Grade 7 Reading Item Map: A Resource to Understanding Student Scores

Virginia students participate in grades 3-8 Virginia Growth Assessments and Standards of Learning tests in reading and mathematics. This item map is a resource that provides descriptions and examples of items students were likely to answer correctly based on the vertical scaled score they achieved on their test. A vertical scaled score is a score that allows comparisons between Virginia Growth Assessments and Standards of Learning tests.

The item map shown in the tables below provides examples of test question descriptions at different score points from 1100-1990, the vertical scaled score range for Grade 7 Reading. These examples represent what students may see on the state assessments in Grade 7 Reading.

The descriptions are examples of what students may know or be able to do at each score point. Some descriptions include a released test question and answer options to further show what the student would *most likely answer correctly* if they achieved at or above that score point. This information, along with a student's test results, may be used to plan conversations with families, determine intervention strategies to strengthen student understanding, or establish a plan to accelerate learning.

Match the student's score to the closest number in the left column. In the right column is a description of an item the student would *most likely answer correctly*, based on their score. The student would also most likely correctly answer questions at all score points below the score they achieved.

Students who scored in the range 1700 – 1990 are well prepared for learning new grade-level content.

Score	Description of Test Item
1990	Select the theme found in both a poem and a story. (Fiction)
1805	Organize and synthesize information for use in another written format. (Nonfiction)

1754	Identify word origins. (Fiction)

In paragraph 5, the word <u>consecutively</u> comes from a Latin root that means —

○ A. finish early

○ B. empty rapidly

○ C. happen carefully

○ D. follow closely

1710	Evaluate information for use in other formats. (Nonfiction)

Directions: Select the correct answer in each row.

Complete this chart by determining which ideas are addressed by the article and which ideas require outside research.

Idea	Addressed by the Article	Requires Outside Research
Why baking and grilling are considered healthful methods of preparing food	○	○
Why foods that contain whole grains may offer health benefits	○	○
Why the U.S. Department of Agriculture set the school cafeteria rules regarding food options	○	○

2

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Students who scored in the range 1566 – 1699 are at risk for needing additional support with learning grade-level content.

Score	Description of Test Item
1699	Identify the reason an author included information in a text. (Nonfiction)
1668	Differentiate between fact and opinion. (Nonfiction)

Directions: Select the correct answer in each row.

Identify each sentence from the article as a fact or an opinion.

Sentence	Fact	Opinion
Breakfast and lunch options instead included low-fat milk, fresh fruit, and more nutritious versions of popular dishes.	○	○
This year the school unveiled more changes in the cafeteria menu.	○	○
The most apparent change to the food can be summed up in one word: fresh.	○	○
The old menu provided students with several choices every day, and it would be at least three weeks before those foods were repeated.	○	○

Score	Description of Test Item
1657	Select the theme of a story. (Fiction)
1627	Describe the impact of an author's word choice. (Fiction)
1580	Use details about a character to make an inference. (Fiction)
1569	Analyze one idea between two texts. (Nonfiction)

3

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Students who scored in the range 1100 – 1565 need additional support with prior knowledge and foundational skills while learning grade-level content.

Score	Description of Test Item
1565	Select the sentence that contains an opinion. (Nonfiction)
1523	Differentiate between fact and opinion. (Nonfiction) **Which sentence from the article is NOT an opinion?** ○ A. The cafeteria staff took the not-so-healthful meals and made them better for us. ○ B. The old tacos were made of seasoned and browned ground turkey topped with low-fat cheese and canned salsa. ○ C. The chefs who designed the new menu definitely have the health of today's young people in mind. ○ D. The new menu may currently lack variety, but we are fortunate to now have dishes that focus on freshness and health.
1501	Summarize a text by identifying supporting details. (Nonfiction)
1473	Identify cause-and-effect relationships. (Fiction)
1420	Describe character development. (Fiction)
1404	Identify the purpose of a metaphor as used in a sentence from a story. (Fiction)
1308	Determine a detail about a character after reading a sentence from a story. (Fiction)