis de Lafayette during the American Revolution?
- A** He supplied money to the Continental Army.
 - B** He introduced new weapons to the American colonists.
 - C** He convinced France to join the fight against the British.
 - D** He helped George Washington decide military strategies.

Correct response: C

Match to GLE: This item asks students to identify the role of Marquis de Lafayette. Other grade 7 iLEAP items that measure this GLE may ask students to recognize the contributions of other key figures in the American Revolution.

History

United States History

GLE 51—*Describe one or more of the events that led to the American Revolution (H-1B-M6)*

- 22** Great Britain responded to the Boston Tea Party by
- A** repealing the Tea Act and ending the tax on tea.
 - B** passing the Coercive Acts and closing Boston Harbor.
 - C** sending troops to Concord to seize the local militia's weapons.
 - D** sending the Olive Branch Petition to make peace with the colonies.

Correct response: B

Match to GLE: This item asks students to identify a result of the Boston Tea Party. Other grade 7 iLEAP items that measure this GLE may ask students to describe other events that led to the American Revolution.

History

United States History

GLE 60—*Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations (H-1B-M9)*

- 23** Which statement is an idea expressed in the Monroe Doctrine?
- A** The United States, not Europe, should complete the settlement of North America.
 - B** The United States, not Britain, should control British territories in Asia.
 - C** The United States should trade only with Britain and France.
 - D** The United States should expand its territory north into Canada.

Correct response: A

Match to GLE: This item asks students to describe an aspect of the Monroe Doctrine. Other grade 7 iLEAP items that measure this GLE may ask students to describe other aspects of the Monroe Doctrine.

History

United States History

GLE 62—*Explain Manifest Destiny and its economic, political, social, and religious roots (H-1B-M9)*

Use this quotation to answer question 24.

We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that “the gates of hell”—the powers of aristocracy and monarchy—“shall not prevail against it.”

- 24** This quotation was taken from a journal article in 1839. With which statement would the author of the article **most likely** agree?
- A** The United States should be careful about growing too quickly.
 - B** The United States should be ruled by a monarchy.
 - C** The United States was meant by God to expand and become great.
 - D** The United States does not need to protect its borders.

Correct response: C

Match to GLE: This item asks students to identify the religious rationale for Manifest Destiny. Other grade 7 iLEAP items that measure this GLE may relate to the economic, political, or social rationales of this idea.

History

United States History

GLE 65—Describe Jacksonian democracy, the influence of Jackson on the U.S. political system, and Jackson’s Indian Removal Policy (H-1B-M10)

- 25** Which of these was a policy of Andrew Jackson’s presidency?
- A** a temporary end to westward expansion
 - B** the forced relocation of Native Americans
 - C** the waging of wars with European powers
 - D** the strengthening of the powers of Congress

Correct response: B

Match to GLE: This item relates to Jackson’s Indian Removal Policy. Other grade 7 iLEAP items that measure this GLE may relate to additional aspects of Jacksonian democracy.

History

United States History

GLE 66—Identify major technological developments related to land, water, and transportation and explain how they transformed the economy, created international markets, and affected the environment (H-1B-M10)

- 26** If a Louisiana merchant needed to transport a large amount of sugar to St. Louis, Missouri in 1850, which method of transportation would he **most likely** use?
- A** train
 - B** horseback
 - C** steamboat
 - D** automobile

Correct response: C

Match to GLE: This item relates to a technological development in transportation that influenced the economy. Other grade 7 iLEAP items that measure this GLE may relate to developments in other areas and their effects on the economy and/or environment.

History

United States History

GLE 67—Analyze national policies on a protective tariff, a national bank, federally funded improvements (e.g., roads, canals, railroads), and educational and prison reforms (H-1B-M10)

27 Which act did Congress pass to limit the power of railroad corporations?

- A** Interstate Commerce Act
- B** Federal Reserve Act
- C** Removal Act
- D** Tariff Act

Correct response: A

Match to GLE: This item relates to the Interstate Commerce Act and its effect on railroad corporations. Other grade 7 iLEAP items that measure this GLE may relate to other national policies or reforms.

History

United States History

GLE 70—Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, woman’s suffrage, and abolition (H-1B-M11)

28 The American Society for the Promotion of Temperance was formed in 1826 during the Second Great Awakening. Which later constitutional amendment was **most** influenced by the society’s beliefs?

- A** Sixteenth Amendment: income tax authorization
- B** Seventeenth Amendment: direct election of senators
- C** Eighteenth Amendment: prohibition of alcohol
- D** Nineteenth Amendment: women’s suffrage

Correct response: C

Match to GLE: This item asks students to connect the Second Great Awakening with later constitutional amendments. Other grade 7 iLEAP items that measure this GLE may relate to the Second Great Awakening in additional ways.

History

United States History

GLE 68—*Compare ways of life in northern and southern states and identify factors that caused rapid urbanization and the growth of slavery (H-1B-M10)*

- 29** Which statement **best** describes the effects of the Industrial Revolution on northern and southern states?
- A** Southern states were able to diversify their economy by creating more manufactured goods.
 - B** Railroads led to the growth of southern cities, creating a greater need for slave labor.
 - C** The textile industry boomed in the North, encouraging immigrants to move to work in factories and creating a greater demand for cotton from the southern states.
 - D** In addition to the factory system, northern states were able to improve farming methods to include cash crops.

Correct response: C

Match to GLE: This item asks students to relate the Industrial Revolution to changes in the North and South. Other grade 7 iLEAP items that measure this GLE may ask students to compare the way of life in northern and southern states and focus on other factors that caused rapid urbanization and the growth of slavery.

History

United States History

GLE 71—*Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation (H-1B-M11)*

- 30** Abolitionists such as William Lloyd Garrison believed that
- A** slavery should be ended very gradually.
 - B** slavery was a healthy part of American society.
 - C** freed slaves should be forcefully relocated to Africa.
 - D** slavery contradicted the American ideals of liberty and equality.

Correct response: D

Match to GLE: This item asks students to identify a fundamental belief of William Lloyd Garrison, a prominent abolitionist. Other grade 7 iLEAP items that measure this GLE may relate to other attitudes and beliefs related to ending slavery in the United States.

APPENDICES

APPENDIX A

Glossary

Accommodations changes to test format or administration conditions for students with special needs that do not change the construct being measured but do remove construct-irrelevant contributions to test scores that would otherwise exist for these individuals. Louisiana permits accommodations for students with disabilities according to the Individuals with Disability Education Improvement Act of 2004 (IDEA) or the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as well as students identified as limited English proficient.

Accountability the systematic use of assessment data and other information to assure those inside and outside of the educational system that the performance of students, educators, and schools is progressing

Achievement levels expectations for levels of performance. LEAP and iLEAP achievement levels are *Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory*.

Assessment a systematic method of obtaining evidence from tests and other sources, used to draw inferences about characteristics of people or programs for a specific purpose

Benchmark a broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress

Common Core State Standards (CCSS) standards adopted by BESE in July 2010, which define the knowledge and skills students should acquire throughout their K-12 education in order to graduate from high school prepared to succeed in their post-secondary pursuits

Constructed-response item a test item with directions that instruct students to generate an answer that is stated in writing or explained by a diagram, a chart, or some other evidence of their thinking

Content standards a description of what a student should know and be able to do through subject matter, knowledge, and proficiencies gained as a result of his or her education

Criterion-referenced test (CRT) an assessment that compares a student's performance to a specific learning objective rather than to the performance of other students

Cut score the critical point for separating scores into achievement level groups based on an established set of criteria

Dimensions of writing the components of the scoring rubric used to evaluate student responses to a writing prompt. For iLEAP, the dimensions of content and style are scored.

Grade-Level Expectation (GLE) a statement that defines what a student should know and be able to do at the end of a given grade level. GLEs add further definition to standards and benchmarks.

Individual Accommodation Plan (IAP) a written plan developed at the school level that describes the accommodations for classroom instruction and testing, as well as statewide assessments, for a student who qualifies under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, also referred to as a Section 504 plan

Individualized Education Program (IEP) a written plan developed by the IEP team that prescribes the educational program designed to meet the specific needs of a student who meets federal special education guidelines under the Individuals with Disability Education Improvement Act of 2004 (IDEA). This plan includes the accommodations students are to receive in classroom instruction and testing, as well as on statewide assessments.

iLEAP *integrated* LEAP, Louisiana’s statewide assessment for grades 3, 5, 6, and 7

Inter-rater reliability the degree to which different scorers agree on the score to be assigned to a test response

Item an individual question or task in an assessment or evaluation instrument

Key Concepts descriptions of important content emphasized in the assessment

LEP abbreviation for limited English proficiency. The No Child Left Behind Act (NCLB) identifies these students as those who do not speak English as their primary language, have a limited ability to read, speak, write, or understand English and whose difficulties with the English language may be sufficient to deny the individual the ability to meet a state’s proficient level of achievement on state assessments.

Multiple-choice item a test item that consists of an interrogatory stem with answer choices. Students are required to select the correct answer from several choices. This kind of item is also referred to as a selected-response item.

NCLB the federal Elementary and Secondary Education Act of 2001, known as No Child Left Behind

Norm-referenced test (NRT) an assessment in which a student’s performance is compared to a larger group. Usually the larger group, or norm group, is a national sample representing a wide and diverse cross-section of students.

Norms indicators of typical performance

Partnership for Assessment of Readiness for College and Careers (PARCC) a consortium of 24 states, including Louisiana, who are developing a common set of assessments in English Language Arts and mathematics that are centered on measuring

student progress on the CCSS, which are based on the knowledge and skills necessary for high school graduates to be prepared for college and careers. Louisiana will fully implement the PARCC assessments during the 2014-2015 school year.

Percentile Rank a point on the norms distribution below which a certain percentage of the scores fall. For example, a student who scores at the 70th percentile has scored higher than 70 percent of the students in the norm group.

Raw score a person's observed score on a test, that is, the number correct

Rubric a scoring guide for open-ended questions or performance tasks. A scoring rubric contains a description of the requirements for varying levels of success in response to the task.

Sample test items examples of the kinds of test items that appear on a test such as *iLEAP*

Scaled score derived scores to which raw scores are converted by numerical transformation (e.g., conversion of raw scores to percentile ranks or scaled scores)

Standard a broad statement of expectations for student learning

Standard setting the process for determining the cut point for each achievement level

Stimulus material the part of a test item that provides information needed to complete the item (e.g., illustrations, maps, charts, and graphs)

Strand categories within particular content areas. Because strands are interrelated, they should be integrated, rather than taught in isolation. For this reason, a test item may assess more than one strand.

Survey battery a shortened version of the Iowa Tests of Basic Skills

Test blueprint a document, usually in the form of a chart, representing the distribution of items for each standard or strand for a content area assessment

Test specifications detailed information about an assessment (e.g., test blueprint, test design, item types, test description, test content)

Writing prompt the topic and explanation provided to students on the English Language Arts writing test that elicits a response to text (one or two passages)

APPENDIX B

***i*LEAP Transitional Assessments Frequently Asked Questions (FAQs)**

1. Why is *i*LEAP being revised?

In 2010, the Board of Elementary and Secondary Education (BESE) approved the Common Core State Standards (CCSS) (http://www.doe.state.la.us/topics/common_core.html), which will eventually replace the current English language arts (ELA) and mathematics standards/GLEs. After adopting the CCSS, Louisiana became a governing member of a 24-state consortium—the Partnership for Assessment of Readiness for College and Careers (PARCC)—working to develop next-generation assessments that measure the full range of the CCSS. In preparation for the PARCC assessments, which are to be administered starting in the 2014-2015 school year, the Department has created transitional assessments in ELA and mathematics.

2. How does the transitional *i*LEAP differ from previous *i*LEAP assessments?

The mathematics transitional assessments will include items that measure content common to the current GLEs and the CCSS (<http://www.louisianaschools.net/topics/gle.html>). The norm-referenced test (NRT) component—the survey battery of The Iowa Tests—of the *i*LEAP Math test will be omitted and replaced by items that more closely match the CCSS focus areas.

In the *i*LEAP ELA assessments, the NRT component will remain, but the current writing prompts will be replaced with a new type of prompt that focuses on a key instructional shift—writing grounded in textual evidence. Instead of responding to a “stand alone” writing prompt, a student will read one or two passages and use the information from the text(s) to support his or her response.

The science and social studies *i*LEAP assessments remain unchanged.

3. What tests will be administered in which grades?

Grade	English Language Arts (ELA)	Mathematics	Science	Social Studies
3	Augmented NRT	CRT	CRT	CRT
5	Augmented NRT	CRT	CRT	CRT
6	Augmented NRT	CRT	CRT	CRT
7	Augmented NRT	CRT	CRT	CRT

4. Will Writer’s Checklists be provided for the ELA transitional tests?

Yes. There will be three new Writer’s Checklists in the future: one for grade 3; one for grades 5, 6, and 7; and one for grades 4 and 8. The Writer’s Checklists have all been modified to reflect the new rubrics that will be used to score the transitional writing prompts.

5. Will students be allowed to use calculators on the transitional Math test?

Part 1 of the test is a multiple-choice session that **does not allow** the use of calculators, Part 2 is a multiple-choice session that **allows** the use of calculators, and Part 3 is a constructed-response session that **allows** the use of calculators.

6. Will Mathematics Reference Sheets be provided?

Yes. Mathematics Reference Sheets have been designed specifically for each grade.

7. Will the kind of scores provided for *iLEAP* change?

Yes. With the omission of the Mathematics NRT components, Mathematics NRT reports will no longer be provided. Mathematics scores are reported in terms of achievement levels and by new reporting categories (See Tables 2.3 and 2.4 on page 2-4 of the *iLEAP Assessment Guide* for additional information on mathematics reporting categories).

The score reports for ELA will not change. The ELA NRT reports, such as percentile ranks, are provided for the ELA tests. The CRTs are reported in terms of achievement levels. The items on the ELA NRT component that align with GLEs are included in the CRT achievement level reports.

8. Are the *iLEAP* assessments high-stakes for students regarding pupil progression?

No. The *iLEAP* scores are part of the school performance score (SPS) and adequate yearly progress (AYP) reporting, but the State does not require the use of these assessments to determine promotion and retention.

APPENDIX C

Testing Special Populations Special Education Students and Students with One or More Disabilities According to Section 504

All special education students are to be tested on *iLEAP*, except those whose IEPs indicate otherwise. All students with one or more disabilities according to Section 504 are to be tested.

A summary of test accommodations that may be used for special education students and for students with disabilities according to Section 504 is given below. All accommodations also must be documented on the IEP or IAP and Verification of Section 504 form for the student to receive them. Full details of allowable accommodations and administration procedures are available in the *iLEAP Test Administration Manual* and in *Bulletin 118*.

- **Braille:** Braille test booklets that include all the items in the regular-print edition of the *iLEAP* are available. The test administrator must transfer all braille answers to a scorable answer document.
- **Large Print:** The large-print edition is essentially an enlarged version of the regular-print edition of the test. All test items in the regular-print edition of the answer document are included in the large-print test booklet. Students who use the large-print edition mark their answers on the large-print test booklet, which must be transferred by the test administrator to a scorable answer document.
- **Answers Recorded:** If a student is unable to write due to his or her disability, the test administrator must record the student's exact answers on the scorable answer document.
- **Assistive Technology:** Assistive technology, for example, a computer, tape recorder, calculator, abacus, grip for a pencil, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, or electronic reader, may be provided.
- **Extended Time:** Every student must be given sufficient time to respond to every test item. Time may be adjusted for certain students, such as those who have short attention spans or who may be unable to concentrate for long periods of time on a given task.
- **Communication Assistance:** If warranted by the student's reading level as documented on the IEP or Section 504 Individual Accommodation Plan (IAP) and Verification of Section 504 form, communication assistance in signing or cuing modality should be provided for **portions** of the test—**with the exception of the English Language Arts Reading, Part 2 (Comprehension) test.**
- **Transferred Answers:** If accommodations provide for a student to record answers in the test booklet or use braille, large-print, or technological assistive devices, the student's responses must be transferred onto a scorable answer document exactly as the student wrote them.
- **Individual/Small Group Administration:** Tests may be administered to a small group (maximum, eight students) or to an individual requiring more attention than can be provided in a larger classroom. If accommodations affect the standard administration of the test (e.g., *Tests Read Aloud*), individual or small group administration **must** be used.

- **Tests Read Aloud:** Students may have **portions** of the tests read to them, **with the exception of the English Language Arts Reading, Part 2 (Comprehension) test.** Although the passages, questions, or multiple choices on this part of the test cannot be read aloud, the **directions** may be read aloud.
- **Other:** Any necessary accommodations may be used, but they must be determined by the IEP team or Section 504 Committee and documented on the student’s IEP or IAP and Verification of Section 504 form and must not breach test security or invalidate the meaning of the test score or the purpose of the test. Examples of other accommodations include highlighting the task or verbs in the test directions or assisting the student in tracking the test items.

Information for Deaf and Hard of Hearing Students

The intent of the accommodations for students who are deaf or hard of hearing is to present the instructions in a manner that will allow them to demonstrate skills that have been acquired. The signing modality routinely used in the students’ regular classrooms should be considered when administering these tests.

Physical Setting

The physical setting should include verification that students’ auditory listening devices are in good repair and are in use during the testing period. Students who depend primarily on lip reading should be seated no more than ten feet from the test administrator.

Use of Signs and Fingerspelling

- Students may have **portions** of the tests signed to them, **with the exception of the English Language Arts Reading, Part 2 (Comprehension) test.** Although the passages, questions, or multiple choices on this session of the test cannot be signed, the **directions** may be signed. Signed administration of tests that measure reading ability makes little sense, since any score so obtained would offer no information about a student’s ability and thus be invalid.
- Test items should be signed exactly as written but **not** when the sign would reveal the answer to the question. For example, signing the words in the Reading, Part 1 (Vocabulary) portion of the English Language Arts test may indicate the correct answer. These words are to be fingerspelled.
- Fingerspelling must **not** be used to administer items that require students to demonstrate the skill of spelling.

Information For Limited English Proficient Students

All LEP students are to be tested. LEP students qualify for accommodations **used in their classroom instruction and assessment.**

- **Extended Time:** Every student should be given sufficient time to respond to every test item. Time may be adjusted for students who must process from one language to another.
- **Individual/Small Group Administration:** Tests may be administered to a small group (maximum, eight students) or to an individual requiring more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (e.g., *Tests Read Aloud*), individual or small group administration **must** be used.
- **Provision of English/Native Language Word-to-Word Dictionary (No Definitions):** LEP students may use either a standard or electronic English/native language word-to-word dictionary (no definitions) on all sessions of the tests. Students may use an English/native language word-to-word dictionary **with definitions** on **only** the English Language Arts **Writing test.**
- **Tests Read Aloud:** Students may have **portions** of the tests read to them, **with the exception of the English Language Arts Reading, Part 2 (Comprehension) test.** Although the passages, questions, or multiple choices on this session of the test cannot be read aloud, the **directions** may be read aloud.
- **Test Administered by ESL Teacher or by Individual Providing Language Services:** Familiarity with the speech patterns of the ESL teacher or the individual providing language services may help the student better understand the test directions or the portions of the test that are read aloud if the student receives the accommodation *Tests Read Aloud.*

Implementing Testing Accommodations— A Planning Checklist for the General Education Teacher

1. Do you know which accommodations are documented on the students' IEPs or IAPs?
2. Does the student use the accommodations in classroom instruction and assessment?
3. Have special test materials been ordered (large print, braille, transparencies)?
4. Have students eligible for the accommodation *Tests Read Aloud* been assigned individual or small-group administration to prevent interfering with the testing of other students?
5. Are any other students eligible for small-group or individual test administration?
6. Where will small-group or individual testing take place, and who is the person trained to supervise the student(s) there?
7. If needed, have trained readers, scribes, and sign-language interpreters been assigned to individual students?
8. Is necessary special equipment available, and has it been checked for correct operation (e.g., word processor, computer, tape recorder, calculator)?
9. During testing, are you providing all eligible students with the accommodations documented on their IEPs or IAPs and used in classroom instruction and assessment? After testing, did you transfer student responses to scorable answer documents for students using braille, large print, and assistive devices?
10. Did you record the specific accommodations **actually used in testing** on the answer document?
11. Have students who took makeup tests received the needed accommodations?

(Verify numbers 1, 3, 4, 5, 6, 7, 8, and 11 with the School Test Coordinator.)

Comments and Cautions

Whenever possible, attend IEP meetings for students you teach. Information from the general education teacher is necessary to help the IEP team determine which instructional and classroom assessment accommodations enable a student to demonstrate best what he or she knows and can do.

Individual or small-group administration **must** be used if the accommodations will interfere with the testing of other students (e.g., *Tests Read Aloud*).

Immediately following testing, all provided accommodations must be marked on scorable answer documents.

Ethical Assessment Practices

Ethical assessment practices relate to actions between test administrators and students taking the test. Unethical practices include coaching students during testing, editing student work, giving clues, paraphrasing, offering additional information, or any other practice that would give students unapproved assistance or provide advantage.

Accommodations must never compromise the purpose of the test. For example, a test of reading comprehension cannot be read aloud because that destroys the purpose of the test—to measure reading ability. However, part or all of the Science and other content-area tests may be read aloud to students who are to receive the accommodation *Tests Read Aloud*.

Finally, accommodations must not compromise test security or confidentiality. All policies and procedures regarding test security and processing of test materials must be followed. (See your district and the BESE Test Security Policy as well as *Bulletin 118*.)

APPENDIX D

Writer's Checklist



GRADES 5, 6 & 7

ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Content:

- Read the directions, the passage(s), and the writing topic carefully and write on **all** parts as directed.
- Present a clear main idea.
- Give enough details to support and develop your main idea.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Present your ideas in a logical order and include a beginning, middle, and ending.

Style:

- Use interesting words that express your meaning well.
- Write complete sentences and use a variety of sentence types and lengths to make your writing easy to follow.



Important Reminders:

Your composition will be scored on content.

- ☞ your central idea
- ☞ development of ideas
- ☞ use of the passage(s)
- ☞ organization

Your composition will be scored on style.

- ☞ word choice
- ☞ expression of ideas
- ☞ sentence variety

DIRECTIONS FOR WRITING

Follow the steps below to help you write your composition.

Step 1: Planning and Drafting

- ☞ Read the directions, the passage(s), and the writing topic in your test booklet carefully.
- ☞ Think about what you will write before you begin.
- ☞ Make sure to use well-chosen details from the passage(s) to support your ideas.
- ☞ Use the space provided in your test booklet for planning your composition and writing your rough draft.
- ☞ Remember that your planning notes and rough draft will not be scored.

Step 2: Revising

- ☞ Review your composition to make sure you have covered all the points on the Writer's Checklist.
- ☞ Reread your rough draft.
- ☞ Rearrange ideas or change words to make your meaning clear and improve your composition.
- ☞ Write your final draft neatly on the correct page(s) in your answer document.
- ☞ Write your final draft in either print or cursive using a No. 2 pencil.
- ☞ Use appropriate formatting.

Step 3: Proofreading

- ☞ Read your final draft.
- ☞ Correct any errors in usage (subject-verb agreement, verb tenses, word meanings, and word endings).
- ☞ Correct errors in punctuation, capitalization, and spelling.
- ☞ Erase or strike through words if necessary.



Only the writing on the Final Draft pages in your answer document will be scored.



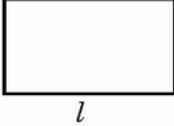
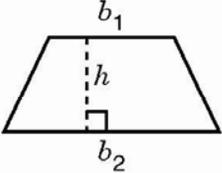
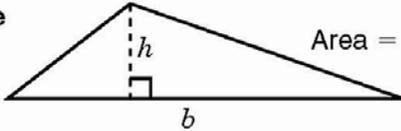
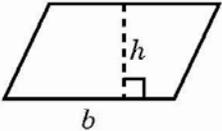
Remember to print or write neatly.

Mathematics Reference Sheet



MATHEMATICS REFERENCE SHEET—GRADE 7

Use the information below to answer questions on the Math test.

Circle		$\pi \approx 3.14$ Area = πr^2 Circumference = $2\pi r$
Rectangle		Area = lw Perimeter = $2(l + w)$
Trapezoid		Area = $\frac{1}{2}h(b_1 + b_2)$
Triangle		Area = $\frac{1}{2}bh$
Parallelogram		Area = bh

Distance Formula:
distance = rate • time