Exemplar Grade 7 English Test Questions

ACT® **Aspire**®

Introduction

This booklet explains ACT Aspire® Grade 7 English test questions by presenting, with their answer keys, sample questions aligned to each reporting category on the test. A key includes the question's depth-of-knowledge (DOK) level,[1] an explanation of the task posed by each question, a thorough explanation of correct responses, ideas for improvement, and more. The exemplar test questions included here are representative of the range of content and types of questions found on the ACT Aspire Grade 7 English test. Educators can use this resource in several ways:

- Become familiar with ACT Aspire question types.
- See what typical questions in each ACT Aspire reporting category look like.
- Help reinforce or adjust teaching and learning objectives.
- Learn how ACT Aspire improvement idea statements can help students identify key skills they have not yet mastered.

Reporting Categories

ACT Aspire English tests assess students' developed ability to revise and edit texts. A typical English test contains several stimuli, or texts, and a series of selected-response (multiple-choice) and technology-enhanced questions. Texts used in the assessments represent various content areas (including English language arts, the humanities, and the social and natural sciences), and, considered collectively, reflect a range of text complexity levels from simple to complex, as appropriate for students' age and educational attainment. The questions fall under the following reporting categories.

Conventions of Standard English

The questions in this category require students to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

Punctuation and Usage Conventions

These questions require students to edit text to conform to standard English punctuation and usage.

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[1] Norman L. Webb, "Depth-of-Knowledge Levels for Four Content Areas," last modified March 28, 2002, **http://facstaff. wcer.wisc.edu/normw/All%20content%20areas%20%20DOK%20levels%2032802.doc**.

Sentence Structure and Formation

These questions test understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

Production of Writing

The questions in this category require students to apply an understanding of the rhetorical purpose and the focus of a piece of writing to develop a topic effectively and to use various strategies to achieve logical organization, topical unity, and general cohesion.

Topic Development

These questions require students to demonstrate an understanding of and control over the rhetorical aspects of texts by identifying the purpose of parts of texts, determining whether a text has met its intended goal, and evaluating the relevance of material in terms of a text's focus.

Organization, Unity, and Cohesion

These questions require students to use various strategies to ensure that text is logically organized, flows smoothly, and has an effective introduction and conclusion.

Knowledge of Language

These questions require students to demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone.

Improvement Ideas

ACT Aspire includes simple improvement ideas at the reporting category (skill) level on student and parent reports. These improvement ideas are provided for the lowest performing skill for each subject tested. The skills are always ordered from highest performing to lowest performing based on the percentage of points correct. If the percentages for two or more skills are tied, the skill with the lower number of total points is displayed first.

Keep in mind that the order of skills listed on reports may not always be exemplary of where to focus learning. For example, the skills in which a student performed within the ACT Readiness Range may not always be listed first, and the skills in which a student did not perform within the ACT Readiness Range may not always be listed last. Also, keep in mind the total number of points possible in each skill when interpreting the percentage correct.

There are two levels of improvement idea statements (low and high) for ACT Aspire summative reporting. Low statements are given on the report if the student's lowest skill score is below the ACT Readiness Range for that particular skill. High statements are given on the report if the student's lowest skill score is at or above the ACT Readiness Range for that particular skill.

Answer Key

This section presents a stimulus text and the sequence number, grade, question type, DOK level, alignment to the ACT Aspire reporting categories, and correct response for each question about the text. Each question is accompanied by an explanation of the question and the correct response as well as improvement idea statements for ACT Aspire English.

Text: "The Computer Age of Comic Book Art"

The Computer Age of Comic Book Art

As recently as twenty years ago, most comic book artists were still working with the original tools of their trade: pencil, pen, and paper. For decades, the process for creating comic book art had remained fairly simple. First, an artist drew the comic book's panels (the individual drawings that, taken together, tell the comic book's story) using pencil. Then the penciled panels were traced over from the artist using ink. Finally, color was applied to the panels. The resulting artwork was often crude—the penciled lines were indistinct, the ink got smudged, and the colors appeared blotchy.

Today, however, most comic book artists have entered the brave new world of digital technology. An artist can now scan her penciled panels directly into a computer, where they can be improved by the artist with digital tools. For example, using graphic design software, an artist can make the lines in panels appear crisper. The artist can also add digital shadows to the characters, making them seem more realistic by adding digital shadows to them. An artist can even switch the artwork from full color to black-and-white—with a single touch of a button.

Such digital tools have led many artists to stop using pencils and paper altogether. On tablet computers, an artist can use a stylus to draw her panels on the tablet's screen. The artist can then save the panels as digital files. The advantage of doing so is twofold. First, an artist can easily create different versions of the same panels, so later on she can decide which version she likes best. Secondly, if the artist makes a mistake in one of her panels, she can simply "undo" the mistake on her tablet. With pencil and paper, this wouldn't be possible, and a single erasure mark on a superhero's bulging biceps can ruin an entire panel, forcing the artist to start over from scratch.

Question 1

The Computer Age of Comic Book Art

As recently as twenty years ago, most comic book artists were still working with the original tools of their trade: pencil, pen, and paper. For decades, the process for creating comic book art had remained fairly simple. First, an artist drew the comic book's panels (the individual drawings that, taken together, tell the comic book's story) using pencil. Then the penciled panels were traced over from the artist using ink. Finally, color was applied to the panels. The resulting artwork was often crude—the penciled lines were indistinct, the ink got smudged, and the colors appeared blotchy.

Today, however, most comic book artists have entered the brave new world of digital technology. An artist can now scan her penciled panels directly into a computer, where they can be improved by the artist with digital tools. For example, using graphic design software, an artist can make the lines in panels appear crisper. The artist can also add digital shadows to the characters, making them seem more realistic by adding digital shadows to them. An artist can even switch the artwork from full color to black-and-white —with a single touch of a button.

Such digital tools have led many artists to stop using pencils and paper altogether. On tablet computers, an artist can use a stylus to draw her panels

If the writer took out the highlighted text, what would the essay lose?

- A. An indication of the size of typical comic panels
- B. An opinion about the popularity of comic books
- C. A critique of one artist's comic book art
- D. A definition of comic book panels

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
1	7	Selected Response	3	Production of Writing	D

This selected-response question requires students to determine the main rhetorical contribution a particular phrase makes to a text (aligns with the Common Core State Standards College and Career Readiness anchor standards [CCRA] W.4, W.5). To answer the question, students must read the entire sentence carefully and select the answer option that best identifies what would be lost if the highlighted portion were deleted.

Correct Response

Of the available answer options, answer option D is the most precise option and the only one that correctly identifies the rhetorical purpose of the highlighted parenthetical phrase as providing a definition of comic panels. Answer option A is incorrect because the highlighted text does not provide information about the size of comic panels. Answer option B is incorrect because the highlighted portion is a fact and contains no qualitative information about the popularity of comics. Answer option C is incorrect because the highlighted text is neither a critique nor specific to a particular artist.

Improvement Idea Statements

Reporting category	Grade	Low statement (scored below ACT Readiness Range)	High statement (scored at or above ACT Readiness Range)
Production of Writing	7	In your writing, work on developing your topic effectively, organizing your ideas logically, and expressing your ideas in a clear and consistent way.	Practice writing for a variety of purposes. Continue working on organizing ideas in logical, cohesive ways and on expressing ideas in a precise, concise, and stylistically consistent manner.

Question 2

The Computer Age of Comic Book Art

tell the comic book's story) using pencil. Then the penciled panels were traced over from the artist using ink. Finally, color was applied to the panels. The resulting artwork was often crude—the penciled lines were indistinct, the ink got smudged, and the colors appeared blotchy.

Today, however, most comic book artists have entered the brave new world of digital technology. An artist can now scan her penciled panels directly into a computer, where they can be improved by the artist with digital tools. For example, using graphic design software, an artist can make the lines in panels appear crisper. The artist can also add digital shadows to the characters, making them seem more realistic by adding digital shadows to them. An artist can even switch the artwork from full color to black-and-white—with a single touch of a button.

Such digital tools have led many artists to stop using pencils and paper altogether. On tablet computers, an artist can use a stylus to draw her panels on the tablet's screen. The artist can then save the panels as digital files. The advantage of doing so is twofold. First, an artist can easily create different versions of the same panels, so later on she can decide which version she likes best. Secondly, if the artist makes a mistake in one of her panels, she can simply "undo" the mistake on her tablet. With pencil and paper, this

What change, if any, should be made to the highlighted text?

- A. NO CHANGE
- B. by
- C. in
- D. of

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
2	7	Selected Response	1	Conventions of Standard English	B

This selected-response question requires students to identify and correct language that does not conform to conventional ways of expressing ideas in standard English (aligns with CCRA.W.5, L.1). After reading the sentence carefully, students must identify the highlighted word as an idiomatically incorrect use of a preposition. Students must then select an answer option that conforms to the conventions of standard English expression.

Correct Response

Answer option B is the best option because the preposition *by* is idiomatically appropriate here; answer option B also creates a logical relationship between the panels and the artist. All other answer options are idiomatically incorrect.

Improvement Idea Statements

Reporting category	Grade	Low statement (scored below ACT Readiness Range)	High statement (scored at or above ACT Readiness Range)
Conventions of Standard English	7	Work on using parts of speech and punctuation (including punctuating essential/nonessential elements). Avoid sentence structure errors, such as misplaced modifiers and inappropriate shifts in verb mood/voice.	Challenge yourself to write increasingly complex sentences, avoiding errors in sentence construction. Work on correctly using parts of speech and punctuation (including colons, semicolons, and dashes) correctly.

Question 3

The Computer Age of Comic Book Art

Today, however, most comic book artists have entered the brave new world of digital technology. An artist can now scan her penciled panels directly into a computer, where they can be improved by the artist with digital tools. For example, using graphic design software, an artist can make the lines in panels appear crisper. The artist can also add digital shadows to the characters, making them seem more realistic by adding digital shadows to them. An artist can even switch the artwork from full color to black-and-white —with a single touch of a button.

Such digital tools have led many artists to stop using pencils and paper altogether. On tablet computers, an artist can use a stylus to draw her panels on the tablet's screen. The artist can then save the panels as digital files. The advantage of doing so is twofold. First, an artist can easily create different versions of the same panels, so later on she can decide which version she likes best. Secondly, if the artist makes a mistake in one of her panels, she can simply "undo" the mistake on her tablet. With pencil and paper, this wouldn't be possible, and a single erasure mark on a superhero's bulging biceps can ruin an entire panel, forcing the artist to start over from scratch.

What change, if any, should be made to the highlighted text?

- A. NO CHANGE
- B. in this way that involves digital shadows.
- C. through this one approach.
- D. DELETE the highlighted text and end the sentence with a period.

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
3	7	Selected Response	3	Knowledge of Language	D

This selected-response question requires students to recognize and revise instances of redundancy in text (aligns with CCRA.W.4–5, L.3). Students must read the entire sentence carefully, identify the redundancy in the highlighted portion, and select the answer option that eliminates this redundancy.

Correct Response

Answer option D is the only choice that does not unnecessarily repeat information provided elsewhere in the sentence. It also eliminates wordiness.

Improvement Idea Statements

Reporting category	Grade	Low statement (scored below ACT Readiness Range)	High statement (scored at or above ACT Readiness Range)
Knowledge of Language	7	In your writing, work on choosing language that is clear and precise, especially avoiding unnecessary wordiness and redundancy. Also focus on maintaining consistency in style and tone.	In your writing, continue working on choosing language that is precise and concise. Be sure to maintain consistency in style and tone.

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