

Ohio's State Tests

ITEM RELEASE

SPRING 2021

**GRADE 7
ENGLISH LANGUAGE ARTS**

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**Grade 7 English Language Arts
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Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
23	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4)	Level 2	B	1 point
24	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4)	Level 2	D	1 point
25	Multiple Choice Item	Literary	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. (RL.7.6)	Level 2	B	1 point
26	Multiple Choice Item	Literary	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)	Level 2	B	1 point
27	Evidence-Based Selected Response	Literary	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. (RL.7.6)	Level 3	---	2 points

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

**Grade 7 English Language Arts
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Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
28	Multi-Select Item	Literary	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RL.7.1)</i>	Level 2	B, C	1 point
29	Evidence-Based Selected Response	Literary	Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text. <i>(RL.7.2)</i>	Level 3	D; B	2 points
30	Multiple Choice Item	Informational	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <i>(RI.7.5)</i>	Level 2	D	1 point
31	Multiple Choice Item	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <i>(RI.7.4)</i>	Level 2	B	1 point
32	Multi-Select Item	Informational	Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. <i>(RI.7.2)</i>	Level 2	C, D, E	1 point

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

Grade 7 English Language Arts Spring 2021 Item Release Content Summary and Answer Key

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
33	Multiple Choice Item	Informational	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <i>(RI.7.5)</i>	Level 2	D	1 point
34	Multiple Choice Item	Informational	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <i>(L.7.4)</i>	Level 2	A	1 point
35	Evidence-Based Selected Response	Informational	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. <i>(RI.7.8)</i>	Level 3	C; A	2 points
36	Matching Item	Informational	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. <i>(RI.7.9)</i>	Level 3	---	1 point
37	Extended Response	Writing	Write arguments to support claims with clear reasons and relevant evidence. <i>(W.7.1)</i>	Level 4	---	10 points

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

Depth of Knowledge (DOK)

Depth of Knowledge (DOK) refers to the complexity of thinking required to complete a task in a given item. Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures. Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details. Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set. Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

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Stimulus for Questions 23 – 29

Stimulus for Questions 23 – 29

A teenager named Rita, who lives in Paterson, New Jersey, is sent to spend the summer with her grandparents in San Juan, Puerto Rico.

from *An Island Like You*

by Judith Ortiz Cofer

- 1 My whole life, I had seen my grandparents only once a year when we went down for a two-week vacation, and frankly, I spent all my time at the beach with my cousins and let the adults sit around drinking their hot *café con leche*¹ and sweating, gossiping about people I didn't know. This time there would be no cousins to hang around with—vacation time for the rest of the family was almost three months away. It was going to be a long summer.
- 2 Did I say hot? When I stepped off the airplane in San Juan, it was like I had opened an oven door. I was immediately drenched in sweat, and felt like I was breathing water. To make matters worse, there were Papá Juan, Mamá Ana, and about a dozen other people waiting to hug me and ask me a million questions in Spanish—not my best language. The others were *vecinos*, neighbors who had nothing better to do than come to the airport to pick me up in a caravan of cars. My friends from Central High would have died laughing if they had seen the women with their fans going back and forth across their shiny faces fighting over who was going to take my bags, and who was going to sit next to whom in the cars for the fifteen-minute drive home. Someone put a chubby brown baby on my lap, and even though I tried to ignore her, she curled up around me like a koala bear and went to sleep. I felt her little chest going up and down and I made my breath match hers. I sat in the back of Papá Juan's *un-air-conditioned* subcompact² in between Doña This and Doña That, practicing Zen. I had been reading about it in a magazine on the airplane, about how to lower your blood pressure by concentrating on your breathing, so I decided to give it a try. . . .
- 3 By the time we got to Mamá Ana's house, I had a pounding headache. I excused myself from my welcoming committee, handed the . . . baby (she really was cute) over to her grandmother, and went to lie down in the room where Papá Juan had put my bags.
- 4 Of course, there was no AC. The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster. When I looked at him, he started screeching at the top of his lungs. I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*. I put a pillow over my head . . . I must have dozed off, because when I opened my eyes, I saw my grandfather sitting on a chair outside my window, which had been opened again. He was stroking the rooster's feathers and seemed to be whispering something in his ear. He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground.

. . .

5 But what about privacy? Had I or had I not closed the window in my room?

6 "Papá," I said assertively, "I think we need to talk."

7 "There is no need to talk when you can see into people's hearts," he said, setting the rooster on my window ledge. "This is Ramón. He is a good rooster and makes the hens happy and productive, but Ramón has a little problem that you will soon notice. He cannot tell time very accurately. To him, day is night and night is day. It is all the same to him, and when the spirit moves him, he sings. This is not a bad thing in itself, *entiendes?*³ But sometimes it annoys people. *Entonces,*⁴ I have to come and calm him down."

. . .

8 Ramón jumped into my room and up on my bed, where he spread his wings and crowed like a madman.

9 "He is welcoming you to Puerto Rico," my grandfather said. I decided to go sit in the living room.

¹*café con leche*: Spanish for "coffee with milk"

²*subcompact*: a very small car

³*entiendes*: Spanish for "understand"

⁴*Entonces*: Spanish for "So"

Adapted from "Bad Influence" in AN ISLAND LIKE
YOU: STORIES OF THE BARRIO by Judith Ortiz
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**Grade 7 English Language Arts
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Question 23

Question and Scoring Guidelines

Question 23

Read this sentence from paragraph 4.

"Of course, there was no AC."

What does the use of the phrase "Of course" suggest about Rita?

- Ⓐ She wants to highlight her ability to adapt to a difficult situation.
- Ⓑ She is not surprised because she has been uncomfortable since her arrival.
- Ⓒ She wants to confirm with someone that the air conditioning does not work.
- Ⓓ She acknowledges that others are more accustomed to dealing with hot weather than she is.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. *(RL.7.4)*

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although Rita certainly has an attitude that everything is making her uncomfortable, she is mostly just mopey and does not seem to rise above or adapt to her situation in this passage.

Rationale for Option B: **Key** – Rita has been uncomfortable since the beginning of the story, and the phrase “Of course” is used in a sarcastic way to convey how unsurprised she is by further discomfort.

Rationale for Option C: This is incorrect. Although there is no AC, this phrase is not used to confirm with her grandfather that the AC is broken.

Rationale for Option D: This is incorrect. While Rita is certainly aware of how different her situation is, and how uncomfortable she feels, she does not acknowledge other people’s feelings or customs, and this is not the intent of the phrase.

Sample Response: 1 point

Read this sentence from paragraph 4.

“Of course, there was no AC.”

What does the use of the phrase “Of course” suggest about Rita?

- ☐ Ⓐ She wants to highlight her ability to adapt to a difficult situation.
- ☒ Ⓑ She is not surprised because she has been uncomfortable since her arrival.
- ☐ Ⓒ She wants to confirm with someone that the air conditioning does not work.
- ☐ Ⓓ She acknowledges that others are more accustomed to dealing with hot weather than she is.

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Question 24

Question and Scoring Guidelines

Question 24

What does the phrase “she curled up around me like a koala bear” emphasize in paragraph 2?

- Ⓐ the awkwardness of Rita’s car ride
- Ⓑ the kindness with which Rita cares for the baby
- Ⓒ the warmth of the welcome from all of Rita’s relatives
- Ⓓ the peacefulness of the baby in the midst of Rita’s chaos

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. *(RL.7.4)*

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. While the car ride is depicted as one that is awkward and uncomfortable, this phrase draws attention to a moment when Rita and the baby have a brief but meaningful connection and moment of calm.

Rationale for Option B: This is incorrect. While the baby does fall asleep and Rita tries to match her breath, the phrase “she curled up around me like a koala bear” is not meant to demonstrate Rita’s particular kindness or care toward the baby.

Rationale for Option C: This is incorrect. Although Rita’s relatives are extending a warm welcome to Rita at the airport, the use of this phrase in describing the baby’s action is not as much an extension of this as it is a respite for Rita and her feelings of being overwhelmed and uncomfortable.

Rationale for Option D: **Key** – The entire story up to this point has been depicted as uncomfortable for Rita, but this phrase draws attention to how peaceful the baby is with Rita in the midst of the surrounding chaos. The sentence right after this explains: “I felt her little chest going up and down and I made my breath match hers.” The baby calms her.

Sample Response: 1 point

What does the phrase “she curled up around me like a koala bear” emphasize in paragraph 2?

- ☐ Ⓐ the awkwardness of Rita’s car ride
- ☐ Ⓑ the kindness with which Rita cares for the baby
- ☐ Ⓒ the warmth of the welcome from all of Rita’s relatives
- ☒ Ⓓ the peacefulness of the baby in the midst of Rita’s chaos

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Question 25

Question and Scoring Guidelines

Question 25

Read the sentence from paragraph 2.

"The others were *vecinos*, neighbors who had nothing better to do than come to the airport to pick me up in a caravan of cars."

What perspective does this sentence emphasize in the passage?

- Ⓐ the relatives' expectation that more family was coming
- Ⓑ Rita's lack of appreciation for the people welcoming her
- Ⓒ Rita's misunderstanding of who the people were there to see
- Ⓓ the neighbors' assumption that Rita would be surprised by them

Points Possible: 1

Topic: Literary

Content Standard: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. (RL.7.6)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although lots of people show up to greet Rita at the airport, this is because they are welcoming her to Puerto Rico, not because they expected more family to be there.

Rationale for Option B: **Key** – The author describes Rita's discomfort upon arrival, and here portrays her lack of appreciation for the genuine excitement of everyone who came to meet and welcome her.

Rationale for Option C: This is incorrect. Although Rita is a bit overwhelmed and uncomfortable at the attention and all of the people she sees, there's no evidence in the text that Rita misconstrues who they were there to see.

Rationale for Option D: This is incorrect. Although the author describes the neighbors' desire to caravan to the airport to greet Rita, the emphasis here is more on Rita and her dismissal of her greeters rather than the greeters' (especially the neighbors') perspective.

Sample Response: 1 point

Read the sentence from paragraph 2.

"The others were *vecinos*, neighbors who had nothing better to do than come to the airport to pick me up in a caravan of cars."

What perspective does this sentence emphasize in the passage?

- ☐ Ⓐ the relatives' expectation that more family was coming
- ☒ Ⓑ Rita's lack of appreciation for the people welcoming her
- ☐ Ⓒ Rita's misunderstanding of who the people were there to see
- ☐ Ⓓ the neighbors' assumption that Rita would be surprised by them

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Question 26

Question and Scoring Guidelines

Question 26

Read the paragraph.

5 But what about privacy? Had I or had I not closed the window in my room?

Why is the language used in paragraph 5 significant?

- Ⓐ It shows how Rita reacts in a new situation.
- Ⓑ It emphasizes the level of Rita's frustration.
- Ⓒ It reveals Rita's fear of strangers.
- Ⓓ It highlights Rita's confusion.

Points Possible: 1

Topic: Literary

Content Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
(L.7.5)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. At this point in the passage, Rita has been in her “new situation” for a little while, and the questions in paragraph 5 represent Rita’s breaking point.

Rationale for Option B: **Key** – At this point in the text, Rita is already uncomfortable, but the lack of privacy is what pushes her to the point of confrontation.

Rationale for Option C: This is incorrect. Rita is frustrated by the fact that her grandfather opens the window that she shut, but the rhetorical questions emphasize her breaking point, not a fear of strangers.

Rationale for Option D: This is incorrect. Although Rita questions whether or not she closed the window, these rhetorical questions follow her recognition of her grandfather right outside her window and are not asked in a literal way.

Sample Response: 1 point

Read the paragraph.

5 But what about privacy? Had I or had I not closed the window in my room?

Why is the language used in paragraph 5 significant?

- ☐ Ⓐ It shows how Rita reacts in a new situation.
- ☒ Ⓑ It emphasizes the level of Rita’s frustration.
- ☐ Ⓒ It reveals Rita’s fear of strangers.
- ☐ Ⓓ It highlights Rita’s confusion.

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Question 27

Question and Scoring Guidelines

Question 27

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is Rita's perspective of the rooster different from her grandfather's?

- Ⓐ Rita dislikes the rooster's loud sounds, while her grandfather appreciates being awakened by him.
- Ⓑ Rita thinks they should get rid of the rooster, while her grandfather thinks they should keep him.
- Ⓒ Rita is unimpressed by the rooster, while her grandfather has worked hard to train him.
- Ⓓ Rita thinks the rooster is annoying, while her grandfather cares for him.

Part B

Select one sentence from paragraph 4 that portrays Rita's perspective from Part A. Then, select one sentence that portrays the grandfather's perspective from Part A.

- 4 Of course, there was no AC. The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster. When I looked at him, he started screeching at the top of his lungs. I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*. I put a pillow over my head I must have dozed off, because when I opened my eyes, I saw my grandfather sitting on a chair outside my window, which had been opened again. He was stroking the rooster's feathers and seemed to be whispering something in his ear. He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground.

Points Possible: 2

Topic: Literary

Content Standard: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. *(RL.7.6)*

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Although Rita dislikes the screeching noises made by the rooster, her grandfather does not say he likes being awakened by him.

Rationale for Option B: This is incorrect. Although Rita finds Ramon to be annoying, there is no evidence in the text to indicate that anyone is debating getting rid of the rooster.

Rationale for Option C: This is incorrect. To describe Rita as unimpressed by the rooster is an understatement, and while her grandfather is nice to the rooster, there is no evidence to suggest he has trained Ramon.

Rationale for Option D: **Key** – Rita is clearly annoyed by the rooster for jumping on her bed and crowing, and her grandfather mentions in paragraph 7 that Ramon is a “good rooster and makes the hens happy and productive” and pets him with care.

Part B

“I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*.” AND “He was stroking the rooster’s feathers and seemed to be whispering something in his ear.” selected;

OR

“I put a pillow over my head” AND “He was stroking the rooster’s feathers and seemed to be whispering something in his ear” selected.

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Question 27

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is Rita's perspective of the rooster different from her grandfather's?

- ☒ (A) Rita dislikes the rooster's loud sounds, while her grandfather appreciates being awakened by him.
- ☐ (B) Rita thinks they should get rid of the rooster, while her grandfather thinks they should keep him.
- ☐ (C) Rita is unimpressed by the rooster, while her grandfather has worked hard to train him.
- ☐ (D) Rita thinks the rooster is annoying, while her grandfather cares for him.

Part B

Select one sentence from paragraph 4 that portrays Rita's perspective from Part A. Then, select one sentence that portrays the grandfather's perspective from Part A.

- 4 Of course, there was no AC. The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster. When I looked at him, he started screeching at the top of his lungs. I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*. I put a pillow over my head I must have dozed off, because when I opened my eyes, I saw my grandfather sitting on a chair outside my window, which had been opened again. He was stroking the rooster's feathers and seemed to be whispering something in his ear. He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground.

Notes on Scoring

This response earns full credit (2 points) because the correct answer is selected in Part A and both of the correct answers are selected in Part B.

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is Rita's perspective of the rooster different from her grandfather's?

- ☐ Ⓐ Rita dislikes the rooster's loud sounds, while her grandfather appreciates being awakened by him.
- ☐ Ⓑ Rita thinks they should get rid of the rooster, while her grandfather thinks they should keep him.
- ☐ Ⓒ Rita is unimpressed by the rooster, while her grandfather has worked hard to train him.
- ☒ Ⓓ Rita thinks the rooster is annoying, while her grandfather cares for him.

Part B

Select one sentence from paragraph 4 that portrays Rita's perspective from Part A. Then, select one sentence that portrays the grandfather's perspective from Part A.

- 4 Of course, there was no AC. The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster. When I looked at him, he started screeching at the top of his lungs. I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*. I put a pillow over my head I must have dozed off, because when I opened my eyes, I saw my grandfather sitting on a chair outside my window, which had been opened again. He was stroking the rooster's feathers and seemed to be whispering something in his ear. He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground.

Notes on Scoring

This response earns full credit (2 points) because the correct answer is selected in Part A and both of the correct answers are selected in Part B.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is Rita's perspective of the rooster different from her grandfather's?

- ☐ Ⓐ Rita dislikes the rooster's loud sounds, while her grandfather appreciates being awakened by him.
- ☐ Ⓑ Rita thinks they should get rid of the rooster, while her grandfather thinks they should keep him.
- ☐ Ⓒ Rita is unimpressed by the rooster, while her grandfather has worked hard to train him.
- ☒ Ⓓ Rita thinks the rooster is annoying, while her grandfather cares for him.

Part B

Select one sentence from paragraph 4 that portrays Rita's perspective from Part A. Then, select one sentence that portrays the grandfather's perspective from Part A.

- 4 Of course, there was no AC. The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster. When I looked at him, he started screeching at the top of his lungs. I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*. I put a pillow over my head . . . I must have dozed off, because when I opened my eyes, I saw my grandfather sitting on a chair outside my window, which had been opened again. He was stroking the rooster's feathers and seemed to be whispering something in his ear. He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground.

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are partially incorrect and do not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is Rita's perspective of the rooster different from her grandfather's?

- ☐ Ⓐ Rita dislikes the rooster's loud sounds, while her grandfather appreciates being awakened by him.
- ☐ Ⓑ Rita thinks they should get rid of the rooster, while her grandfather thinks they should keep him.
- ☐ Ⓒ Rita is unimpressed by the rooster, while her grandfather has worked hard to train him.
- ☒ Ⓓ Rita thinks the rooster is annoying, while her grandfather cares for him.

Part B

Select one sentence from paragraph 4 that portrays Rita's perspective from Part A. Then, select one sentence that portrays the grandfather's perspective from Part A.

- 4 Of course, there was no AC. The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster. When I looked at him, he started screeching at the top of his lungs. I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*. I put a pillow over my head . . . I must have dozed off, because when I opened my eyes, I saw my grandfather sitting on a chair outside my window, which had been opened again. He was stroking the rooster's feathers and seemed to be whispering something in his ear. He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground.

Notes on Scoring

This response earns partial credit (1 point) because the correct answer is selected in Part A and both of the answers selected in Part B are incorrect. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is Rita's perspective of the rooster different from her grandfather's?

- ☒ Rita dislikes the rooster's loud sounds, while her grandfather appreciates being awakened by him.
- ☐ Rita thinks they should get rid of the rooster, while her grandfather thinks they should keep him.
- ☐ Rita is unimpressed by the rooster, while her grandfather has worked hard to train him.
- ☐ Rita thinks the rooster is annoying, while her grandfather cares for him.

Part B

Select one sentence from paragraph 4 that portrays Rita's perspective from Part A. Then, select one sentence that portrays the grandfather's perspective from Part A.

- 4 Of course, there was no AC. The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster. When I looked at him, he started screeching at the top of his lungs. I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*. I put a pillow over my head . . . I must have dozed off, because when I opened my eyes, I saw my grandfather sitting on a chair outside my window, which had been opened again. He was stroking the rooster's feathers and seemed to be whispering something in his ear. He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground.

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answers; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is Rita's perspective of the rooster different from her grandfather's?

- ☒ Rita dislikes the rooster's loud sounds, while her grandfather appreciates being awakened by him.
- ☐ Rita thinks they should get rid of the rooster, while her grandfather thinks they should keep him.
- ☐ Rita is unimpressed by the rooster, while her grandfather has worked hard to train him.
- ☐ Rita thinks the rooster is annoying, while her grandfather cares for him.

Part B

Select one sentence from paragraph 4 that portrays Rita's perspective from Part A. Then, select one sentence that portrays the grandfather's perspective from Part A.

- 4 Of course, there was no AC. The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster. When I looked at him, he started screeching at the top of his lungs. I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*. I put a pillow over my head I must have dozed off, because when I opened my eyes, I saw my grandfather sitting on a chair outside my window, which had been opened again. He was stroking the rooster's feathers and seemed to be whispering something in his ear. He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground.

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answers; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is Rita's perspective of the rooster different from her grandfather's?

- ☒ Rita dislikes the rooster's loud sounds, while her grandfather appreciates being awakened by him.
- ☐ Rita thinks they should get rid of the rooster, while her grandfather thinks they should keep him.
- ☐ Rita is unimpressed by the rooster, while her grandfather has worked hard to train him.
- ☐ Rita thinks the rooster is annoying, while her grandfather cares for him.

Part B

Select one sentence from paragraph 4 that portrays Rita's perspective from Part A. Then, select one sentence that portrays the grandfather's perspective from Part A.

- 4 Of course, there was no AC. The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster. When I looked at him, he started screeching at the top of his lungs. I closed the window, but I could still hear him crowing; then someone turned on a radio, *loud*. I put a pillow over my head . . . I must have dozed off, because when I opened my eyes, I saw my grandfather sitting on a chair outside my window, which had been opened again. He was stroking the rooster's feathers and seemed to be whispering something in his ear. He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground.

Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

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Question 28

Question and Scoring Guidelines

Question 28

Select **two** details from the passage that reveal Rita's reaction to being in Puerto Rico.

- ☐ "My whole life, I had seen my grandparents only once a year when we went down for a two-week vacation, and frankly, I spent all my time at the beach with my cousins . . ." (paragraph 1)
- ☐ "It was going to be a long summer." (paragraph 1)
- ☐ "By the time we got to Mamá Ana's house, I had a pounding headache." (paragraph 3)
- ☐ "The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster." (paragraph 4)
- ☐ "When I looked at him, he started screeching at the top of his lungs." (paragraph 4)

Points Possible: 1

Topic: Literary

Content Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for First Option: This is incorrect. While this excerpt explains Rita's previous trips to Puerto Rico, it does not reveal how she feels about being in Puerto Rico for her current trip.

Rationale for Second Option: **Key** – This excerpt shows Rita's reaction to being in Puerto Rico, as it shows she isn't really looking forward to spending her time there and thinks it's going to be a "long summer."

Rationale for Third Option: **Key** – This excerpt shows Rita's reaction to being in Puerto Rico, in that all the fuss made over her arrival at the airport and the car ride to her grandparents' house, as well as the heat, has caused her to have a headache. The sentence reiterates her frustration and negative attitude towards being in Puerto Rico.

Rationale for Fourth Option: This is incorrect. While this excerpt describes a later source of frustration for Rita in the story, it does not reveal her reaction to being in Puerto Rico.

Rationale for Fifth Option: This is incorrect. While this excerpt shows the rooster, which is a source of annoyance for Rita, it does not reveal her reaction to being in Puerto Rico.

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Question 28

Sample Responses

Sample Response: 1 point

Select **two** details from the passage that reveal Rita's reaction to being in Puerto Rico.

- ☐ "My whole life, I had seen my grandparents only once a year when we went down for a two-week vacation, and frankly, I spent all my time at the beach with my cousins . . ." (paragraph 1)
- ☒ "It was going to be a long summer." (paragraph 1)
- ☒ "By the time we got to Mamá Ana's house, I had a pounding headache." (paragraph 3)
- ☐ "The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster." (paragraph 4)
- ☐ "When I looked at him, he started screeching at the top of his lungs." (paragraph 4)

Notes on Scoring

This response earns full credit (1 point) because the two correct choices are selected.

Sample Response: 0 points

Select **two** details from the passage that reveal Rita's reaction to being in Puerto Rico.

- ☒ "My whole life, I had seen my grandparents only once a year when we went down for a two-week vacation, and frankly, I spent all my time at the beach with my cousins . . ." (paragraph 1)
- ☒ "It was going to be a long summer." (paragraph 1)
- ☐ "By the time we got to Mamá Ana's house, I had a pounding headache." (paragraph 3)
- ☐ "The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster." (paragraph 4)
- ☐ "When I looked at him, he started screeching at the top of his lungs." (paragraph 4)

Notes on Scoring

This response earns no credit (0 points) because one of the selected choices is incorrect. In order to receive full credit for this item, both selections must be correct.

Sample Response: 0 points

Select **two** details from the passage that reveal Rita's reaction to being in Puerto Rico.

- ☐ "My whole life, I had seen my grandparents only once a year when we went down for a two-week vacation, and frankly, I spent all my time at the beach with my cousins . . ." (paragraph 1)
- ☐ "It was going to be a long summer." (paragraph 1)
- ☒ "By the time we got to Mamá Ana's house, I had a pounding headache." (paragraph 3)
- ☒ "The window was thrown wide open, and right outside, perched on a fence separating our house from the neighbors' by about six inches, there was a red rooster." (paragraph 4)
- ☐ "When I looked at him, he started screeching at the top of his lungs." (paragraph 4)

Notes on Scoring

This response earns no credit (0 points) because one of the selected choices is incorrect. In order to receive full credit for this item, both selections must be correct.

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Question 29

Question and Scoring Guidelines

Question 29

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of the passage?

- Ⓐ Being introduced to new people can be hard.
- Ⓑ Family relationships have the strongest bonds.
- Ⓒ Whatever a person expects usually comes true.
- Ⓓ Adjusting to different cultures can be a struggle.

Part B

Which sentence helps develop the theme from Part A?

- Ⓐ "This time there would be no cousins to hang around with—vacation time for the rest of the family was almost three months away." (paragraph 1)
- Ⓑ "To make matters worse, there were Papá Juan, Mamá Ana, and about a dozen other people waiting to hug me and ask me a million questions in Spanish—not my best language." (paragraph 2)
- Ⓒ "He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground." (paragraph 4)
- Ⓓ "'He is welcoming you to Puerto Rico,' my grandfather said." (paragraph 9)

Points Possible: 2

Topic: Literary

Content Standard: Analyze literary text development. *a.* Determine a theme of a text and analyze its development over the course of the text.

b. Incorporate the development of a theme and other story details into an objective summary of the text. *(RL.7.2)*

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Although the passage mentions Rita's struggles with so many different people coming to visit her, the critical interaction in the passage happens with her grandfather, whom she already knows.

Rationale for Option B: This is incorrect. Although Rita does learn about her culture and her family, the theme of the passage does not focus on their strong relationships with one another.

Rationale for Option C: This is incorrect. Although Rita foreshadows the summertime ahead with her grandparents in paragraph 1 as being difficult and the events of the story unfold this way, this is not the theme of the passage.

Rationale for Option D: **Key** – Although Rita's grandparents and relatives are very welcoming to her, the descriptions of her experience and her internal thoughts show that she is struggling to adjust to the culture and way of doing things in Puerto Rico that she is not used to.

Part B

Rationale for Option A: This is incorrect. This detail suggests Rita's current visit will differ from a past one, but it does not support the theme.

Rationale for Option B: **Key** – The phrase “to make matters worse” suggests the discomfort Rita feels when she arrives, and her description of the people waiting to hug her and ask her questions in Spanish shows her struggling to adjust, which supports the theme.

Rationale for Option C: This is incorrect. While this option introduces the conversation that Rita will have with her grandfather and mentions her being in “a daze”, it does not directly support the theme about it being a struggle to adjust to a new culture.

Rationale for Option D: This is incorrect. While this excerpt shows that the grandfather appreciates the rooster and is trying to tell Rita that it is welcoming her, it doesn't directly support the theme that adjusting to a new culture can be a struggle.

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Question 29

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of the passage?

- ☐ (A) Being introduced to new people can be hard.
- ☐ (B) Family relationships have the strongest bonds.
- ☐ (C) Whatever a person expects usually comes true.
- ☒ (D) Adjusting to different cultures can be a struggle.

Part B

Which sentence helps develop the theme from Part A?

- ☐ (A) "This time there would be no cousins to hang around with—vacation time for the rest of the family was almost three months away." (paragraph 1)
- ☒ (B) "To make matters worse, there were Papá Juan, Mamá Ana, and about a dozen other people waiting to hug me and ask me a million questions in Spanish—not my best language." (paragraph 2)
- ☐ (C) "He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground." (paragraph 4)
- ☐ (D) "'He is welcoming you to Puerto Rico,' my grandfather said." (paragraph 9)

Notes on Scoring

This response earns full credit (2 points) because the correct answer is selected in both Part A and Part B.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of the passage?

- ☐ (A) Being introduced to new people can be hard.
- ☐ (B) Family relationships have the strongest bonds.
- ☐ (C) Whatever a person expects usually comes true.
- ☒ (D) Adjusting to different cultures can be a struggle.

Part B

Which sentence helps develop the theme from Part A?

- ☒ (A) "This time there would be no cousins to hang around with—vacation time for the rest of the family was almost three months away." (paragraph 1)
- ☐ (B) "To make matters worse, there were Papá Juan, Mamá Ana, and about a dozen other people waiting to hug me and ask me a million questions in Spanish—not my best language." (paragraph 2)
- ☐ (C) "He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground." (paragraph 4)
- ☐ (D) "'He is welcoming you to Puerto Rico,' my grandfather said." (paragraph 9)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the answer selected for Part B is incorrect and does not earn a point. In order to earn full credit (2 points) for this item, both Part A and Part B must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of the passage?

- ☐ Ⓐ Being introduced to new people can be hard.
- ☒ Ⓑ Family relationships have the strongest bonds.
- ☐ Ⓒ Whatever a person expects usually comes true.
- ☐ Ⓓ Adjusting to different cultures can be a struggle.

Part B

Which sentence helps develop the theme from Part A?

- ☒ Ⓐ "This time there would be no cousins to hang around with—vacation time for the rest of the family was almost three months away." (paragraph 1)
- ☐ Ⓑ "To make matters worse, there were Papá Juan, Mamá Ana, and about a dozen other people waiting to hug me and ask me a million questions in Spanish—not my best language." (paragraph 2)
- ☐ Ⓒ "He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground." (paragraph 4)
- ☐ Ⓓ "'He is welcoming you to Puerto Rico,' my grandfather said." (paragraph 9)

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit (2 points) for this item, both Part A and Part B must be correct. In order to receive partial credit (1 point) for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of the passage?

- ☐ Ⓐ Being introduced to new people can be hard.
- ☒ Ⓑ Family relationships have the strongest bonds.
- ☐ Ⓒ Whatever a person expects usually comes true.
- ☐ Ⓓ Adjusting to different cultures can be a struggle.

Part B

Which sentence helps develop the theme from Part A?

- ☐ Ⓐ "This time there would be no cousins to hang around with—vacation time for the rest of the family was almost three months away." (paragraph 1)
- ☐ Ⓑ "To make matters worse, there were Papá Juan, Mamá Ana, and about a dozen other people waiting to hug me and ask me a million questions in Spanish—not my best language." (paragraph 2)
- ☒ Ⓒ "He finally noticed me sitting in a daze on the edge of my four-poster bed, which was about ten feet off the ground." (paragraph 4)
- ☐ Ⓓ "'He is welcoming you to Puerto Rico,' my grandfather said." (paragraph 9)

Notes on Scoring

This response earns no credit (0 points). The answers selected for Part A and Part B are incorrect.

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Stimulus for Questions 30 – 37

Stimulus for Questions 30 – 37

Passage 1: Food date labels may not mean what you think they mean

by Kristofor Husted

1 We've all done it at the grocery store: reached to the back of the display for the milk or juice or salad with the date furthest away. But that "best if used by" or "sell by" date . . . That's not an expiration¹ date.

2 In reality, manufacturers choose the date to encourage consumers to eat or drink the product at its peak quality. Then, ideally, they will enjoy it at its freshest and return to buy it again.

. . .

3 Traditionally, "sell by" dates were meant to provide information to store owners so they can rotate their stock, according to food safety specialist Londa Nwadike. "Best by" and "use by" dates were recommended for the best quality. Nwadike said these dates were intended to help shoppers know not how safe a product is but how long it has been on the market.

4 It's also important to note that consuming food before its printed "best by" date isn't a blanket of protection from illness, especially if the food hasn't been stored, cleaned and cooked properly.

5 So to ensure safety, Nwadike says make sure you put foods that need to be chilled in the refrigerator Washing produce before eating it can help stave off² foodborne illnesses. And she says if the product does have a "use by" date, it's a safe bet to follow it. . . . And if you see mold on anything, compost it or throw it away.

6 Ultimately, some experts are calling for a federally regulated³ uniform date-labelling system with clearly defined terms so shoppers know what they're buying and how long it will be healthful and consumable—not just how long it will be tastiest.

¹expiration: date after which something should not be used

²stave off: prevent

³regulated: controlled with a law

**Passage 2: The Dating
Game: Demystifying¹ Food
Expiration Dates to Reduce
Food Waste**

by Emily Broad Leib

- 7 The news that expiration dates on food are misleading, inconsistent, and unrelated to food safety has struck a chord² with many Americans. We are concerned about the impact of food waste on the environment, on food security, and on our pocketbooks. In the U.S., an estimated 40% of food goes uneaten, and the average American household loses \$1560 annually by purchasing food they end up throwing away. These numbers are even more troubling when we consider that 1 in 6 Americans do not have enough to eat.
- 8 This is not just a U.S. problem. Around the globe, governments and citizens are seeking ways to decrease food waste. . . .
- 9 Expiration date confusion is a major driver of waste. In the U.S., date labels such as “sell by,” “use by,” and “best before” are largely undefined in law. With the exception of infant formula, date labels are not regulated by the federal government. Unfortunately, the lack of federal law has led states to fill the void with inconsistent regulations. Further, the dates are not indicators of safety, but are instead manufacturers’ best guesses of peak quality. No wonder consumers are confused!
- 10 . . . Perfectly good food could be saved from the landfill if there was a coherent,³ reliable, and uniform date labeling system. This system should use unambiguous⁴ language and clearly distinguish between quality-based and safety-based date labels. For the vast majority of dates, which are meant to indicate only quality, that should be clear. For the small number of foods where the date might be linked to safety, that should be completely apparent.
- 11 In addition, “sell by” dates should be invisible to the consumer. Manufacturers provide these dates as guidance to the retailer, indicating the last date on which a product should be sold so that the customer has a reasonable amount of time to consume it. Yet, according to an industry report, 90% of consumers say they throw food away on this date because of safety concerns.

¹Demystifying: taking away the confusion

²struck a chord: created a strong feeling

³coherent: logical and well-organized; easy to understand

⁴unambiguous: clearly expressed or understood

Broad Leib, Emily, "The Dating Game: Demystifying Food Expiration Dates to Reduce Food Waste," World Food Day USA, http://www.worldfooddayusa.org/the_dating_game_demystifying_food_expiration_dates_to_reduce_food_waste.

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Question 30

Question and Scoring Guidelines

Question 30

How does paragraph 3 contribute to the development of ideas in Passage 1?

- Ⓐ by introducing a food safety problem identified by consumers
- Ⓑ by contrasting the opinions of store owners and shoppers
- Ⓒ by establishing when date labels first came into use
- Ⓓ by defining the types of date labels on food

Points Possible: 1

Topic: Informational

Content Standard: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. The passage suggests that there are problems associated with the current food-labeling system, but paragraph 3 does not introduce a problem related to food safety, only the original reasons food labels were added.

Rationale for Option B: This is incorrect. Paragraph 3 refers to food labels in the context of store owners and shoppers, but it does not contrast the opinions of store owners and shoppers, only the reasons for date labels on food.

Rationale for Option C: This is incorrect. Paragraph 3 mentions the traditional use of date labels, but the passage is not organized chronologically.

Rationale for Option D: **Key** – Paragraph 3 defines the various kinds of date labels placed on food.

Sample Response: 1 point

How does paragraph 3 contribute to the development of ideas in Passage 1?

- ☐ Ⓐ by introducing a food safety problem identified by consumers
- ☐ Ⓑ by contrasting the opinions of store owners and shoppers
- ☐ Ⓒ by establishing when date labels first came into use
- ☒ Ⓓ by defining the types of date labels on food

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Question 31

Question and Scoring Guidelines

Question 31

Read the paragraph from Passage 1.

- 4 It's also important to note that consuming food before its printed "best by" date isn't a blanket of protection from illness, especially if the food hasn't been stored, cleaned and cooked properly.

What does the phrase "isn't a blanket of protection" suggest about food date labels?

- Ⓐ Food date labels can be used to compare different foods.
- Ⓑ Food date labels are just one part of managing food safety.
- Ⓒ Food date labels provide many pieces of information about food.
- Ⓓ Food date labels are more reliable than other measures of food safety.

Points Possible: 1

Topic: Informational

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. *(RI.7.4)*

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. While some may read “blanket of protection” as suggesting that food labels cover or can be used to compare different foods, this is a misreading of the meaning of the phrase.

Rationale for Option B: **Key** – The phrase “isn’t a blanket of protection” followed by other aspects of food safety that should be taken into consideration suggests that food date labels are only one part of managing food safety and are not the sole indicator.

Rationale for Option C: This is incorrect. While food date labels may provide many pieces of information about food, this is not the meaning of the phrase “isn’t a blanket of protection.”

Rationale for Option D: This is incorrect. The phrase “isn’t a blanket of protection” is suggesting doubt about the reliability of food date labels and suggesting that other factors must be considered when measuring and determining food safety, including food storage, cleaning and cooking.

Sample Response: 1 point

Read the paragraph from Passage 1.

- 4 It’s also important to note that consuming food before its printed “best by” date isn’t a blanket of protection from illness, especially if the food hasn’t been stored, cleaned and cooked properly.

What does the phrase “isn’t a blanket of protection” suggest about food date labels?

- ☐ Ⓐ Food date labels can be used to compare different foods.
- ☒ Ⓑ Food date labels are just one part of managing food safety.
- ☐ Ⓒ Food date labels provide many pieces of information about food.
- ☐ Ⓓ Food date labels are more reliable than other measures of food safety.

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Question 32

Question and Scoring Guidelines

Question 32

Select **three** details that should be included in a summary of Passage 1.

- ☐ Certain foods need to be kept chilled.
- ☐ Food that has mold on it should be discarded.
- ☐ Shoppers often misinterpret what dates on products mean.
- ☐ There are certain steps consumers can take to ensure food safety.
- ☐ Manufacturers place dates on food to indicate quality or freshness.
- ☐ Consumers have similar habits when it comes to selecting items to purchase.

Points Possible: 1

Topic: Informational

Content Standard: Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. (RI.7.2)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for First Option: This is incorrect. While this is a detail presented in the passage, it is very specific to "certain" foods and does not belong in a summary.

Rationale for Second Option: This is incorrect. While this is a detail presented in the passage, it is very specific to certain foods and does not belong in a summary.

Rationale for Third Option: **Key** – The idea that shoppers often misinterpret what dates on products mean is a central idea developed throughout the passage.

Rationale for Fourth Option: **Key** – Paragraphs 4 and 5 emphasize ways to ensure food safety beyond checking the dates on food labels, making this an important detail to include in a summary of Passage 1.

Rationale for Fifth Option: **Key** – The fact that manufacturers select specific dates to indicate freshness or quality, not to establish an expiration date, is an important idea to include in a summary.

Rationale for Sixth Option: This is incorrect. This is mentioned in the first paragraph of the passage, but it is meant to engage the reader and is not an important detail to include in a summary.

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Question 32

Sample Responses

Sample Response: 1 point

Select **three** details that should be included in a summary of Passage 1.

- ☐ Certain foods need to be kept chilled.
- ☐ Food that has mold on it should be discarded.
- ☒ Shoppers often misinterpret what dates on products mean.
- ☒ There are certain steps consumers can take to ensure food safety.
- ☒ Manufacturers place dates on food to indicate quality or freshness.
- ☐ Consumers have similar habits when it comes to selecting items to purchase.

Notes on Scoring

This response earns full credit (1 point) because the three correct answers are selected.

Sample Response: 0 points

Select **three** details that should be included in a summary of Passage 1.

- ☒ Certain foods need to be kept chilled.
- ☐ Food that has mold on it should be discarded.
- ☐ Shoppers often misinterpret what dates on products mean.
- ☒ There are certain steps consumers can take to ensure food safety.
- ☒ Manufacturers place dates on food to indicate quality or freshness.
- ☐ Consumers have similar habits when it comes to selecting items to purchase.

Notes on Scoring

This response earns (0 points) because one of the selected answers is incorrect. In order to receive full credit for this item, all selections must be correct.

Sample Response: 0 points

Select **three** details that should be included in a summary of Passage 1.

- ☒ Certain foods need to be kept chilled.
- ☒ Food that has mold on it should be discarded.
- ☐ Shoppers often misinterpret what dates on products mean.
- ☐ There are certain steps consumers can take to ensure food safety.
- ☒ Manufacturers place dates on food to indicate quality or freshness.
- ☐ Consumers have similar habits when it comes to selecting items to purchase.

Notes on Scoring

This response earns (0 points) because two of the selected answers are incorrect. In order to receive full credit for this item, all selections must be correct.

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Question 33

Question and Scoring Guidelines

Question 33

What is the purpose of paragraph 7 in Passage 2?

- Ⓐ to imply that governments and citizens have different priorities in dealing with food waste
- Ⓑ to demonstrate the amount of food waste in the United States compared to other countries
- Ⓒ to suggest that focusing on food waste takes attention away from more important issues
- Ⓓ to establish food waste as an urgent problem that is happening in the United States

Points Possible: 1

Topic: Informational

Content Standard: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. *(RI.7.5)*

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although paragraph 8 mentions governments and citizens separately and paragraph 7 focuses on the impact on individuals and households, it is not to show that governments and citizens have differing priorities when it comes to food waste.

Rationale for Option B: This is incorrect. While this paragraph does give information about the amount of food waste in the United States, it is not meant to draw a comparison to other countries.

Rationale for Option C: This is incorrect. This paragraph is included to show why the amount of food waste in the United States is so troubling, not to suggest that focusing on food waste detracts from larger or more important issues.

Rationale for Option D: **Key** – The author draws connections between food waste and wasted money and the problem of hunger in the United States in order to establish that food waste is an urgent problem in the United States.

Sample Response: 1 point

What is the purpose of paragraph 7 in Passage 2?

- ☐ (A) to imply that governments and citizens have different priorities in dealing with food waste
- ☐ (B) to demonstrate the amount of food waste in the United States compared to other countries
- ☐ (C) to suggest that focusing on food waste takes attention away from more important issues
- ☒ (D) to establish food waste as an urgent problem that is happening in the United States

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Question 34

Question and Scoring Guidelines

Question 34

Read the sentence from Passage 2.

"Unfortunately, the lack of federal law has led states to fill the void with inconsistent regulations." (paragraph 9)

Which piece of textual evidence from paragraph 9 helps the reader understand the meaning of inconsistent?

- Ⓐ "undefined"
- Ⓑ "the exception"
- Ⓒ "indicators of safety"
- Ⓓ "confused"

Points Possible: 1

Topic: Informational

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (L.7.4)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: Key – The word “undefined” suggests that the “inconsistent” regulations can differ from place to place, and are not regular or always in agreement.

Rationale for Option B: This is incorrect. Although an “exception” suggests something outside the norm, it does not provide a clue to the meaning of inconsistent.

Rationale for Option C: This is incorrect. Regulations can relate to safety, but that does not provide a clue to the meaning of “inconsistent.”

Rationale for Option D: This is incorrect. “Confused” refers to the state of consumers but that does not provide a clue to the meaning of “inconsistent” with regard to regulations.

Sample Response: 1 point

Read the sentence from Passage 2.

“Unfortunately, the lack of federal law has led states to fill the void with inconsistent regulations.” (paragraph 9)

Which piece of textual evidence from paragraph 9 helps the reader understand the meaning of inconsistent?

- ☒ “undefined”
- ☐ (B) “the exception”
- ☐ (C) “indicators of safety”
- ☐ (D) “confused”

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Question 35

Question and Scoring Guidelines

Question 35

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What change does the author support in Passage 2?

- Ⓐ a process for educating consumers about food waste
- Ⓑ a drive to get the United States to adopt global food safety standards
- Ⓒ a more consistent system for labeling expiration dates on various foods
- Ⓓ a more strict program to punish retailers that discard food unnecessarily

Part B

What type of evidence does the author of Passage 2 use to support the proposal in Part A?

- Ⓐ specific data and figures
- Ⓑ information from an expert
- Ⓒ findings from a research project
- Ⓓ comparisons with other countries

Points Possible: 2

Topic: Informational

Content Standard: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. While this may be one method for reducing food waste, the solution advocated by the passage is creating a uniform labeling system, not focusing on educating consumers.

Rationale for Option B: This is incorrect. While the passage does mention food waste in the United States and around the globe in paragraphs 7 and 8, it does not support a drive to get the United States to adopt global food safety standards.

Rationale for Option C: **Key** – The passage clearly makes the claim that confusion over expiration dates and the unclear connection between dates and food safety has led to a significant amount of food waste. In the last two paragraphs, the author advocates for a more uniform system.

Rationale for Option D: This is incorrect. While the passage does mention the roles of manufacturers and retailers in food labeling, it does not support a program to punish retailers that discard food unnecessarily.

Part B

Rationale for Option A: **Key** – The author includes percentages of estimated food waste and consumers who throw away food, as well as data about how much money is wasted and how many Americans go without food, in order to support the argument that a more uniform and consistent system is needed.

Rationale for Option B: This is incorrect. The author cites statistics but does not suggest where these statistics come from. Passage 1 includes expert quotes, however.

Rationale for Option C: This is incorrect. While the author cites statistics, it is unclear where the statistics come from or whether they are the product of the findings of a research project.

Rationale for Option D: This is incorrect. Although the author introduces a claim in paragraph 8 about other countries sharing a common problem, the passage does not develop or support a comparison across countries.

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Question 35

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What change does the author support in Passage 2?

- ☐ Ⓐ a process for educating consumers about food waste
- ☐ Ⓑ a drive to get the United States to adopt global food safety standards
- ☒ Ⓒ a more consistent system for labeling expiration dates on various foods
- ☐ Ⓓ a more strict program to punish retailers that discard food unnecessarily

Part B

What type of evidence does the author of Passage 2 use to support the proposal in Part A?

- ☒ Ⓐ specific data and figures
- ☐ Ⓑ information from an expert
- ☐ Ⓒ findings from a research project
- ☐ Ⓓ comparisons with other countries

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as Part B.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What change does the author support in Passage 2?

- ☐ Ⓐ a process for educating consumers about food waste
- ☐ Ⓑ a drive to get the United States to adopt global food safety standards
- ☒ Ⓒ a more consistent system for labeling expiration dates on various foods
- ☐ Ⓓ a more strict program to punish retailers that discard food unnecessarily

Part B

What type of evidence does the author of Passage 2 use to support the proposal in Part A?

- ☐ Ⓐ specific data and figures
- ☒ Ⓑ information from an expert
- ☐ Ⓒ findings from a research project
- ☐ Ⓓ comparisons with other countries

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the answer selected for Part B is incorrect and does not earn a point. In order to earn full credit (2 points) for this item, both Part A and Part B must be correct.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What change does the author support in Passage 2?

- ☐ Ⓐ a process for educating consumers about food waste
- ☐ Ⓑ a drive to get the United States to adopt global food safety standards
- ☒ Ⓒ a more consistent system for labeling expiration dates on various foods
- ☐ Ⓓ a more strict program to punish retailers that discard food unnecessarily

Part B

What type of evidence does the author of Passage 2 use to support the proposal in Part A?

- ☐ Ⓐ specific data and figures
- ☐ Ⓑ information from an expert
- ☒ Ⓒ findings from a research project
- ☐ Ⓓ comparisons with other countries

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the answer selected for Part B is incorrect and does not earn a point. In order to earn full credit (2 points) for this item, both Part A and Part B must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What change does the author support in Passage 2?

- ☒ a process for educating consumers about food waste
- ☐ a drive to get the United States to adopt global food safety standards
- ☐ a more consistent system for labeling expiration dates on various foods
- ☐ a more strict program to punish retailers that discard food unnecessarily

Part B

What type of evidence does the author of Passage 2 use to support the proposal in Part A?

- ☒ specific data and figures
- ☐ information from an expert
- ☐ findings from a research project
- ☐ comparisons with other countries

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit (2 points) for this item, both Part A and Part B must be correct. In order to receive partial credit (1 point) for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What change does the author support in Passage 2?

- ☐ Ⓐ a process for educating consumers about food waste
- ☒ Ⓑ a drive to get the United States to adopt global food safety standards
- ☐ Ⓒ a more consistent system for labeling expiration dates on various foods
- ☐ Ⓓ a more strict program to punish retailers that discard food unnecessarily

Part B

What type of evidence does the author of Passage 2 use to support the proposal in Part A?

- ☐ Ⓐ specific data and figures
- ☒ Ⓑ information from an expert
- ☐ Ⓒ findings from a research project
- ☐ Ⓓ comparisons with other countries

Notes on Scoring

This response earns no credit (0 points). The answers selected for Part A and Part B are incorrect.

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Question 36

Question and Scoring Guidelines

Question 36

Select the boxes to indicate whether each piece of information about food labeling and safety is emphasized in Passage 1 or Passage 2.

	Passage 1	Passage 2
Consumers can help ensure the safety of the food they eat.	<input type="checkbox"/>	<input type="checkbox"/>
Some food label dates should not be visible to the consumer.	<input type="checkbox"/>	<input type="checkbox"/>
Americans lose money by misunderstanding dates on food labels.	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 1

Topic: Informational

Content Standard: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. *(RI.7.9)*

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

For this item, a full credit (1-point) response includes:

- “Consumers can help ensure the safety of the food they eat” selected for “Passage 1”

AND

- “Some food label dates should not be visible to the consumer.” selected for “Passage 2”

AND

- “Americans lose money by misunderstanding dates on food labels.” selected for “Passage 2”.

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Question 36

Sample Responses

Sample Response: 1 point

Select the boxes to indicate whether each piece of information about food labeling and safety is emphasized in Passage 1 or Passage 2.

	Passage 1	Passage 2
Consumers can help ensure the safety of the food they eat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Some food label dates should not be visible to the consumer.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Americans lose money by misunderstanding dates on food labels.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns full credit (1 point) because the correct box is selected for each row in the table.

Sample Response: 0 points

Select the boxes to indicate whether each piece of information about food labeling and safety is emphasized in Passage 1 or Passage 2.

	Passage 1	Passage 2
Consumers can help ensure the safety of the food they eat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Some food label dates should not be visible to the consumer.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Americans lose money by misunderstanding dates on food labels.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because one of the three boxes selected is incorrect. In order to earn full credit (1 point), all boxes selected must be correct.

Sample Response: 0 points

Select the boxes to indicate whether each piece of information about food labeling and safety is emphasized in Passage 1 or Passage 2.

	Passage 1	Passage 2
Consumers can help ensure the safety of the food they eat.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Some food label dates should not be visible to the consumer.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Americans lose money by misunderstanding dates on food labels.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because two of the three boxes selected are incorrect. In order to earn full credit (1 point), all boxes selected must be correct.

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Question 37

Question and Scoring Guidelines

Question 37

Should the current system of putting date labels on food be changed?

Write a multi-paragraph response in which you make and support a claim about whether or not the current system of putting date labels on food needs to be changed. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:

- include a thesis statement;
- address counterclaims;
- use evidence from multiple passages; and
- avoid overly relying on one passage.

Write your multi-paragraph response in the space provided.

Points Possible: 10

Topic: Writing

Content Standard: Write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

Depth of Knowledge: Level 4

Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

Scoring Guidelines

Ohio's State Test Argumentation Writing Rubric, Grades 6-12 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A strongly maintained thesis statement with little or no loosely related material Clearly addressed alternate or opposing claims* Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and tone established and maintained 	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer's thesis statement that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Smoothly integrated, thorough, and relevant evidence, including precise references to sources Effective use of a variety of elaborative techniques to support the thesis statement, demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained thesis statement, though some loosely related material may be present Alternate or opposing claims included but may not be completely addressed* Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion Appropriate style and tone established 	<p>The response provides adequate support, citing evidence for the writer's thesis statement that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A focused thesis statement but insufficiently sustained or unclear Insufficiently addressed alternate or opposing claims* Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the writer's thesis statement that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources; erratic or irrelevant references or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; may have an unclear thesis statement and a limited organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A confusing, or ambiguous thesis statement Confusing alternate or opposing claims* Few transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the writer's thesis statement, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, erroneous, or irrelevant evidence or citations from the source material Expression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>This response is minimally related to the topic and demonstrates no awareness of the purpose, audience and task; and has no focus or organizational structure. The response may:</p> <ul style="list-style-type: none"> Be blank or show a written refusal to answer Be presented in a language other than English Include only a restatement of the stem Consist of random keystroke characters Include only bulleted points Include no transitional strategies Have no evidence of a thesis Have no evidence of a counterclaim 	<p>The response provides no evidence related to the argument, thesis statement or the passages. It may include:</p> <ul style="list-style-type: none"> Only direct copy of part of the reading selection No relevant domain-specific vocabulary No evidence or citations from the source material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

*Not applicable at grade 6

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Question 37

Sample Responses

Sample Response: 10 points

Have you ever told someone not to drink milk past the date on the carton? Or thrown away a product because its past the best if used by date? Well if you have done one or both of these things, you are contributing to the urgent food waste problem. Every year consumers misinterpret the best if used by date as an expiration date, and throw away the food, thinking its expired. And because this food is going to waste, families are not only throwing away their money, but also food that could have helped fed another person. We can help prevent people from wasting food and money by putting an actual expiration and teaching people about food safety. If we don't stop this problem soon, there's going to be massive consequences ahead for us.

The first problem with the global food waste problem is that consumers are misinterpreting the sell by date for the expiration date. Those sell by and best if used by dates aren't meant for consumers, but in fact businesses and store owners. In passage 1, paragraph 3, the text states "Traditionally, sell by dates were meant to provide information to store owners so they can rotate their stock, according to food safety specialist Londa Nwadike." And in passage 2, paragraph 9, they state "Further, the dates are not indicators of safety, but are instead manufacturer's best guesses at peak quality." This evidence is proving that the dates on the food don't tell when the food is expired, if the food is always good before the best if used by date, and most importantly, it wasn't even supposed to be for the consumer originally, but in fact for the store owners who are selling the food. This confusion that the sell by dates are creating is one of the main factors contributing to food waste, and we need to clear up that confusion if we want to stop food waste.

The second problem with the global good waste problem is the economic problems food waste is causing. In passage 2, paragraph 1, the text states "The average American household loses \$1560 annually by purchasing food they end up throwing away." And later in passage 2, paragraph 1, the text also states "These numbers are even more troubling when we consider that 1 in 6 Americans do not have enough to eat." So not only is food waste creating economic issues, but it also means the food that is thrown away because people think it's expired, could have been food that could have been someone elses meal. This adds to the problem that the sell by dates are creating confusion for the consumers, that ultimately contributes to not only food waste, but world hunger, due to the wasted food being thrown away instead of being used to feed people who don't have enough food. This also adds to the fact that food waste is a global problem that is contributing to the other global problems such as world hunger.

The third and final problem with the global food waste problem is that not enough consumer's are informed of this problem, or how to prevent and gix it. In passage 2, paragraph 11, the text states "Yet, according to an industry report, 90% of consumers say they throw food away on this date (Sell by date) because of safety concerns." These concerns and precautions people take to ensure their safety aren't proven to be effective or that they actually work. But their are effective and specialist approved ways to ensure good safety. What you can do, according to food safety specialist Londa Nwadike, is "make sure you put foods that need to be chilled in the refrigerator... Washing produce before eating it," and more. If we take these tested and proven precautions, we can ensure true food safety, and stop food waste.

Food waste is a global problem that affecting hundreds of thousands, maybe even millions of people worldwide, and if we want to stop it, we need to take proper precautions for food safety from specialist like Londa, and not people's word. Some say that the dates are when food expires, and if it is pass that date, you should throw that food away, but this is wrong. People who say that the sell by date is the expiration date don't know that these best if used by dates aren't even for consumers like you and me. In truth, if you want to make sure your food is safe to eat, you should ask or search advice from specialist who's job is to ensure your food is healthy for digestion. If we take the proper precautions and steps to make sure our food will not go to waste, and is safe to eat, we can prevent and end the global food waste problem, to make, not just the United States, but to make the world a better place for us and those in the future.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	4	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns full credit (4 points) for Purpose, Focus, and Organization. The response is fully sustained and consistently focused within the purpose, audience, and task with an effective organizational structure. The response presents a clear controlling idea and demonstrates a skillful use of transitions which contributes to the clear progression of ideas.

Evidence and Elaboration – This response earns full credit (4 points) for Evidence and Elaboration for providing thorough, convincing, and credible support while citing evidence for the controlling idea.

Conventions – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 9 points

Should we change the current system of putting date labels on food? 100% we should get rid of them, having these labels put in place confuse the consumers on the idea of when food goes bad and is not good to eat anymore. This essay will talk about how consumers are wasting their money on food that they don't end up eating, and how good food is being put to waste that people could have eaten. This essay will also talk about these dates aren't even an accurate date and you could get sick even when eating it in the certain amount of days. These are just a few of the many reasons that we should stop putting these labels on food and have them only visible to the retailers.

The first reason we should get rid of these "best by" or "sell by" dates are because they confuse people into wasting money and food. In the passage "The Dating Game: Demystifying Food Expiration Dates to Reduce Food Waste" in paragraph 7 it says, "These numbers are even more troubling when we consider that 1 in 6 Americans do not have enough to eat." This piece of information further proves that having labels on food cause people to waste food that many other people that don't have that luxury of food could have eaten.

The second reason we should get rid of "best by" or "sell by" dates are because aren't even an accurate date of when food goes bad. In the passage "Food date Labels may not mean what you think they mean" in paragraph 4 it says, "It's also important to note that consuming food before its printed "best by" date isn't a blanket of protection from illness." After reading this part of the passage we follow the dates on the products. By knowing that consumers should take action and change the way the dates are picked for products. Later on in the passage "Food date labels may not mean what you think they mean" in paragraph 6 it says, "labelling system with clearly defined terms so shoppers know what they're buying and how long it will be healthful and consumable----- not just how long it will be tastiest." This piece of evidence from the passage further proves that companies are sending out the wrong dates to the public to make sure consumers keep buying their product as much as possible.

You might be on the other side of the spectrum though. You might think having these labels are a good thing. In the passage "Food date labels may not mean what you think they mean" in paragraph 3 it says "food safety specialist Londa Nwadike. "Best by" and "use by" dates were recommended for best quality." After reading this you might think these dates are good but they are not. These dates confuse the consumers into thinking they are only good till that date and not when they are the best quality. Over time the meaning for these dates has changed for the worst they are not helpful to the consumers and realistically only hurt the consumer.

The last reason "best by" or "use by" dates should be removed is because it causes people to send good food to landfills. In passage "The Dating Game: Demystifying Food Expiration Dates to Reduce Food Waste" in paragraph 10 it says, "perfectly good food could be saved from the landfill if there was a coherent, reliable, and uniform date labeling system." After reading this information we know that the labeling system is broken and serves no use to consumers. By knowing this consumers should pay more attention when they are about to throw food away and check and see if the food is actual good or bad. To sum up everything that has been said in this essay having these "best by" or "sell by" dates only causes harm to the consumers. This could be through waste of money, becoming sick, Or even throwing away food that people in need could have eaten. These are only some of the reasons we should get rid of the "best by" or "sell by" labels, or have them only seen by retailers as they should have been in the first place. So in conclusion the labeling system is corrupt and is causing way more harm than it is good and is not being used in the intent it was made for in the first place.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	4	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns full credit (4 points) for Purpose, Focus, and Organization. The response is fully sustained and consistently focused within the purpose, audience, and task with an effective organizational structure. The response presents a clear controlling idea and demonstrates a skillful use of transitions which contributes to the clear progression of ideas.

Evidence and Elaboration – This response earns full credit (4 points) for Evidence and Elaboration for providing thorough, convincing, and credible support while citing evidence for the controlling idea.

Conventions – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions.

Sample Response: 8 points

The idea of if stores should use sell by dates is highly debated in the United states. Some people beleive that the current system is fine but others beleive that the system is putting dated labels on food needs to be changed. The side that beleives that the current system is fine, is the more agreeable side of the argument. Although there are positive effects and negative effects for both sides, the side of the current system being fine is agreeable.

The current system is a way for stores to get people to come into their store and buy more products. If a person is led to beleive that their product is expired they will go to the store and they will buy the product again. "In reality, manufacturers choose the date to encourage consumers to eat or drunk the product at its peak quality. Then, ideally, they will enjoy it at its freshest and will return to buy it again." (passage 1,kristofor Husted,2014). That is reasonable. Who would not want people to come and buy products from there store? Although the current system is the best idea, there is some negative consequences of th current system. Just because you eat or drink the product before the sell by date does not mean you are protected from any illness especially if the food was not cleaned or cooked properly. "It's also important to note that consuming food before its printed 'best by' date isn't a blanket of protection from illness, especially if the food hasn't been stored, cleaned, and cooked properly." (Passage 1,Kristofor Husted,2014). The final reason this side is more agreeable is that it gives consumers a good look on how long they have to drink or eat the product. "manufacturers provide these dates as guidance to the retailer, indicating the last date on which a product should be sold so that the customer has a reasonable amount of time t consume it." (passage 1,Kristofor Husted, 2014). This is why the current system is working fine.

Some people believe that the system should be changed. I believe that it should not be changed. People beleive that the 'sell by' dates should be invisible to the consumers, but if they make it invisible how will a young child know when to stop drinking the milk. Yes, most people know when milk is spoiled, but what if a child thinks it some kind of new milk? The child would drink it and they would get harmed. "In addition, 'sell by' dates should be invisible to the consumer." (passage 2,Emily Board Leib,2015). Making the 'sell by' date invisible would be very dangerous to people. There are many more reasons for why the current sysytem should not get changed.

There are pros and cons to both sides, but the current system seems safer and more simple to the people. If we changed the current system then we would be putting people in danger but then again if we kept the current system then people may be harmed from diseases form improperly cooked food and dirty food. Both sides have a very good argument but I beleive that the current system should not get changed.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	3	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure, earning three out of four points in the assigned category.

Evidence and Elaboration – This response earns partial credit (3 points) for Evidence and Elaboration for providing adequate support when incorporating and citing evidence for the controlling idea. There is also an adequate expression of ideas and vocabulary and some variation in sentence structure.

Conventions – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 7 points

How many times have you thrown away your food since it was the same date as the "sell by" date? What if i told you that you didn't have to do so? It's true research has proven that the sell by date isn't when the food goes bad but when it tastes the best. Don't you feel like you could've saved food and money if that was clear? Well if that's the case shouldnt it be changed, because many people feel the same.

Almost all products have something on it saying "sell by" or "use by" sometimes even "best before". People usually would assume that's when the food is no longer safe to eat but that's not true. In actuality those dates are when they are the freshest and taste the best not when they go bad. People who figured this out usually asks "then what is that used for if not to tell when they are no longer safe to eat." it's for when it should be restocked. The date is when it should be restocked since they would only want to sell things that would taste the best at the time so consumers are encouraged to come back and buy it again.

Many people have thrown away food because of the "sell by" date when they could've still have eaten it. Many landfills are full of wasted food that could've been eaten of this information was clear.

Reasearch has show that 40% of bought food goes uneaten because they throw it away when it reaches the "sell by" date, and annually an average American house hold loses \$1560 from throwing away food that could've been eaten. What makes this fact even worse is that 1/6 Americans do not have enough to eat and they throw away food they could've ate making their situation even worse. If this information was clear and known by the majority of the public then American house holds could not only have more to eat but also save money.

So if you ever see a label saying "sell by", "use by", or "best before" remember its not for the consumer it's for the retailer to know when to restock the product. If this information was made clearer many people could eat more and save a lot more money. After all this time a label is never placed to say when the food goes bad or that the label is for the retailer not the consumer. A large amount of waste can be stopped if the information goes to the public. Not a single law has been made to try to help the situation even with high waste production being a problem.

In conclusion the "sell by" date is not when food goes bad contrary to popular belief. But due to many people thinking it is when food is no longer safe to eat they throw it away. Having many people not know this it's causing a lot of money to be lost and a high amount of waste to be made. If the information was more common then it would save many people who doesnt have much to eat to be able to eat a lot more than they can. It would be helpful if a law was made to help with this but even tho multiple attempts were made none have been passed. Even tho many people would be saving money, food, and causing less waste.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	2	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience, and task. It has a clear controlling idea and an evident organizational structure with a sense of completeness. The response also uses a variety of transitional strategies to clarify the relationships between ideas. In addition, the response has an adequate and logical progression of ideas from beginning to end.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration. While this response has some text-specific quotes and demonstrates an adequate expression of ideas, it also has weakly integrated evidence and simplistic expression of ideas.

Conventions – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 6 points

The current system of putting dated labels on food needs to be changed because it is causing food to be wasted, misleading and confusing for some people, and people are throwing out good food that should not be wasted. Now you will learn why dates on food are misleading and stores should come up with a better way to know when their food needs to be sold by.

The first reason putting dated labels on food needs to be changed is because people are wasting food by buying food and then it just sits in their house and because there is a date on when it “expires” people throw it out and that is wasting money. It states in passage 2 paragraph 7 that an American household loses \$1560 annually by purchasing food they end up throwing away. This shows that family’s are just wasting \$1560 on food when they could be spending their money on other things.

Second reason putting dated labels on food needs to change is because they are misleading and confuse people. When you go shopping in a store you usually look for the furthest date that is to come on the labels because you want to buy food that can last the longest. Well those dates do not actually mean that the food is going to be bad on that day all it means is when it will be the freshest. This should be changed because it usually says “use by” or “sell by” but they do not actually need to be sold or used by so people are throwing away food that is still good and they are wasting money.

Last reason putting dated labels on food needs to be changed is people are throwing away food that should not be wasted. In passage 2 paragraph 9 it states expiration date confusion is a major driver of waste. In the U.S. date labels such as “sell by,” “use by,” and “best before” are largely undefined in law. This shows that people get confused by these labels and they throw food out that should not be because it is still good.

Now you have read why putting dated labels on food should be changed because it is causing food waste in the U.S., misleading and confusing for some people, and others are throwing away food that should not be wasted because it is still good.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	2	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. While this response has a controlling idea, it is insufficiently sustained within the purpose, audience, and task. Likewise, its organization is inconsistent and presents an uneven progression of ideas, earning two out of the four possible points for this category.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration, as the response provides weakly integrated evidence from sources with an ineffective use of elaborative techniques. In addition, the expression of ideas is simplistic with little variety in sentence structure.

Conventions – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 5 points

I think that food labels should be more accurate. Such as having when the product is at its best other than having the actual expiration date. When you have the best by date people waste more food because they might not finish the product at the best by date and throw it away and waste most of it. But I also see why manufacturers put the best by date instead of the expiration date. They do it so you buy their product by its best time.

Companies should put the expiration date instead of the best by date. One reason I think this is because in the text Food date labels may not mean what you think they mean it says "In reality, manufacturers choose the date to encourage consumers to eat or drink the product at its peak quality." And I feel like this is not being fair to the people. Another reason I think this is because in the text it says "Nwadike said these dates were intended to help shoppers know how not safe a product is but how long it has been on the market." I also feel like this is also not being fair to the consumer.

But I can also see how people could disagree. One of my reasonings is because in the text it says "Perfectly good food could be saved from the landfill if there was a coherent reliable, and uniform date labeling system." I feel like this is one reason to keep the best by date. Another reason is because in the text it says "Expiration date confusion is a major driver of waste." if the company puts a best buy date the consumer will consume it before it goes bad. These are the upsides to having the best by date.

These are the pros and cons of having an best by date instead of an expiration date. I feel like there should be an expiration date. But people have an opinion. I can see why people would want to have a best by date as well. It's so they can eat the product by its peak time.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	2	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. This response is somewhat sustained within the purpose, audience, and task, yet it presents an uneven progression of ideas, summarizing rather than elaborating on the controlling idea. Likewise, the organization is inconsistent and displays weak transitional strategies between paragraphs.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration, as the response provides weakly integrated evidence and uneven support for the controlling idea.

Conventions – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions.

Sample Response: 5 points

Do you think that the dates on the food at the store should be changed? Or should they stay the same so people can see when the food is best used by?

I think that the date labels on food in the stores should stay on the food. Some people follow by what the date says on the food as said in passage 1 paragraph 1 “We’ve all done it at the grocery store; reached to the back of the display for the milk or juice or salad with the date furthest away. Some foods do get thrown away because the date goes bad but people wouldn’t want to eat stale or rotten food either? In passage 2 it says “The news that dates on the food are misleading, inconsistent, and unrelated to food safety has struck a chord with many Americans.” in paragraph 7. The food dates give us an idea when the food is going to go bad.

I think that they should stay the same. It gives us an idea of when it could go bad or when it is best used by. There might be some bad things about it like the date being off or the sell by date is wrong. But however it still gives people an idea of how fresh it is or how old it is and when it is best used.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	2	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task, and it has no discernible organizational structure.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration, as the response provides weakly integrated evidence and uneven support for the controlling idea.

Conventions – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 4 points

Should dates be put on food items. I think yes. I say dates should be put on food because then we would never know weather the item is good or not. I dont think putting dated on the food needs to change. In the 2 passage it states “ The news that expiration dates on food are misleading, inconsistent, and unrelated to food saftey has struck a chord with many Americans.” Some people may think it is a bad idea to put dates on food and other items is a bad idea. Well what if you went to the grocery store and wanted to get a jug of milk, but you dont know how long it has been sitting there for. Well if it had an exiration date on it then you would know. You don’t want to get a new jug on milk: so you think, and then get home and figure out the milk is actually spoiled. Those are reasons why I think having expiration dates on food and other items humans eat and drink is a good idea.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	1	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. While the response has a controlling idea, it is insufficiently sustained within the purpose, audience, and task. In addition, its organization is inconsistent, as there is an uneven progression of ideas with an inadequate introduction and conclusion.

Evidence and Elaboration – This response earns partial credit (1 point) for Evidence and Elaboration, as it provides cursory support for the controlling idea.

Conventions – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions.

Sample Response: 3 points

The current system of dated labels on food needs to be changed. It needs to be changed because, “an estimated 40% of food goes uneaten, and the average American household loses \$1560 annually by purchasing food they end up throwing away.”(passage 2, p.7) and because, “....Some experts are calling for a federally regulated uniform date-labelling system with clearly defined terms so shoppers know what they’re buying and how long it will be healthful and consumable-not just how long it will be tastiest.”(passage 1, p.6).

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	1	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task, and it has no discernible organizational structure.

Evidence and Elaboration – This response earns partial credit (1 point) for Evidence and Elaboration, as it provides minimal support for the thesis statement, including little use of sources, facts, and details.

Conventions – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions.

Sample Response: 2 points

It is all about expired food. Its a good thing they put expiration dates on them because i dont want to eat bad food. If you eat bad food then you can get sick very bad. You can get food poisoning.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	0	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task and it has no discernible organizational structure.

Evidence and Elaboration – This response earns no credit (0 points) for Evidence and Elaboration, as it provides no support for the controlling idea.

Conventions – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions.

Sample Response: 1 point

I THINK they should add a way were good can last longer so they dont go waste some milk only last a month den you js throw it away and wasted your money they should add a food refresher

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	0	0

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task, and it has no discernible organizational structure.

Evidence and Elaboration – This response earns no credit (0 points) for Evidence and Elaboration, as it provides no support for the controlling idea.

Conventions – This response earns no credit (0 points) for Conventions because the response demonstrates a lack of command of basic conventions.

Sample Response: 0 points

it should eb changed because of people misunderstanding it.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

Purpose, Focus, and Organization – This response earns no credit (0 points) for Purpose, Focus, and Organization. This response is minimally related to the topic and demonstrates no awareness of the purpose, audience, and task. Likewise, it has no discernible organizational structure.

Evidence and Elaboration – This response earns no credit (0 points) for Evidence and Elaboration, as it provides no support for the controlling idea.

Conventions – This response earns no credit (0 points) in Conventions because the response demonstrates a lack of command of basic conventions.

Sample Response: 0 points

The news that expiration dates on food safety has struck a chord with many Americans. We are concerned about the impact of food waste on the environment on food security and on uor pocketbooks In the U.S an estimated 40% of food goes untreated and the average American household loses \$1560 annually by purchasing food they end up throwing away. These numbers are even more troubling when we consider that 1in 6 Americans do not have enough to eat.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.

Sample Response: 0 points

In parahgraph 7 it states The news that expiration dates on foood are misleading, inconsitstent and unrelated to good safety has struck a chord with many Americans. They are concerned about the impact on food waste on the enviroment on food security, and on their pocketbooks.In the U.S 40% of food goes uneaten and the average American household loses \$1560.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.

Sample Response: 0 points

Passage 1 and passage 2 are different because passage 1 is about food labes and passage 2 is about Food waste and expiration dates. Passage 1 gives u evadince in paragraph 4 "Its also important to note that consuming food before its printed "best by" date isn't a blanket of protection". Passage 2 gives you evadine in paragraph 11 In addition "Sell by" dates should be invisibile to the consumer. "Yet, according to an industry report 90% of consumers say they throw away food on this date because of saffety concerns.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.