

## 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, sample test questions, and scoring rubrics 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.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

### Item Types

The ELA test has 101 multiple-choice items and one writing prompt.

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

In the Writing section of the assessment, students develop a composition in response to a specific topic, or writing prompt. Administration procedures for the Writing test require students to draft and edit the composition in the test booklet and write the final draft in the answer folder. The composition is scored according to Louisiana's writing rubric for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

### The NRT Component

The ITBS survey battery is the NRT component of the *i*LEAP ELA assessment. Sample questions that show what the questions are like and show how to mark answers are provided at the beginning of each subtest. 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 6 presents the testing times and the number of questions for each subtest.

**Table 6: Grade 7 Survey Battery Test Lengths and Times**

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

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

## Reading

### Vocabulary

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 from a few lines to a full page. The passages are drawn from fiction, fables, tales, poetry, interviews, diaries, biographical sketches, science and social studies materials, and other nonfiction. The reading difficulty level of each piece is appropriate to the grade level. Passages with higher reading difficulty levels are generally shorter and of high interest.

At grade 7, there are thirty-six (36) multiple-choice questions in the Reading test. The distribution across all items is 61 percent for standard 1, 17 percent for standard 6, and 22 percent for standard 7. Approximately two-thirds of the questions require students to draw inferences or to generalize about what they have read.

## Language

The Language test contains multiple-choice questions about spelling, capitalization, punctuation, and usage and expression.

### 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

Capitalization questions present undercapitalization and overcapitalization errors in three contextual lines. Students identify the line of text containing an 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

Punctuation questions present underpunctuation and overpunctuation errors in three contextual lines. Students identify the line of writing in which an 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

Usage questions and expression questions contain one or two sentences arranged in three lines. For usage, students must identify the line containing usage errors, 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, 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.

## **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. Separate committees reviewed the items for potential bias and sensitive material. This component of *iLEAP* measures aspects of standards 2 and 5.

### **Standard 2 (Writing)**

Students write competently for a variety of purposes and audiences.

### **Standard 5 (Using Information Resources)**

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

## **Writing**

This part of the assessment asks students to write a composition in response to a writing prompt. At grade 7, the mode of writing will be narrative or expository. The Writing test is **untimed**, but students should be given a minimum of one hour to plan, write, and check their work. Students are allowed to use dictionaries and thesauruses for the Writing test.

Students are directed to focus attention on the:

- purpose and focus of the composition,
- intended audience,
- recommended length of the composition, and
- important elements that will be considered in evaluating the composition.

Students also are given a Writer’s Checklist to consult as a reference. Because of the heavy emphasis of standard 3 (conventions of writing) on the survey battery, student compositions will be scored only for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

### 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.

### Scoring Information for Writing

Student compositions are scored from 2 to 8 points, according to Louisiana’s scoring rubric for Writing, in the dimensions of Composing and Style/Audience Awareness.

Dimension	Possible Points
Composing	4 (1 to 4 pt. scale)
Style/Audience Awareness	4 (1 to 4 pt. scale)

Each student composition is scored by two readers, with scores averaged for each dimension. For example:

Dimension	Reader 1	Reader 2	Average
Composing	3	4	3.5
Style/Audience Awareness	2	2	2
<b>Total Score</b>			<b>5.5</b>

### Louisiana Scoring Rubric for Writing

The general rubric used to score both dimensions of Writing is:

<b>4</b>	The writer demonstrates <b>consistent</b> , though not necessarily perfect, control of almost all of the dimension’s features.
<b>3</b>	The writer demonstrates <b>reasonable</b> , but not consistent, control of most of the dimension’s features, indicating some weakness in the dimension.
<b>2</b>	The writer demonstrates enough <b>inconsistent</b> control of several features to indicate significant weakness in the dimension.
<b>1</b>	The writer demonstrates <b>little or no</b> control of most of the dimension’s features.

*Control* is the ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each dimension. Specific features within the dimensions follow.

**The Composing dimension** includes the focusing, supporting, and structuring that a writer does to construct an effective message for a reader. The writer crafts that message by focusing on a central idea, providing elaboration of ideas to support the central idea, and delivering the central idea and its support in a unified, organized text.

<b>Score Points</b>	<b>Central Idea</b>	<b>Elaboration</b>	<b>Organization and Unity</b>
<b>4 Consistent Control</b>	<ul style="list-style-type: none"> <li>• sharp focus</li> <li>• clarity of purpose</li> <li>• strategy (preplanning and foreshadowing)</li> </ul>	<ul style="list-style-type: none"> <li>• selected information</li> <li>• thorough elaboration</li> <li>• ideas are developed (examples)</li> <li>• necessary information</li> <li>• specific details</li> </ul>	<ul style="list-style-type: none"> <li>• wholeness throughout</li> <li>• ideas related to central idea</li> <li>• beginning, middle, end</li> <li>• logical order</li> <li>• transitions</li> <li>• sense of completion</li> </ul>
<b>3 Reasonable Control</b>	<ul style="list-style-type: none"> <li>• clear central idea</li> <li>• clear focus</li> </ul>	<ul style="list-style-type: none"> <li>• ideas are developed</li> <li>• necessary information</li> <li>• relevant</li> <li>• may have uneven development</li> </ul>	<ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• logical order</li> <li>• simple transitions</li> <li>• wholeness (may have a weak ending)</li> </ul>
<b>2 Inconsistent Control</b>	<ul style="list-style-type: none"> <li>• vague central idea</li> <li>• shifts in focus</li> <li>• digressions</li> </ul>	<ul style="list-style-type: none"> <li>• listing</li> <li>• information may be superficial, incomplete, and/or irrelevant</li> <li>• idea clusters</li> <li>• little or uneven development</li> </ul>	<ul style="list-style-type: none"> <li>• weak beginning, middle, end</li> <li>• retreats and/or repetitions</li> <li>• gaps</li> <li>• random order</li> <li>• no ending</li> </ul>
<b>1 Little or No Control</b>	<ul style="list-style-type: none"> <li>• unclear central idea</li> <li>• confusion</li> </ul>	<ul style="list-style-type: none"> <li>• automatic writing without selection</li> <li>• relevant information missed</li> <li>• little or no development</li> <li>• minimal information</li> </ul>	<ul style="list-style-type: none"> <li>• no beginning or end</li> <li>• severe gaps</li> <li>• random order</li> <li>• too little to demonstrate</li> </ul>

**The Style/Audience Awareness dimension** comprises features of linguistic expression: how a writer purposefully shapes and controls language to affect readers. This dimension focuses on the expressiveness, specificity, rhythm of the piece, and on the writer’s presence or voice.

Score Point	Selected Vocabulary	Selected Information	Sentence Diversity	Tone and Voice
<b>4 Consistent Control</b>	<ul style="list-style-type: none"> <li>word choice is appropriate, relevant, vivid, power verbs</li> <li>stylistic techniques (imagery, similes)</li> </ul>	<ul style="list-style-type: none"> <li>selected for relevance and/or impact</li> <li>vivid examples or anecdotes</li> <li>appropriate to audience</li> <li>manipulates audience (humor)</li> </ul>	<ul style="list-style-type: none"> <li>some variety in structure (beginnings, endings), complexity, length</li> </ul>	<ul style="list-style-type: none"> <li>consistent, clear, vibrant tone and voice</li> <li>individual personality</li> <li>engages and/or manipulates audience</li> </ul>
<b>3 Reasonable Control</b>	<ul style="list-style-type: none"> <li>clear</li> <li>appropriate</li> <li>relevant</li> <li>some variety</li> </ul>	<ul style="list-style-type: none"> <li>some selected information</li> <li>some examples</li> <li>appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>some variety in structure and/or complexity and/or length</li> <li>And, But beginnings</li> </ul>	<ul style="list-style-type: none"> <li>consistent tone</li> <li>aware of audience</li> <li>clear voice</li> </ul>
<b>2 Inconsistent Control</b>	<ul style="list-style-type: none"> <li>generic</li> <li>overused</li> <li>some may be inappropriate</li> <li>wrong word</li> </ul>	<ul style="list-style-type: none"> <li>contradictions</li> <li>bare bones</li> <li>lists information</li> <li>irrelevant</li> <li>superficial</li> </ul>	<ul style="list-style-type: none"> <li>sentence patterns</li> <li>simple sentences</li> <li>over-extended sentences</li> <li>And, But beginnings</li> </ul>	<ul style="list-style-type: none"> <li>vague</li> <li>weak awareness of audience</li> <li>inappropriate</li> <li>monotonous</li> <li>inconsistent tone</li> </ul>
<b>1 Little or No Control</b>	<ul style="list-style-type: none"> <li>functional</li> <li>inappropriate</li> <li>wrong word</li> <li>omission errors</li> </ul>	<ul style="list-style-type: none"> <li>automatic writing</li> <li>too little information</li> <li>inappropriate abrupt change from central idea</li> </ul>	<ul style="list-style-type: none"> <li>simple</li> <li>patterns</li> <li>on and on</li> </ul>	<ul style="list-style-type: none"> <li>confusing</li> <li>absent</li> <li>no awareness of audience</li> <li>unengaged</li> </ul>

## English Language Arts Test Specifications

Table 7 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 7: Grade 7 English Language Arts Test Specifications**

<b>Standards</b>	<b>% of Total Points</b>
Standard 1	20
Standard 6	6
Standard 7	7
Standard 2	13
Standard 3	47
Standard 5	7
<b>Total</b>	<b>100</b>

One-hundred-one 1-point MC items plus the 8-point Writing prompt equals a 109-point test.

### Standards, Benchmarks, 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. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills students need. For example, the prekindergarten GLE “participate in group-shared writing experiences that include rhyming and descriptive words” begins the development of the concept “recognizing and applying literary devices.” In subsequent grades, GLEs build on this foundational literary concept.

Most of the grade 7 standards, benchmarks, and GLEs are eligible for assessment on the grade 7 *iLEAP*. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *iLEAP*. GLE numbers 27, 41, 42, and 44 focus on 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.

### Explanation of Codes:

GLEs are numbered consecutively at each grade level and grouped according to standard.

Standards 1, 6, and 7 relate to reading comprehension skills.

Standards 2 and 3 relate to writing processes and conventions of language.

Standard 4 relates to speaking and listening skills, which are **not** assessed on *iLEAP*.

Standard 5 relates to research skills.

ELA codes are arranged by content area, standard number, grade cluster (E, M, H), benchmark number, and GLE number. The first part of the code is always ELA. The second part indicates the standard number. The third part indicates the grade cluster and benchmark number. The fourth part indicates the GLE number. Table 8 provides three examples of ELA codes.

**Table 8: Examples of English Language Arts Codes**

Code	Translation
ELA-1-E4-GLE 5	English Language Arts, Standard 1, Elementary, Benchmark 4, GLE 5
ELA-4-M1-GLE 32	English Language Arts, Standard 4, Middle School, Benchmark 1, GLE 32
ELA-3-H3-GLE 25	English Language Arts, Standard 3, High School, Benchmark 3, GLE 25

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

GRADE 7  
ENGLISH LANGUAGE ARTS STANDARDS, BENCHMARKS, AND GLEs

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

Benchmarks	Grade-Level Expectations
<b>ELA-1-M1:</b> using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)	1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of connotative and denotative meanings</li> <li>• use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1)</li> </ul>
<b>ELA-1-M2:</b> interpreting story elements (e.g., mood, tone, style) and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism) within a selection	2. Explain story elements, including: <ul style="list-style-type: none"> <li>• the revelation of character motivation through thoughts, words, and actions</li> <li>• plot sequence (e.g., exposition, rising action, climax, falling action, resolution)</li> <li>• conflicts (e.g., man vs. man, nature, society, self) and their effect on plot</li> <li>• effects of first- and third-person points of view</li> <li>• theme development (ELA-1-M2)</li> </ul> 3. Interpret literary devices, including: <ul style="list-style-type: none"> <li>• symbolism</li> <li>• puns</li> <li>• analogies (ELA-1-M2)</li> </ul>
<b>ELA-1-M3:</b> reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500–1,000 words)	4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• instructional materials</li> <li>• essays</li> <li>• dramas (ELA-1-M3)</li> </ul>
<b>ELA-1-M4:</b> interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific)	5. Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4)
<b>ELA-1-M5:</b> adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)	

<b>Standard Six: Students read, analyze, and respond to literature as a record of life experiences.</b>	
<b>Benchmarks</b>	<b>Grade-Level Expectations</b>
<b>ELA-6-M1:</b> comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
<b>ELA-6-M2:</b> identifying, comparing and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (e.g., novels, drama)	7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2)
<b>ELA-6-M3:</b> classifying and interpreting various genres according to their unique characteristics	8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> <li>• fiction (e.g., science fiction/fantasy)</li> <li>• nonfiction (e.g., essays, letters)</li> <li>• poetry (e.g., lyric, narrative)</li> <li>• drama (e.g., short plays) (ELA-6-M3)</li> </ul>
<b>Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.</b>	
<b>Benchmarks</b>	<b>Grade-Level Expectations</b>
<b>ELA-7-M1:</b> using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated or implied main ideas and explaining how details support ideas</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA-7-M1)</li> </ul>
<b>ELA-7-M2:</b> using reasoning skills (e.g., categorizing, prioritizing), life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts	10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)
<b>ELA-7-M3:</b> interpreting the effects of an author's purpose (reason for writing) and viewpoint (perspective)	12. Explain the effects of an author's stated purpose for writing (ELA-7-M3) 13. Identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3)

<p><b>ELA-7-M4:</b> using inductive and deductive reasoning skills across oral, written, and visual texts</p>	<p>14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example:</p> <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning (ELA-7-M4)</li> </ul>
<p><b>Standard Two: Students write competently for a variety of purposes and audiences.</b></p>	
<p><b>Benchmarks</b></p>	<p><b>Grade-Level Expectations</b></p>
<p><b>ELA-2-M1:</b> writing multiparagraph compositions (150–200 words) that clearly imply a central idea with supporting details in a logical, sequential order</p>	<p>15. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:</p> <ul style="list-style-type: none"> <li>• established central idea</li> <li>• organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic</li> <li>• elaboration (e.g., fact, examples, and/or specific details)</li> <li>• transitional words and phrases that unify ideas and points</li> <li>• overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1)</li> </ul> <p>16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p>
<p><b>ELA-2-M2:</b> using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions</p>	<p>17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> <li>• information/ideas selected to engage the interest of the reader</li> <li>• clear voice (individual personality)</li> <li>• variety in sentence structure (ELA-2-M2)</li> </ul>

<p><b>ELA-2-M3:</b> identifying and applying the steps of the writing process</p>	<p>18. Develop grade-appropriate compositions by identifying and applying writing processes, such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP 21 Writer’s Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA-2-M3)</li> </ul>
<p><b>ELA-2-M4:</b> using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)</p>	<p>19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)</p> <p>20. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> <li>• essays based on a stated opinion</li> <li>• fictional narratives (ELA-2-M4)</li> </ul>
<p><b>ELA-2-M5:</b> identifying and applying literary devices (e.g., symbolism, dialogue)</p>	<p>21. Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5)</p>
<p><b>ELA-2-M6:</b> writing as a response to texts and life experiences (e.g., personal and business letters)</p>	<p>22. Write for various purposes, including:</p> <ul style="list-style-type: none"> <li>• letters of complaint supported with complete and accurate information and reasons</li> <li>• evaluations of media, such as television, radio, and the arts</li> <li>• text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels</li> <li>• applications, such as memberships and library cards (ELA-2-M6)</li> </ul>
<p><b>Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</b></p>	
<p><b>Benchmarks</b></p>	<p><b>Grade-Level Expectations</b></p>
<p><b>ELA-3-M1:</b> writing fluidly and legibly in cursive or printed form</p>	

<b>ELA-3-M2:</b> demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations	23. Use standard English punctuation, including: <ul style="list-style-type: none"> <li>• commas to set off direct quotations, nouns of direct address, and after introductory words or phrases</li> <li>• semicolons or colons to separate independent clauses (ELA-3-M2)</li> </ul>
<b>ELA-3-M3:</b> demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles	24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• varied sentence structures, including complex sentences</li> <li>• antecedents that agree with pronouns in number, person, and gender</li> <li>• sentences without double negatives (ELA-3-M3)</li> </ul>
<b>ELA-3-M4:</b> demonstrating understanding of the parts of speech to make choices for writing	25. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>• infinitives and participles</li> <li>• superlative and comparative degrees of adjectives</li> <li>• adverbs (ELA-3-M4)</li> </ul>
<b>ELA-3-M5:</b> spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary	26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5) 27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)
<b>Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.</b>	
<b>Benchmarks</b>	<b>Grade-Level Expectations</b>
<b>ELA-4-M1:</b> speaking intelligibly, using standard English pronunciation and diction	28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1) 29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
<b>ELA-4-M2:</b> giving and following directions/procedures	30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2) 31. State oral directions/procedures for tasks (ELA-4-M2)
<b>ELA-4-M3:</b> using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations	32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3) 33. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)

<p><b>ELA-4-M4:</b> speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</p>	<p>34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4)</p> <p>35. Deliver formal and informal persuasive presentations (ELA-4-M4)</p> <p>36. Deliver grade-appropriate research-based presentations (ELA-4-M4)</p>
<p><b>ELA-4-M5:</b> listening and responding to a wide variety of media</p>	<p>37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5)</p>
<p><b>ELA-4-M6:</b> participating in a variety of roles in group discussions (e.g., facilitator, recorder)</p>	<p>38. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> <li>• explaining the effectiveness and dynamics of group process</li> <li>• applying agreed-upon rules for formal and informal discussions</li> <li>• assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)</li> </ul>
<p><b>Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</b></p>	
<p><b>Benchmarks</b></p>	<p><b>Grade-Level Expectations</b></p>
<p><b>ELA-5-M1:</b> identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)</p>	<p>39. Locate and select information using organizational features of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)</li> <li>• electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)</li> <li>• frequently accessed and bookmarked Web addresses</li> <li>• features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1)</li> </ul>

<p><b>ELA-5-M2:</b> integrating information sources</p>	<p>40. Locate and integrate information from a variety of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., Web sites, databases)</li> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)</li> </ul> <p>41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)</p>
<p><b>ELA-5-M3:</b> locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics</p>	<p>42. Gather and select information using data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>• surveying</li> <li>• interviewing</li> <li>• paraphrasing (ELA-5-M3)</li> </ul> <p>43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• works cited lists and/or bibliographies (ELA-5-M3)</li> </ul>
<p><b>ELA-5-M4:</b> using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)</p>	<p>44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4)</p>
<p><b>ELA-5-M5:</b> citing references using various formats (e.g., endnotes, annotated bibliographies)</p>	<p>45. Give credit for borrowed information following acceptable use policy, including:</p> <ul style="list-style-type: none"> <li>• integrating quotations and citations</li> <li>• using end notes</li> <li>• creating bibliographies and/or works cited lists (ELA-5-M5)</li> </ul>
<p><b>ELA-5-M6:</b> identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)</p>	<p>46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)</p>

## Sample Test Items: Grade 7 ELA

The prompts, resource materials, reading passages, and items below are representative of prompts, questions, and passages that will appear on actual tests.

### Writing Prompts

Below are two writing topics similar to topics that will appear on an iLEAP English Language Arts test. One is an expository prompt and one is a narrative prompt.

### Sample Writing Prompt A

**Read the topic in the box below and write a well-organized, multiparagraph composition of about 150 to 200 words. Be sure to follow the suggestions listed under the box.**

The Reach Out Club has invited students to participate in a writing contest. The club sponsors have asked students to write compositions explaining the qualities they look for in a friend.

Before you begin to write, think about what makes a person a good friend. What are the qualities a person should have in order to be a good friend?

**Now write a multiparagraph composition for the club sponsors explaining the qualities you look for in a friend.**

- Remember your audience is the club sponsors; use appropriate language.
- Include specific details and enough information so your readers will understand your explanation.
- 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 in expository mode. Other prompts may invite students to write in narrative mode and may take the form of fictional or personal narratives.*

## Sample Writing Prompt B

Read the topic in the box below and write a well-organized, multiparagraph composition of about 150 to 200 words. Be sure to follow the suggestions listed under the box.

The operators of a teen Web site are inviting students to submit stories for an online magazine. The topic for the stories is: A Time I Took a Stand. You have decided to enter a composition.

Before you begin to write, think about a time when you took a stand on an issue you believed in. Tell about the issue and what happened.

**Now write a multiparagraph composition that tells about a time you stood up for something you believed in.**

- Remember your audience is readers of the Web site; use appropriate language.
- Include specific details and enough information so your readers will understand what happened.
- 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 in narrative mode. Other prompts may invite students to write in expository mode and may take the form of essays or letters.*

## Using Information Resources

Below is a set of reference sources that is representative of the types of materials that may be included in this section of the *iLEAP* English Language Arts test. All reference sources will be related to a single research topic, and students will use the sources to answer a set of multiple-choice questions. Questions 1 through 5 following these reference sources are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

### Sample Using Information Resources Materials and Questions

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

**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 Book *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](http://EgyptToday.com).

### **PharoahPharoah.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 [PharoahPharaoh.com](http://PharoahPharaoh.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](http://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](http://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](http://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](http://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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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

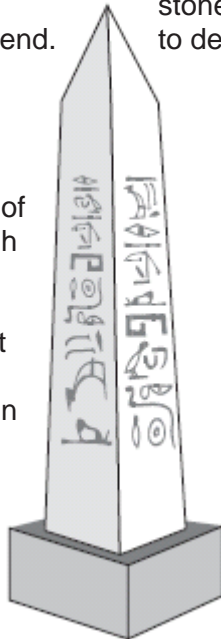
painstakingly carved from the granite quarries in Aswan.

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.

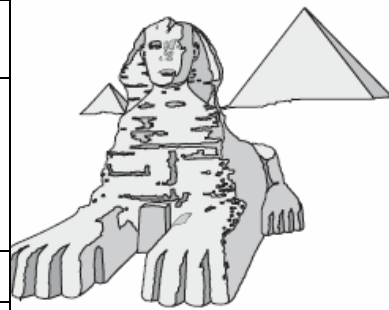
The sheer size leads one to wonder how the Egyptians got these monuments out of the ground and erected on the tops of temples. Modern engineers have theorized that everything from simple levers to kites that harnessed the power of the wind helped pull out the monuments. Teams of scientists have tried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



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

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

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

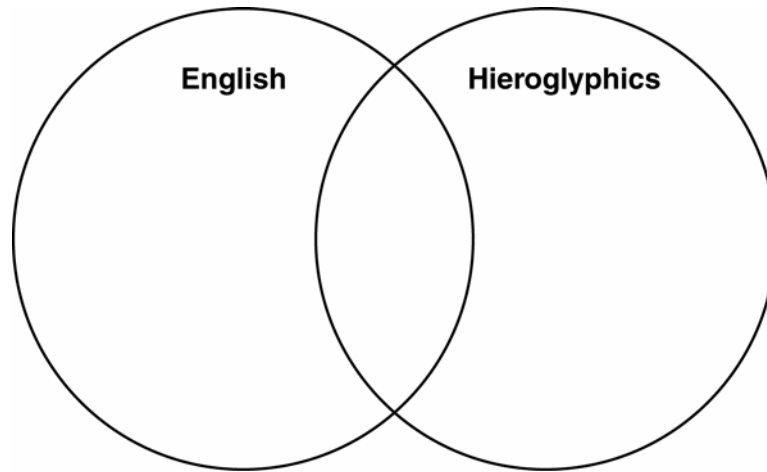
*Match to GLE: This item measures ELA-5-M1-GLE 39: locate and select information using organizational features of grade-appropriate resources, including complex reference sources. This item measures a student's ability to use a table of contents; other items may require students to use indexes, Web page directories, or other organizational features to locate and select information.*

- 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**

*Match to GLE: This item measures ELA-5-M2-GLE 40: locate and integrate information from a variety of grade-appropriate resources, including multiple printed texts. These items measure a student's ability to evaluate the appropriateness of a particular source in providing a particular piece of information for a specific task.*

- 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 Uses abbreviations
- B Can be read from left to right
- C Contains more than 2,000 characters
- D Contains characters that represent ideas

**Correct response: B**

*Match to GLE: This item measures ELA-5-M3-GLE 43: generate grade-appropriate research reports that include information presented in a variety of forms, including visual representations of data/information; graphic organizers (e.g., outlines, timelines, charts, webs); works cited lists and/or bibliographies. Items testing this GLE assess a student’s ability to access information and complete an outline, chart, or diagram.*

**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**

*Match to GLE: This item measures ELA-5-M5-GLE 45: give credit for borrowed information in grade-appropriate research reports following acceptable-use policy. This item measures a student's ability to identify the correct bibliographic citation for a particular source. Other items may require students to use the models provided in order to complete a partially completed bibliographic or parenthetical citation.*

**5** What can be determined using the Monumental Monuments chart from the book *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**

*Match to GLE: This item measures ELA-5-M6-GLE 46: interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources. This item measures a student's ability to interpret a chart. Other items may require students to interpret information in other types of graphic organizers.*

## Sample NRT Multiple-Choice Items

Questions 6 through 27 are sample multiple-choice 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 other items address Louisiana GLEs at other grade levels.

### Vocabulary

**Directions:** Questions 6 and 7 ask students to identify meanings of words in a context. Students should choose the word or phrase with the same meaning as the underlined word in the stem.

**6**     Reasonable price

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

**Correct Response: D**

*Match to GLE: This item measures ELA-1-M1-GLE 1: develop vocabulary using a variety of strategies.*

**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**

*Match to GLE: This item measures ELA-1-M1-GLE 1: develop vocabulary using a variety of strategies.*

## Reading

Following are two sample reading passages that show the type of passages that may be included in this part of the *iLEAP* English Language Arts test. After reading a passage, students will then respond to several multiple-choice items. Questions 8 through 17 are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

**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**

*Match to GLE: This item measures ELA-7-M1-GLE 9: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: 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**

*Match to GLE: This item measures ELA-7-M1-GLE 9: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making inferences and drawing conclusions.*

**10** What does the narrator 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**

*Match to GLE: This item measures ELA-7-M4-GLE 14: analyze grade-appropriate print and nonprint texts using various reasoning skills: skimming and 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**

*Match to GLE: This item measures ELA-1-M2-GLE 3: interpret literary devices.*

**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**

*Match to GLE: This item measures ELA-7-M1-GLE 9: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: 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**

*Match to GLE: This item measures ELA-7-M1-GLE 9: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: 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**

*Match to GLE: This item measures ELA-7-M4-GLE 14: analyze grade-appropriate print and nonprint texts using various reasoning skills: skimming and 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**

*Match to GLE: This item measures ELA-7-M1-GLE 9: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: 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**

*Match to GLE: This item measures ELA-7-M1-GLE 9: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: 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**

*Match to GLE: This item measures ELA-7-M1-GLE 9: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making inferences and drawing conclusions.*

## Language Questions

The Language part of the ELA test requires students to find mistakes in writing. The directions tell what type of mistake to look for (organization, spelling, capitalization, punctuation, usage, or expression).

Below are sample NRT items similar to those that will appear in the Language section of the iLEAP English Language Arts test.

**Directions:** Questions 18 and 19 are based on the following paragraphs.

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

**18** 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**

*Match to GLE: This item measures ELA-2-M1-GLE 15: write multiparagraph compositions on student- or teacher-selected topics organized with organizational patterns appropriate to the topic.*

**19 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**

*Match to GLE: This item measures ELA-2-M1-GLE 15: write multiparagraph compositions on student- or teacher-selected topics organized with overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details.*

**Directions:** Questions 20 and 21 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).

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

**Correct Response: B**

*Match to GLE: This item measures ELA-3-M5-GLE 26: spell high-frequency, commonly confused, frequently misspelled words and derivatives correctly.*

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

**Correct Response: A**

*Match to GLE: This item measures ELA-3-M5-GLE 26: spell high-frequency, commonly confused, frequently misspelled words and derivatives correctly.*

**Directions:** Questions 22 through 25 ask students to look for mistakes in capitalization and 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).

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

**Correct Response: A**

*Match to GLE: This item measures grade 3 ELA-3-M2-GLE 30: capitalize the first word in direct quotations.*

- 23**    **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**

*Match to GLE: This item measures grade 6 ELA-3-M2-GLE 26: capitalize names of companies, building, monuments, and geographical names.*

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

**Correct Response: C**

*Match to GLE: This item measures grade 5 ELA-3-M2-GLE 26: use standard English punctuation, including using quotation marks around dialogue.*

- 25**    **A** We visited Lincolns home  
          **B** in Springfield. In fact, we  
          **C** spent the whole day there.  
          **D** (No mistakes)

**Correct Response: A**

*Match to GLE: This item measures grade 4 ELA-3-M2-GLE 28: use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns.*

**Directions:** Questions 26 and 27 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).

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

**Correct Response: B**

*Match to GLE: This item measures ELA-3-M4-GLE 25: apply knowledge of parts of speech in writing.*

- 27**    **A** A tiny blue flower had  
          **B** grown through a crack  
          **C** in the sidewalk.  
          **D** (No mistakes)

**Correct Response: D**

*Match to GLE: This item measures ELA-3-M3-GLE 24: write paragraphs and compositions following standard English structure and usage.*

