



Georgia CRCT-M

Sample Items

Grade 7

ENGLISH / LANGUAGE ARTS



Original CRCT

Grade 7 Items

ENGLISH / LANGUAGE ARTS

ENGLISH / LANGUAGE ARTS

1. Which is the BEST revision of the paragraph?

¹There are so many amazing things to see and do at the Georgia Aquarium. ²In the Ocean Voyager Gallery, you can see zebra sharks and manta rays up close. ³Visitors can learn about fish from South America, Asia, and even Georgia in the River Scout Gallery. ⁴The snacks are so good in the food court. ⁵You can even touch sea turtles and lionfish in the Georgia Explorer area. ⁶You can also watch trainers teach beluga whales to do tricks and feed fish to southern sea otters in the Cold Water Quest Gallery.

- A. Remove sentence 1.
B. Place sentence 2 after sentence 4.
* C. Remove sentence 4.
D. Place sentence 5 before sentence 3.
2. Which word is the antecedent that agrees with the pronoun?

Michael really enjoyed eating his meal today.

- A. Michael
* B. really
C. meal
D. today

3. Which transition word would most likely be used to show contrast?
- A. simultaneously
B. collectively
C. surprisingly
* D. nevertheless
4. What kind of organization does the paragraph use?

Tigers and lions are big cats that belong to the feline family. Lions hunt in groups called prides, with many lions working together to bring down their prey. Tigers, on the other hand, hunt for their food alone. In fact, tigers will only eat food that they have captured themselves. Lions, however, will eat meat left behind by other predators. Both lions and tigers need to consume about 11 pounds of meat a day.

- A. question and answer
B. sequence of events
* C. compare and contrast
D. cause and effect
5. Which of these is a sentence fragment?
- A. The gander flapped its wings.
B. You can consume some types of ants.
* C. While we brushed our teeth.
D. That magazine has superb articles.



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ENGLISH / LANGUAGE ARTS

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1. Which is the BEST revision of the paragraph?

1. There are so many amazing things to see and do at the Georgia Aquarium. **2.** In the Ocean Voyager Gallery, you can see sharks and manta rays up close. **3.** Visitors can learn about fish from South America, Asia, and even Georgia in the River Scout Gallery. **4.** The snacks are so good in the food court. **5.** You can even touch sea turtles and lionfish in the Georgia Explorer area. **6.** You can also watch trainers teach whales to do tricks in the Cold Water Quest Gallery.

- A. Remove sentence 1.
- B. Place sentence 2 after sentence 4.
- C. Remove sentence 4.
- D. Place sentence 5 before sentence 3.

ENGLISH / LANGUAGE ARTS

2. Which word is the **antecedent** of the pronoun, *his*?

Michael really enjoyed eating his meal today.

- A. Michael
- B. really
- C. meal
- D. today

Helpful Hint

An antecedent is the noun or noun phrase to which a pronoun refers.

3. Which **transition** word would most likely be used to show contrast?

- A. simultaneously
- B. collectively
- C. surprisingly
- D. nevertheless

4. How is the paragraph organized?

Tigers and lions are big cats that belong to the feline family. Lions hunt in groups called prides, with many lions working together to bring down their prey. Tigers, on the other hand, hunt for their food alone. In fact, tigers will only eat food that they have captured themselves. Lions, however, will eat meat left behind by other predators. Both lions and tigers need to consume about 11 pounds of meat a day.

- A. question and answer
- B. sequence of events
- C. compare and contrast
- D. cause and effect

5. Which of these is a **sentence fragment**?

- A. The goose flapped its wings.
- B. You can eat some types of ants.
- C. While we brushed our teeth.
- D. That magazine has great articles.

Helpful Hint

A sentence fragment is not a complete sentence.

Item Sequence	Georgia Performance Standard	KEY
1	<p>Domain: Writing ELA7W2. The student demonstrates competence in a variety of genres. The student produces a narrative (fictional, personal, experiential) that: e. Excludes extraneous details and inconsistencies.</p>	C
2	<p>Domain: Conventions ELA7C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student: c. Uses standard subject-verb agreement and pronoun-antecedent agreement.</p>	A
3	<p>Domain: Writing ELAW1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student: d. Uses appropriate structures to ensure coherence (e.g., transition elements).</p>	D
4	<p>Domain: Writing ELAW1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student: c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	C
5	<p>Domain: Conventions ELA7C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student: a. Identifies and writes simple, compound, complex, and compound-complex sentences correctly, punctuating properly, avoiding fragments and run-ons, adding or deleting modifiers, combining or revising sentences.</p>	C

Item Sequence	Commentary
All	<ul style="list-style-type: none"> • The font size was increased on all items. • The line spacing between items was increased.
1	The paragraph was shortened to reduce cognitive load.
2	<ul style="list-style-type: none"> • The key term antecedent was boldfaced to help the student focus on the skill being assessed. • A helpful hint was added to provide the definition of the key term. • The word his was added to the question stem and underlined in the text box to help the student focus on essential information.
3	The word transition was boldfaced in the question stem to emphasize the concept being assessed.
4	The question stem was revised to reduce cognitive load.
5	<ul style="list-style-type: none"> • Less familiar words in the answer choices were replaced with more common ones. • The key term in the stem was boldfaced to help the student focus on essential information. • A helpful hint was added to provide the definition of the key term.