



GRADE

7

Instructional Materials

for the

CRITERION REFERENCED TEST

Nevada

Grade 7

READING

JAMES W. GUTHRIE
*Superintendent of
Public Instruction*

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702) 486-6450

RORIE FITZPATRICK
*Deputy Superintendent
Instructional, Research, and
Evaluative Services*



DEBORAH CUNNINGHAM
*Deputy Superintendent
Administrative and
Fiscal Services*

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687-9217 · Fax: (775) 687-9101
www.doe.nv.gov

SATELLITE OFFICE
ADDRESSES/MAPS
<http://www.doe.nv.gov>

Dear Educators,

The following materials, developed as a collaborative effort between the Nevada Department of Education and WestEd, a nonprofit research, development, and service agency, are designed to be used as part of a guided instructional activity to support student performance on items aligned to the Common Core Standards.

We have provided p-values (the proportion of students who got the item correct) for the multiple-choice items that were field tested in the 2011-2012 administration. The p-values indicate how students performed on the items. In addition, we are providing the percentage of students selecting each response option. The p-values, combined with the item-level percentages by response option, provide valuable data to the field as to what types of errors students are making. For reading, no p-value is reported if that item did not appear on the field test. In reading, some field test items have been used as a model to mirror the content being assessed and therefore the p-values are based on the field test version of the item and not the actual item as it appears in these materials. These items are indicated by an asterisk. To further understanding of constructed-response items, scoring guides and annotated student examples have been included.

While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use these support documents solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Purpose of Reading Text

The purpose of reading must be taught to students. The state Criterion-Referenced assessment and Common Core Standards include two types of reading passages: literary and informational.

1. Literary text – to identify, describe, analyze, and compare characters, character traits, themes, settings, sequence, plot, conflict, resolution of conflict, and figurative language, and to make inferences and predictions.
2. Informational text – to locate essential information from text features, distinguish between fact/opinion, determine organizational structure, identify or describe main ideas, draw conclusions about text, summarize an author's ideas, evaluate an author's ideas and arguments, assess evidence to support an author's ideas, identify unsupported or faulty reasoning of an author's position, evaluate how an author's ideas shape the text, summarize an author's ideas, and assess the reasonableness of evidence.

By using these materials, you can identify, read, and discuss these different text types and the corresponding knowledge and skills students are expected to demonstrate. These same reading analysis skills apply to core classes such as mathematics, science, and social studies.

Vocabulary Knowledge

The Nevada Department of Education believes that students are not thoroughly being taught the content vocabulary of the Nevada Reading Content Standards. For example, character traits, author's purpose, main idea, organizational structure, fact/opinion, analyze, and predict are terms used in the assessments at grade-appropriate levels.

Students in Nevada, therefore, must have repeated experiences with **speaking, listening, reading, and writing** the vocabulary of the standards. Students should be able to use the vocabulary of the standards when they are engaged in classroom discussion, read them in assessments, and effectively use the vocabulary in their writing.

Types of Questions and Support Documents

The reading assessment includes two types of questions—multiple-choice questions for all grades (3 – 8 and high school) and constructed-response questions for grades 4 – 8.

To help prepare students for constructed-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 – 8)
3. item-specific rubrics
4. annotated student work

With the use of these materials, students can become familiar with the different types of questions used on the state and future assessments. They can learn to use the checklist or rubric to determine if they have answered the constructed-response questions completely. Familiarity with the tools provided as part of the assessment and the vocabulary of the standards can result in less anxiety on the part of students and teachers. (Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign constructed-response questions, students can use these tools as they develop their answers.)

The types of questions included in these instructional materials allow for the assessment of different levels of cognitive complexity. The questions are developed so that students cannot just skim and scan the passages to find the answers; they must go back and re-read the text to determine the correct answer, including drawing inferences and conclusions from what they have read. Teaching students to identify write, and use different levels of questioning skills as they read can only lead to improved comprehension and achievement on classroom, state, and national assessments. We suggest that you engage students in question writing so they not only can recognize these levels of complexity, but can begin to formulate them as well.

Depth of Knowledge (DOK) Levels - In addition to measuring a broad spectrum of reading content domains, the Nevada Proficiency Examination Program in reading includes items to assess three Depth of Knowledge levels. These DOK levels are based on descriptions developed by Dr. Norman Webb and adapted for Nevada's reading assessments. The following are the three DOK levels used on Nevada's reading assessments:

DOK Level 1: Recall - Level 1 requires the recall of facts or use of basic skills. A level 1 item consists of literal recall from text, paraphrasing, or simple understanding of a single word or phrase. A level 1 item may require a simple connection between sentences, which may be considered a very basic inference.

DOK Level 2: Use of Concepts and Skills - Level 2 requires comprehension and mental processing of text or portions of text. A level 2 item includes the engagement of some mental processing beyond recalling or reproducing a response. A level 2 item requires the application of skills and concepts. Some important concepts are covered but not in a deeply complex way.

DOK Level 3: Strategic Thinking and Problem Solving - Level 3 requires abstract reasoning, critical thinking, and/or the application of abstract concepts to new situations.

Length of Passages

WestEd constructs the assessment forms and includes a range of passage lengths within the grade-level assessments. NDE and WestEd believe that it is important for students to have opportunities to read passages of differing lengths as a part of the regular curriculum. Students should have experience in sustaining comprehension with passages of varying lengths. We do not want students to be surprised by the volume of reading required on the state assessment.

The following represent the guidelines for passage lengths for each grade level:

Grade 3	300 – 500 words
Grade 4	300 – 550 words
Grade 5	400 – 700 words
Grade 6	400 – 800 words
Grade 7	500 – 950 words
Grade 8	500 – 1000 words
HSPE	500 – 1200 words

Students should be made aware of the length of the assessment at their grade level, as well as passage lengths for successive grades. We believe this will allow them to understand, for example, what a 500-word text actually looks like, so they are not overwhelmed on the day of the assessment when they encounter one of the longer passages.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the reading materials or how to embed this information into your curriculum, please contact Darrin Hardman at dhardman@doe.nv.gov.

Cindy Sharp
Nevada Department of Education

Name: _____

Reading Grade 7

This booklet contains reading questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response question requires you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer this question.

You may use the rubric below to help you do a good job when you are answering the written-response question.

Score Point	Expectation
Full Credit	<ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses all parts of the question.• Your response includes enough related details to support your answer.
Partial Credit	<ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses only part of the question.• Your response includes some details to support your answer.• Your response may include details that do not support your answer.
Minimal Credit	<ul style="list-style-type: none">• Your response demonstrates a limited understanding of the reading.• Your response includes few details to support your answer.• Your response includes unrelated and inaccurate details.
No Credit	<ul style="list-style-type: none">• Your response is incorrect.

In this passage, the author explores what it means to be gullible, which means easily deceived or fooled. Read the passage. Then answer questions 1 through 9.

Falling for It

Take My Word for It

- 1 Here's a quick check to see how knowledgeable you are. First, let me assure you that both of the following statements are absolutely true:
1. On the night of a full moon you should look closely at the moon through a telescope so that you can see that it is made of green cheese.
 2. On the night of a full moon you should be careful since emergency rooms see a huge spike in the number of people who need medical attention.

So did you believe that both statements were true? You didn't? Good for you—you're not so gullible.

But did you think that the second statement was true? If you didn't, give yourself a pat on the back—*neither* statement is true.

It's an age-old trick. Put two statements together. If one of them is ridiculously false, the second will probably seem like it could possibly be true. This little experiment may seem silly, but it illustrates an interesting phenomenon known as "gullibility."

One Born Every Minute

- 5 Someone who is gullible is a person who can be easily fooled. However, as the famed showman P. T. Barnum once colorfully put it, "There's a sucker born every minute." If Barnum was correct, then there are a lot of gullible people out there just waiting to be duped.

Chances are good that you have been fooled at some point in your life (think April 1st). And chances are excellent that *everyone*, even the smartest person in the world, has been tricked at some point in their lives. This is because being gullible has nothing to do with being intelligent. In fact, as the magician and famed skeptic¹ Ricky Jay puts it, a roomful of Nobel Prize winners would be the easiest people to fool because they think they're too smart to be tricked.

Playing the Fool

There are many reasons for why people get taken in by scams², manipulations, tricks, and practical jokes. One big reason is because there are huge gaps in our knowledge, especially in this modern world. There is no way for a person to know everything about everything. One of those Nobel Prize winners might know a lot about, say, physics, but nothing whatsoever about economics, nutrition, or card tricks. As a result, our Nobel Prize winner is ripe for a good scam.

¹**skeptic:** a person who doubts or questions things that other people believe to be true

²**scam:** a dishonest plan, especially for getting money



One thing people rely on when faced with making a less-than-informed decision is the expertise of others. This reliance requires trust. We trust that the person who is giving us expert advice is actually an expert and not some con man. We trust that they will not try to mislead or trick us. And we trust that their expert advice is actually worth something. But such blind trust can leave us open to either being scammed by a con man or manipulated by an unscrupulous expert who wants to profit somehow.

Another reason that people get conned is plain old greed. When it comes to money, people are often too willing to suspend their disbelief. When someone says that we can get something for nothing, we really *want* to believe them, even if we have serious doubts. Greed can even bring about gullibility in people who should know better.

- 10 There is also a social factor to gullibility. We are more likely to believe something if everyone else around us believes it as well. It's easy to doubt a rumor that one person says is true, but as more people begin to believe, the rumor can take on a life of its own. This is how the emergency room example from above becomes a truth that "everyone knows." Even if the facts don't back it up, everyone believes it to be true, so it must be.

Fool Me Once

So now that you know why people are gullible, you will never fall for your friend's practical jokes ever again, right? Well, maybe. But think of the old story about the guy who was determined not to get pranked by his friend. He remained so watchful that he became frazzled with paranoia³ waiting for the next trick, which never came. This was because his friend's joke was to see how paranoid he would become.

The point of the old story is that it is important to be vigilant, but don't make yourself crazy. A healthy amount of skepticism is a good thing. If people present themselves as experts, verify that they are who they say they are. And even when they prove to be true experts, continue to be skeptical of what they have to say. And don't believe something is true just because everyone says it is—find out for yourself.

Gullible people have been walking the face of the Earth since the dawn of time. This is why the Romans had the expression *caveat emptor* ("let the buyer beware"). So don't feel too bad if you fall for someone's practical joke. But *do* keep a skeptical eye out for scams. Remember, if something seems too good to be true, it probably is.

"Falling for It" © WestEd.

³**paranoia:** extreme suspicion and mistrust of others



Answer the following questions about the passage “Falling for It.”

1 Which is the **most** likely reason the author mentions a showman and a magician in the passage?

- A to show the reader that everyone agrees with the author’s opinions
- B to impress the reader by naming some of the author’s famous friends
- C to include quotations from people who disagree about a particular idea
- D to present opinions of people with firsthand knowledge of the subject

2 Which information would **most** likely be found in a summary of the passage?

- A Many people enjoy playing jokes on friends.
- B A physicist may be ignorant about card tricks.
- C Rumors begin to seem like truth as they spread.
- D There are a variety of reasons why people are fooled.

3 What can **most** likely be inferred about the author’s point of view on people who are easily fooled?

- A They are smarter than other people.
- B They can learn to be more skeptical.
- C They only have themselves to blame.
- D They usually are prompted by greed.

4 Which statement in the passage could be proven with a test?

- A “There’s a sucker born every minute.”
- B “This is because being gullible has nothing to do with being intelligent.”
- C “Gullible people have been walking the face of the Earth since the dawn of time.”
- D “So don’t feel too bad if you fall for someone’s practical joke.”



5 Which method from the passage would be **least** useful to advertisers who are trying to influence consumers?

- A making people believe that they are going to get tricked
- B appealing to people's desire to get something for nothing
- C making people think that a belief is widely held by others
- D gaining people's confidence with the use of expert opinion

6 Which source would be **most** useful to a reader who wants to learn more about the causes of gullibility?

- A *P.T. Barnum Meets the Smartest Person in the World*
- B *Rabbit in a Hat—Classic Tricks and Tips for the Young Magician*
- C *The Art of the Scam: What Scam Artists Don't Want You to Know*
- D *Fooled You! Hundreds of Funny Practical Jokes for April Fool's Day*

7 In paragraph 9, what does the phrase suspend their disbelief mean?

- A know by instinct that something is undoubtedly false
- B remain undecided about whether something is true or not
- C accept something as true that would ordinarily be rejected as false
- D build up evidence to prove whether something is either true or false

8 Read the sentence below from the passage.

The point of the old story is that it is important to be vigilant, but don't make yourself crazy.

What does the word vigilant mean?

- A active
- B honest
- C trusting
- D watchful

Write your answer to Question 9 on a separate sheet of paper. Be sure to answer Parts A and B.

9

In the section titled “Take My Word for It,” the author includes an experiment on the readers.

A Explain why you think the author includes an experiment on the readers in the first section of the passage.

B Analyze how the author uses this section to help develop the main idea of the entire passage.

Use details from the passage to support your response.





You may want to go back and check your answers or answer questions you did not complete.



GRADE

7

Appendix I

Scoring Support Materials

Nevada

Grade 7

READING

Correct Answers for Multiple-Choice Items

Item Level Data

Item Number	Strand	DOK	P-value
1	4	2	0.58
2	4	2	0.57
3	4	2	0.46
4	4	2	0.55
5	4	2	0.49
6	4	2	0.54
7	1	2	0.40
8	1	2	0.59

P-value is the proportion of students who got the item correct

Percentage of Students Selecting a Given Response

A	B	C	D
14%	9%	19%	58% ✓
20%	6%	15%	57% ✓
14%	46% ✓	19%	20%
19%	55% ✓	15%	10%
49% ✓	22%	15%	14%
17%	8%	54% ✓	20%
20%	24%	40% ✓	16%
17%	12%	12%	59% ✓

✓ = Correct Answer

Detailed objectives for Content Standards and Depth of Knowledge (DOK) descriptions can be found on the Nevada Department of Education web site.

**Nevada 2012
Grade 7 Reading
“Falling for It”
F5 Q58**

58 In the section titled “Take My Word for It,” the author includes an experiment on the readers.

A Explain why you think the author includes an experiment on the readers in the first section of the passage.

B Analyze how the author uses this section to help develop the main idea of the entire passage.

Use details from the passage to support your response.

Scoring Guide:

Score	Description
3	Response is a complete explanation of why the author includes an experiment in the first section of the passage and analysis of how the author uses this section to help develop the main idea of the passage. Response is supported with details from the passage.
2	Response is a limited explanation of why the author includes an experiment in the first section of the passage and/or analysis of how the author uses this section to help develop the main idea of the passage. Response is supported with limited details (number or quality) from the passage.
1	Response is a minimal explanation of why the author includes an experiment in the first section of the passage and/or analysis of how the author uses this section to help develop the main idea of the passage. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Part A

Responses should reflect an understanding that the author is illustrating the concept of gullibility and one way in which people fall prey to being fooled.

Part B

Responses will vary, but should be related to the main idea that everyone can be gullible; the experiment makes that idea more personal for the reader.



Student Response Examples by Score Point

WRITTEN RESPONSE

READING

Question 58

A. I think the author includes an experiment on the readers in the first section of the passage because they want to see gullible the readers are.

B. The author uses the section to help develop the main idea of the entire passage is that anyone can be duped. In passage the author says, "Gullible people have been walking the face of the Earth since the dawn of time." I can infer that people can be easily tricked no matter who they are or what they do. In the passage it says, "In fact as the magician and famed skeptic Ricky Jay puts it a roomful of Nobel Prize winners would be the easiest to fool because they think they're too smart to fool!" This is an example of how depending gullibility can happen to anyone. Lastly, in the text it says, "So don't feel too bad if you fall for someone's practical joke." This clearly shows that even famous people and regular people get tricked every once in a while. In conclusion, people can be tricked no matter who they are.

Score Point: 3

Though Part A is only briefly addressed, Part B expands upon it and reflects complete understanding of both parts of the item. The response includes specific details from the passage as support.

WRITTEN RESPONSE READING

Question 58

A. I think the author includes an experiment on the readers to show them how gullible they are (or aren't) to prove his points. He knew many of the readers would at least consider falling for the second of the false statements, and then later explains their gullibility. He provides many ways of why people, even the most intelligent, are gullible (gaps in knowledge, greed, widespread beliefs, etc.), and to make his passage believable, he must prove that they actually are gullible, rather than just talking about it. So, to prove it, he "tricks" the reader himself into becoming gullible.

B. The author uses this section to help develop the main idea, that people, despite their intelligence, can be gullible for many reasons, to support his claim that people actually are gullible in the first place. After tricking the reader into being gullible with this experiment, the author can then go on to explain the many reasons of why people are gullible, and why the reader might have been gullible, to back up his main idea of gullibility. The section itself partially proves the main idea too. Since the reader becomes gullible, you then can tell that people really are gullible, despite intelligence.

Score Point: 3

The response, while repetitive, is a complete explanation and analysis. It addresses both parts of the item and includes specific supporting details.

WRITTEN RESPONSE
READING

Question 58

A. I think the author included the experiment for a couple reasons. Number One he wanted to give an example of one of the many tricks thousands of people use on others daily. Number Two he wanted to show some readers who failed the test to see that they really are gullible and that many other people are also gullible like them.

B. He used this section to help develop the main idea of the entire passage because of course he introduces the readers to what the story is about with a quick joke and then explaining the joke and what it means. Also he explains what gullible means and how people are tricked daily and then the whole passage is about people getting tricked and why and how they are tricked.

Score Point: 2

The response is a limited explanation but addresses both parts of the item.

WRITTEN RESPONSE

READING

Question 58

A

I think the author includes an experiment on the readers in the first section of the passage to show the reader an age-old trick of fooling gullible people and to let us know if we are gullible or not. If you didn't believe the two statements he wrote, then you are not a gullible person who believes everything someone tells you.

B

The author uses this section to show the readers how gullible they are, and that being gullible isn't a good thing. The author writes about different ways people are turned gullible, different types of gullible people, and at the end he writes that while being skeptic is good, you can't be too skeptic because it will lead you to paranoid, so "A healthy amount of skepticism is a good thing."

Score Point: 2

The response to Part A is accurate and supported with detail. Part B relates some of the author's main points that follow without clearly tying them to Part A. This is a limited response.

WRITTEN RESPONSE
READING

Question 58

Part A: To show how the trick is used & how it can fool people easily.

Part B: The author uses this section to develop the main idea because it helps the reader understand more about how easy it is being tricked.

Score Point: 1

The response is a minimal explanation for the author including the experiment. Part B is a restatement of Part A.

WRITTEN RESPONSE
READING

Question 58

A. The author includes an example on the reader's in the first section because the author wants the reader to understand solubility better.

B. In the first passage the author is showing the reader how solubility works by using a trick. The example the author uses is an old aged trick if one is ridiculous false the second one will seem possibly true is what the author said.

Score Point: 1

The response to Part A is accurate; Part B just expands on Part A without really responding to the question. This is a minimal response to the item.



GRADE

7

Appendix II

Administrative Support Materials

Nevada

Grade 7

READING

ANSWER DOCUMENT

READING

- | | | | | |
|----|------------------|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | Written Response | | | |



James W. Guthrie

Superintendent of Public Instruction

Office of Assessment, Program Accountability, and Curriculum
775-687-9188

CRT • Instructional Materials