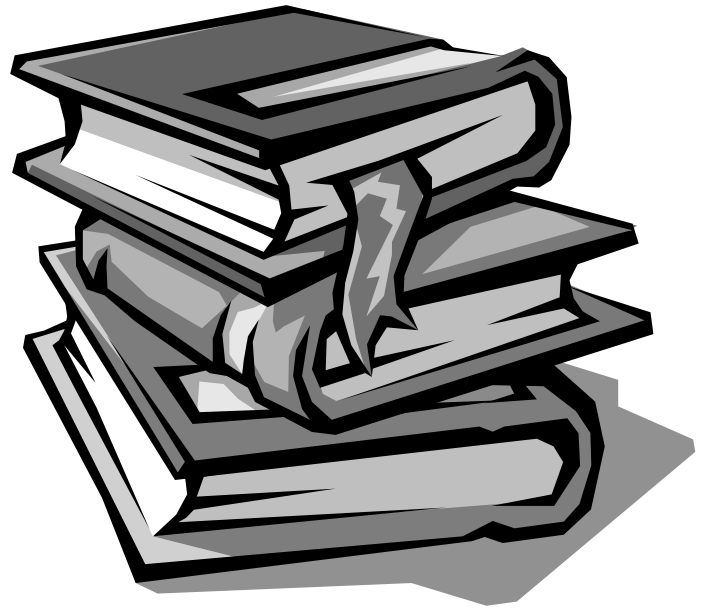


English Language Arts Prototype



Suggested for: **7th Grade**
Sense of Fairness

Prototypes developed by
St. Clair County Educators
Revised January 2005



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PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

DIRECTIONS:

THINKING ABOUT THE TOPIC:

A Sense of Fairness is the idea that everybody should have a fair chance and an equal opportunity.

THINK ABOUT:

People deserve fair and equal treatment, but too often life is not fair. Think about times in your life when you felt you, or someone you know, were not treated fairly.

Regarding a sense of fairness, Dr. Martin Luther King, Jr. said, “We must move past indecision to action.” What do you think Dr. Martin Luther King, Jr. means by this quote?

PART 1: SESSION 1 DRAFTING

WRITING ABOUT THE TOPIC:

Continue to think about the topic: **Sense of Fairness**. You will have approximately 25 minutes to work on your draft.

Do **one** of the following:

life isn't always fair, write about a time you were treated unfairly by others

or

write about a time someone you know was treated unfairly by others
and tell what happened

or

write about a time you acted unfairly towards others

or

write about a time you stood up for someone who was not being treated fairly

or

write about an issue that you feel is unfair in your school or community
and propose a solution that you feel is fair

or

write about the subject in your own way

When you are ready, you may begin your draft.

Interested adults will be reading your writing.

PART 1: SESSION 1

REVIEW OF WRITING

DIRECTIONS:

Use the following checklist as you draft.

CHECKLIST FOR REVISION:

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

CHECKLIST FOR PROOFREADING:

- Is everything just the way I want it?

Michigan Educational Assessment Program
Integrated English Language Arts
Part 1 Rubric
Writing from Knowledge and Experience

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

PART 2-A

READING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be reading two selections that are related:

FIRST READING SELECTION

SUSAN B. ANTHONY

Susan B. Anthony Biographical Sketch

Susan B. Anthony was a pioneer in the fight for women's rights, especially the right to vote. She believed that citizens who had to obey laws in which they had no say were not truly free. Anthony also believed that women should have the same opportunities as men, as well as the right to speak out. Anthony, and others who fought for voting rights of women, was called a Suffragette.

Being raised as a Quaker, Susan was denied the childish amusements of toys, games, and music. Her father enforced self-discipline, principle convictions, and belief in one's own self-worth.

In 1849 Anthony gave her first public speech. Sometimes, when she tried to speak, crowds would shout and jeer at her. She was often the subject of newspaper articles and cartoons that poked fun at her ideas. Even other women joined in the attacks because they believed it was their place to stay home and obey their husbands.

Susan's friends, Elizabeth Cady Stanton and Amelia Bloomer, joined her in the campaign for women's rights. Their position was that women should be given the same rights that men are guaranteed under the United States Constitution. Anthony worked for many years trying to convince lawmakers that the first three words of the United States Constitution, "We the people", were meant to include all people, not just men.

In 1904 Susan B. Anthony organized the International Women Suffrage Alliance. When Anthony died in 1906, women still had not won the right to vote. However, she did live to see some progress made in the fight for women's rights. For example, more women began to put pressure on Congress to change the voting laws. Women also began fighting for better working conditions and wages that were equal to men's. During World War I, when many men needed to leave the country to fight, women had to take over men's jobs. Women proved they could perform just as well as men.

The right to vote was granted to women in 1920, when the Nineteenth Amendment was approved. Finally, the words "We the people" came to include women.

FIRST READING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *SUSAN B. ANTHONY* at any time.

1. What is the author's purpose in writing this biographical sketch?
 - A. To learn about the advocates for women's rights
 - B. To understand how our constitution is amended
 - C. To discover the life and beliefs of Susan B. Anthony
 - D. To learn the characteristics of a great leader

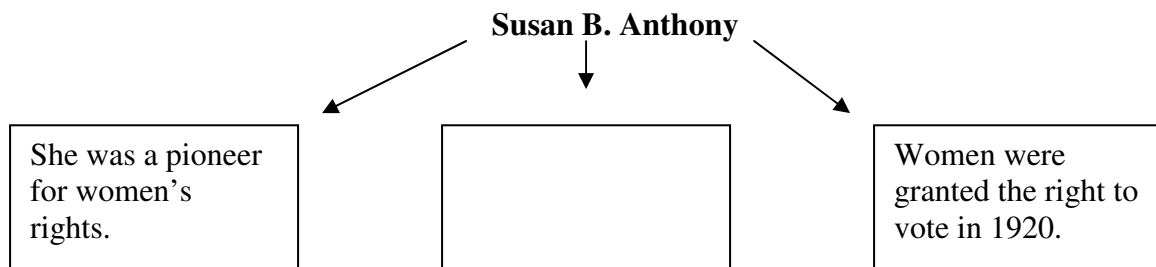
2. In the selection, the word *pioneer* means
 - A. "One who explores new lands."
 - B. "One who breaks new ground for others."
 - C. "One who makes the first move."
 - D. "One who presents new ideas."

3. Susan B. Anthony can BEST be described as
 - A. angry and confused
 - B. determined and decisive
 - C. stubborn and tolerant
 - D. wise and obedient

4. Which one of the following is not a fact from the selection?
 - A. Susan B. Anthony was raised a Quaker.
 - B. Sometimes crowds jeered at her.
 - C. All women were Suffragettes.
 - D. Susan B. Anthony believed in equality.

5. Which of the following BEST describes a Suffragette?
 - A. A person who supported and better working conditions.
 - B. A person that spoke in front of large crowds.
 - C. A person who fought for equal voting rights for women.
 - D. A person who wanted Congress to change the laws.

6. Which of the following would be appropriate to include in this selection?
- A. Today people must be at least eighteen years of age to vote.
 - B. People today continue to promote equal rights for everyone.
 - C. Susan B. Anthony was a precocious child and read at age 3.
 - D. Elizabeth Cady Stanton was an advocate for abolishing slavery.
7. Which one of the following important ideas completes the graphic organizer?



- A. Anthony was raised a Quaker with a strict father and denied fun.
 - B. Stanton and Bloomer opposed Anthony's views on equal rights.
 - C. Women proved they could work just as hard as men during WWI.
 - D. Anthony's actions influenced the government to enact new laws.
8. The phrase "We the people" motivated Susan B. Anthony because
- A. it was the slogan for her political campaign.
 - B. to her the phrase should include women in the right to vote.
 - C. men, women and children make up the "people" of our country.
 - D. it was a good introduction in her speeches for women.
9. From the selection, you can infer that the only people who voted in 1906 were
- A. all men of age.
 - B. only wealthy women.
 - C. both men and women.
 - D. member of Congress.
10. Which question could NOT be answered after reading this selection?
- A. How did Susan B. Anthony celebrate the 19th Amendment?
 - B. In what year did Susan B. Anthony die?
 - C. How did women respond to Susan B. Anthony's speeches?
 - D. Who founded the International Women's Suffrage Alliance?

SECOND READING SELECTION

THE SOUTHPAW

**By
Judith Viorst**

THE SOUTHPAW
By Judith Viorst
from *Free to Be...You and Me*

Story told through the exchange of letters between friends.

Dear Richard,

Don't invite me to your birthday party because I am not coming. And give back the Disneyland sweatshirt I said you could wear. If I'm not good enough to play on your team, I'm not good enough to be friends with.

Your former friend, Janet

P.S. I hope when you go to the dentist he finds twenty cavities.

Dear Janet,

Here is your stupid Disneyland sweatshirt, if that's how you're going to be. I want my comic books now- finished or not. No girl has ever played on the Mapes Street baseball team, and as long as I'm captain, no girl ever will.

Your former friend, Richard

P.S. I hope when you go for your checkup you need a tetanus shot.

Dear Richard,

I'm changing my goldfish's name from Richard to Stanley. Don't count on my vote for class president next year. Just because I'm a member of the ballet club doesn't mean I'm not a terrific ballplayer.

Your former friend, Janet

P.S. I see you lost your first game, 28-0.

Dear Janet,

I'm not saving any more seats for you on the bus. For all I care you can stand the whole way to school. Why don't you forget about baseball and learn something nice like knitting?

Your former friend, Richard

P.S. Wait until Wednesday.

Dear Richard,

My father said I could call someone to go with us for a ride and hot-fudge sundaes. In case you didn't notice, I didn't call you.

Your former friend, Janet

P.S. I see you lost your second game, 34-0.

Dear Janet,

Remember when I took the laces out of my blue-and-white sneakers and gave them to you? I want them back.

Your former friend, Richard

P.S. Wait until Friday

Dear Richard,

Congratulations on your unbroken record. Eight straight losses, wow! I understand you're the laughingstock of New Jersey.

Your former friend, Janet

P.S. Why don't you and your team forget about baseball and learn something nice like knitting, maybe?

Dear Janet,

Here's the silver horseback-riding trophy that you gave me. I don't think I want to keep it anymore.

Your former friend, Richard

P.S. I didn't think you'd be the kind who'd kick a man when he's down.

Dear Richard,

I wasn't kicking exactly. I was kicking back.

Your former friend, Janet

P.S. In case you were wondering my batting average is .345.

Dear Janet,

Alfie is having his tonsils out tomorrow. We might be able to let you catch next week.

Richard

Dear Richard,

I pitch.

Janet

Dear Janet,

Joel is moving to Kansas and Danny sprained his wrist. How about a permanent place in the outfield?

Richard

Dear Richard,

I pitch.

Janet

Dear Janet,

Ronnie caught the chicken pox and Leo broke his toe and Elwood has these stupid violin lessons. I'll give you first base. That's my final offer.

Richard

Dear Richard,

Susan Reilly plays first base, Marilyn Jackson catches, Ethel Kahn plays center field, I pitch. It's a package deal.

Janet

P.S. Sorry about your 12-game losing streak.

Dear Janet,

Please! Not Marilyn Jackson.

Richard

Dear Richard,

Nobody ever said that I was unreasonable. How about Lizzie Martindale instead?

Janet

Dear Janet,

At least could you call your goldfish Richard again?

Your friend Richard

SECOND READING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *THE SOUTHPAW* at any time.

11. What was the relationship between Richard and Janet before he said she could not play on his team?
- A. They were always arguing.
 - B. They had a friendship based on acceptance.
 - C. They had an ongoing feud.
 - D. Their friendship was of a competitive nature.
12. Janet can **BEST** be described as someone who
- A. is easily upset.
 - B. thinks she is inferior.
 - C. feels ashamed of being a girl.
 - D. does not let others push her around.
13. Richard's suggestion that Janet "learn something nice like knitting" implies
- A. Richard feels knitting is for girls only.
 - B. Richard is mean-spirited.
 - C. Richard wants to tease Janet.
 - D. Richard is being funny.
14. When Janet wants Susan, Marilyn, and Ethel to play too, it shows
- A. she wants Richard to really suffer.
 - B. she does not want to be the only girl on the team.
 - C. she cares about fairness for everyone.
 - D. she believes girls are better at baseball than boys.
15. All of the following can be learned from this selection **EXCEPT**
- A. you should not be mean to people because you may need their help someday.
 - B. girls can play sports if boys run the team.
 - C. girls should be allowed to play sports.
 - D. boys should not look down on girls.

16. What type of injustice is shown in this selection?
- A. Economic injustice
 - B. Racial inequality
 - C. Gender stereotype
 - D. Forced segregation
17. At the end of the selection, Richard's letters indicate all of the following **EXCEPT**
- A. he agrees to compromise.
 - B. he accepts Janet as a ballplayer.
 - C. he continues to feel superior.
 - D. he realizes the value of true friendship.
18. What is the source of conflict in this selection?
- A. Richard does not recognize girls as equals.
 - B. Janet thinks girls are better than boys.
 - C. Richard is afraid of compromise.
 - D. They cannot accept help from others.
19. To Janet, joining the baseball team represented all of the following **EXCEPT**
- A. recognition of ability.
 - B. acceptance.
 - C. equality.
 - D. an unresolved issue.
20. With which of the following statements would Janet **MOST LIKELY** agree?
- A. Talent and ability do not matter.
 - B. Personal gain matters most.
 - C. Stand up for what is fair.
 - D. It is acceptable to change the rule sometimes.

CROSS-TEXT QUESTIONS

DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at the text at any time.

21. What is the correct genre for each selection?
- A. *Susan B. Anthony* is an informational and *The Southpaw* is a diary.
 - B. *Susan B. Anthony* is a short story and *The Southpaw* is a biography.
 - C. *Susan B. Anthony* is a newspaper article and *The Southpaw* is a fable.
 - D. *Susan B. Anthony* is a biography and *The Southpaw* is a narrative.
22. What do Susan and Janet have in common?
- A. They both support equality and opportunity.
 - B. They are both motivated by fame.
 - C. They both want to be better than men.
 - D. They both publicly presented their ideas.
23. Both Susan B. Anthony and Janet would want to be remembered for
- A. promoting honesty and truth at all times.
 - B. standing up for what they believe is right.
 - C. for making others aware of our differences.
 - D. fighting others to get their own way.
24. Another good title for both selections would be
- A. "Fight for Your Way"
 - B. "Whatever it Takes"
 - C. "Do the Right Thing"
 - D. "Opportunities for All"
25. What is a lesson that can be learned from these two selections?
- A. Everyone should have a fair chance and equal opportunity.
 - B. Everyone should fight for his or her way to be fair.
 - C. Everyone should accept what is fair in the eyes of others.
 - D. Everyone should believe fairness and equality already exist.

PART 2-B
READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

You have read two selections: *SUSAN B. ANTHONY* and *THE SOUTHPAW*. You may look back at the reading selections to help you complete the writing scenario.

SCENARIO:

You have just witnessed one of the school bullies picking on a smaller student in the hall. You think this is very unfair and would like to do something about it. At the time, you just walked by, but as you sit in class you decide to take action.

SCENARIO QUESTION:

Write a plan of action to yourself for the next time you find yourself in the same situation.

When finished writing, fill out this checklist.

- Did I take a position on the question?
- Did I tell why I took this position?
- Did I use examples from the two reading selections to support my thinking?
- Did I show how the selections are connected or alike?

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade 7
Part 2-B Rubric
Writing in Response to Reading

- 6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1 The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections.

PART 3

LISTENING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be listening to one selection.

LISTENING DIRECTIONS:

Concentrate on listening to the story, *THE SNEETCHES*. As you listen, think about the actions of the characters and what you could learn from them. Do the characters' actions remind you of something you or someone you know has done?

After listening to the story, you will have a few minutes to make some notes on the next page about the characters' actions. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *THE SNEETCHES*.

PART 3
LISTENING SELECTION

THE SNEETCHES

By
Dr. Seuss

LISTENING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *THE SNEETCHES* at any time.

26. At the beginning of the selection, the Star-Belly Sneetches
- A. are open-minded about appearances.
 - B. feel superior because they have stars.
 - C. are non-judgmental in their treatment of others.
 - D. accept the Plain-Belly Sneetches.
27. What is the moral of this story?
- A. First impressions are accurate.
 - B. Unjust treatment of a group is fair.
 - C. Money can make everyone equal.
 - D. People should not judge others.
28. The Plain-Belly Sneetches can **BEST** be described as
- A. envious.
 - B. proud.
 - C. complacent.
 - D. content.
29. What was the Star-Belly Sneetches' conflict?
- A. They wanted to get rid of the Plain-Belly Sneetches.
 - B. They wanted everyone to live happily together.
 - C. They wanted to remain superior.
 - D. They were viewed as outcasts.
30. The Star-Belly Sneetches' can **BEST** be described as
- A. compassionate.
 - B. snotty.
 - C. open-minded.
 - D. brave.

31. McBean thinks all of the following about the Sneetches **EXCEPT**
- A. they are stupid creatures
 - B. they are easy to take advantage of
 - C. they can learn to accept one another
 - D. they will spend all their money on appearances
32. McBean was motivated by
- A. money
 - B. friendship
 - C. equality
 - D. compassion
33. At the end of this selection, the Sneetches feel differently about the stars because
- A. everyone now has a star
 - B. money resolves all conflicts
 - C. they now realize they are equal
 - D. fashion trends should be followed
34. What does the star represent to the Sneetches?
- A. money
 - B. intelligence
 - C. fashion
 - D. superiority
35. A **MAJOR** idea in the story is that
- A. money can buy happiness.
 - B. appearances can be deceiving.
 - C. people should look down on others, if they are the best.
 - D. stupidity of others can justify unfair behavior.

Middle School - 7th Grade – Sense of Fairness

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. C. to discover the life and beliefs of Susan B. Anthony
2. D. “one who presents new ideas.”
3. B. determined and decisive
4. C. All women were Suffragettes.
5. C. A person who fought for equal voting rights for women.
6. B. People today continue to promote equal rights for everyone.
7. D. Anthony’s actions influenced the government to enact new laws.
8. B. to her the phrase should include women in the right to vote.
9. A. all men of age.
10. A. How did Susan B. Anthony celebrate the 19th Amendment?

11. B. They had a friendship based on acceptance.
12. D. does not let others push her around.
13. A. Richard feels knitting is for girls only.
14. C. She cares about fairness for everyone.
15. B. Girls can play sports if boys run the team.
16. C. Gender stereotype.
17. C. He continues to feel superior.
18. A. Richard is afraid of compromise.
19. D. an unresolved issue
20. C. Stand up for what is fair.

21. D. “Susan B. Anthony” is a biography and “The Southpaw” is a narrative.
22. A. They both support equality and opportunity.
23. B. standing up for what they believe is right
24. D. “Opportunities for All”
25. A. Everyone should have a fair chance and equal opportunity.

26. B. feels superior because they have stars
27. D. People should not judge others.
28. A. envious
29. C. They wanted to remain superior.
30. B. snotty
31. C. They can learn to accept one another.
32. A. money
33. C. They now realize they are equal.
34. D. Superiority
35. B. appearances can be deceiving