

Reading Grade 7

Grade Level Standard(s):

RI.7.8

Materials:

- Reading 7 D The Roman Empire
- Reading 7 D The Roman Empire Picture Board
- Reading 7 D Attainment Task Questions for Student Use

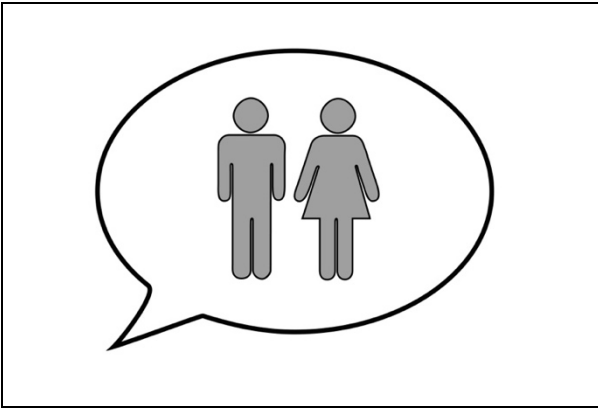
Response Code:

- Indicate the answer provided by the student.

Text Coding:

- “Quotation marks” indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis () are optional; they may replace or be read in addition to the word(s) immediately preceding.

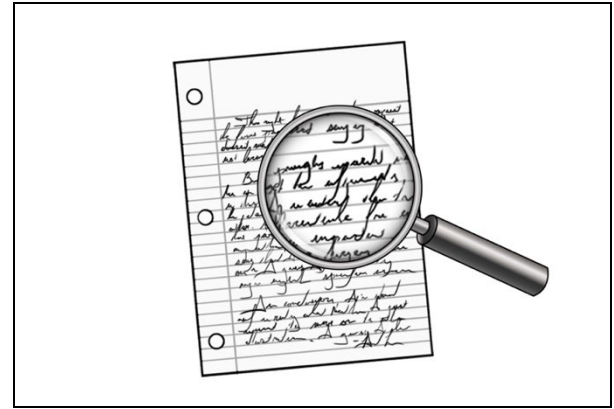
a.
By telling a personal story



b.
By quoting experts



c.
By citing relevant evidence



Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, “We are about to start the task, and I am going to ask you some questions.”

All questions from this task are available for presentation to the student in the supplemental material Reading 7 D Attainment Task Questions for Student Use.

Explain to the student that they will be reading a passage and will then answer a few questions about the passage. Present the student with Reading 7 D The Roman Empire (Reading 7 D The Roman Empire Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Reading 7 D The Roman Empire.

5. “How does the author support the argument that Rome was a powerful empire?”

Response Option	Response Rationale
a. By telling a personal story	<i>The student attempts to identify the way the author supports the argument but incorrectly identifies the method as a personal narrative.</i>
b. By quoting experts	<i>The student attempts to identify the way the author supports the argument but incorrectly identifies the method as quoting experts.</i>
c. By citing relevant evidence (Correct)	<i>The student correctly identifies the way the author supports the argument as citing relevant evidence.</i>
<i>Depth of Knowledge (DOK) 1</i>	

Reading 7 D The Roman Empire

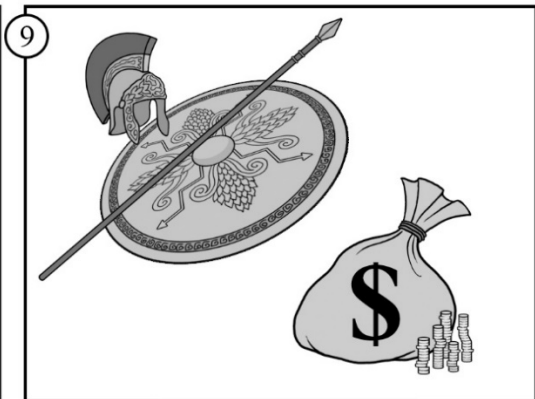
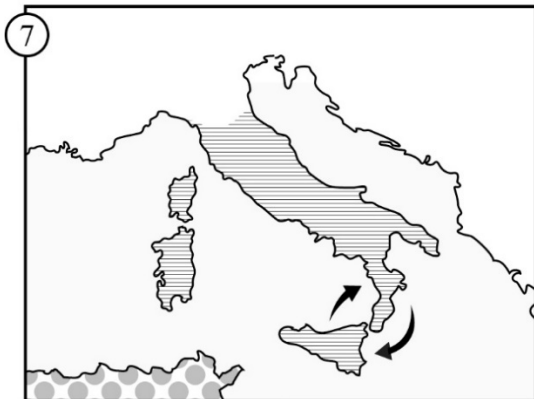
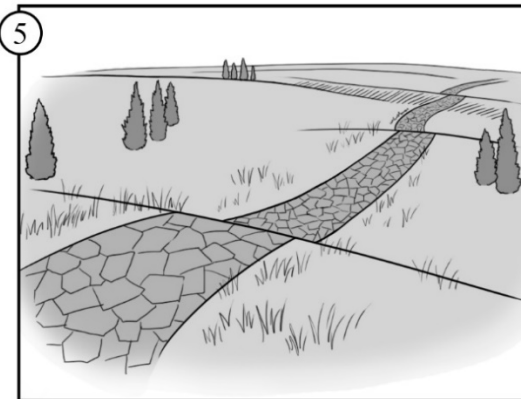
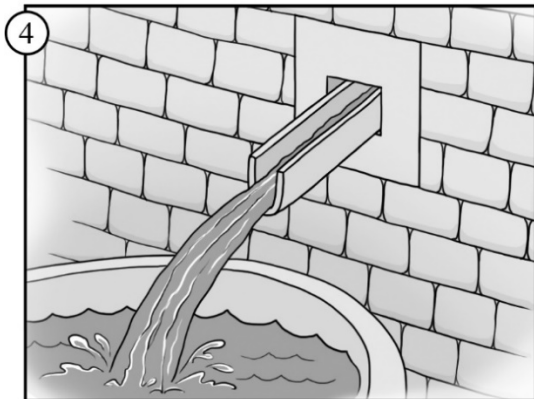
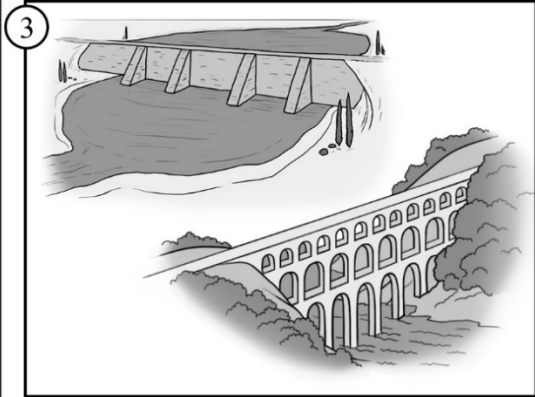
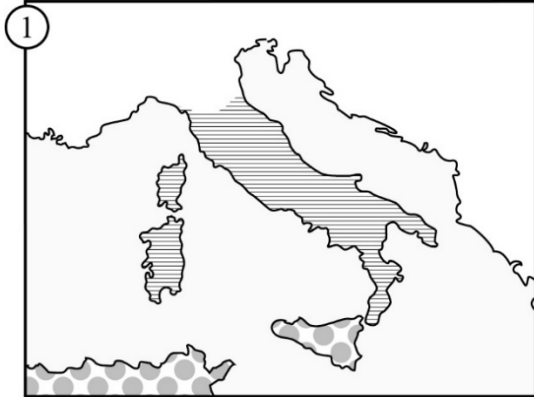
¹The Roman Empire was the most powerful empire of its day. ²The Roman Empire had a democratic government; free men each had a vote. Roman citizens had to pay taxes, and men joined the military.

Many innovations of the Roman Empire made life easier. ³They built dams to store water and aqueducts to supply water to the people. ⁴Romans had indoor plumbing. ⁵Bridges and roads were built to make travel easier for the army and other citizens.

The Roman Empire had a strong army. It fought in many wars. ⁶The army defeated the city of Carthage and burned it to the ground. Other cities were afraid of the Roman army.

⁷When Rome conquered a city, the city and its people became part of the Roman Empire. This meant that the citizens of the conquered city lived like other Romans. ⁸Some citizens became enslaved while others were free. ⁹Men were forced to join the Roman army, and all citizens paid taxes to Rome.

Reading 7 D The Roman Empire Picture Board



Reading 7 D Attainment Task Questions for Student Use

5. How does the author support the argument that Rome was a powerful empire?

Kentucky Academic Standard: RI.7.8 Identify 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.

Alternate Assessment Target: *Limit full standard to evidence relevance and limit evidence sufficiency questions to question of insufficient evidence (excludes sound reasoning).*

Student Group	Number of Students*	Percent Correct
<i>All students</i>	496	56.45%
<i>Gender</i>		
Female	154	62.34%
Male	342	53.80%
<i>Ethnicity</i>		
African American	62	59.68%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic or Latino	<10	Not Reported
Native Hawaiian or Pacific Islander	<10	Not Reported
White (non-Hispanic)	371	56.06%
Two or More Races	57	54.39%
<i>English Learner</i>	27	59.26%
<i>Economically Disadvantaged</i>	398	56.78%

*Number of students that attempted the item