Grade 7 English Language Arts
Practice Test Answer Key

This document contains the answers to all items on the grade 7 ELA Practice Test, as well as alignment and scoring information. Refer to the ELA Practice Test Guidance for information on how to incorporate the practice tests into instruction, as well as a scoring activity.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task (RST) AND a Literary Analysis Task (LAT) OR a Narrative Writing Task (NWT)—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the Grade 7 ELA Assessment Guide for more information about the test's design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	EBSR	**PART A:** C **PART B:** C	RL.7.4, L.7.4, RL.7.1
	2	EBSR	**PART A:** C **PART B:** D	RL.7.3, RL.7.1
	3	MS	**PART A:** B **PART B:** E, F	RL.7.6, RL.7.1
	4	EBSR	**PART A:** B **PART B:** B	RL.7.4, L.7.4, RL.7.1
	5	MS	**PART A:** B **PART B:** D, F	RL.7.3, RL.7.1
	6	TE	See TE Item Key	RL.7.2, RL.7.1
	7	PCR	See Scoring Table and Rubric Sample Student Responses	RL.7.6, RL.7.1; W.7.2, W.7.4, W.7.9; L.7.1, L.7.2
1 Reading Passage Set	8	MS	**PART A:** D **PART B:** A, C	RL.7.2, RL.7.1
	9	MS	**PART A:** B **PART B:** B, C	RL.7.4, L.7.4, RL.7.1
	10	MS	**PART A:** B **PART B:** B, E	RL.7.6, RL.7.1

Session	Sequence	Item Type	Key	Alignment
	11	EBSR	**PART A:** C **PART B:** D	RL.7.2, RL.7.1
2 Research Simulation Task	12	EBSR	**PART A:** D **PART B:** C	RI.7.4, L.7.4, RI.7.1
	13	EBSR	**PART A:** C **PART B:** B	RI.7.5, RI.7.1
	14	EBSR	**PART A:** B **PART B:** A	RI.7.2, RI.7.1
	15	EBSR	**PART A:** B **PART B:** D	RI.7.2, RI.7.1
	16	EBSR	**PART A:** D **PART B:** C	RI.7.3, RI.7.1
	17	MS	**PART A:** B **PART B:** C, D, F	RI.7.2, RI.7.1
	18	EBSR	**PART A:** D **PART B:** B	RI.7.5, RI.7.1
	19	TE	See TE Item Key	RI.7.2, RI.7.1
	20	PCR	See Scoring Table and Rubric	RI.7.6, RI.7.9, RI.7.1; W.7.2, W.7.4, W.7.9; L.7.1, L.7.2
3 Narrative Writing Task	21	TE	See TE Item Key	RL.7.2, RL.7.1
	22	MS	**PART A:** A **PART B:** C, E	RL.7.3, RL.7.1
	23	EBSR	**PART A:** D **PART B:** B	L.7.5, RL.7.1
	24	EBSR	**PART A:** B **PART B:** D	RL.7.2, RL.7.1
	25	PCR	See Scoring Table and Rubric Sample Student Responses	W 7.3, W.7.4; L.7.1, L.7.2
3 Reading Passage Set	26	EBSR	**PART A:** B **PART B:** B	RI.7.5, RI.7.1

Session	Sequence	Item Type	Key	Alignment
	27	EBSR	**PART A:** C **PART B:** B	RI.7.6, RI.7.1
	28	EBSR	**PART A:** C **PART B:** D	RI.7.5, RI.7.1
	29	EBSR	**PART A:** B **PART B:** C	RI.7.3, RI.7.1
	30	MS	**PART A:** B **PART B:** C, E	RI.7.4, L.7.4, RI.7.1
	31	MS	**PART A:** A **PART B:** A, E	RI.7.2, RI.7.1
4 Reading Literary and Informational Texts	32	EBSR	**PART A:** C **PART B:** A	RL.7.3, RL.7.1
	33	MS	**PART A:** C **PART B:** E, F	RL.7.6, RL.7.1
	34	TE	See TE Item Key	RL.7.3, RL.7.1
	35	EBSR	**PART A:** B **PART B:** D	RL.7.2, RL.7.1
	36	EBSR	**PART A:** B **PART B:** A	RI.7.3, RI.7.1
	37	EBSR	**PART A:** B **PART B:** D	RI.7.4, L.7.5, RI.7.1
	38	EBSR	**PART A:** D **PART B:** D	RI.7.2, RI.7.1
	39	EBSR	**PART A:** B **PART B:** A	RI.7.5, RI.7.1
	40	MS	**PART A:** C **PART B:** B, D	RI.7.3, RI.7.1
	41	TE	See TE Item Key	RI.7.3, RI.7.1

Item Type	Description	Scoring Information
Evidence-Based Selected Response (EBSR)	• Two-part item • Part A measures reading comprehension • Part B asks for evidence to support part A	• Worth up to two points (2, 1, or 0) • Full credit (2 points): both parts correct • Partial credit (1 point): Part A is correct; Part B is not correct • No credit (0 points): **only** Part B is correct or neither part is correct
Multiple-Select (MS)	• Requires more than one answer (required number of correct answers in **boldface** in question) • Can have one part (e.g., asks student to select **three** summary details) or two parts (e.g., Part A asks students to choose **two** themes; Part B asks for evidence for themes)	• Full credit (2 points): All answers correct • Partial credit (1 point): for one-part MS item, 1 of 2 or 2 of 3 answers are correct or for an EBSR with MS in Part A, 1 of 2 or 2 of 3 answers in Part A are correct OR all answers are correct in part A, but Part B is incorrect • No credit (0 points): Both parts are incorrect OR **only** Part B is correct

Technology-Enhanced (TE)	• May have one part OR be part of an EBSR item
	• Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, matching information (refer to LEAP 2025 Technology Enhanced Item Types document for more information)
		• Worth up to two points (2, 1, or 0)
		• TE Items that are part of an EBSR follow the same general rules as EBSR items.
		• Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, OR if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1)
		• Partial credit (1 point): depends on item type
		    ○ For most one-part TE items: 1 point if student chooses at least half of the correct responses
		    ○ For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses
		    ○ For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses

Item Type	Description	Scoring Information
		o For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order 4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses • No credit (0 points): does not meet partial credit rules or for a two-part TE item, **only** part B is correct
Prose Constructed Response (PCR)	• Requires student to show understanding of text(s) by writing a multi-paragraph response • Addresses more than one text depending on the task (LAT: 2 texts; RST: 3 texts) • Requires evidence from texts • Measures Reading Comprehension and Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT)	LAT/RST: Worth up to 19 points • Reading Comprehension and Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0) NWT: Worth up to 15 points • Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0)

Session 1, Item 6

Summary from *Black Beauty:*
The Autobiography of a Horse

The narrator explains what breaking in a horse involves.
The narrator says that horses must always follow their masters' wishes.
The narrator tells how unpleasant it is to wear a bit and bridle.
The narrator gets used to being broken in and feels proud to be ridden by his master.

The narrator describes how cruel the master
is when putting on the saddle.

The narrator says he will never get used to
carrying his master.

Note: The image on the next page shows the question prior to a response being entered.

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The narrator tells how unpleasant it is to wear
a bit and bridle.

The narrator explains what breaking in a
horse involves.

The narrator says he will never get used to
carrying his master.

Session 2, Item 19

1	Ions moving through a solution create an electrical charge.
2	Electricity flows poorly through substances with few or no ions.
3	Some substances with few ions become good conductors of electricity when they are combined with other substances.

Laundry soap often contains molecules of ammonia.

Sodium chloride, more commonly known as table salt, has ions.

In addition, atoms contain even smaller parts called subatomic particles.

Note: The image below shows the question prior to a response being entered.

1	
2	
3	

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1	Blake tries to occupy himself while waiting for his mother in a library.
2	As Blake taps books on the shelves, one strikes him.
3	Blake looks and listens carefully trying to figure out what caused the book to strike him.
4	Blake is brought to reality when his mother and the librarian appear.

Blake suffers a paper cut from his encounter with the book.

A sharp-clawed cat named Mephistopheles is the only other living thing that Blake can see.

Blake reads the nameplates to determine the subjects of the portraits hanging on the library wall.

Blake hears a sound and determines it was his sister walking upstairs.

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13 "Well, no. Not depressed. But he hasn't really moved for the last few years. Now he's like a brand-new dog." Kevin could sense that his argument was getting thinner.

14 "And without a single class." Howie spoke and chewed simultaneously. "Why can't you two just keep up the walks? Let the dog keep whackin' himself in the head with the tire in the backyard or whatever."

15 Kevin folded his arms across his Cubs jersey. "If Izzy wants to sign up for soccer in Malaysia, it's no problem. We'll get vaccinated against six diseases and book a flight. I want to sign up for dog training in Wrigleyville and you're like, 'No way.'"

16 "Listen, I didn't say 'No way.'" Howie paused. "You know I'm happy to pay for anything you're into—but you, not the dog." He speared a strawberry, swirled it in whipped cream, and then scooped up a waffle chunk and rammed the fork in his mouth. And c'mon. You can't compare Cromwell jumping over stuff to Izzy's soccer.""

17 "Why can't I?" Kevin insisted.

18 "Because soccer's a sport—not a particularly American sport, I'll grant you. It doesn't involve much scoring or violence," Kevin's dad continued. "But there is *some* scoring, and there's fake violence. More importantly, it has a ball."

19 Kevin's eyes widened. "*What*?"

20 "Soccer is played with a ball, Kevin," Howie explained. "All sports involve balls. They can be kicked or thrown, doesn't matter."

21 Kevin stared at his dad for a moment, dumbfounded.

22 "So," he said at last, "surfing is not a sport?"

23 "Negatory, Kev. It's an exhibition," Howie declared.

*Note: The student only needs to select two of the three correct answers to receive full credit.

Session 4, Item 41

Groups Who Helped in the Rescue

Groups	Contributions	Effects
Soviets	provided icebreakers	cleared the final channel to open water
Reporters	alerted people to the problem	more resources became available
Inupiat people	gave advice about conditions	helped keep the rescuers safe

Contributions   Effects

Note: The image below shows the question prior to a response being entered.

Groups Who Helped in the Rescue

Groups	Contributions	Effects
Soviets		
Reporters		
Inupiat people		

Contributions   Effects

alerted people to the problem   helped keep the rescuers safe

provided icebreakers   more resources became available

gave advice about conditions   cleared the final channel to open water

Scoring of Grade 7 PCRs				
Task	**Dimensions**	**Points by Dimension**	**Total Points**	**Rubric**
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Narrative Writing	Written Expression	12 points (3 times holistic score)	15	NWT Rubric
	Conventions	3 points		

*When scoring the Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST and the LAT.

Grades 6–10 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the claim or topic; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • has a style that is **minimally effective**.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear.**	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Grades 6–10 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** organization and coherence; • has a style that has **limited effectiveness**.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding,** but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

NOTES:
- The reading dimension is **not** scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards W1-W4.
- Tone is not assessed in grade 6.
- Per the Louisiana Student Standards, in grades 6-8, narrative elements may include establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives, in addition to the grades 3-5 narrative elements: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.The elements to be assessed are expressed in the grade-level standard W3.