

SAMPLE ITEM BOOKLET
2017
Support
Materials



Directions

Today you will take a test in mathematics. For this test, you will answer selected-response and constructed-response questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You may NOT use a calculator to answer the questions in this session.

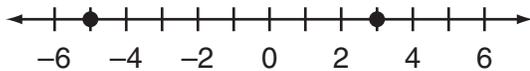
Alignment

CONCEPTS AND PROCEDURES STANDARD: 07.NS.01.01.c

MATHEMATICAL PRACTICES STANDARD: 4

KEY: C

1. Two points are shown on this number line.

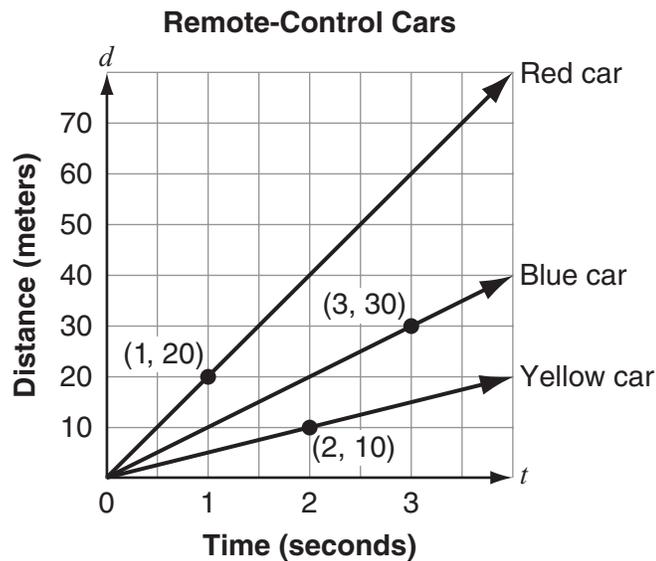


Which expression represents the distance between the two points?

- A $|-5| - |3|$
- B $|3| - |-5|$
- C $|-5 - 3|$
- D $|3 - 5|$

Use the information below to answer questions 2 and 3.

Three friends race their remote-control cars around a racetrack. This graph shows the amount of time it takes each car to travel different distances around the racetrack.

**Alignment**

CONCEPTS AND PROCEDURES STANDARD: 07.RP.01.02

MATHEMATICAL PRACTICES STANDARD: 1

KEY: B

2. Which statement **best** describes the point (1, 20) on the graph?
- A The red car's average speed was $\frac{1}{20}$ meter per second.
 - B The red car's average speed was 20 meters per second.
 - C The red car's average speed was 1 meter per 20 seconds.
 - D The red car's average speed was 1 lap per 20 seconds.

Alignment

CONCEPTS AND PROCEDURES STANDARD: 07.RP.01.02

MATHEMATICAL PRACTICES STANDARD: 3

KEY: B

Use the information on the previous page to answer question 3.

- 3.** The friends want to know which car has the greatest average speed. Which statement about the graphed relationships is true?
- A** The red car has the greatest average speed because it is 5 meters per second faster than the blue car and 10 meters per second faster than the yellow car.
 - B** The red car has the greatest average speed because it is 10 meters per second faster than the blue car and 15 meters per second faster than the yellow car.
 - C** The blue car has the greatest average speed because it is 10 meters per second faster than the red car and 20 meters per second faster than the yellow car.
 - D** The yellow car has the greatest average speed because it is 5 meters per second faster than the blue car and 15 meters per second faster than the red car.

Alignment

CONCEPTS AND PROCEDURES STANDARD: 07.SP.01.01

MATHEMATICAL PRACTICES STANDARD: 3

KEY: D

4. Four students conducted a survey about sports preferences at their middle school. Each student asked participants in their survey the same questions.
- Brian surveyed all the students in the school clubs.
 - Ellen surveyed 10 different students in all of his classes that he had in the morning.
 - Karter surveyed all the seventh graders who were eating sandwiches in the cafeteria at lunchtime.
 - Olivia surveyed each fifth person from a list containing alphabetized names of the students in the school.

Which student's survey would **most likely** be representative of sports preferences at the school?

- A Brian's survey
- B Ellen's survey
- C Karter's survey
- D Olivia's survey

Alignment

CONCEPTS AND PROCEDURES STANDARD: 07.EE.02.04.a

MATHEMATICAL PRACTICES STANDARD: 2

KEY: N/A

5. The length of a rectangle is 4 units more than 3 times its width.
- Write an equation in terms of the width, w , that represents the perimeter, P , of the rectangle. Write your equation in its simplest form.
 - If the width of the rectangle is 10 units, what is the perimeter, in units? Show your work or explain how you know.
- A second rectangle has a length of 15 units and a perimeter of 64 units.
- What is the width, w , in units, of the second rectangle? Use an equation to show your work or explain how you know.

Concepts and Procedures Scoring Rubric

Score	Description
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 earns 0 points.
Blank	No response

Training Notes

- Part a 1 point for correct answer, $8w + 8$, or equivalent
- Part b 2 points for correct answer, **88** (units), or equivalent with sufficient work or explanation that indicates an understanding of how to solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$
- 1 point for correct answer with insufficient or no work or explanation shown
or
for appropriate strategy that indicates an understanding of how to solve word problems with incorrect or no answer
- Part c 1 point for correct answer, **17** (units), or equivalent

Mathematical Practices Scoring Rubric

Score	Description
2	The student earns 2 points.
1	The student earns 1 point.
0	The student earns 0 points.
Blank	No response

Training Notes

- 1 point for abstracting a given situation and representing it symbolically (simplifying the equation to represent the perimeter of the rectangle in terms of its width in part (a))
- 1 point for knowing and flexibly using different properties of operations (showing correct work or explanation in part (c))

Exemplary Response

- a. $8w + 8$; The perimeter of any rectangle can be found using the equation $P = 2(l + w)$. Since the length of the rectangle is 4 more than 3 times its width, we can replace l with the expression $4 + 3w$, resulting in the equation $P = 2(4 + 3w + w)$. Simplifying this equation gives $P = 2(4 + 4w)$ or $P = 8 + 8w$.
- b. 88 units; If the width of the rectangle is 10 units, then the perimeter can be found by solving the equation, $P = 8 + 8(10)$ and solving for P .
- c. 17 units; I can use the equation $P = 2(l + w)$ and substitute 64 for P and 15 for l to get: $64 = 2(15 + w)$. Solving for w : $32 = 15 + w$, and $w = 17$.

Score Point 4

a. $l = 3w + 4$

$$2l + 2w = P$$

$$2(3w + 4) + 2w = P$$

$$6w + 8 + 2w = P$$

$$8w + 8 = P$$

b. $8(10) + 8 = P$

$$80 + 8 = 88$$

c. $2l + 2w = P$

$$2(15) + 2w = 64$$

$$30 + 2w = 64$$

$$\begin{array}{r} -30 \\ -30 \end{array}$$

$$\frac{2w}{2} = \frac{34}{2}$$

$$w = 17$$

ANNOTATIONS

CPS: 4 points/4 score

A-1: The student provides the correct (simplified) equation.

B-2: The student provides the correct answer with correct supporting work, substituting the 10 for w in the equation and solving for P .

C-1: The student provides the correct answer.

MPS: 2 points

1: The student correctly simplifies the equation in part (a) to represent the perimeter of the rectangle in terms of its width.

1: The student shows correct work in part (c).

Score Point 3

a. $(4 + 3)w + (4 + 3)w + w + w = P$

b. width of the rectangle is 10

length is 4 more than 3 times 10

$$34 + 34 + 10 + 10 = 88$$

c. $64 \div 2 = 32$

$$32 - 15 = 17$$

ANNOTATIONS

CPS: 3 points/3 score

A-0: The student provides an incorrect equation that is equivalent to $7w + 7w + w + w$ or $16w$, not $8w + 8$.

B-2: The student provides the correct answer with correct work shown based on calculating the length rather than using the incorrect equation from part (a).

C-1: The student provides the correct answer.

MPS: 1 point

0: The student does not simplify the equation given in part (a) to represent the perimeter of the rectangle in terms of its width.

1: The student shows correct work in part (c).

Score Point 2

a. $P = 2w + 2l$

$l = (4 + 3)w$

$l = 7w$

$P = 2w + 2(7w)$

$P = 16w$

b. width of the rectangle is 10

$P = 16w$

$P = 16(10)$

$P = 160$

c. $64 = 2(15) + 2l$

$64 = 30 + 2l$

$34 = 2l$

$16 = l$

ANNOTATIONS

CPS: 2 points/2 score

A-0: The student provides an incorrect (simplified) equation.

B-2: The student provides a correct answer based on the incorrect equation in part (a) with correct supporting work, showing the substitution of 10 for w and solving to find the value of P .

C-0: The student provides an incorrect answer.

MPS: 2 points

1: The student correctly simplifies the incorrect equation given in part (a) to represent the perimeter of the rectangle in terms of its width.

1: The student shows correct work in part (c) with a computation error ($34 \div 2 = 16$ should be 17).

Score Point 1

- a. $(4 + 3w) + (4 + 3w) + (4 + 3w) + (4 + 3w)$
- b. $70 + 70 + 70 + 70 = 280$
- c. 17

ANNOTATIONS

CPS: 1 point/1 score

A-0: The student provides an incorrect expression.

B-0: The student provides an incorrect answer with incorrect supporting work. (Based on part (a), it would be $4 + 3(10) = 34$ for an answer of 136.)

C-1: The student provides the correct answer.

MPS: 0 points

0: The student does not provide a simplified equation in part (a) to represent the perimeter of the rectangle in terms of its width.

0: The student does not show any correct work in part (c)

Score Point 0

- a. $w = (4 + 3) \times p$
- b. $10 = 7 \times p$
 $-7 \quad -7$
 $3 = p$
- c. $64 - 15 = 49$
 $49 \div 2 = 24.5$

ANNOTATIONS

CPS: 0 points/0 score

A-0: The student provides an incorrect (unsimplified) equation.

B-0: The student provides an incorrect answer with supporting work that is not correct or correct based on the incorrect equation from part (a).

C-0: The student provides an incorrect answer.

MPS: 0 points

0: The student does not provide a simplified equation in part (a) to represent the perimeter of the rectangle in terms of its width.

0: The student does not show any correct work in part (c).

Directions

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You MAY use a calculator to answer the questions in this session.

Alignment

CONCEPTS AND PROCEDURES STANDARD: 07.EE.01.02

MATHEMATICAL PRACTICES STANDARD: 7

KEY: B

6. Cho left a 20% tip on her \$25.70 dinner bill.

Which expression does **not** represent the total amount that Cho paid?

- A $1.2(25.70)$
- B $25.70\left(\frac{20}{100}\right)$
- C $25.70 + 5.14$
- D $25.70 + 25.70(0.2)$

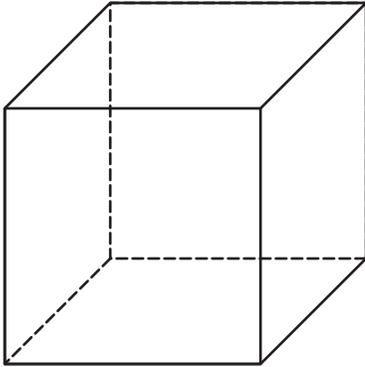
Alignment

CONCEPTS AND PROCEDURES STANDARD: 07.G.01.03

MATHEMATICAL PRACTICES STANDARD: 4

KEY: C

7. Consider this cube.



Which figure **cannot** be created from a plane section of the cube?

- A triangle
- B hexagon
- C octagon
- D trapezoid

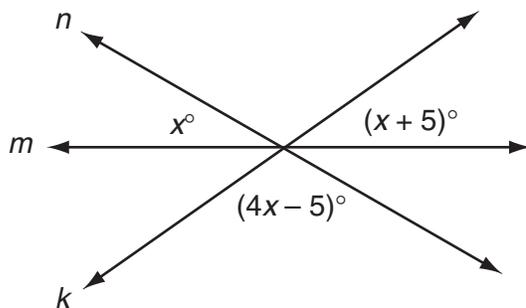
Alignment

CONCEPTS AND PROCEDURES STANDARD: 07.G.02.05

MATHEMATICAL PRACTICES STANDARD: 4

KEY: D

8. In this diagram, lines k , m , and n intersect at a point.



Which equation can be used to find the value of x ?

- A $4x - 5 = x + 5$
- B $4x - 5 = 2x + 5$
- C $4x - 5 + x = 180$
- D $4x - 5 + 2x + 5 = 180$

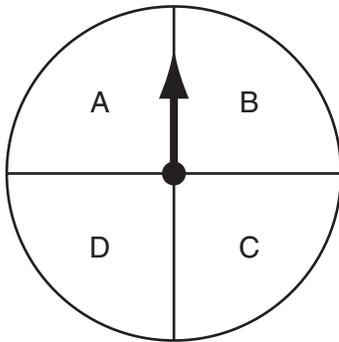
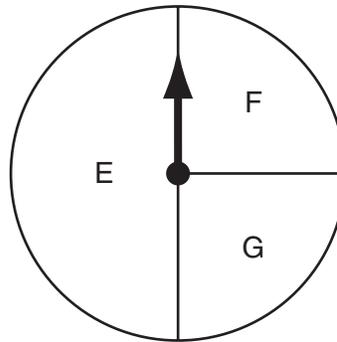
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CONCEPTS AND PROCEDURES STANDARD: 07.SP.03.08.a

MATHEMATICAL PRACTICES STANDARD: 1

KEY: A

9. Dora has these two spinners.

**Spinner 1****Spinner 2**

Spinner 1 is divided into 4 equal sections. On spinner 2, the section labeled E has twice the area of section F and of section G. Dora spins the arrow on each spinner.

Which expression can be used to find the probability that the arrows stop on A and E?

- A $\left(\frac{1}{4}\right)\left(\frac{1}{2}\right)$
- B $\left(\frac{1}{4}\right)\left(\frac{1}{3}\right)$
- C $\left(\frac{1}{3}\right)\left(\frac{1}{2}\right)$
- D $\left(\frac{1}{7}\right)\left(\frac{1}{7}\right)$

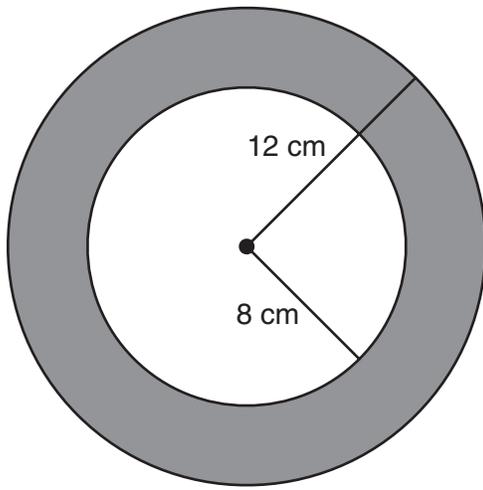
Alignment

CONCEPTS AND PROCEDURES STANDARD: 07.G.02.04

MATHEMATICAL PRACTICES STANDARD: 3

KEY: N/A

- 10.** Paul drew two circles. One circle has a radius of 8 centimeters and the other has a radius of 12 centimeters, as shown.



Paul says that the area of the shaded section between the two circles is 16π square centimeters because $A = \pi(12 - 8)^2 = 16\pi$.

- Use words or numbers to explain the error that Paul made in his calculation.
- What is the area, in square centimeters, of the shaded area between the two circles? Use 3.14 for π . Show your work or explain how you know.

Concepts and Procedures Scoring Rubric

Score	Description
2	The student earns 2 points.
1	The student earns 1 point.
0	The student earns 0 points.
Blank	No response

Training Notes

- Part a See Mathematical Practices scoring rubric and training notes.
- Part b 2 points for correct answer, **251.2** or **80π** , or equivalent with sufficient work or explanation to indicate understanding or knowing the formulas for the area and circumference of a circle
- OR
- 1 point for correct answer with insufficient or no work or explanation
or
for appropriate strategy that indicates understanding or knowing the formulas for the area and circumference of a circle with incorrect or no answer

Mathematical Practices Scoring Rubric

Score	Description
1	The student earns 1 point.
0	The student earns 0 points.
Blank	No response

Training Notes

- 1 point for responding to the arguments of others (explaining the error that was made involves subtracting the radii of both circles and then squaring the result in part (a))

Exemplary Response

- Paul used the difference of the radii to find the area when he needed to find the area of each circle separately and then find the difference.
- The correct answer is the difference of the areas of the circles. The greater area minus the lesser area will yield the area between the circles: $A = \pi(12)^2 - \pi(8)^2 = 144\pi - 64\pi = 80\pi$ or $3.14(80) = 251.2$ square centimeters.

Score Point 2

- a. Paul should have found the area of each circle and then subtracted to find the shaded area instead of just subtracting the big circle's radius from the small circle's radius because that only equals 16π but it's really 80π .
- b. Big circle area = $12^2\pi = 144\pi$
Small circle area = $8^2\pi = 64\pi$
 $144\pi - 64\pi = 80\pi$

ANNOTATIONS

CPS: 2 points/2 score

A-0: Not scored for CP credit.

B-2: The student provides the correct answer (it is ok to leave the area in terms of π) with correct supporting work, finding the difference in the areas of the two circles.

MPS: 1 point

1: The student provides a correct explanation for the error in part (a).

Score Point 1

- a. He did $A = \pi(12 - 8)^2 = 16\pi$ and 16π is 50.24 but it's supposed to be $A = 12^2\pi - 8^2\pi$ which is 4320.64.
- b. $12^2\pi = 144\pi$
 $144 \times 3.14 = 4521.6$
 $8^2\pi = 64\pi$
 $64\pi = 200.96$
 $4521.6 - 200.96 = 4320.64$

ANNOTATIONS

CPS: 1 point/1 score

A-0: Not scored for CP credit.

B-1: The student shows the correct strategy with an incorrect answer due to a computation (decimal) error in finding the area of the large circle (it should be 4521.6).

MPS: 1 point

1: The student provides a correct explanation for the error in part (a).

Score Point 0

a. It should be 8π not 16π .

b. $A = \pi(12 - 8)^2 = \pi(4)^2$

$$\pi(4)^2 = \pi 8$$

ANNOTATIONS

CPS: 0 points/0 score

A-0: Not scored for CP credit.

B-0: The student provides an incorrect answer with incorrect supporting strategy based on multiplying by 2 instead of squaring.

MPS: 0 points

0: The student does not provide a correct explanation for the error in part (a).

Directions

Today you will take a test in reading. For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You will now read two passages and answer the questions that follow. Some of the questions may ask you to compare the two passages.

Passage 1

The Last Lunar Footprint

- 1 He was the last person to walk on the Moon.
- 2 Astronaut Eugene Cernan was the commander of Apollo 17 when he became the last person to walk on the Moon. On December 11, 1972, Cernan navigated the lunar module *Challenger* to land at the Valley of Taurus-Littrow on the Moon. At the time, he knew that future moon missions had been cancelled. Over the course of his post-Apollo career until his death in 2017, Cernan often expressed dismay that no astronaut had been back to the Moon. It had been too long.
- 3 In 1972, Apollo 17 was launched for what would be NASA's last planned trip to the Moon. Cernan and fellow astronaut Harrison "Jack" Schmitt safely landed and conducted three successful space walks. During these walks, they conducted research and explored the moonscape, trekking nearly 22 total miles and collecting approximately 238 pounds of moon rock.
- 4 While on the Moon, Schmitt discovered what looked like orange glass. Cernan was doubtful. He did not accept that this substance should have been on the Moon. Could the glass from a light on the spacecraft have broken? Cernan looked more closely. Schmitt was right. He had, in fact, discovered orange regolith, or moon soil. The regolith turned out to be small pieces of orange glass, likely from a lunar volcano.
- 5 Before his final space walk was over, Cernan drove the lunar rover far from the *Challenger*. In the moon dust along the surface, he etched his daughter's initials: TDC. Since the Moon does not have an atmosphere or wind, the initials will likely remain there forever.
- 6 Cernan and his crew safely returned to Earth on December 19, 1972.
- 7 Cernan ended his autobiography, *The Last Man on the Moon*, with these mighty words: "Too many years have passed for me to still be the last man to have left his footprints on the Moon. I believe with all my heart that somewhere out there is a young boy or girl with indomitable will and courage who will lift that dubious distinction from my shoulders and take us back where we belong. Let us give that dream a chance."
- 8 Speaking on his legacy as the last person to walk on the Moon, Cernan said, "I've been tired of being called the end. Apollo 17 is not the end. It's just the beginning of a whole new era in the history of mankind."

"The Last Lunar Footprint" © 2017 by Measured Progress.

In this passage, the author imagines what NASA astronaut Eugene Cernan may have been thinking during his trip to the Moon.

Passage 2

Moonscape: Eugene Cernan's Story

- 1 *When I studied aeronautical engineering, I could only dream of space travel. Instead of “assessing the balance of structural loads” and “calculating temperatures in different atmospheric conditions” like I was expected to do, I would redirect my attention and stare up at the wonderment of the sky and what lay beyond. . . .*
- 2 I'd gotten close before, as the lunar module pilot of Apollo 10 back in May 1969.
- 3 So close.
- 4 In fact, I'd joke with Neil Armstrong (the first person to walk on the Moon—only two months later) that I'd painted a white line in the sky all the way to the Moon. All Armstrong had to do was follow the trail and land.
- 5 *But soon I'd be there.*
- 6 Now, three years later, as the commander of Apollo 17, I am orbiting 47,000 feet above the Moon, piloting the *Challenger* lunar module toward the Moon's cratered surface.
- 7 *Soon I'd be there.*
- 8 Spaceflight is like nothing else. There is no room for error. As commander, I have to get it right the first time; I focus on landing the *Challenger* without incident.
- 9 The initial descent is unexpectedly noisy. The spaceship is vibrating; Jack Schmitt and Ron Evans, the two other astronauts on the mission, are chattering quick and constant updates about pressure levels and coordinates; and the CAPCOM from ground control is radioing in, asking me to confirm the *Challenger's* elliptical orbit speed. By the time I maneuver the spacecraft to about 80 feet above the surface of the Moon, it is so noisy that I can't think. I shout, “Jack, Ron, don't talk to me. I don't need the information you're giving me.”
- 10 With stifling anxiety, my grip on the controls tightens, and I concentrate on what the *Challenger* is telling me, relying on the instincts I acquired in training.
- 11 Our landing in the Valley of Taurus-Littrow is tricky. Our entry is fast, and we need to slow down. I see lunar dust blowing all around us, kicked up by the unexpected presence of the *Challenger*. At about nine feet, I enable the surface probes to extend from the craft's footpads.
- 12 I radio, “We have contact light!”
- 13 Immediately, the engine is cut and we fall the last nine feet. There is a small bump, a near-soundless “poof,” and then silence. I think it might be the most noiseless moment a human could experience: no vibration, no noise.
- 14 The chaotic fray of the descent is over. All that is left is the quiet realization that we are now in another world.
- 15 *I am here.*

- 16 Jack and I connect the portable support backpacks to our spacewalking suits, put on our gloves and helmets, and harness safety tethers to our belts. *I am here.* I step out first and climb down the ladder.
- 17 *Armstrong may have made the first footprint on the Moon. But this is my first step.*
- 18 We take three separate moon walks on the Apollo 17 mission, each lasting about seven hours. Our mission objectives are completed on December 14, 1972. It is done.
- 19 I place my foot on the lunar ladder and radio to the crew, to ground control, and to America: "As I take man's last step from the surface, back home for some time to come (but we believe not too long into the future), I'd like to just say what I believe history will record: That America's challenge of today has forged man's destiny of tomorrow. And, as we leave the Moon at Taurus-Littrow, we leave as we came and, God willing, as we shall return: with peace and hope for all mankind."
- 20 Up the ladder I climb. I take with me an experience known to only 11 other people, and I leave behind what may be the last lunar footprint.

"Moonscape: Eugene Cernan's Story" © 2017 by Measured Progress.

Alignment

STANDARD: RL.07.01

KEY: C

1. Which detail from Passage 1 shows that there is no air movement on the Moon?
- A People have gathered unusual rocks on the Moon.
 - B Volcanic material is easily located on the Moon.
 - C Imprints in the soil remain undisturbed on the Moon.
 - D Astronauts sank into the soil when they walked on the Moon.

Alignment

STANDARD: RL.07.04

KEY: B

2. In paragraph 7 of Passage 1, Cernan uses the phrase “dubious distinction” to refer to
- A a goal that was difficult to achieve.
 - B a special status that he did not want.
 - C an honor that he is proud to have received.
 - D an essential question that was left unanswered.

Alignment

STANDARD: RL.07.03

KEY: A

3. Based on paragraphs 1–4 of Passage 2, what effect did Cernan’s role with NASA have on Neil Armstrong’s accomplishments?
- A Cernan completed a space mission that enabled Armstrong to land on the Moon.
 - B Cernan calculated the coordinates that helped guide Armstrong to the Moon.
 - C Cernan trained Armstrong to become the first man to land on the Moon.
 - D Cernan tested the same spacecraft that Armstrong flew to the Moon.

Alignment

STANDARD: RL.07.01

KEY: D, C

This question has two parts. Be sure to answer both parts of the question.

4. Based on Passage 2, how did Cernan **most likely** feel when he landed on the Moon?
- A joyous and celebratory
 - B surprised and concerned
 - C tired and overwhelmed
 - D amazed and relieved

Which choice provides the **best** evidence for the answer to the previous question?

- A “I see lunar dust blowing all around us, kicked up by the unexpected presence of the *Challenger*.”
- B “Immediately, the engine is cut and we fall the last nine feet.”
- C “All that is left is the quiet realization that we are now in another world.”
- D “Jack and I connect the portable support backpacks to our spacewalking suits.”

Alignment

STANDARD: RL.07.06

KEY: N/A

5. Analyze how the narration of “Moonscape: Eugene Cernan’s Story” shows the profound effect the Apollo 17 mission had on Cernan. Use details from the passage to support your answer.

Rubric

Score	Description
2	The response is a clear, complete, and accurate analysis of how the narration of “Moonscape: Eugene Cernan’s Story” shows the profound effect the Apollo 17 mission had on Cernan. The response contains relevant details from the passage.
1	The response is a partial analysis of how the narration of “Moonscape: Eugene Cernan’s Story” shows the profound effect the Apollo 17 mission had on Cernan. The response contains few or no details from the passage and may include misinterpretations.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response

Scoring Notes

An analysis of how the narration of “Moonscape: Eugene Cernan’s Story” shows the profound effect the Apollo 17 mission had on Cernan may include, but is not limited to:

- Paragraphs 2 and 3 reveal that Cernan had been “so close” to landing on the Moon in 1969 and, in paragraph 4, he recounts how he had been so close to the Moon that it was as if he had “painted a white line in the sky all the way to the Moon” that made it easy for Armstrong to land there. The profound effect of the Apollo 17 mission on Cernan reveals that he feels regret for not having landed on the Moon in 1969.
- In paragraphs 13–15, Cernan expresses his awe with the silence and the awe that he has landed on the Moon, “in another world.”
- Paragraph 17 describes the profound effect of the mission to Cernan personally. He acknowledges that Armstrong was the first one to step on the Moon, but in the paragraph he expresses that his “first step” is important to him. The author emphasizes the importance of this first step by italicizing this paragraph.
- Paragraph 18 indicates Cernan’s satisfaction in having completed the mission. This is emphasized in the short sentence “It is done.”
- Paragraphs 19 and 20 indicate Cernan’s understanding of the historical significance of the mission. He says, “America’s challenge of today has forged man’s destiny of tomorrow.” This shows that he considered the mission to be an important step for the United States. However, in paragraph 19, there is evidence that he was concerned that future travel to the Moon may not be a priority for the United States.

Other interpretations are acceptable if supported by relevant evidence from the text.

Score Point 2

The narration show the profound effect the Apollo 17 mission had on Cernan by the language that he uses. The parts of the passage that are in italics stress what he felt about going to the moon. It shows how he anticipates the trip paragraph 5 and 7 stress “soon I’d be there” , Paragraph 15 “I am here”, Paragraph 17 shows that he feels very strongly that Armstrong may have been first but “this is my first step”. He also talks about how he was the last man on the moon and only 11 other people did what he did.

ANNOTATIONS

The response is a clear, complete, and accurate analysis of how the narration of “Moonscape: Eugene Cernan’s Story” shows the profound effect the Apollo 17 mission had on Cernan. The response points to the expressive language the narrator uses throughout the story to reveal how the Apollo 17 mission had a powerful effect on Cernan, explaining “he anticipates the trip paragraph 5 and 7 stress ‘soon I’d be there.’” The response includes an explanation and quotations from the passage to support how the Apollo 17 mission had an intense effect on Cernan.

Score Point 1

The words that he uses show the effect that the Apollo 17 mission had on him. Also the way that he talks about how he was the last man on the moon but he hopes someone will go after him. He also talks about how exciting the decent was to the moon and how loud it was.

ANNOTATIONS

The response is a partial analysis of how the narration of “Moonscape: Eugene Cernan’s Story” shows the profound effect the Apollo 17 mission had on Cernan. The analysis explains that “The words that he uses show the effect that the Apollo 17 mission had on him,” but the statement is too vague; the response does not provide any specific details to support how the mission affected Cernan.

Score Point 0

I want to go to the moon like Cernan. I want to find orange glass on the moon to see what it looks like that would be cool.

ANNOTATIONS

The response is irrelevant and does not contain sufficient information to demonstrate comprehension.

Alignment

STANDARD: RL.07.02

KEY: C

6. Which sentence **best** describes a central idea that is developed in **both** passages?
- A The natural resources on the Moon could be beneficial to people on Earth.
 - B Eugene Cernan was the first person on the Moon to discover the Valley of Taurus-Littrow.
 - C Eugene Cernan and Jack Schmitt completed a successful mission to the Moon aboard Apollo 17.
 - D The success of past missions to the Moon suggests that space travel remains a top priority for the United States.

Grade 7 | Reading

Alignment

STANDARD: RL.07.09

KEY: N/A

7. Analyze how reading the passage “Moonscape: Eugene Cernan’s Story” can help the reader better understand the information presented in “The Last Lunar Footprint.” Use details from **both** passages to support your analysis.

Rubric

Score	Description
4	The response is a clear, complete, and accurate analysis of how “Moonscape: Eugene Cernan’s Story” gives the reader a better understanding of the information presented in “The Last Lunar Footprint.” The response contains important details from the passages.
3	The response is a mostly clear, complete, and accurate analysis of how “Moonscape: Eugene Cernan’s Story” gives the reader a better understanding of the information presented in “The Last Lunar Footprint.” The response includes relevant but often general details from the passages.
2	The response is a partial analysis of how “Moonscape: Eugene Cernan’s Story” gives the reader a better understanding of the information presented in “The Last Lunar Footprint.” The response includes limited details from the passages and may include misinterpretations.
1	The response is a minimal analysis of how “Moonscape: Eugene Cernan’s Story” gives the reader a better understanding of the information presented in “The Last Lunar Footprint.” The response contains few or no details from the passages and may include misinterpretations. OR The response relates minimally to the task.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response

Scoring Notes

An analysis of how “Moonscape: Eugene Cernan’s Story” gives the reader a better understanding of the information presented in “The Last Lunar Footprint” may include, but is not limited to:

- In “The Last Lunar Footprint,” the reader learns basic facts about Cernan and his Moon landing; however, in “Moonscape: Eugene Cernan’s Story,” the reader has a step-by-step account of the experience—in Cernan’s own words. This account helps the facts told in Passage 1 to come to life in the reader’s imagination.
 - For example, Passage 1 explains that Cernan landed on the Moon with other astronauts, but Passage 2 discusses events aboard *Challenger* as the crew approached and landed on the Moon.
 - In addition, Passage 1 explains some technical details of Cernan’s scientific mission, but Passage 2 focuses on Cernan’s feelings. For example, in Passage 1, the reader learns that Cernan and Schmitt gathered rock and discovered volcanic glass on the Moon, but Passage 2 shows how Cernan felt upon landing: “The chaotic fray of the descent is over. . . . *I am here.*”
- Passage 2 also helps the reader better appreciate the importance of the mission to Cernan.
 - Passage 1 uses quotations from Cernan himself to support that he advocated for further exploration to the Moon.
 - Passage 2 also emphasizes the importance of the mission. But in Passage 2, the author does this through a first-person account written in present tense. This allows the reader to experience the landing in Cernan’s shoes: “Spaceflight is like nothing else. There is no room for error.”

Other interpretations are acceptable if supported by relevant evidence from the text.

Score Point 4

Last Lunar Footprint gives information of the last trip to the moon on Apollo 17 and about what happened on the last trip to the moon. The first passage talks about the background of the whole mission and what they found like the orange glass and the trips on the moon rover and the 238 pounds of moon rocks they collected. Moonscape is from the perspective of Cernan and his feelings as he landed on the moon. The first passage gives a view of the whole trip including the other astronauts and what they discovered Schmitt found the moon glass, the other passage talks about it from Cernan's point of view and how he felt about the last trip to the moon. It gets into detail about the landing and how it felt to be on the Challenger as it landed on the moon, very loud, exciting, and confusing as people kept talking to him as he tried to land the spaceship, "The chaotic fray of the descent is over. . . . I am here." Passage one talks about Cernan and how he felt about the being the last mission, but passage 2 shows how he felt about it in his own words "god willing, as we shall return". Reading moonscape helps the reader understand better what happened on Apollo 17 mission and the importance of landing on the moon as it was explained in the Last Lunar Footprint article.

ANNOTATIONS

The response is a clear and complete analysis of how "Moonscape: Eugene Cernan's Story" gives the reader a better understanding of the information presented in "The Last Lunar Footprint." The response includes specific details from both passages ("The chaotic fray of the descent is over. . . . I am here" and "god willing, as we shall return") as support. Though the response mislabels the passages near the end of the paragraph, there is evidence that the student understands how Passage 2 provides enough details about the Apollo 17 mission to help the reader better understand the importance of the Apollo 17 mission as described in Passage 1. The response is a complete analysis and includes important details from throughout the passages.

Score Point 3

The first passage is about the Apollo 17 mission in general and what happened on it with all the astronauts. It gives the reader the information of what is happening. The 2nd passage is told from Cernan's point of view so the reader only knows what happened with him. It also focuses more on the landing and how it felt to be the last man on the moon. The 1st passage talks about what they found like the glass and what they did on the moon and only a little bit about being the last man on the moon. The 2nd passage does not talk about what they did on the moon with the rover and collecting moon rocks but focuses more on how it felt to Cernan going to the moon and the excitement of landing on the moon. So the 2nd passage makes it easier for the reader to understand what is happening in the 1 passage and why Cernan felt the way he did going to the moon on Apollo 17.

ANNOTATIONS

The response is a mostly clear, complete, and accurate analysis of how "Moonscape: Eugene Cernan's Story" gives the reader a better understanding of the information presented in "The Last Lunar Footprint." The narrator of "Moonscape: Eugene Cernan's Story" tells about his experience commanding the Apollo 17 and of landing on the moon from his own point of view, which allows the reader to understand better the informational account describing the Apollo 17 mission in "The Last Lunar Footprint." The response includes relevant but only general details from the passages.

Score Point 2

The first passage is about the Apollo 17 mission and what they found there like the moon rocks. It also talks about all the astronauts who went and what they did on the moon like drive the rover around and the spacewalks they made. The 2nd passage is mostly about the ship landing on the moon and what that was like for Cernan, he told everyone to be quiet since they were talking too much to concentrate on flying the ship. Passage 2 makes it easier to understand passage 1

ANNOTATIONS

The response is a partial analysis of how “Moonscape: Eugene Cernan’s Story” gives the reader a better understanding of the information presented in “The Last Lunar Footprint.” The student summarizes the “The Last Lunar Footprint” and “Moonscape: Eugene Cernan’s Story” in a limited way but does not explain how “Moonscape: Eugene Cernan’s Story” helps the reader better understand the information presented in “The Last Lunar Footprint.” The response is only a partial response to the task.

Score Point 1

Passage one told the information of the Apollo 17 landing and Passage 2 told what it was like to be on Apollo 17 and what it felt like to be the last man on the moon.

ANNOTATIONS

The response is a minimal analysis of how “Moonscape: Eugene Cernan’s Story” gives the reader a better understanding of the information presented in “The Last Lunar Footprint.” The response provides no details from the two passages. Though the response does state that “The Last Lunar Footprint” gives information about the Apollo 17 landing and “Moonscape: Eugene Cernan’s Story” includes an additional detail about “what it felt like to be the last man on the moon,” the explanation is a minimal response to the task.

Score Point 0

it sounds scary. I want to drive the moon ship and fly around.

ANNOTATIONS

The response is irrelevant and does not contain sufficient information to demonstrate comprehension.

Directions

Today you will take a test in writing and language. For this test, you will read passages and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

Read the passage. Then answer the questions that follow.

Volunteer for Better Health

1. William Shakespeare once wrote, “The meaning of life is to find your gift. **2.** The purpose of life is to give it away.” **3.** The famous author’s words get to the heart of why volunteering is very meaningful for many people.

4. Modern science indicates that volunteering is associated with lower rates of disease and can even extend life. **5.** In 2013, researchers at Carnegie Mellon University discovered that adults who repeatedly volunteered were less likely to have high blood pressure than adults who did no volunteering. **6.** This is significant, since high blood pressure is linked to serious illnesses.

7. A different study, published in the journal *Health Psychology*, came to similar conclusions.

8. Researchers are not sure why volunteering has these effects. **9.** They think it is related to the fact that volunteering relaxes people. **10.** It also gives them a sense of purpose and connects them to others. **11.** All of these feelings have been found to have positive health benefits as well.

12. The health benefits of volunteering also apply to the mind. **13.** Volunteering has been shown to reduce anxiety, sadness, loneliness, and a type of social pressure called stress.

14. In part, this is because feel-good activities such as volunteering cause the brain to produce a chemical called dopamine. **15.** In large amounts, dopamine makes people feel happy and satisfied, and it produces other positive mental responses.

16. Of course, volunteering is not just good for the volunteers. **17.** It makes communities stronger, cleaner, and healthier places to live. **18.** Volunteers help other people feel a sense of belonging. **19.** To volunteer is to truly help oneself while helping others.

“Volunteer for Better Health” © 2017 by Measured Progress.

Alignment

STANDARD: W.07.01.a

KEY: C, A

This question has two parts. Be sure to answer both parts of the question.

1. The writer wants to add a sentence after sentence 3 to better introduce the topic. Which sentence would be the **best** to add?
- A Shakespeare and others who lived hundreds of years ago knew that the most important part of volunteering was the way it gave people a sense of belonging.
 - B Today, researchers are trying to figure out the effect volunteering can have on dopamine levels in the brain.
 - C However, Shakespeare and others who lived hundreds of years ago might be surprised to learn that volunteering has important health benefits too.
 - D Today, researchers are trying to figure out why volunteering is so meaningful to people.

Which choice provides the **best** evidence for the answer to the previous question?

- A “volunteering is associated with lower rates of disease and can even extend life.”
- B “Researchers are not sure why volunteering has these effects.”
- C “In part, this is because feel-good activities such as volunteering cause the brain to produce a chemical called dopamine.”
- D “Volunteers help other people feel a sense of belonging.”

Grade 7 | Writing & Language

Alignment

STANDARD: L.07.04.a

KEY: B

2. Based on the argument, what is the meaning of the word significant as it is used in sentence 6?
- A famous
 - B important
 - C profitable
 - D weighty

Alignment

STANDARD: W.07.01.b

KEY: B

3. Which choice, if added after sentence 7, would provide additional evidence that strengthens the writer's claim?
- A This study found that people who were regular volunteers were less likely to be lonely and sad.
 - B This study found that people who were regular volunteers lived longer than those who were not.
 - C This study found that communities with high rates of volunteerism have lower crime rates.
 - D This study found that people with high blood pressure were more likely to become volunteers.

Grade 7 | Writing & Language

Alignment

STANDARD: L.07.02.b

KEY: D

4. How should the underlined word in sentence 13 be spelled?
- A anixety
 - B aniexity
 - C axiety
 - D anxiety

Alignment

STANDARD: L.07.05.b

KEY: C

5. Which word in sentence 15 provides a clue to the meaning of the word mental?
- A amounts
 - B dopamine
 - C feel
 - D other

Grade 7 | Writing & Language

Alignment

STANDARD: W.07.01.e

KEY: A

- 6.** Is sentence 19 an effective conclusion for this argument?
- A** Yes, because it returns to the opening idea of the argument.
 - B** Yes, because it makes a strong counterclaim.
 - C** No, because its style is different from the rest of the argument.
 - D** No, because it introduces new evidence.