

7th Grade

ELA

Chapter 1: *i*LEAP English Language Arts, Grade 7

This section describes the overall design of the *i*LEAP English Language Arts (ELA) test to be administered to students in grade 7. Test specifications, scoring rubrics, and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The ELA test consists of four parts, or subtests, which are administered over two days. Two parts, or subtests, are administered on the first day of testing and two on the second day.

Day One

Part 1: Writing

Part 2: Using Information Resources

Day Two

Part 3: Reading

Part 4: Language

The ELA test includes:

- Norm-referenced test (NRT) items from the survey battery (short form) of the Iowa Tests of Basic Skills[®] (*ITBS*). Most of the items measure Louisiana Grade-Level Expectations (GLEs). The survey battery is used to provide national norms, which compare our students' results with the results of other students in the nation who took the test.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

The NRT Component

The *ITBS* survey battery is the NRT component of the *i*LEAP ELA assessment. This part of the assessment measures standards 1, 2, 3, 6, and 7.

Standard 1

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 3

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Standard 6

Students read, analyze, and respond to literature as a record of life experiences.

Standard 7

Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

The survey battery is designed to 1) obtain information that can support instructional decisions made by teachers in the classroom, 2) provide information to students and their parents for monitoring student growth from grade to grade, and 3) examine the yearly progress of grade groups as they pass through the school’s curriculum. All questions are in multiple-choice format and have four or five answer options each. The survey battery is a **timed** test. Table 1.1 presents the testing times and the number of questions for each subtest.

Table 1.1: Grade 7 Survey Battery Test Lengths and Times

Test	Time (min.)	No. of Questions
Reading		
Vocabulary	5	14
Reading Comprehension	25	22
Language		
Spelling, Capitalization, Punctuation, Usage and Expression	30	57
Total	60	93

The descriptions that follow briefly summarize the content and skills measured by each test of the survey battery.

ReadingVocabulary

Each vocabulary question presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word.

Approximately equal numbers of nouns, verbs, and modifiers are tested.

Reading Comprehension

The reading comprehension section includes passages that vary in length and are drawn from fiction and nonfiction. The reading difficulty level of each piece is appropriate to the grade level. Passages with higher reading difficulty levels are generally shorter. Approximately two-thirds of the questions require students to draw inferences or to generalize about what they have read.

Language

Spelling

Each spelling question presents four words, one of which may be misspelled, and a fifth option, *No mistakes*, if no error is present. This format permits the testing of four spelling words for each test question. Errors in the tested words are based on common substitutions, reversals, omissions, or unnecessary additions.

Capitalization

For these items, students identify the line of text containing a capitalization error, or they choose a fourth option, *No mistakes*, if no error is present. Standard capitalization of names and titles, dates and holidays, places, organizations and groups, and other words is tested.

Punctuation

For these items, students identify the line of writing in which a punctuation error occurs, or they choose a fourth option, *No mistakes*, if no error is present. Standard practice in the use of end punctuation, commas, apostrophes, quotation marks, colons, and semicolons is tested.

Usage and Expression

Most usage and expression questions contain one or two sentences arranged in three lines; others are part of a longer passage. Students must identify the line containing the error, or they may select *No mistakes* if they believe no error is present. Errors in the use of verbs, personal pronouns, modifiers, or in word choice are included. For expression items, students must choose the best or most appropriate way of expressing an idea in a sentence or paragraph. Choices involve issues of conciseness, clarity, appropriateness of expression, and the organization of sentence and paragraph elements.

NOTE: Some of the items in this section measure GLEs in standard 2 and are reported with the writing score. What this means is that the total number of points possible in standard 2 listed on the report includes the score students receive on their written composition (up to 8 possible points) PLUS the number correct on the standard 2 items found in the Language section (8 to 9 items depending on the form).

The CRT Component

The CRT component of the ELA assessment was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's content standards, benchmarks, and GLEs. This component of *iLEAP* measures aspects of standards 2 and 5.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 5

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Writing and the Scoring of the Written Composition

To better prepare our students for the Common Core State Standards, the writing prompts on the transitional assessments will focus on a key instructional shift—writing grounded in textual evidence. Instead of responding to a "stand alone" writing prompt, students will be expected to read one or two passages and then write a composition that includes evidence from the text(s) in the response. At grade 7, the writing prompt may direct students to write a story, explain or describe something, or convince someone of their position.

The Writing test is **untimed**, but students should be given a minimum of 75 minutes to read the passage(s), plan and write their composition, and check their work. Students are given a Writer's Checklist and are provided dictionaries and thesauruses.

Because of the heavy emphasis of standard 3 (conventions of writing) in the survey battery, student compositions will be scored only for the dimensions of Content and Style. Each dimension is worth up to 4 points for a possible total of 8 points. Student compositions are scored using two rubrics: one for Content and one for Style. There are two Content rubrics; one is used to score student compositions that respond to prompts with one passage; the other is for prompts with two passages. The Content and Style rubrics can be found on pages 5 through 7.

The Content Rubric considers how well students present their central idea; the development of that idea, including the appropriate and accurate use of evidence from the passage(s); and the organization of their ideas. The Style Rubric considers word choice; sentence fluency, which includes sentence structure and sentence variety; and voice, the individual personality of the writing.

CONTENT (One Passage): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> sharply focused central idea shows a complete understanding of the task 	<ul style="list-style-type: none"> clear central idea shows a general understanding of the task 	<ul style="list-style-type: none"> vague central idea shows a partial understanding of the task 	<ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task
USE OF THE PASSAGE AND DEVELOPMENT	A composition without evidence from the passage cannot receive a score higher than a 2 in Content.			
	<ul style="list-style-type: none"> includes ample, well-chosen evidence from the passage to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate evidence from the passage to support central idea Evidence and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	<ul style="list-style-type: none"> includes insufficient or no evidence from the passage, OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no evidence from the passage and/or the evidence shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	<ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. Clear beginning, middle, and ending contribute sense of wholeness. effective transitions 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition. has a beginning and an ending transitions 	<ul style="list-style-type: none"> attempt at organization digressions, repetition weak beginning and ending may lack transitions 	<ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response

CONTENT (Two Passages): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passages and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> sharply focused central idea shows a complete understanding of the task 	<ul style="list-style-type: none"> clear central idea shows a general understanding of the task 	<ul style="list-style-type: none"> vague central idea shows a partial understanding of the task 	<ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task
USE OF THE PASSAGE(S) AND DEVELOPMENT	A composition that addresses only one of the two passages cannot receive a score higher than a 3 in Content. A score of 4 cannot be assigned unless both passages have been addressed.			
	<ul style="list-style-type: none"> includes ample, well-chosen evidence from the passages to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate evidence from at least one of the passages to support central idea Evidence and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	<ul style="list-style-type: none"> includes insufficient or no evidence from the passage(s), OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no evidence from the passage(s) and/or the evidence shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	<ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. Clear beginning, middle, and ending contribute sense of wholeness. effective transitions 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition. has a beginning and an ending transitions 	<ul style="list-style-type: none"> attempt at organization digressions, repetition weak beginning and ending may lack transitions 	<ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: *Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
WORD CHOICE	<ul style="list-style-type: none"> precise effective vivid words and phrases appropriate to the task 	<ul style="list-style-type: none"> clear but less specific includes some interesting words and phrases appropriate to the task 	<ul style="list-style-type: none"> generic limited repetitive overused 	<ul style="list-style-type: none"> functional simple (below grade level) may be inappropriate to the task
SENTENCE FLUENCY	<ul style="list-style-type: none"> fluid, very easy to follow, because of variety in length, structure, and beginnings 	<ul style="list-style-type: none"> generally varied in length and structure Most sentences have varied beginnings. 	<ul style="list-style-type: none"> little or no variety in length and structure Awkward sentences may affect the fluidity of the reading. same beginnings 	<ul style="list-style-type: none"> simple sentences no variety Construction makes the response difficult to read.
VOICE (individual personality of the writing)	<ul style="list-style-type: none"> compelling and engaging 	<ul style="list-style-type: none"> clear, but may not be particularly compelling 	<ul style="list-style-type: none"> weak and/or inconsistent voice 	<ul style="list-style-type: none"> no voice Response is too brief to provide an adequate example of style; minimal attempt.

Using Information Resources

In this part of the assessment, students are provided four to six reference sources, which they use to answer eight multiple-choice questions. All reference sources are related to a specific topic. They are realistic, grade-appropriate materials that a seventh-grader might find in a library and use in preparing a project or report. Test questions reflect realistic uses of the sources. This subtest is **untimed**, but students should be given about forty minutes to review the materials and answer the questions.

The reference sources may include:

- articles from encyclopedias, magazines, newspapers, and textbooks;
- parts of books such as tables of contents, copyright pages, glossaries, and indexes;
- visual aids such as maps, graphs, tables, charts, illustrations, schedules, and diagrams; and
- electronic sources such as screen shots of online card catalogs, Web site pages, and search engine result screens.

English Language Arts Test Specifications

Table 1.2 provides the test specifications for the grade 7 *iLEAP* ELA assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 1.2: Grade 7 English Language Arts Test Specifications

Standards	Percentage of Total Points
Standard 1	21
Standard 6	4
Standard 7	8
Standard 2	16
Standard 3	44
Standard 5	7
Total	100

There are 101 one-point multiple-choice items plus the 8-point Writing prompt to equal a 109-point test.

Description of the English Language Arts Test and GLEs Assessed

Louisiana's English language arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. GLEs further define the

knowledge and skills students are expected to master by the end of each grade or high school course.

Most of the grade 7 standards, benchmarks, and GLEs are eligible for assessment on the grade 7 *i*LEAP. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *i*LEAP. GLE number 44 focuses on the use of technology or resources unavailable during the test; therefore, they cannot be assessed in a multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level.

Most of the items on the NRT form for a given grade align with the GLEs for that grade. For example, most items on the grade 7 NRT survey battery align with the grade 7 GLEs. However, some items may align with GLEs at a lower grade or at a higher grade. In addition, there may be a few items on an NRT form that do not align with the GLEs at any grade because the NRT is developed for nationwide use. This information is important to keep in mind when preparing students for the *i*LEAP assessments because teachers should make sure they cover the GLEs at grade 7 but also review related GLEs in earlier grades since they may be assessed on the NRT portion of the *i*LEAP test.

For reporting purposes, a student receives two scores: an NRT score, such as percentile rank, and a CRT score/achievement level. The NRT score includes all items on the NRT form. The CRT score/achievement level includes the CRT items and only those items on the NRT survey battery or on the NRT core battery that align with GLEs at or below the grade level assessed.

Table 1.3 provides a list of GLEs to be taught and tested during the transition. The table identifies the GLEs and the corresponding CCSS alignment.

Table 1.3: GLE Content to be Taught and Tested in 2012–13 and 2013–14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
1	Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts 	RL.7.4 RI.7.4 L.7.4 L.7.5 L.7.6
2	Explain story elements, including: <ul style="list-style-type: none"> • the revelation of character motivation through thoughts, words, and actions • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) • conflicts (e.g., man vs. man, nature, society, self) and their effect on plot • effects of first- and third-person points of view • theme development 	RL.5.6 RL.6.6 RL.7.2 RL.7.3 RL.7.6
3	Interpret literary devices, including: <ul style="list-style-type: none"> • symbolism • puns • analogies 	L.7.5

GLE #	Grade-Level Expectation Text	Aligned CCSS #
8	Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> • fiction (e.g., science fiction/fantasy) • nonfiction (e.g., essays, letters) • poetry (e.g., lyric, narrative) • drama (e.g., short plays) 	RL.7.5
9	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices 	RL.7.1 RI.7.1 RI.7.2
12	Explain the effects of an author’s stated purpose for writing	RI.7.6
13	Identify an author’s bias (objectivity) for, against, or neutral toward an issue	RI.7.6
14	Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example: <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning 	RI.7.3
15	Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • established central idea • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (e.g., fact, examples, and/or specific details) • transitional words and phrases that unify ideas and points • overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details 	W.7.1 W.7.2 W.7.4
17	Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure 	L.7.3 W.7.4

GLE #	Grade-Level Expectation Text	Aligned CCSS #
18	Develop grade-appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., Writer’s Checklist, rubrics) • proofreading/editing • publishing using technology 	W.7.5 W.7.6
19	Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition	W.7.1 W.7.2 W.7.3
20	Use the various modes to write compositions, including: <ul style="list-style-type: none"> • essays based on a stated opinion • fictional narratives 	W.7.1 W.7.3
21	Develop writing using a variety of literary devices, including analogies, symbolism, and puns	W.7.3 L.7.5
22	Write for various purposes, including: <ul style="list-style-type: none"> • letters of complaint supported with complete and accurate information and reasons • evaluations of media, such as television, radio, and the arts • text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels • applications, such as memberships and library cards 	W.7.9
23	Use standard English punctuation, including: <ul style="list-style-type: none"> • commas to set off direct quotations, nouns of direct address, and after introductory words or phrases • semicolons or colons to separate independent clauses 	L.7.2
24	Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> • varied sentence structures, including complex sentences • antecedents that agree with pronouns in number, person, and gender • sentences without double negatives 	L.7.1
25	Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • infinitives and participles • superlative and comparative degrees of adjectives • adverbs 	L.7.1
26	Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly	L.7.2
39	Locate and select information using organizational features of grade-appropriate resources, including: <ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) 	W.7.8

GLE #	Grade-Level Expectation Text	Aligned CCSS #
40	Locate and integrate information from a variety of grade-appropriate resources, including: <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) 	W.7.8
41	Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage)	W.7.8
43	Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • works cited lists and/or bibliographies 	W.7.7
44	Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents	W.7.6
45	Give credit for borrowed information following acceptable use policy, including: <ul style="list-style-type: none"> • integrating quotations and citations • using end notes • creating bibliographies and/or works cited lists 	W.7.8

Sample Test Items: Grade 7 ELA

The sample passages and items that follow are similar in content and format to those that appear on the grade 7 *i*LEAP test. The Writing prompt below and the Using Information Resources questions are sample items representative of the criterion-referenced parts of the *i*LEAP test. These items align with state content standards and GLEs.

Writing Prompt

The writing prompts on the transitional tests require students to read one or two passages and then write a composition that includes evidence from the text(s) in the response.

Sample Writing Prompt

Directions: Read the passage about pioneers in the early 1800s. As you read the passage, think about what it would be like to be a pioneer moving to the West. Then use the passage to help you write a well-organized multiparagraph composition.

Pioneers in the Early 1800s

During the first half of the 1800s, pioneers moved westward for a variety of reasons. Some decided to move west because they were unable to find jobs in the East. Some settlers moved because they wanted farmland. Others decided to travel west after receiving letters from family and friends who had already completed the journey. All of them hoped the West would offer a better life and more opportunities than they had in the East.

Frontier life was very demanding but rewarding. Instead of going to the store to buy food, people got their food from hunting, fishing, trapping, and farming. They also raised chickens, cows, goats, and pigs. Horses were used for transportation and farm work. Children often helped by taking care of the livestock. Once the food was harvested, then it needed to be preserved by canning or smoking, and then some of the food needed to be stored for winter. Inside the home, children could learn how to cook meals from the meat, fruits, and vegetables they had gathered. Since there were no clothing stores nearby, children could learn to design and make clothes, as well as weave cloth and spin yarn. Pioneers also had to design, build, and repair their own homes, tools, and fences.

Since life on the plains was isolated and the closest neighbors might be miles away, farm families had to make their own fun. Good sources of home entertainment included reading and music, and storytelling; old and young alike loved to hear a good story. Guitars, fiddles, harmonicas, and other musical instruments provided amusement. People also played checkers and pitched horseshoes, and children sometimes invented their own games. Often, families would also travel by wagon or on foot to attend community events, such as picnics, weddings, barn raisings, or square dances.

Despite the fact that life on the frontier was often challenging, pioneer families were strong, resourceful, and received great satisfaction from working together, farming the land, and building their new homes. Settlers who moved from the East often had to prove that they had a special spirit of adventure. The rewards they received might seem small to us today, but they were gratefully accepted and truly appreciated. The tremendous satisfaction of conquering the land and performing their labor so diligently was their strongest motivation. They adapted to their new environment, learned new skills to make their lives easier, and built communities with other settlers by helping each other in times of need. They also found time to celebrate and enjoy their new lives and accomplishments. The work of these brave pioneers helped make the West an attractive place for the settlers who followed them.

Writing Topic

Think about what it would be like to be a pioneer moving to the West during the 1800s.

Write a multiparagraph composition for your teacher explaining whether or not you would have chosen to move to the West if you had lived in pioneer times. Use details from the passage to help you explain your choice.

As you write, follow the suggestions below.

- ▶ Be sure your composition has a beginning, a middle, and an ending.
- ▶ Use details from the passage and include enough information so your teacher will understand your response.
- ▶ Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student's ability to write an expository composition. Other prompts may ask students to write a story, describe something, or convince someone of their position.

Using Information Resources

This section of the test presents students with reference sources related to a single research topic. Students use the sources to answer a set of multiple-choice items similar to questions 1 through 5. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

Sample Using Information Resources Materials and Items

Introduction: In this test, you are asked to look at some reference materials and then use the materials to answer the questions on pages xx and xx.

Research Topic: The Pyramids of Egypt

Suppose you want to find out more about the pyramids of Egypt for a report you are writing. Four different sources of information about the pyramids of Egypt are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Article from the Magazine *This Is Egypt*
“Is a Picture Worth a Thousand Words?” (page __)

2. Results of a Search Using FindIt.net
Egyptian Pyramids (page __)

3. Excerpts from the Book *Exploring the Pyramids of Ancient Egypt*
a. Copyright Page (page __)
b. Table of Contents (page __)
c. “The Obelisks” (page __)

4. Excerpt from the Encyclopedia *Architecture in the Ancient World*
Monumental Monuments Chart (page __)

Note: Model bibliographic entries for different types of documents are on page __.

Directions: Skim pages __ through __ to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages __ and __. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Article from the Magazine *This Is Egypt*
“Is a Picture Worth a Thousand Words?”

This Is Egypt

May 2005

Is a Picture Worth a Thousand Words?

By Khaled Al-Katob

If you were running for class president of the student body, your campaign probably would include posters and flyers with written information about yourself and your platform. Would these posters and flyers include primitive drawings of items in nature that represented you? They would if you were running for office in ancient Egypt.



The ancient Egyptians used primitive drawings called *hieroglyphs*, which were part of a system of picture writing called *hieroglyphics*. Hieroglyphs were drawn on the walls of pyramids, ancient tombs, pottery, ceramics, and papyrus to record the history of Egypt. The English language is based on a mere 26 letters, while the ancient Egyptians used more than 2,000 hieroglyphic characters.

Each hieroglyph represented a sound or an idea, using a common object in ancient Egypt—a bird, a snake, food (such as bread), or water (such as a river). The ancient Egyptians had two written forms of language, but hieroglyphic writing was considered the more formal of the two.

In the English language, we write our words, phrases, and sentences on lines and read them starting at the left and moving right. Hieroglyphics were written in rows or columns without spaces and could be read from left to right or from right to left. Sound confusing? The writers of hieroglyphics always included a symbol that was universally recognized as the starting point so the reader would know where to start and which direction to go.

Written hieroglyphics rarely included vowels. This may seem strange but is similar to abbreviations in the English language. For example, we use *ft.* for a measurement of feet and *ltd.* as the abbreviation for *limited*. Vowels were used only if a word was too confusing without a vowel. The ancient Egyptians also used *biliterals*, which were hieroglyphs substituted in place of pairs of alphabet characters. The sound of the biliteral hieroglyph was the same as the sound of the alphabet characters it replaced.

2. Results of a Search Using FindIt.net **Egyptian Pyramids**



EgyptToday.com

Located in northern Africa, modern-day Egypt is not quite the same as it was in ancient times. Facts and information about the current **Egyptian** government, population, culture, environment, and geography can be found at EgyptToday.com.

PharaohPharaoh.com

Thousands of years ago, Egypt was ruled by pharaohs who belonged to ruling families or dynasties. Introduce yourself to and become familiar with them through this exhaustive online biography of the kings of Egypt. Find out why so little is known of the members of the earliest **Egyptian** dynasties at PharaohPharaoh.com.

SeeThePyramids.com

Explore the fascinating **pyramids** and tombs of ancient Egypt. Walk through the passageways into the galleries and chambers and discover the dimensions of these captivating monuments. Use conversion charts to determine how these structures compare in size to other buildings . . . even your own house! Visit SeeThePyramids.com.

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3. Excerpt from the Book *Exploring the Pyramids of Ancient Egypt*
a. Copyright Page

Artwork by Keeler Design Studio

Cover Photo: Melissa Scott

Published by:
Archaeology Press
47 W. Michigan Ave.
Chicago, IL
United States of America

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Library of Congress Cataloging-in-Publication Data
Patterson, Owen T.
Exploring the Pyramids of Ancient Egypt
I. Title.
ISBN: 11-12345-67-8910

3. Excerpt from the Book *Exploring the Pyramids of Ancient Egypt*
b. Table of Contents

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3. Excerpt from the Book *Exploring the Pyramids of Ancient Egypt*
c. “The Obelisks”

The Obelisks

For years the construction of the ancient pyramids of Egypt has baffled the modern world. Scientists find it hard to understand how the pyramids were constructed with such impressive precision before the dawn of modern technology. But the pyramids aren't the only unexplained mystery of ancient Egypt; the obelisks are equally amazing and difficult to comprehend.

An obelisk is a tall four-sided, usually tapered structure that is often monolithic, meaning it has been carved from a single piece of stone. That means these sky-high monuments were not compiled brick by brick but rather were carved over years from one giant rock. No one knows how many obelisks were once constructed in Egypt, but only a few remain.

The ancient Egyptian word for obelisk was *Tejen*, a term considered synonymous with “defense” or “protection.” The obelisks were erected in large, open spaces and on top of temples. The ancient Egyptians believed that the presence of the monuments empowered and protected the people near them.

Although similar in structure with a quadrangular base and a point at the top, each Egyptian obelisk was unique. Typically the obelisk had inscriptions on all four sides, and each obelisk was

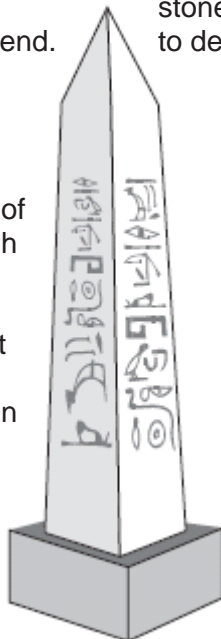
painstakingly carved from the granite quarries in Aswan.

One unextracted obelisk in Aswan provides clues as to how the ancient Egyptians ever pulled one from the ground. Mystery shrouds the process, but research suggests that laborers may have used a greenish-black stone ball— basically a twelve-pound rock—to delicately chip away at the granite.

Hours of pounding usually resulted in only a handful of dust. Some conclude it may have taken a lifetime for hundreds of laborers to chip away and produce a completed product.

If fissures appeared on the rock during the process, the project was abandoned. This was the fate of the Unfinished Obelisk in the Aswan quarry. Had it been completed, the obelisk would have stood almost 140 feet tall and weighed more than 1,100 tons. In ancient Egyptian terms, that's the weight of about 150 male elephants.

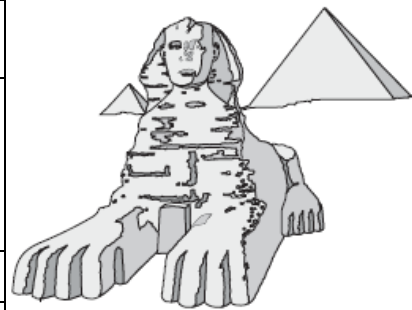
The sheer size leads one to wonder how the Egyptians got these monuments out of the ground and erected on the tops of temples. Modern engineers have theorized that everything from simple levers to kites that harnessed the power of the wind helped pull out the monuments. Teams of scientists have tried to recreate the process, but the ancient Egyptian method remains a mystery for now.



4. Excerpt from the Encyclopedia *Architecture in the Ancient World*
Monumental Monuments Chart

Monumental Monuments			
	The Pyramid of Khafre	The Great Pyramid of Khufu	The Pyramid of Menkaure
Estimated Time of Construction	around 2558–2532 B.C.	around 2589–2566 B.C.	Undetermined
Original Height	143.5 m (470.79 ft.)	146.6 m (480.96 ft.)	65.5 m (215 ft.)
Current Height	136.4 m (447.50 ft.)	38.75 m (455.21 ft.)	62 m (203 ft.)
Length of Side	215.25 m (706.19 ft.)	230.37 m (755.8 ft.)	108.63 m (356.4 ft.)
Angle of Incline	53° 7' 48"	51° 50' 40"	51° 20' 25"
Estimated Volume	1,659,200 cu m	2,521,000 cu m	Undetermined
Total Blocks of Stone	Undetermined	More than 2,300,000	Undetermined
Base	11 acres	13 square acres	3 square acres
Total Weight	Undetermined	6.5 million tons	Undetermined
Average Weight of Individual Blocks of Stone	2.5 to 7.0 tons	2.5 tons	Undetermined
Construction Material	Limestone, red granite	Limestone, granite	Limestone, red granite

The Sphinx	
Estimated Time of Construction	Undetermined
Size	Length 45 m (150 ft.) Paws 15 m (50 ft.) long Head 10 m (30 ft.) long Face 6 m (20 ft.) wide
Total Weight	Undetermined
Construction Material	Soft limestone



Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*. They show some acceptable formats for bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.
(Title of article) (Name of encyclopedia) (Year)

A Magazine Article

Chen, David. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

- 1** On which page of the book *Exploring the Pyramids of Ancient Egypt* would you find information about how the pyramids were built?
- A** Page 41
 - B** Page 49
 - C** Page 66
 - D** Page 89

Correct response: B

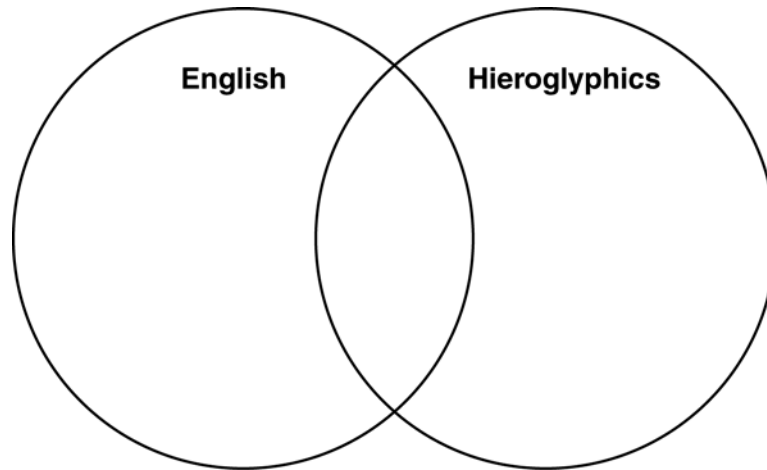
This item measures GLE 39: Locate and select information using organizational features of grade-appropriate resources.

- 2** To find information about the people of ancient Egypt, which link from the search using FindIt.net would be most useful?
- A** AmazingEgypt.com
 - B** PharoahPharoah.com
 - C** SeeThePyramids.com
 - D** EgyptianDiscovery.com

Correct response: B

This item measures GLE 40: Locate and integrate information from a variety of grade-appropriate resources, including multiple printed texts, electronic sources, and other media sources.

- 3 Look at the Venn diagram based on information in “Is a Picture Worth a Thousand Words?” from the magazine *This Is Egypt*.



Which information should be placed in the overlapping area of the two circles?

- A Often excludes vowels
- B Can be read from left to right
- C Contains more than 2,000 characters
- D Contains characters that represent ideas

Correct response: B

This item measures GLE 43: Generate grade-appropriate research reports that include information presented in a variety of forms, including visual representations of data/information, graphic organizers, and works cited lists and/or bibliographies.

4 What is the acceptable bibliographic entry for the book *Exploring the Pyramids of Ancient Egypt*? Refer to the model bibliographic entries.

- A** Patterson, Owen T. “Exploring the Pyramids of Ancient Egypt.” Chicago: Archaeology Press, 1999.
- B** Exploring the Pyramids of Ancient Egypt. Patterson, Owen T. Chicago: Archaeology Press, 1999.
- C** Patterson, Owen T. Exploring the Pyramids of Ancient Egypt. Chicago: Archaeology Press, 1999.
- D** Patterson, Owen T. Exploring the Pyramids of Ancient Egypt. Chicago, Archaeology Press, 1999.

Correct response: C

This item measures GLE 45: Give credit for borrowed information following acceptable-use policy, including creating bibliographies and/or works cited lists.

5 What can be determined using the Monumental Monuments chart from the encyclopedia *Architecture in the Ancient World*?

- A** The total weight of Khafre
- B** The estimated volume of Menkaure
- C** The total blocks of stone of Menkaure
- D** The estimated time of construction of Khufu

Correct response: D

This item measures GLE 40: Locate and integrate information from a variety of grade-appropriate resources, including multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias).

Sample NRT Items

Questions 6 through 27 are sample items representative of those used on the norm-referenced parts of the *iLEAP* test. The survey battery of the Iowa Tests of Basic Skills (*ITBS*) is designed to measure a wide range of student achievement. Most items address Louisiana GLEs at grade 7, while some items address Louisiana GLEs at other grade levels. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

Vocabulary

Each vocabulary item presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. *The vocabulary items measure GLE 1: Develop vocabulary using a variety of strategies.*

Sample Vocabulary Items

6 **Reasonable price**

- A adjusted
- B reduced
- C unfair
- D moderate

Correct Response: D

7 **To migrate**

- A sleep in the winter
- B live in the forest
- C make a trail
- D find a new home

Correct Response: D

Reading

On the reading comprehension section, students read four passages and respond to several multiple-choice items.

Sample Reading Comprehension Items

Directions: Questions 8 through 12 are based on the following passage.

Which?

Whenever I'm walking in the wood
I'm never certain whether I should
Shuffle along where the dead leaves fall
Or walk as if I'm not there at all.

It's nice to rustle as hard as you can,
But I can't decide if it's nicer than
Creeping along, while the woodbirds call,
Pretending you are not there at all!

8 Why is “Which?” a good title for this poem?

- A** It is a short title for a short poem.
- B** It tells the reader to expect a mystery.
- C** It hints at a choice the narrator has to make.
- D** It establishes a fall scene.

Correct Response: C

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

9 What is the decision that the poet has trouble making?

- A** Whether to take one path or another through the wood
- B** Whether to walk through the wood or stay at home
- C** Whether to scuff noisily through the leaves or move slowly and silently
- D** Whether to rake up the leaves or leave them lying on the ground

Correct Response: C

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

10 What does the speaker especially enjoy doing while walking through the woods quietly?

- A** Listening to the sound the leaves make as they fall
- B** Hearing the birds call when they are not aware that people are around
- C** Looking at the beautiful woodland scenery
- D** Pretending to be someone else

Correct Response: B

This item measures GLE 14: Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example identifying cause-effect relationships, raising questions, reasoning inductively and deductively, generating a theory or hypothesis, and skimming/scanning.

11 To walk as if you are “not there at all” a person would

- A** creep.
- B** rustle.
- C** shuffle.
- D** pretend.

Correct Response: A

This item measures GLE 3: Interpret literary devices, including symbolism, puns, and analogies.

12 Why does the narrator like to “shuffle” through the wood?

- A** To hear the crackle of the dry leaves underfoot
- B** To scare the birds out of their hiding places
- C** To hear the birds warn each other of a human presence
- D** To make believe he is somewhere else

Correct Response: A

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

Directions: Questions 13 through 17 are based on the following passage.

During Frontier days, there lived in Tennessee a shrewd horse trader named Sam Flynn. During the summer Sam made an easy living by traveling from one little town to another and racing his horses against the local favorites. His best racer was a coal-black horse called Dusky Pete. Sometimes, when approaching a town, Flynn would mount Dusky Pete and ride in on him as if he were a saddle horse.

One day Flynn rode Pete into a county seat where a big race was to be held as part of the county fair. He entered his stallion and then made heavy bets on the race. Naturally, the townspeople wanted to bet money on their local champions.

Just before the race was to start, an old judge, who was well known for his knowledge of the track, joined the crowd. The townspeople told him of the foolish stranger who had bet so much money on a saddle horse. The judge looked over at the horses and recognized Dusky Pete.

“Gentlemen,” he said with a smile, “there’s a dark horse in this race that will make some of you sick.”

Needless to say, the “dark horse” did win. The story of the race was told many times, and the fame of Dusky Pete spread throughout the racing world. Somehow the term “dark horse” was taken into our everyday language. It is used in politics to describe someone who is not well known, but who is unexpectedly nominated for office. In sports it means an athlete or team that surprises everyone by winning a game.

13 How did the townspeople feel before the race?

- A** Angry at Flynn
- B** Unhappy about their horses
- C** Worried about the race
- D** Sure of themselves

Correct Response: D

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

14 Which happened first in the story?

- A** Flynn bet money on the race.
- B** Flynn entered his horse in the race.
- C** The judge remembered who Dusky Pete was.
- D** The people told the judge about the stranger in town.

Correct Response: B

This item measures GLE 14: Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example identifying cause-effect relationships, raising questions, reasoning inductively and deductively, generating a theory or hypothesis, and skimming/scanning.

15 What was the judge thinking when he spoke to the crowd?

- A** That Dusky Pete was going to win the race
- B** That the race was really dishonest
- C** That the “dark horse” did not stand a chance of winning
- D** That the people who bet on Dusky Pete would lose their money

Correct Response: A

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, making inferences and drawing conclusions.

16 What is the main purpose of this story?

- A** To tell about a famous race horse
- B** To show how Sam Flynn made a fortune
- C** To describe the early days of horse racing
- D** To explain how we got the expression “dark horse”

Correct Response: D

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and explaining how details support ideas.

17 Flynn rode Dusky Pete into town because Flynn wanted

- A** to keep Dusky Pete in good racing condition.
- B** to fool the townspeople.
- C** people to think Dusky Pete was the only horse he owned.
- D** to keep Dusky Pete calm.

Correct Response: B

This item measures GLE 9: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and explaining how details support ideas, making inferences and drawing conclusions.

Language

The Language test contains multiple-choice items with mistakes in spelling, capitalization, punctuation, and usage and expression.

Sample Spelling Items

Directions: Questions 18 and 19 ask students to look for mistakes in spelling. Students should choose the word that is not spelled correctly. When there is no mistake, the student should choose the last answer (No mistakes).

- 18** **A** passengers
 B plesure
 C elevated
 D heaven
 E (No mistakes)

Correct Response: B

This item measures GLE 26: Spell high-frequency, commonly confused, frequently misspelled words and derivatives correctly.

- 19** **A** differant
 B supplies
 C action
 D February
 E (No mistakes)

Correct Response: A

This item measures GLE 26: Spell high-frequency, commonly confused, frequently misspelled words and derivatives correctly.

Sample Capitalization and Punctuation Items

Directions: Questions 20 and 21 ask students to look for mistakes in capitalization. Questions 22 and 23 ask students to look for mistakes in punctuation. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 20** **A** “Alaska!” thought Jim. “a
 B man can make a fortune there
 C mining gold or uranium.”
 D (No mistakes)

Correct Response: A

This item measures grade 3 GLE 30: Capitalize the first word in direct quotations.

- 21** **A** Montana is one of our
 B largest States, but it has fewer
 C people than the city of Chicago.
 D (No mistakes)

Correct Response: B

This item measures grade 6 GLE 26: Capitalize names of companies, buildings, monuments, and geographical names.

- 22** **A** “You three boys gather the
 B firewood” said Mr. Herbert
 C “and we will put up the tent.”
 D (No mistakes)

Correct Response: B

This item measures GLE 23: Use standard English punctuation, including commas to set off direct quotations.

- 23** **A** We visited Lincoln’s home
 B in Springfield; in fact, we
 C spent the whole day there.
 D (No mistakes)

Correct Response: D

This item measures GLE 23: Use standard English punctuation, including semicolons or colons to separate independent clauses.

Sample Usage and Expression Items

Directions: Questions 24 and 25 ask students to look for mistakes in standard English usage. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 24** **A** Mr. Perkins made all those
 B cookies quick for the potluck
 C dinner at the neighborhood center.
 D (No mistakes)

Correct Response: B

This item measures GLE 25: Apply knowledge of parts of speech in writing, including infinitives and participles, superlative and comparative degrees of adjectives, and adverbs.

- 25** **A** No tiny blue flower couldn't
 B grow through a crack
 C in the sidewalk.
 D (No mistakes)

Correct Response: A

This item measures GLE 24: Write paragraphs and compositions following standard English structure and usage, including varied sentence structures, including complex sentences; antecedents that agree with pronouns in number, person, and gender; and sentences without double negatives.

Directions: Questions 26 and 27 ask students to read a passage and look for mistakes in usage and expression. **Note that both items measure writing skills under standard 2. On the actual test, items that measure skills in standard 2 are reported with the score students receive on the writing prompt session of the test.**

Use the passage below to answer questions 26 and 27.

¹The pyramids of Egypt are one of the wonders of the ancient world. ²According to ancient records, they chiseled 2.3 million blocks of stone. ³An estimated 100,000 men took twenty years to build Khufu, the largest of the pyramids. ⁴Once the blocks were cut, the workers transported the stones on barges and on wooden sleds. ⁵How the stones were piled on top of one another is unknown. ⁶There is evidence that earthen ramps were used. ⁷Some Egyptologists think a straight, gently sloping ramp was used; others think the ramp was more like stair steps.

26 **Where is the best place for sentence 3?**

- A** Before sentence 1
- B** Between sentences 1 and 2
- C** At the beginning of the second paragraph
- D** Between sentences 5 and 6

Correct Response: B

This item measures GLE 15: Write multiparagraph compositions on student- or teacher-selected topics organized with the following: organizational patterns appropriate to the topic (e.g., comparison/contrast, order of importance, chronological order), elaboration, transitional words and phrases that unify ideas and points, and overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details.

27 Choose the best concluding paragraph for this report.

- A** Whatever the configuration of the ramp, the building of the pyramids represents true genius. Aside from the engineering knowledge needed, the organization of the workers to complete such a project is equally impressive.
- B** I sure wish someone would tell me how the Egyptians did it. Those guys were really smart. Buildings constructed these days will never last thousands of years. And if they were built to last that long, think how much they would cost.
- C** I think I saw something on TV once that showed the ramps were made like stairs and then torn down so no one would learn their building secrets.
- D** Can you imagine how hard the workers worked to build the pyramids? What strong people these workers must have been. They did this with simple hand tools. They didn't have cranes and stuff like we have today.

Correct Response: A

This item measures GLE 15: Write multiparagraph compositions on student- or teacher-selected topics organized with an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details.