

## Grade 7 Mini-Assessment

### Boston Massacre Set

This grade 7 mini-assessment is based two passages: “The Boston Massacre” and “Excerpt from The Boston Massacre.” These texts are considered to be worthy of students’ time to read and also meet the expectations for text complexity at grade 7. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the text. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are nine selected-response questions and two paper/pencil equivalents of a technology enhanced item that address the Reading Standards listed below, and one optional constructed-response question that addresses the Reading, Writing, and Language Standards listed below.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

*Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students’ ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

#### The questions align to the following standards:

<b>RI.7.1</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.7.2</b>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<b>RI.7.3</b>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>RI.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>RI.7.5</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<b>RI.7.6</b>	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<b>RI.7.8</b>	Trace 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.

<b>RI.7.9</b>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.7.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>L.7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>L.7.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
<b>L.7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:

[www.achievethecore.org](http://www.achievethecore.org)

## Grade 7 Mini-Assessment

### Boston Massacre Set

Today you will read two passages about the Boston Massacre. The Boston Massacre was an important event that led to the American Colonies declaring independence from England, which resulted in the Revolutionary War. After reading the passages, you will then answer several questions based on the texts. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

Now read the passage and answer the questions. I encourage you to write notes in the margin as you read the passages.

#### Passage 1: The Boston Massacre

- 1) Boston in 1770 had no street lamps. Monday, March 5th, was a cold and moonlit night. Snow covered the ground. Private Hugh White was the lone sentry on guard at the Custom House on King Street. What began as taunting between White and several young apprentices soon escalated to violence. After striking one of the young boys on the head with his musket, White found himself surrounded, pelted with curses, snowballs, and chunks of ice.
- 2) At about the same time, bells began to ring throughout the town. Bells at night meant fire, a disaster for the wooden-built town. Men and boys poured into the streets as shouts of "Fire" were heard. As more colonists gathered on King Street, taunting the sentry and daring him to fight, White began to fear for his life and called for the main guard in the barracks beside the Town House (Old State House). Although the troops could not forcefully disperse the gathered townspeople without civilian authority, they could defend themselves. Captain Thomas Preston marched out a party of seven Grenadiers, the biggest men in the Regiment.
- 3) Preston, Corporal William Wemms, and six privates – Carroll, Kilroy, Warren, Montgomery, Hartigan, and McCauley – marched to the sentry box with fixed bayonets. White joined the ranks. Preston was unable to march the eight soldiers back to the barracks because of the threatening crowd, armed with sticks, swords, rocks, ice, and snow. The troops formed a defensive semi-circle in front of the Custom House stairs. While some among the crowd pleaded with Captain Preston to keep his soldiers calm and not to fire, others dared the soldiers to fire. Sticks and bayonets dueled. The taunting colonists thought the soldiers would not fire.
- 4) Private Hugh Montgomery was hit with a stick and fell; on rising he fired his musket. Someone shouted, "Fire," and more shots rang out in an uncontrolled volley. Private Kilroy fired and hit ropemaker Samuel Gray in the head. Crispus Attucks, a former slave of mixed African and Native American descent, was shot in the chest. Sailor James Caldwell was killed in the middle of King

Street. Samuel Maverick, an apprentice to an ivory turner, was near the Town House when he caught a ricocheting bullet; he would die several hours later. Patrick Carr, an Irishman and maker of leather breeches, was shot in the hip. He would die on March 14th, the fifth person to die as a result of the Massacre. Six other colonists were wounded.

- 5) Rushing from his North End home, acting Royal Governor Thomas Hutchinson arrived and addressed the crowd from the balcony of the Town House. He urged everyone to go home, stating, "The law shall have its course; I will live and die by the law."

<https://www.bostonhistory.org/bots-blog/2017/1/17/the-boston-massacre>

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**Passage 2: Excerpt from “The Boston Massacre”  
in *True Stories of History and Biography***

**By Nathaniel Hawthorne**

- 1) Later in the evening, not far from nine o'clock, several young men passed by the town-house, and walked down King Street. The sentinel was still on his post, in front of the custom-house, pacing to and fro, while, as he turned, a gleam of light, from some neighboring window, glittered on the barrel of his musket. At no great distance were the barracks and the guard-house, where his comrades were probably telling stories of battle and bloodshed.
- 2) Down towards the custom-house, as I told you, came a party of wild young men. When they drew near the sentinel, he halted on his post, and took his musket from his shoulder, ready to present the bayonet at their breasts.
- 3) "Who goes there?" he cried, in the gruff, peremptory tones of a soldier's challenge.
- 4) The young men, being Boston boys, felt as if they had a right to walk their own streets, without being accountable to a British red-coat, even though he challenged them in King George's name.<sup>1</sup> They made some rude answer to the sentinel. There was a dispute, or, perhaps a scuffle. Other soldiers heard the noise, and ran hastily from the barracks, to assist their comrade. At the same time, many of the town's-people rushed into King Street, by various avenues, and gathered in a crowd round about the custom-house. It seemed wonderful how such a multitude had started up, all of a sudden.
- 5) The wrongs and insults, which the people had been suffering for many months, now kindled them into a rage. They threw snow-balls and lumps of ice at the soldiers. As the tumult grew louder, it reached the ears of Captain Preston, the officer of the day. He immediately ordered eight soldiers of the main guard to take their muskets and follow him. They marched across the street, forcing their way roughly through the crowd, and pricking the town's-people with their bayonets.
- 6) A gentleman, (it was Henry Knox, afterwards general of the American artillery,) caught Captain Preston's arm.
- 7) "For Heaven's sake, sir," exclaimed he, "take heed what you do, or here will be bloodshed."
- 8) "Stand aside!" answered Captain Preston, haughtily. "Do not interfere, sir. Leave me to manage the affair."
- 9) Arriving at the sentinel's post, Captain Preston drew up his men in a semi-circle, with their faces to the crowd and their rear to the custom-house. "When the people saw the officer, and beheld

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<sup>1</sup> George III was the King of Great Britain and Ireland during the American Revolution.

the threatening attitude with which the soldiers fronted them, their rage became almost uncontrollable.

- 10) "Fire, you lobster-backs!" bellowed some.
- 11) "You dare not fire, you cowardly red-coats," cried others.
- 12) "Rush upon them!" shouted many voices. "Drive the rascals to their barracks! Down with them! Down with them! Let them fire, if they dare!"
- 13) Amid the uproar, the soldiers stood glaring at the people, with the fierceness of men whose trade was to shed blood.
- 14) Oh, what a crisis had now arrived! Up to this very moment, the angry feelings between England and America might have been pacified. England had but to stretch out the hand of reconciliation, and acknowledge that she had hitherto mistaken her rights but would do so no more. Then, the ancient bonds of brotherhood would again have been knit together, as firmly as in old times. The habit of loyalty, which had grown as strong as instinct, was not utterly overcome. The perils shared, the victories won, in the Old French War, when the soldiers of the colonies fought side by side with their comrades from beyond the sea, were unforgotten yet. England was still that beloved country which the colonists called their home. King George, though he had frowned upon America, was still revered as a father.
- 15) But, should the king's soldiers shed one drop of American blood, then it was a quarrel to the death. Never—never would America rest satisfied, until she had torn down the royal authority, and trampled it in the dust.
- 16) "Fire, if you dare, villains!" hoarsely shouted the people, while the muzzles of the muskets were turned upon them; "you dare not fire!"
- 17) They appeared ready to rush upon the levelled bayonets. Captain Preston waved his sword, and uttered a command which could not be distinctly heard, amid the uproar of shouts that issued from a hundred throats. But his soldiers deemed that he had spoken the fatal mandate—"fire!" The flash of their muskets lighted up the street, and the report rang loudly between the edifices. It was said, too, that the figure of a man with a cloth hanging down over his face, was seen to step into the balcony of the custom-house, and discharge a musket at the crowd.
- 18) A gush of smoke had overspread the scene. It rose heavily, as if it were loath to reveal the dreadful spectacle beneath it. Eleven of the sons of New England lay stretched upon the street. Some, sorely wounded, were struggling to rise again. Others stirred not, nor groaned, for they were past all pain. Blood was streaming upon the snow; and that purple stain, in the midst of King Street, though it melted away in the next day's sun, was never forgotten nor forgiven by the people.

**QUESTIONS**

- 1. The following question has two parts. Answer Part A and then answer Part B.**

**Part A: What is the meaning of the word “disperse” as it is used in paragraph 2 of Passage 1?**

- A. spray
- B. assign
- C. drive off
- D. cover up

**Part B: Based on the information in Passage 1, who had the power to “disperse” the crowd?**

- A. Captain Thomas Preston
- B. Corporal William Wemms
- C. Private Hugh Montgomery
- D. Royal Governor Thomas Hutchinson

- 2. Based on Passage 1, why were more colonists injured than soldiers?**

- A. The colonists did not have sophisticated weapons.
- B. There were more soldiers than colonists in the area.
- C. The soldiers were angrier about the existing conditions than the colonists were.
- D. The colonists did not have strong leaders to organize their efforts of protest.

- 3. How does paragraph 2 of Passage 1 best contribute to the development of the passage?**

- A. It poses an argument that the conflict was carefully planned.
- B. It explains the conditions that allowed a minor conflict to escalate so quickly.
- C. It describes why the colonists were upset about soldiers from England being in Boston.
- D. It suggests that the colonists believed the soldiers from England has started a fire in Boston that night.

- 4. In paragraph 13 of Passage 2, the author states the English soldiers looked at the colonists “with a fierceness of men whose trade was to shed blood.” What is mainly being suggested by the language?**

- A. The soldiers were extremely committed to the cause of not allowing America to break free of England.

- B. The soldiers purposely picked a fight with the colonists because they had grown bored while being shut indoors during winter.
- C. The soldiers considered violence to be a main part of their job.
- D. The soldiers believed violence was to be used as an effective last resort.

**5. The following item has two parts. Answer Part A and then answer Part B.**

**Part A: In Passage 2, what claim is the author developing in paragraphs 14 and 15?**

- A. The relationship between England and America could not be repaired if Americans were hurt.
- B. England admired the colonists for establishing a new country but was not sure the colonists were still loyal.
- C. The main reason the colonists left England was because they resented the King.
- D. The colonists were ready for battle because they had recently fought in the Old French War.

**Part B: Which sentence from Passage 2 further develops the answer to Part A?**

- A. "They appeared ready to rush upon the levelled bayonets." (paragraph 17)
- B. "The flash of their muskets lighted up the street, and the report rang loudly..." (paragraph 17)
- C. "Some, sorely wounded, were struggling to rise again." (paragraph 18)
- D. "...that purple stain, in the midst of King Street, though it melted away in the next day's sun, was never forgotten nor forgiven..." (paragraph 18)

**6. Read paragraph 17 of Passage 2 below. Circle the two underlined phrases that could best support the claim that the Boston Massacre may have begun accidentally.**

They appeared ready to rush upon the levelled bayonets. Captain Preston waved his sword, and uttered a command which could not be distinctly heard, amid the uproar of shouts that issued from a hundred throats. But his soldiers deemed that he had spoken the fatal mandate—"fire!" The flash of their muskets lighted up the street, and the report rang loudly between the edifices. It was said, too, that the figure of a man with a cloth hanging down over his face, was seen to step into the balcony of the custom-house, and discharge a musket at the crowd.

7. Read this sentence from paragraph 3 of Passage 1.

“While some among the crowd pleaded with Captain Preston to keep his soldiers calm and not to fire, others dared the soldiers to fight.”

Which two sentences from Passage 2 best support this statement?

- A. “‘Who goes there?’ he cried, in the gruff peremptory tones of a soldier’s challenge.” (paragraph 3)
- B. “At the same time, many of the town’s-people rushed into King Street, by various avenues, and gathered in a crowd round about the custom-house.” (paragraph 4)
- C. “For heaven’s sake, sir,” exclaimed he, “take heed what you do, or here will be bloodshed.” (paragraph 7)
- D. “‘Leave me to manage the affair.’” (paragraph 8)
- E. “‘Fire, you lobster-backs!’ bellowed some. (paragraph 10)
- F. “‘Rush upon them!’ shouted many voices.” (paragraph 12)

8. Which sentence best describes how each author approaches the retelling of the events of the Boston Massacre?

- A. The author of Passage 1 tells the events in a more objective, informative manner, while the author of Passage 2 uses a more narrative format to influence the reader’s opinions.
- B. The author of Passage 1 relies on figurative language to develop the characters for the readers, while the author of Passage 2 focuses on the role of one major character in the conflict.
- C. Both authors focus on the casualties to create sympathy in the reader for the parties involved.
- D. Both authors focus on how England treated the colonists to justify the intense hatred felt by Americans during this time period.

9. The authors of Passages 1 and 2 present different points of view about the events leading up to the Boston Massacre. Complete the chart below by first choosing each author’s point of view and writing it in the boxes under “Point of View.” Then choose two pieces of evidence from each passage that best develops each point of view.

Author	Point of View	Development	Development
Passage 1			
Passage 2			

Choices for Point of View	Choices for Development
The forceful actions of the soldiers caused the massacre.	“Sticks and bayonets dueled.” (Passage 1, paragraph 3)
England’s presence and treatment of the colonists were the underlying causes for the massacre.	“The taunting colonists thought the soldiers would not fire.” (Passage 1, paragraph 3)
Aggression from colonists led to defensive soldiers, resulting in the massacre.	“Private Hugh Montgomery was hit with a stick and fell; on rising he fired his musket.” (Passage 1, paragraph 4)
This would have been avoided if the colonists had been obedient to England’s rule.	“Down towards the custom-house, as I told you, came a party of wild young men.” (Passage 2, paragraph 2)
	“The wrongs and insults, which the people had been suffering for many months, now kindled them in rage.” (Passage 2, paragraph 5)
	“England had but to stretch out the hand of reconciliation, and acknowledge that she had hitherto mistaken her rights but would do so no more.” (Passage 2, paragraph 14)

**10. Read this sentence from paragraph 4 of Passage 2.**

**“It seemed wonderful how such a multitude had started up, all of the sudden.”**

**Which excerpt from Passage 1 provides the best explanation for the sudden appearance of many townspeople?**

- A. “Boston in 1770 had no street lamps. Monday, March 5<sup>th</sup>, was a cold and moonlit night.” (paragraph 1)
- B. “What began as taunting between White and several young apprentices soon escalated to violence.” (paragraph 1)
- C. “At about the same time, bells began to ring throughout the town. Bells at night meant fire, a disaster for the wooden-built town.” (paragraph 2)
- D. “Captain Thomas Preston marched out a party of seven Grenadiers, the biggest men in the Regiment.” (paragraph 2)

**11. Read these sentences from both passages.**

**“The law shall have its course; I will live and die by the law.” (Passage 1)**

**“Blood was streaming upon the snow; and that purple stain, in the midst of King Street, though it melted away in the next day’s sun, was never forgotten nor forgiven by the people.” (Passage 2)**

**How do these statements develop one of the central ideas of the passages?**

- A. They honor the individuals who lost their lives during the massacre.
- B. They emphasize the level of anger the colonists felt after the massacre.
- C. They foreshadow that the conflict between England and America was the beginning of a longer war.
- D. They suggest the authors do not agree with the way the conflict was handled by either side.







## Information for Teachers: Quantitative and Qualitative Analyses of the Text

Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The excerpt for this mini-assessment has been placed at grade 7, and the process used to determine this grade level placement is described below. “Appendix A of the Common Core” and the “Supplement to Appendix A: New Research on Text Complexity” lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a **grade band** based on at least one<sup>1</sup> quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity ([www.corestandards.org/resources](http://www.corestandards.org/resources)).
2. Place a text or excerpt at a **grade level** based on a qualitative analysis.

### Quantitative Analysis

Passage Title	Quantitative Measure #1	Quantitative Measure #2
“The Boston Massacre” (red circle on chart)	Lexile: 900-1000L	FK: 6.8
Excerpt from “The Boston Massacre” (green circle on chart)	Lexile: 900-1000L	FK: 7.0

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A ([www.corestandards.org/resources](http://www.corestandards.org/resources)) and determine the **grade band** of the text.

Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from the Lexile and the Reading Maturity measure were converted to grade bands.

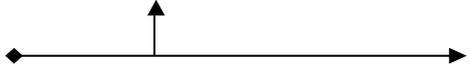
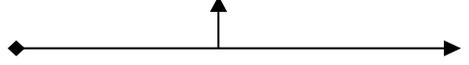
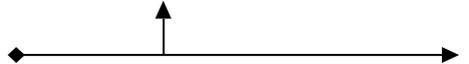
**Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures<sup>7</sup>**

Common Core Band	ATOS	Degrees of Reading Power <sup>®</sup>	Flesch-Kincaid <sup>®</sup>	The Lexile Framework <sup>®</sup>	Reading Maturity	SourceRater
2 <sup>nd</sup> – 3 <sup>rd</sup>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 <sup>th</sup> – 5 <sup>th</sup>	4.97 – 7.03	52 – 60	5.31 – 7.74	740 – 1030	5.42 – 7.92	0.84 – 5.75
6 <sup>th</sup> – 8 <sup>th</sup>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 <sup>th</sup> – 10 <sup>th</sup>	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 <sup>th</sup> – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

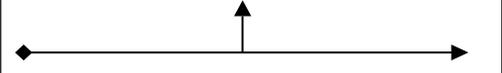
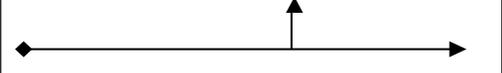
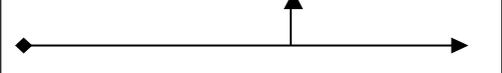
Qualitative data will help clarify the difference in the two measures and narrow the text complexity to a specific grade level.

<sup>1</sup> For higher-stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same **band**, the results provide additional assurance that the text selected is appropriate for the band.

Find the **grade level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. ([www.corestandards.org](http://www.corestandards.org))

Qualitative Analysis	"The Boston Massacre" from Bostonhistory.org	Where to place within the band?				
Category	Notes and comments on text, support for placement in this band	early to mid 6	mid 6 to early 7	mid 7 to early 8	mid 8 to end of 8	Too high for grade band
Structure (both story structure or form of piece)	This informational text is told in chronological order, in an expository manner. The connections between ideas are mostly explicit, although in paragraph 2, the author implicitly implies the cause of the numbers of people in attendance at the initial disturbance.					
Language Clarity and Conventions	There are some challenging Tier 2 words in the text (e.g., escalated, sentry, disperse, civilian) as well as some domain-specific words that students may be unfamiliar with (e.g., bayonet, barracks, musket). However, the words are surrounded by strong context that should provide students access to meaning. The sentence structures are also rather complex, and there are many names to keep track of.					
Knowledge Demands (life, content, cultural/literary)	While some students may be more familiar than others with the Boston Massacre, there is sufficient history in the text and the purpose-setting statement to at least introduce the important idea that American Colonists were angry at the King's soldiers. Care should be taken to ensure no prior knowledge is needed to answer the questions.					
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	The purpose (to explain the events that led to the Boston Massacre) is implicit but easy to infer.					
<b>Overall placement:</b> Grade 7	This text is moderately complex and most appropriate for grade 7. While the structure and purpose are fairly straightforward, the language demands and sentence structures are quite demanding.					

Find the **grade level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. ([www.corestandards.org](http://www.corestandards.org))

Qualitative Analysis	Excerpt from “The Boston Massacre” by Nathaniel Hawthorne	Where to place within the band?				
Category	Notes and comments on text, support for placement in this band	early to mid-6	mid 6 to early 7	mid 7 to early 8	mid 8 to end of 8	Too high for grade band
Structure (both story structure or form of piece)	This nonfiction text is told in narrative style, with Hawthorne reporting a historical event as a story. Paragraphs 1–13 are told in chronological order, interrupted by paragraphs 14 and 15 where Hawthorne editorializes, and then resume the chronological reporting of the event through paragraph 18.					
Language Clarity and Conventions	Hawthorne uses flowery language, including figurative language, to recount the Boston Massacre. Additionally, there are several above-grade Tier 2 words (e.g., peremptory, multitude, tumult, haughtily) and some domain-specific references (e.g., muskets barracks, custom-house) in the text. Several of these words are not surrounded by much context, or the context is not in close proximity to the word, which may present a challenge for students. Finally, Hawthorne’s style uses elaborate sentences to weave his story together, adding another level of challenge.					
Knowledge Demands (life, content, cultural/literary)	King George has been footnoted to better enable students to understand the affiliations of certain persons in the text, as those references are key to fully accessing meaning of the excerpt. Because students with prior knowledge may better understand the historical context of the passage, care must be taken that questions do not disadvantage those students less familiar with the event.					
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	Hawthorne’s purpose is clear – to recount the events leading up to the Boston Massacre – but what is more implicit is his secondary purpose of laying blame squarely on the English troops.					
<b>Overall placement:</b> Grade 7	This text is highly complex for grade 7, as indicated by the categories detailed above. Perhaps most challenging is the language Hawthorne uses to engage the reader, as well as his embedded point of view.					

## Question Annotations: Correct Answer and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
<b>1 Part A</b>	<b>C</b>		<p>A. Although one meaning of “disperse” is “spray,” as used in paragraph 2 of Passage 1, “disperse” means “drive off.”</p> <p>B. Although “assign” fits grammatically in the sentence from paragraph 2 of Passage 1, the context does not support “disperse” as meaning “assign.”</p> <p>C. This is the correct answer. “Disperse” in paragraph 2 of Passage 1 means “drive off.” The soldiers wanted to drive off the crowds.</p> <p>D. Although “cover up” fits grammatically in the sentence from paragraph 2 of Passage 1, “disperse” means “drive off.”</p>
<b>1 Part B</b>	<b>D</b>	<b>RI.7.4, RI.7.1</b>	<p>A. Although Captain Preston was likely in charge of the Grenadiers, he was part of the English troops and was not authorized to “disperse” the crowd, as that was the duty of a civilian authority.</p> <p>B. Although Corporal Wemms was armed, he was part of the English troops and was not authorized to “disperse” the crowd, as that was the duty of a civilian authority.</p> <p>C. Although Private Montgomery was armed, he was part of the English troops and was not authorized to “disperse” the crowd, as that was the duty of a civilian authority.</p> <p>D. This is the correct answer. The reader learns in paragraph 5 of Passage 1 that Royal Governor Thomas Hutchinson “arrived and addressed the crowd...He urged them to go home...” He was the civilian authority in the area, and had power to “disperse” the crowd.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
2	A	RI.7.3, RI.7.1	<p>A. This is the correct answer. Paragraph 4 of Passage 1 describes the numerous deaths of colonists, caused by the “muskets” and “bayonets” used by the English soldiers. The colonists only had “sticks, swords, rocks, ice, and snow,” as mentioned in paragraph 3.</p> <p>B. Although soldiers were present in the area, clearly there were more colonists than soldiers, as Passage 1 mentions “Preston, Corporal William Wemms, and six privates,” along with Private White, making up the English troops involved but when talking about the colonists in paragraph 2, the author mentions “Men and boys poured into the streets,” and “more colonists gathered.” And in paragraph 3, the author mentions “the threatening crowd.”</p> <p>C. Although the soldiers may have been angry about the incident described in paragraph 1 of Passage 1, there is no evidence that they were angrier than the crowd of colonists.</p> <p>D. Although the colonists may not have had strong leaders, Passage 1 does not offer textual evidence for that idea.</p>
3	B	RI.7.5, RI.7.3, RI.7.1	<p>A. Although historically some conflicts are carefully planned, Passage 1 develops the idea that the conflict arose from a simple altercation, and there is no evidence of the event being carefully planned.</p> <p>B. This is the correct answer. The author describes the ringing of bells, which “meant fire,” drawing the townspeople into the streets and joining in the taunting of the sentry. Having so many people involved made White “fear for his life,” so he called in support, thus leading to escalation of the conflict.</p> <p>C. Although clearly the colonists are upset, paragraph 2 of Passage 1 does not offer an explanation as to why.</p> <p>D. Although paragraph 2 of Passage 1 mentions a fire, there is no evidence the colonists suspected the soldiers of setting it.</p>
4	C	L.7.5, RI.7.1	<p>A. Although the soldiers may have been committed to the cause of not allowing America to break free of England, that is not the meaning of “with a fierceness of men whose trade it was to shed blood.”</p> <p>B. Although the soldiers may have been bored, there is no textual evidence to support that inference, and “with a fierceness of men whose trade it was to shed blood” does not mean being bored.</p> <p>C. This is the correct answer. “With a fierceness of men whose trade it was to shed blood” is meant to show a strong tendency toward violence.</p> <p>D. Although many soldiers may believe violence is only to be used as a last resort, the term “with a fierceness of men whose trade it was to shed blood” implies a strong tendency toward violence.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
5 Part A	A	RI.7.8, RI.7.1	<p>A. This is the correct answer. Paragraphs 14 and 15 of Passage 2 are meant to develop the idea that if England’s soldiers hurt Americans, the strained relationship between England and America could not be repaired.</p> <p>B. Although some in England may have admired the colonists for their bravery in establishing a new country and many may have questioned the colonists’ loyalty, that idea is not developed in paragraphs 14 and 15 of Passage 2.</p> <p>C. Although some colonists may have resented the King, the idea of that being the main reason the colonists left England is not developed in paragraphs 14 and 15 of Passage 2.</p> <p>D. Although many of the colonists may have fought in the Old French War and therefore were prepared for another battle, that idea is not developed in paragraphs 14 and 15 of Passage 2.</p>
5 Part B	D		<p>A. This sentence speaks to the colonists’ level of anger rather than supporting the idea that the relationship of England and America could not be repaired if blood was shed.</p> <p>B. This sentence speaks to the moment the conflict escalated rather than supporting the idea that the relationship of England and America could not be repaired if blood was shed.</p> <p>C. This sentence speaks to the damage inflicted by the English soldiers rather than supporting the idea that the relationship of England and American could not be repaired if blood was shed.</p> <p>D. This is the correct answer. The words “that purple stain” speak to the American bloodshed in the streets of Boston that day, and “was never forgotten nor forgiven” speaks to the long-lasting damage to the relationship between England and America caused by the massacre.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
6	<p><b>“uttered a command which could not be distinctly heard” and “soldiers deemed that he had spoken the fatal mandate-fire!”</b></p>	<p><b>RI.7.8, RI.7.1</b></p>	<p>Correct answers: The phrases “uttered a command which could not be distinctly heard” and “soldiers deemed that he had spoken the fatal mandate-fire!” develop the idea that some may have accidentally misunderstood the command, thinking perhaps Captain Preston had issued a command to fire.</p> <p>Incorrect answers: “They appeared ready” speaks to the mindset of the colonists rather than the idea the massacre may have begun accidentally.</p> <p>“Muskets lighted up the streets” speaks to the moment the massacre began rather than the idea the massacre may have begun accidentally.</p> <p>“A cloth hanging down over his face” speaks to an element of mystery and that this individual may have purposely fired a musket at the crowd but does not imply he did it accidentally, thus starting the massacre.</p> <p>“Discharge a musket at the crowd” speaks to the action of the mysterious figure on the balcony who purposely, rather than accidentally, fired on the crowd.</p>
7	<p><b>C, E</b></p>	<p><b>RI.7.8, RI.7.9, RI.7.1</b></p>	<p>A. Although this sentence mentions a “soldier’s challenge,” it does not support the statement that some of the crowd pleaded for a calm approach to the situation while others dared the soldiers to engage.</p> <p>B. Although this sentence mentions the crowd rushing to the initial conflict, it does not support the statement that some of the crowd pleaded for a calm approach to the situation while others dared the soldiers to engage.</p> <p>C. This is a correct answer. This sentence shows Henry Knox pleading with Captain Preston to remain cautious about what would come next.</p> <p>D. Although this is Captain Preston’s response to a plea for calmness, it does not support the statement that some of the crowd pleaded for a calm approach as much as the actual plea seen in option C does.</p> <p>E. This is a correct answer. The colonists saying “Fire, you lobster-backs” illustrates them challenging the soldiers to fire, as the colonists didn’t think they actually would.</p> <p>F. Although this sentence speaks to aggression, it is aggression on the part of the colonists rather than the soldiers.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
8	A	RI.7.9, RI.7.1	<p>A. This is the correct answer. The author of Passage 1 is more objective and describes the events in a much more informative style. The author of Passage 2 uses narration, including a heavy use of figurative language to tell the story of the night of the massacre, and includes statements clearly meant to sway the reader to have an opinion.</p> <p>B. Although figurative language is used in this pairing, it is employed in Passage 2, not Passage 1. Additionally, the author of Passage 2 pays equal attention to many characters and does not focus on just one.</p> <p>C. Although both authors mention casualties of the battle, they do so in a way that explains how the conflict ended rather than trying to arouse sympathy in the reader.</p> <p>D. Although both authors mention the tensions between England and America, only the author of Passage 2 uses it to try to justify how resentful Americans were of England during this time period.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options		
9	See right column.	RI.7.6, RI.7.9, RI.7.1	Author	Point of View	Development
			Passage 1	Aggression from colonists led to defensive soldiers, resulting in the massacre.	“Sticks and bayonets dueled.” (Passage 1, paragraph 3) AND “Private Hugh Montgomery was hit with a stick and fell; on rising he fired his musket.” (Passage 1, paragraph 4)
			Passage 2	England’s presence and treatment of the colonists were the underlying causes for the massacre.	“The wrongs and insults, which the people had been suffering for many months, now kindled them in rage.” (Passage 2, paragraph 5) AND “England had but to stretch out the hand of reconciliation, and acknowledge that she had hitherto mistaken her rights but would do so no more.” (Passage 2, paragraph 14)
			<p>Incorrect answers for Point of View:  “‘The forceful actions of the soldiers caused the massacre’” is incorrect, as neither author lays the blame of the massacre only on the soldiers.</p> <p>“‘This would have been avoided if the colonists had been obedient to England’s rule’” is incorrect, as neither of the authors implies the colonists should have been obedient to England’s rule.</p> <p>Incorrect answers for Choices for Development:  The other sentences do not support the authors’ points of views.</p>		

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
10	C	RI.7.3, RI.7.1	<ul style="list-style-type: none"> <li>A. Although this sentence describes an aspect of the setting, it does not provide an explanation for the sudden appearance of the many townspeople.</li> <li>B. Although this sentence mentions some of the people who were part of the eventual crowd, it does not provide an explanation for the sudden appearance of the many townspeople.</li> <li>C. This is the correct answer. The fact that bells were ringing in a town built mostly from wood brought the townspeople out suddenly.</li> <li>D. Although this sentence mentions some of the soldiers who fought the crowd, it does not provide an explanation for the sudden appearance of the many townspeople.</li> </ul>
11	C	RI.7.2	<ul style="list-style-type: none"> <li>A. Although the second sentence implies the victims of the massacre would never be forgotten and thus honored, the first sentence does not, and this is not a central idea of the passages.</li> <li>B. Although the second sentence implies a continued sense of anger on the part of the colonists, the first sentence does not, and this is not a central idea of the passages.</li> <li>C. This is the correct answer. Both sentences develop the idea that the conflict was going to be ongoing, with the first sentence speaking to allowing the laws to handle the issue, and the second sentence showing the Americans would not forgive, implying a seeking of revenge or a continued resistance to English rule. This is a central idea of the passage.</li> <li>D. Although the authors both seem disappointed in how the events leading up to the massacre were handled, the author of the second passage is much more disappointed with the English soldiers, and this idea is not a central idea shared by the passages.</li> </ul>

<p style="text-align: center;"><b>12</b> <b>(Optional Writing Prompt)</b></p>	<p style="text-align: center;"><b>See top-score bullets in the right column.</b></p>	<p style="text-align: center;"><b>W.7.1, W.7.4, W.7.9, L.7.1, L.7.2, L.7.3, R.7.9, R.7.1</b></p>	<p>A strong student response will include:</p> <p>Passage 1 did a better job of engaging the reader because</p> <ul style="list-style-type: none"> <li>• The author establishes the setting in paragraph 1, enabling readers to picture the scene.</li> <li>• The author provides interesting details in paragraph 2 about how bells were ringing, which led people to believe there was a fire so they all gathered in the streets.</li> <li>• In paragraph 3, the reader learns the actual names of the soldiers involved, as well as facts about the types of crude weapons the crowd was using.</li> <li>• In paragraph 4, the reader learns the names of the victims of the massacre, as well as what jobs they held in the community.</li> <li>• In paragraph 5, the reader learns who was actually able to stop the violence, and there is a powerful quotation that foreshadows that laws were important and some would “live and die by the law,” showing more conflict ahead for the two countries.</li> </ul> <p>Passage 2 did a better job of engaging the reader because</p> <ul style="list-style-type: none"> <li>• The author begins the passage as if he is telling a story, including narrative elements, to make the reader envision what was happening before the massacre began. The small details like “glittered on the barrel of his musket” are engaging.</li> <li>• The author uses dialogue as well, as seen in paragraphs 3, 7, 8, 10–12, and 16. The dialogue helps to establish the strong emotions felt by those involved, which makes the story interesting.</li> <li>• The author also establishes a strong point of view that the colonists had been slighted by the English and were justified in their feelings of frustration and anger. Paragraphs 14 and 15 help develop this strong opinion. Details like “telling stories of battle and bloodshed” in paragraph 1; “soldier’s challenge” in paragraph 3, and “forcing their way roughly through the crowd, pricking the town’s people with their bayonets” in paragraph 5 establish the soldiers as the aggressors.</li> <li>• The author also develops Captain Preston as being much at fault for not controlling the situation, which was not really touched upon in Passage 1.</li> <li>• Paragraph 17 suggests a level of mystery in that it implies perhaps the actual start of the massacre was accidental. That Preston’s orders “could not be distinctly heard,” and “soldiers deemed that he had spoken the fatal mandate-fire!” support this idea. An additional level of mystery is introduced by “the figure of a man with a cloth hanging down over his face” and the idea that he shot into the crowd.</li> <li>• Paragraph 18 personifies the smoke to create an eerie scene “as if it were loath to reveal the dreadful spectacle.” The language in paragraph 18 is meant to create sympathy: For example, “Eleven of the sons of New England,” “were struggling to rise again,” and “past all pain” are examples of this powerful language.</li> <li>• The author ends with foreshadowing a continued conflict, as the battle “was never forgotten nor forgiven by the people.”</li> </ul>
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## Using the Mini-Assessments with English Language Learners (ELLs)

### Mini-Assessment Design and English Language Learners

Each mini-assessment is designed using the best practices of test design. English Language Learners will benefit from the opportunity to independently practice answering questions about grade-level complex texts.

Prior to delivering the mini-assessment, teachers should read through each item. If there is language in the question stems specific to the standards (e.g., plot, theme, point of view), make sure that students have been introduced to these concepts prior to taking the assessment. Teachers should not pre-teach specific vocabulary words tested in the assessment (e.g., words students are asked to define) and should only pre-teach language that would impede students from understanding what the question is asking.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including texts that:

- *Are brief and engaging:* Texts vary in length, but no individual text is more than three pages long.
- *Embed student-friendly definitions:* Footnotes are included for technical terms or words that are above grade level when those words are not surrounded by context that would help students determine meaning.

Informational text sets, such as those included in the mini-assessment, specifically attend to the needs of ELLs by:

- *Building student knowledge:* Mini-assessments often include multiple texts or stimuli on the same topic:
  - For sets with two texts or stimuli, the first text is generally broader, providing a foundation in the content and introducing key vocabulary, and the second text provides more detail or contrast on the same topic. This allows ELLs to dig into the features of the passage being assessed rather than being inundated with dissimilar content and vocabulary.
  - For sets with more than two texts or stimuli, there is an “anchor” text that provides introductory information on the topic.
- *Containing ideas that lend themselves to discussion from a variety of perspectives:* Often these pairs or sets of texts present multiple perspectives on the same topic.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including questions that:

- *Feature a variety of academic words:*
  - Each mini-assessment contains at least one vocabulary item. Items assessing vocabulary test one of the following:
    - The meaning of Tier 2 academic words in context.
    - The meaning of a figurative word/phrase in context.
    - The impact of word choice on meaning and/or tone.
  - MOST vocabulary items test Tier 2 words.
  - All tested words are chosen because:
    - They are central to the meaning of the text.
    - They are surrounded by sufficient context to allow students to determine meaning.
- *Highlight “juicy” sentences that feature grade-appropriate complex structures, vocabulary, and language features:* Most mini-assessments include at least one item assessing Reading for Literature or Reading: Informational text standard 5. These items point students to analyze the structure of the text. While standard 5 items specifically focus on the structure of the text, other items require the analysis of language features, vocabulary, and relationships between ideas, all of which build student understanding of texts.
- *Provide graphic organizers to help students capture and reflect on new knowledge:* Most mini-assessments include at least one item mimicking a “technology enhanced item.” These items include things like tables and charts.
- *Provide writing activities that allow students to use new vocabulary and demonstrate knowledge of new concepts:* Most mini-assessments include an optional writing prompt that allows students to write about the text(s).

### **Administration Guidelines for ELLs**

When assessing ELL students, appropriate accommodations may be considered. Modifications to the assessment itself should not be made. According to the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners, First Edition*:

- “Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment.”
- “Accommodations are accessibility supports [that] do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student’s work produce valid results.”

Teachers **may** choose to make accommodations that meet the unique needs of ELLs. Prior to delivering any practice assessment, especially if the mini-assessment is to be used in a more formal setting (e.g., as part of a district benchmark assessment), teachers should research what accommodations will be

available to students during their state’s summative assessment. For example, some states allow ELLs to use a bilingual dictionary during an assessment; other states do not allow this. Ensure your ELLs are practicing with the accommodations they can expect to see on the summative. Some examples of appropriate accommodations include:

- Reading the directions aloud to students multiple times.
- Providing student directions in student native language.
- Allowing students additional time to complete the mini-assessments.
- Exposing students to item types prior to the assessment.
- Reading the scoring expectations for the writing prompt aloud to students.

Because the goal of literacy mini-assessments is to measure grade-level literacy as students progress toward college- and career-readiness, teachers must be careful **not** to make modifications that may be commonly used in classroom instruction. Examples of modifications that should **not** be used include:

- Reading passages aloud for students.
- Adding student glossaries of unfamiliar terms.
- Pre-teaching tested vocabulary words.

**In any testing setting, teachers must be careful to choose accommodations that suit the needs of each individual student.**

## Additional Resources for Assessment and CCSS Implementation

**Shift 1 – Complexity:** *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts  
[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
- See the Text Complexity Collection on [www.achievethecore.org](http://www.achievethecore.org)

**Shift 2 – Evidence:** *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on  
<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- See the Basal Alignment Project for examples of text-dependent questions  
<http://www.achievethecore.org/basal-alignment-project>

**Shift 3 – Knowledge:** *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts  
[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

**Sample Scoring Rubric for Text-Based Writing Prompts:**

[http://achievethecore.org/content/upload/Scoring\\_Rubric\\_for\\_Text-Based\\_Writing\\_Prompts.pdf](http://achievethecore.org/content/upload/Scoring_Rubric_for_Text-Based_Writing_Prompts.pdf)